



National
Qualifications
SPECIMEN ONLY

S815/76/21

**Classical Studies
Classical Society**

Date — Not applicable

Duration — 1 hour 50 minutes

Total marks — 50

SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks

Attempt EITHER Part A OR Part B.

SECTION 2 — 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.



SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks

Attempt EITHER Part A OR Part B

Part A — Power and freedom

Source A shows the Parthenon in Athens.



Source B is from a modern writer.

Athenian imperialism had been apparent as early as 472 BC when Carystus was forced into the League, and Naxos, wishing to withdraw from membership, was attacked and forced to remain in the alliance. A revolt by Thasos was crushed in 463 BC and during the 450s there were anti-Athenian movements in Miletus, Erythrae, and Colophon. The Athenians interfered in the internal politics of their allies and League council meetings ceased.

Part A (continued)

Source C is from an ancient writer.

The alliance between the people of Mytilene and Athens dates from the end of the Persian War. The object of the alliance was to free the Greeks from Persia, not to make them slaves to Athens. So long as the Athenians in their leadership respected their allies' independence, they followed them with enthusiasm. However, eventually the allies saw that the Athenians were becoming less and less hostile to Persia and more and more interested in enslaving their own allies.

1. How fully do **Sources A, B and C** explain why the Delian League allies felt they were unfairly treated by the Athenians?

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

8

Source D is from a modern writer describing the Scottish legal system in the 21st century.

Cases in the High Court are held before a judge and a jury. At an earlier hearing, the charges are read out and the accused is asked to plead guilty or not guilty. At the trial, the prosecution and the defence make speeches, produce evidence and call witnesses. The judge then sums up the case to the jury and advises them on points of law relevant to the case. The members of the jury discuss the case in private, which can last several days, then return to the court to announce their verdict. A jury consists of 15 adults chosen at random. Anyone on the electoral register can be called for jury service. Jurors are not paid for their work but can claim expenses such as loss of earnings. Members of a jury must be between 18 and 70 years of age.

2. Compare this description of the modern legal system in Scotland with the legal system in classical Athens.

Refer to **Source D** and your own knowledge, making an overall conclusion about similarities and differences.

10

Attempt **EITHER** question 3(a) **OR** 3(b)

3. (a) To what extent was the life of a female slave worse than that of a male slave?

12

OR

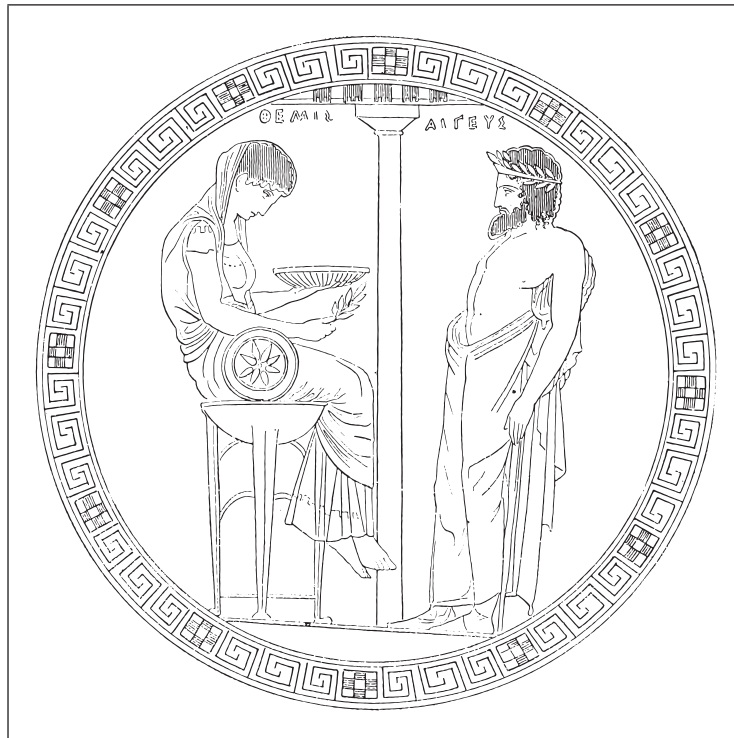
- (b) To what extent did the strengths of Athenian democracy outweigh its weaknesses?

12

[NOW GO TO SECTION 2 ON PAGE 06]

Part B — Religion and belief

Source A shows the the Oracle at Delphi.



Source B is an extract from an ancient Greek writer.

King Croesus of Lydia sent presents to the temple and asked the oracle if he should make war against Persia and if he should strengthen his army by some alliance. To this question the oracle replied; it foretold that if Croesus attacked the Persians, he would destroy a great empire. However, Croesus lost the war and was taken prisoner. The oracle was fulfilled; Croesus had destroyed a mighty empire — his own. As to the oracle, Croesus had no right to find fault with it: the god had declared that if he attacked the Persians he would bring down a mighty empire.

Part B (continued)

Source C is an extract from an ancient Greek writer.

The men came to Delphi and after going through the preparatory rituals, put their question to the Pythia. Raving and possessed by the god, the Pythia delivered her oracle. This was interpreted by the priests; that Helen of Sparta would ruin Europe and Asia and how, through her, Troy would fall to the Greeks.

4. How fully do **Sources A, B and C** inform us about the oracle at Delphi?

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

8

Source D is from a modern writer describing religious worship in the 21st century.

Most world religions today have their own buildings of worship such as churches, mosques and synagogues. Worshippers gather inside these buildings where religious leaders conduct their ceremonies. Worshippers usually join in prayer as a way of communicating with their god. Prayers often use set words which worshippers learn and repeat together, like the Lord's Prayer in the Christian religion. Religious leaders today are well-educated in their faith and often read from the holy book of their religion to give moral guidance to the followers of their faith. Public worship like this brings people of the same faith together and can sometimes bring people of different faiths together too.

5. Compare the description of religious worship in the 21st century with religious worship in Greece in the 5th century BC.

Refer to **Source D** and your own knowledge, making an overall conclusion about similarities and differences.

10

Attempt **EITHER** question 6(a) **OR** 6(b)

6. (a) To what extent did mystery religions, rather than state religion, provide an opportunity for women to lead a more fulfilled life in classical Greece?

12

OR

- (b) To what extent did the Greeks of the 5th century BC agree about the nature of life after death?

12

[NOW GO TO SECTION 2 ON PAGE 06]

SECTION 2 — LIFE IN THE ROMAN WORLD — 20 marks

Attempt EITHER Part A OR Part B

Part A — Power and freedom

Source A is from an historical account written in the 1st century BC by Sallust, a Roman historian and politician, who was concerned with the moral decline of Roman society.

The lady Sempronia had often in the past acted with a masculine daring and boldness. She was fortunate in many ways, firstly in her beauty and good birth, and then in her husband and children. She had studied Greek and Latin literature. She could play musical instruments and dance, although these were more skills than necessary for an honest woman. She had many other such talents which made her the subject of gossip. She clearly put no value on honour and decency; it would be difficult to decide which she squandered more – her money or her reputation.

7. Evaluate the usefulness of **Source A** in telling us about attitudes towards women in the Roman world.

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

8

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

8. (a) Analyse the ways in which the provincial governor could affect the lives of people living in a Roman province.

12

OR

- (b) Analyse whether the Roman voting system provided fairness for all.

12

Part B — Religion and belief

Source A is from a book written in the 1st century AD by Pliny the Elder, a well-educated and high-ranking Roman soldier and statesman.

It apparently does no good to offer a sacrifice or to consult the gods with due ceremony unless you also speak words of prayer. In addition, some words are appropriate for seeking favourable omens, others for warding off evil, and still others for securing help.

We notice, for example, that our highest magistrates make appeals to the gods with specific and set prayers. And in order that no word be omitted or spoken out of turn, one attendant reads the prayer from a book, another is assigned to check it closely, a third is appointed to enforce silence. In addition, a flutist plays to block out any unwanted sounds. There are recorded remarkable cases where either ill-omened noises have interrupted and ruined the ritual or an error has been made in the strict wording of the prayer.

9. Evaluate the usefulness of **Source A** in describing the ritual of prayer.

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

8

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

10. (a) Analyse the importance of the goddess Vesta and her priestesses in Roman religion and belief.

12

OR

- (b) Analyse the relationship between the Romans and the Christians.

12

[END OF SPECIMEN QUESTION PAPER]

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 Part B, Source A, Question 3 Morphart Creation/Shutterstock.com



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**Classical Studies
Classical Society**

Marking Instructions

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General marking principles for Higher Classical Studies – Classical Society

Always apply these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) For marks to be awarded, points must relate to the question asked. The term 'or any other relevant response' allows for the possible variation in candidates' responses. Always award marks according to the accuracy and relevance of an answer.
- (d) Where the candidate is instructed to choose one optional question to answer but instead answers both options, mark both responses and record the better mark.
- (e) Marking must be consistent. Never make a judgement on a response based on length, quality of handwriting or a confused start.
- (f) There are five types of question used in this question paper. Each assesses a particular skill.
 - i **Analyse** an issue in classical Greece or the Roman world
 - ii **Evaluate** an issue in classical Greece or the Roman world (**To what extent ...**)
 - iii **Evaluate the usefulness of** a source for ...
 - iv **How fully** do sources explain ...
 - v **Compare** a modern source/quote with a classical idea(s) ...
- (g) The following provides an example of the application of the general marking principles for each question type.

- i **Analyse an issue in classical Greece or the Roman world.**

Example question

Analyse the ways in which gender inequality affected the lives of women in 5th century BC Athens.

Example response

Gender inequality affected the lives of women in the 5th century BC, for example girls were much more likely to be exposed at birth by their fathers because boys were judged to be more valuable at birth than girls, as only men could inherit property. Again, all girls required a dowry on their wedding day and this led to them being considered more of a financial burden and drain from birth than boys. As a result, gender inequality greatly affected the lives of women as their gender made them less valuable to their families and increased the risk of being exposed. However, in the majority of cases the choice to expose a baby was perhaps more to do with poverty rather than gender (**3 marks**).

ii **Evaluate an issue in classical Greece or the Roman world (To what extent ...)**

Example question

To what extent did the treatment of slaves depend on the attitude of their owner?

Example response

As a result of working and living in close quarters with their master and his family, a domestic slave's quality of life often benefited from the formation of personal relationships with their masters. Many of these slaves would have been considered as part of the family, for example being showered with nuts and fruits when they first entered the house to ritually welcome them into the household, just as a new bride was **(1 mark)**. As members of the household, they were also given clothing, a roof over their head, food and meals, and looked after if they fell ill. At a time when there was no possibility of state support, domestic slaves often had a better quality of life than some of the poorest citizens **(1 mark)**. However, a slave was always a piece of property owned by their master, they had no legal or political rights and could make no decisions for themselves. For some, this lack of control over their own lives would have reduced the quality of life experienced by some slaves **(1 mark)**.

iii **Evaluate the usefulness of Source B for ...**

Example question

Evaluate the usefulness of **Source B** for describing democracy in classical Athens.

Example response

Source B is useful for describing democracy in classical Athens as it was written by a leading member of Athenian society, who would likely have attended the Assembly and witnessed its procedures **(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 **How fully do Sources C, D and E explain ...**

Example question

How fully do **sources A, B and C** explain the widespread adoption of Roman religious practices across the Roman empire?

Example response

Temples like this shown in Source A 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)**.

From Source B, we can tell ... which shows that ... **(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 **Compare a modern source/quote with a classical idea(s) ...**

Example question

Compare the description of democracy in the modern world with democracy in Athens in the 5th century BC.

Example comparison

The source states that all citizens today in the United Kingdom are equal in the eyes of the law. This is different from Athens where women, slaves and foreigners were denied legal rights and protection, only men over the age of 18, and born of two Athenian parents, were considered full citizens and granted this democratic right (2 marks).

Example conclusion

Overall, it can be stated that much has changed between the democracy in the modern world and democracy in 5th century BC Athens. For example, the women, men and slaves who lived in Athens were granted no democratic involvement in the running of the city (1 mark). Also nowadays, citizens are less likely to be directly involved in the running of their city beyond voting during elections, whereas in Athens there was greater expectation to participate as a result of the direct democratic system of government that it developed (1 mark).

Marking instructions for each question

Section 1 – LIFE IN CLASSICAL GREECE

Part A – Power and freedom

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.			<p>How fully do multiple sources explain an aspect of life in classical Greece or the Roman world.</p> <p>Candidates make connections between the sources and specific events, practices or ideas in the classical world. They interpret points from the sources to show understanding rather than simply quoting. They do not need to prioritise any points.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>How fully do sources A, B and C explain why the Delian League allies felt they were unfairly treated by the Athenians?</p> <p>Award up to a maximum of 6 marks for accurate relevant points interpreted from the sources.</p> <p>Award up to a maximum of 4 marks for accurate relevant points of knowledge used to explain the extent to which the sources address a given aspect of the classical world. Candidates can do this by expanding on points made in the sources, or through references to an area of specific content which the sources have omitted.</p> <p>Award a maximum of 4 marks where candidates refer to only one source.</p> <p>Possible points which candidates may develop/interpret in Source A include</p> <ul style="list-style-type: none"> the Parthenon was built with League funds the League treasury was transferred from Delos to Athens these buildings glorified Athens. <p>The above points exemplify misuse of funds, as funds should have been used to protect the allies.</p> <p>Possible points which candidates may develop/interpret in Source B include</p> <ul style="list-style-type: none"> Carystus was forced into the League – Athens now became forceful other states tried to revolt against Athenians but were crushed, which showed that the Athenians were capable of brutal force against their allies Athenians undermined the autonomy of states by interfering in their politics and imposing garrisons and democracy on them.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Possible points which candidates may develop/interpret in Source C include</p> <ul style="list-style-type: none"> • object of the alliance had been to free Greeks from Persia but they were becoming slaves to Athens • once the independence of each state was threatened by the Athenians, the other League members were less willing to follow them ‘with enthusiasm’ • became frightened when there was less hostility to Persia and more interested in enslaving own allies. <p>Possible points of significant omission may include</p> <ul style="list-style-type: none"> • cleruchies set up • states never in the League were captured and forced into it, for example Aegina • Athens had amassed a huge, powerful fleet through the League and manned it herself – other states no longer had their own ships • taxes, tribute, penalties all inflicted when anyone tried to leave the League or stand up to Athens. <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.			<p>Compare a modern source/quote with a classical idea(s).</p> <p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 10 marks.</p>	10	<p>Compare this description of the modern legal system in Scotland with the legal system in classical Athens.</p> <p>Award up to 2 marks for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge, up to a maximum of 8 marks.</p> <p>Award up to 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p> <p>Possible points from the source include</p> <ul style="list-style-type: none"> • trials today are held in a court • both the prosecution and the defence can call on witnesses and use evidence to make their case • a judge presides over the case • jurors must be registered on the electoral role • there is no payment for jury duty, but expenses can be claimed back • juries consist of 15 people. <p>Points of similarity</p> <ul style="list-style-type: none"> • trials were also held in law courts • speeches for both the defence and the accused are made in the court • Athenians could employ professional speech writers – the better the speech writer the more expensive their services were – like a modern-day lawyer • witnesses and evidence were presented to the court to help inform the jury's verdict. <p>Points of difference</p> <ul style="list-style-type: none"> • sentencing was the decision of the jurors not the judge • Athenian jurors had to be 30+ years old • speeches were timed by water-clocks to prevent individuals speaking for too long • juries were much larger than today. <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)		<p>Evaluate an issue in classical Greece or the Roman world (To what extent ...)</p> <p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example</p> <ul style="list-style-type: none"> the relevance/importance/usefulness, for example of a viewpoint positive and negative aspects strengths and weaknesses any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>To what extent was the life of a female slave worse than that of a male slave?</p> <p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge where points are</p> <ul style="list-style-type: none"> 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 (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks.</p> <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> both male and female slaves were bought and sold like cattle there was potential for both male and female slaves to gain their freedom dependent on the master's attitude, but women likely to be treated as lesser individuals as thought not to be as capable as men slaves are the property of a master, so he can treat them as he wishes female slaves often had specific roles which would not have been carried out by a male slave, for example a wet nurse or prostitute female slaves were often used for the entertainment of men by being brought in to dance and sing at dinner parties male slaves also had specific roles which are less likely to have been carried out by female slaves, such as farming, Scythian archer, mining and quarrying educated male slaves were often bought for the purpose of educating the master's son(s) – paidagogos.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Possible points of evaluation</p> <ul style="list-style-type: none"> • much depended on the attitude of the master. It is difficult to generalise based on gender • domestic slaves, which were more likely to be women, probably had a better quality of life given that the type of work was less physically exhausting than agricultural labour, for which men tended to be used • men put into jobs like quarrying and mining where they were worked to death – less likely for women • other factors such as the race and skills of the slave were more likely to be factors in determining the treatment of slaves • treatment of slaves based on gender was in fact a reflection of gender issues more widely in the ancient world. <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(b)		<p>Evaluate an issue in classical Greece or the Roman world (To what extent ...)</p> <p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example</p> <ul style="list-style-type: none"> the relevance/importance/usefulness, for example of a viewpoint positive and negative aspects strengths and weaknesses any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>To what extent did the strengths of Athenian democracy outweigh its weaknesses?</p> <p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge where points are</p> <ul style="list-style-type: none"> 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 (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks.</p> <p>Possible points of relevant knowledge</p> <p>Strengths</p> <ul style="list-style-type: none"> direct democracy – all citizens who wished to participate all citizens had a say in the government all citizens entitled (and encouraged) to attend the Assembly of citizens, and to speak and vote introduction of public pay for public duty allowed more participation.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Weaknesses</p> <ul style="list-style-type: none"> • only citizens could take part and women, metics and slaves excluded • generals could only be picked from a pool of those who were wealthy enough • the Assembly of citizens – demagogues, vote taken by show of hands, too many people for everyone to get a chance to speak, better speakers take over, well known citizens/authority figures got a chance to speak first. Decisions could be made in haste and later regretted, for example punishing city states which stood up to Athens • choosing any job by lot meant potentially someone could be elected who had no experience or ability to carry out that job. <p>Possible points of evaluation</p> <ul style="list-style-type: none"> • for citizens, the strengths may well have trumped the weaknesses, but for the ‘excluded’ such as metics and slaves it may have been the other way round • in peacetime, the citizens enjoyed the benefits but in wartime, which took place a good deal of time in the 5th century BC, the burden of military service removed these benefits • although all male citizens had the right to vote in the Assembly, it was very difficult for some to get into Athens and onto the Pnyx to cast their vote. Farmers living in Attica often found it difficult and costly to travel to Athens every time there was a meeting of the Assembly and so did not regularly attend • there were difficulties for anyone outside of Athens in travelling to the city for meetings. It was expensive to travel and have someone mind their farms, so country folk felt that their interests weren’t well represented at the meetings. <p>Or any other relevant response.</p>

Part B – Religion and belief

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.			<p>How fully multiple sources explain an aspect of life in classical Greece or the Roman world.</p> <p>Candidates make connections between the sources and specific events, practices or ideas in the classical world. They interpret points from the sources to show understanding rather than simply quoting. They do not need to prioritise any points.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>How fully do Sources A, B and C inform us about the oracle at Delphi?</p> <p>Award up to a maximum of 6 marks for accurate relevant points interpreted from the sources.</p> <p>Award up to a maximum of 4 marks for accurate relevant points of knowledge used to explain the extent to which the sources address a given aspect of the classical world. Candidates can do this by expanding on points made in the sources, or through references to area of specific content which the sources have omitted.</p> <p>Award a maximum of 4 marks where candidates refer to only one source.</p> <p>Possible points which candidates may develop/interpret in Source A include</p> <ul style="list-style-type: none"> • a priestess delivered the oracles at Delphi • she sat on a tripod to deliver the oracle • she was assisted by a priest. <p>Possible points which candidates may develop/interpret in Source B include</p> <ul style="list-style-type: none"> • the oracle was given presents • the oracle was consulted by people from outwith Greece • the oracle was consulted on matters of state such as declarations of war • people had great faith in the oracle • the oracles were ambiguous and therefore never wrong • oracles were open to interpretation by man who could mistake the meaning. <p>Possible points which candidates may develop/interpret in Source C include</p> <ul style="list-style-type: none"> • there were ritual preparations (for example ritual washing) • she delivered her messages in a trance • the oracles were delivered orally and could seem unintelligible • they were interpreted by priests who made the answer clear.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Possible points of significant omission may include</p> <ul style="list-style-type: none"> • individuals could consult the oracle on personal matters, for example marriage • there was a fee to pay for consultation • sacrifices had to be made before consultation, usually a goat • answers were often given in verse • the Sacred Way to Delphi was lined with votive offerings, mini temples were set up as thanks for good advice and successful outcomes • consultations originally held on Apollo's birthday but later held once a month throughout the summer. <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.			<p>Compare a modern source/quote with a classical idea(s).</p> <p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 10 marks.</p>	10	<p>Compare the description of religious worship in the 21st century with religious worship in 5th century BC Greece.</p> <p>Award up to 2 marks for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge, up to a maximum of 8 marks.</p> <p>Award up to 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p> <p>Possible points from the source include</p> <ul style="list-style-type: none"> • world religions • different faiths coexist • religious leaders well-educated in faith. <p>Points of similarity</p> <ul style="list-style-type: none"> • buildings of worship • set prayers • worshippers gathering. <p>Points of difference</p> <ul style="list-style-type: none"> • worshippers gather inside buildings • worshippers join in prayer • holy books • moral guidance. <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	(a)		<p>Evaluate an issue in classical Greece or the Roman world (To what extent ...)</p> <p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example</p> <ul style="list-style-type: none"> the relevance/importance/usefulness, for example of a viewpoint positive and negative aspects strengths and weaknesses any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>To what extent did mystery religions, rather than state religion, provide an opportunity for women to lead a more fulfilled life in Classical Greece?</p> <p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> 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 (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Candidates must evaluate at least three relevant aspects to gain 4 marks.</p> <p>Possible points of relevant knowledge</p> <p>Mystery religions</p> <ul style="list-style-type: none"> Eleusinian religion had female deities at their centre (Persephone and Demeter) women were attracted to the Bacchic rites as evidenced in the Bacchae women could be initiated into the rites of these cults.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>State religion</p> <ul style="list-style-type: none"> • women played a key role in the Panathenaic festival • it was a great honour to be chosen to participate in the weaving of the peplos, the garment presented to the statue of Athena in the Parthenon • women were allowed to attend the procession • some women rose to prominence in priesthoods such as the priestess of Athena Polias, they may have been able to initiate legislation at the Assembly. If so they were the only women who could • the priestess of Athena Nike was selected by lot, this suggests that lower class women might have held this office, in line with political moves to greater democratic participation at the same time • priestesses given seats at key festivals • women had a prominent role in fertility festivals such as the Thesmophoria and Haloa, where women enjoyed temporary freedom • perhaps only prostitutes took part in the Haloa as there may have been some sexually explicit conduct • women may have been allowed to take part in the Dionysia although this is debatable • young girls took part in Brauronia where they danced and pretended to be bears. <p>Possible points of evaluation</p> <ul style="list-style-type: none"> • opportunities to take part in many aspects of state religion were limited to a few aristocratic women, for example the weaving of the peplos • ordinary women would be excluded from key parts of festivals • numbers of the priestesses should not be exaggerated; most priesthoods were exclusive to men, who served a year and were selected by lot • on the other hand, state festivals such as the Thesmophoria and Haloa allowed women freedom from male domination • women in other societies such as Sparta were allowed to compete in the Olympic games and hence had more religious freedom than the Athenians

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> women seeking greater personal religious experience may have been attracted to the ecstatic worship offered in the mystery religions, rather than the formulaic procedures offered in state worship it was perfectly possible in Athens to combine the mystery cults with participation in the state festivals such as the Thesmophoria and Panathenaic festivals. <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)		<p>Evaluate an issue in classical Greece or the Roman world (To what extent ...)</p> <p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example</p> <ul style="list-style-type: none"> the relevance/importance/usefulness, for example of a viewpoint positive and negative aspects strengths and weaknesses any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>To what extent did the Greeks of the 5th century BC agree about the nature of life after death?</p> <p>Award 1 mark for each developed point of knowledge used to support their evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge where points are</p> <ul style="list-style-type: none"> 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 (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Candidates must evaluate at least three relevant aspects to gain 4 marks.</p> <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> literary and archaeological evidence suggest widespread belief in life after death amongst the Greeks at this time rituals carried out at death suggest preparation for afterlife, for example: <ul style="list-style-type: none"> bodies dressed in best clothes as if going somewhere, coin placed in mouth to pay entrance fee to underworld visits to tombs included offerings of wine, milk, honey, oil and cakes as sustenance for the dead festivals were held to honour the dead and placate their spirits, for example: <ul style="list-style-type: none"> Anthesteria, third and last day – porridge offered to dead. Ghosts supposed to wander from graves. People chewed buckthorn and smeared doors with pitch to keep them at bay. Similar idea to Halloween Genesia – remembrance day

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • mysteries were popular because they offered salvation and a happy afterlife, for example <ul style="list-style-type: none"> — Eleusinian mysteries – promise of happy afterlife and idea of reincarnation — Orphism – promise of happy or miserable afterlife depending on present life • literary sources describe a fairly sophisticated land for the souls of the dead and the journey they undertake to arrive there, for example <ul style="list-style-type: none"> — souls led to the Underworld by Hermes — using coin to pay Charon to ferry them across the Styx — passing the guard dog Cerberus — facing judgement — entrance to Asphodel plains, Elysian fields (paradise); or Tartarus (land of punishment) — myths of criminals, crimes and punishments — philosophies support the idea of life after death — Plato defines death as separation of body and soul. The body decomposes; the soul continues to exist — souls can move from one body into another – transmigration of souls — Pythagoras also believed this theory and that a person's existence in their next life depended on the quality of their existence in their present life — some epitaphs indicate a belief that the dead were converted into stars. <p>Alternative views</p> <ul style="list-style-type: none"> • some philosophers such as Democritus proposed that the soul died with the body and there was no afterlife. <p>Possible points of evaluation</p> <ul style="list-style-type: none"> • traditional belief about life after death was known throughout Greece, but other beliefs such as philosophical beliefs and mystery religions became increasingly popular • traditional beliefs impacted on lives due to ideas of reward and punishment in the afterlife

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> • most believed in the idea of a life after death • philosophical beliefs, and beliefs about mystery religions, were usually minority beliefs as they tended to appeal to the upper classes • traditional beliefs were questioned by some philosophers. <p>Or any other relevant response.</p>

Section 2 – LIFE IN THE ROMAN WORLD

Part A – Power and freedom

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.			<p>Evaluate the usefulness of a given source.</p> <p>Candidates make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>Evaluate the usefulness of Source A for telling us about attitudes towards women in the Roman world.</p> <p>Award 1 mark for each evaluative comment which relates to the provenance (origin and purpose) of the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • who produced it and its significance • when it was produced • why it was produced. <p>Award 1 mark for each comment which interprets the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • the content of the source • interpreting the meaning of the source • taking into account issues such as accuracy, bias, exaggeration, corroboration. <p>Award 1 mark 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, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • the context of the source • expanding on points made in the source • through references to area(s) of specific content the source has omitted, thereby limiting its usefulness.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Possible evaluative comments from the following aspects may include</p> <p>Nature of source</p> <ul style="list-style-type: none"> a historical account written by an educated (historian and political) man — likely to be well researched as many of the people who would be reading this account (also educated) would also be familiar with the history of the Roman people. <p>When it was produced</p> <ul style="list-style-type: none"> written during the 1st century BC, making it contemporary with our time of study reflecting the attitudes to women relevant at that time. <p>Purpose of source</p> <ul style="list-style-type: none"> To exemplify and demonstrate what women could achieve and how they could behave — for better or worse. <p>Interpretation of the content of the source</p> <ul style="list-style-type: none"> ‘she was fortunate in many ways, firstly in her beauty and good birth’ — women were often objectified in the ancient Roman world, where men valued their appearance and social status ‘and then in her husband and children’ — being married and having children was the expectation for women and this was considered a blessing ‘she had studied Greek and Latin literature. She could play musical instruments and dance, although these were more skills than necessary for an honest woman’ — many women were not educated in literature, music or dance, and a woman like Sempronia, who was clever and talented, was unusual ‘she clearly put no value on honour and decency; it would be difficult to decide which she squandered more — her money or her reputation’ — women who neglected their reputation could be subject to ridicule by men.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Area of specific content the source has omitted</p> <ul style="list-style-type: none"> • during the 1st century BC, under the rule of Augustus, women who produced three or more children were allowed to wear a special garment and were free from the authority of their husbands • under the Lex Iulia, women were subject to harsh punishments if they were convicted for adultery: loss of dowry, hard labour or exile • women were able to have a role in religious life in Rome, such as the Vestal Virgins, but these roles were restricted in number and were normally drawn from the upper classes • some women in the Roman world were employed outside of the house. These tended to be in roles such as midwives or helping their husband on the land • most of the women in employment were poor as wealthy Roman women were expected to remain at home • Sempronia represents the elite, she does not represent the majority of women in the Roman world. <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)		<p>Analyse an issue in classical Greece or the Roman world.</p> <p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Analyse the ways the provincial governor could affect the lives of people living in a Roman province.</p> <p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • commanded the troops in a province so a governor's primary responsibility was the security and defence of his province • dispense justice in the province. There was no official policy on justice in the provinces so who a province had as their governor very much affected the system of justice they received. Could dispense a prefect to try cases if he was otherwise busy. Cicero wrote that not much knowledge was needed to try cases, just a firm hand • governors could be prosecuted for conduct in the provinces, for example misuse of funds, so in their interests to govern well

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> • good government depended on the governor, for example Cicero was determined to set a good example by living frugally and sleeping in campaign tent • Cicero investigated the municipal accounts for the past 10 years in his province and so uncovered fraud and corruption amongst previous provincials • greedy corrupt governors could exploit provincials • corrupt governors could be prosecuted for corruption on return to Rome but would not be removed from post unless militarily incompetent • many governors made no attempt to live within their expenses and obliged provincials to house them, at their expense. <p>Possible points of analysis</p> <ul style="list-style-type: none"> • many governors oversaw the development and expansion of Roman technologies within their provinces, such as aqueducts and sanitation systems, and increased the quality of life for the native provincials • some governors did not upkeep the military defences of their province and so left the people more susceptible to attack from pirates, bandits and foreign invaders • the collection of taxes was different between the provinces and, although a governor could be prosecuted for his actions in the provinces, this trial had to take place after their term in office • in an attempt to recoup their losses from their consulship, it was common practice for governors to exploit the provincials, for example through high levels of taxation and seizing of local treasures (artwork) and abusing their powers as a governor and representative of Rome. <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)		<p>Analyse an issue in classical Greece or the Roman world.</p> <p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Analyse whether the Roman voting system provided fairness for all.</p> <p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate gives no analysis.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • Roman citizens were eligible to vote in the Roman elections, provided they were registered in the citizen lists • the voting was organised into groups (centuries) • centuries were organised according to wealth and age • the voting groups were not all the same size • all of the public voting took place on the Campus Martius outside of the city walls • voting was done in a variety of ways, for example secret ballot • citizen assemblies were established for passing all legislation in Rome • the citizen assemblies were organised by family background, property qualification, and patrician or plebeian status.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Possible points of analysis</p> <ul style="list-style-type: none"> • voting in centuries meant that many people might have voted against the candidate or motion, but the overall majority, regardless of how slim it was, would have prevailed • the voting system was restricted to citizens only. Women, slaves and non-Roman citizens were not allowed to vote making the election not wholly representative of the Roman population • the voting system was setup in favour of wealthy Roman citizens and so they had the greatest political influence • not every citizen was eligible to vote in the elections – foreigners who had gained citizenship through expansion were ineligible to vote • not all eligible citizens were able to travel to the Campus Martius to exercise their voting right, for example people living in the countryside around Rome would have had to leave their home and work and travel to the election site. <p>Or any other relevant response.</p>

Part B – Religion and belief

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.			<p>Evaluate the usefulness of a given source.</p> <p>Candidates make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>Evaluate the usefulness of Source A in describing the ritual of prayer.</p> <p>Award 1 mark for each evaluative comment which relates to the provenance (origin and purpose) of the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • who produced it and its significance • when it was produced • why it was produced. <p>Award 1 mark for each comment which interprets the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • the content of the source • interpreting the meaning of the source • taking into account issues such as accuracy, bias, exaggeration, corroboration. <p>Award 1 mark 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, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • the context of the source • expanding on points made in the source • through references to area(s) of specific content the source has omitted, thereby limiting its usefulness. <p>Possible evaluative comments from the following aspects may include</p> <p>Nature of source</p> <ul style="list-style-type: none"> • Pliny was educated and literate, and it shows that educated Romans still believed that prayer and sacrifice was important in the 1st century AD • Pliny will have performed public and private sacrifices in his capacity as governor and officer in the navy and army and so would be reliable as a source.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>When it was produced</p> <ul style="list-style-type: none"> comes from the 1st century AD and so shows that religious practice takes place in that time period religious practices tend not to change over time and so what Pliny describes as happening in the 1st century AD was likely to also be accurate for a long time before and after. <p>Purpose of source</p> <ul style="list-style-type: none"> to describe how prayer and sacrifice must be conducted to ensure success to show how precise and formulaic the Roman approach to prayer and sacrifice was. <p>Interpretation of the content of the source</p> <ul style="list-style-type: none"> 'sacrifice should be accompanied by prayer' <ul style="list-style-type: none"> — both went together 'in addition, some words are appropriate for seeking favourable omens, others for warding off evil, and still others for securing help' <ul style="list-style-type: none"> — prayer could be for a range of purposes 'our highest magistrates make appeals to the gods with specific and set prayers' <ul style="list-style-type: none"> — prayers were said on behalf of the state by magistrates at key points (for example entering office) 'one attendant reads the prayer from a book, another is assigned to check it closely, a third is appointed to enforce silence' <ul style="list-style-type: none"> — prayers were formulistic not spontaneous 'a flutist plays to block out any unwanted sounds' <ul style="list-style-type: none"> — Romans believed that interruptions such as coughs and sneezes could ruin a public sacrifice.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Area of specific content the source has omitted</p> <ul style="list-style-type: none"> • description of attitude of performer, for example selection of god, prayer when standing up with arms raised • haruspex inspected liver to ensure success of sacrifice • important points when a Roman might perform a sacrifice, for example before childbirth and explanation of their motivation • prayers might also take the form of curses – wishing punishment or death of rivals and enemies • pollution might ruin sacrifice, for example being in contact with a dead body, or attending a sacrifice immediately after giving birth • votary offering given if prayer was answered. <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	(a)		<p>Analyse an issue in classical Greece or the Roman world.</p> <p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Analyse the importance of the goddess Vesta and her priestesses in Roman religion and belief.</p> <p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate gives no analysis.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • Vesta considered a very important goddess • she was one of the oldest Roman deities reputedly brought to Italy by Aeneas • she had a temple in the middle of the Roman forum • her temple was an unusual shape representing the universe • her temple housed the fire which represented the life blood of Rome • Vesta was worshipped as part of the daily religious ceremonies in Roman households. Food from the meal was placed in the fire for her • she had her own priesthood – the Vestal Virgins • her priestesses came from the noblest Roman families and had to remain pure

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> the Vestal Virgins had special duties; ensuring the sacred flame stayed alight, looking after the wills of the rich and famous Vestal Virgins had special privileges such as seats at theatre, attendance at state affairs, freeing criminals on way to execution Vestal Virgins were punished severely for failing in their duties Vesta had her own annual festival, the Vestalia. The Vestal Virgins cleaned out the temple. <p>Possible points of analysis</p> <ul style="list-style-type: none"> Vesta was an early goddess dating to a time when Romans required fire for basic survival. By the 1st century AD her worship continued, although archaeology (for example from Pompeii and Ostia) shows that many Romans no longer actually had fireplaces in their homes it was seen as a great honour for a family to have a daughter chosen as a Vestal Virgin the Vestal Virgins were removed from their father's control, and so were one of the few women in Roman society free of male domination. However, it was only open to a tiny minority of the Roman population. <p>Or any other relevant response.</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)		<p>Analyse an issue in classical Greece or the Roman world.</p> <p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Analyse the relationship between the Romans and the Christians.</p> <p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate gives no analysis.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • Christianity was monotheistic – they worshipped one god and refused to worship any others • they met in secret • they practised communion – eating bread and drinking wine as the body and blood of Christ • they called each other ‘brother’ and ‘sister’ • took no part in Roman state religion • many Christians belonged to the lower classes • Jesus was crucified by the Roman governor – a punishment reserved for the lowest in society • Nero blamed Christians for the Great Fire of Rome in AD 64.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Possible points of analysis</p> <ul style="list-style-type: none"> • Christian refusal to worship Roman gods or the Emperor brought them in to disrepute • their secrecy led to misunderstandings and suspicion • communion was mistaken for cannibalism • they were considered incestuous • they excluded themselves from Roman society which made them easy to scapegoat • notably Christianity spread West not East, taking advantage of trade routes around the Mediterranean established by the Romans. <p>Or any other relevant response.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]

Published: October 2022

Change since last published:

Edits to General Marking Principles in Marking Instructions.