



National  
Qualifications  
2016

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# Classical Studies

## National 5

### Finalised Marking Instructions

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## General Marking Principles for National 5 Classical Studies

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) There are 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.
- (e) For each of the above question types, the following provides an overview of marking principles and an example of their application for each question type.

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

## Marking Instructions for each question

### Section 1 - Life in Classical Greece

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge.</li> <li>• <b>A second mark</b> should be given for any point that is developed.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. A <b>second mark</b> should be given for each point that is developed, up to a maximum of <b>4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making three developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> <li>• Children born at home - infection possible</li> <li>• No modern 21st century medical technology</li> <li>• Many women/children died as a result of childbirth</li> <li>• Prayers/offerings to Artemis and other goddesses</li> <li>• Decision about whether to keep or expose the child - reasons</li> <li>• Announcing the birth - woollen ribbon/olive twig on door</li> <li>• Carrying the child round the hearth</li> <li>• Naming ceremony</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

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

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to the total mark allocation for this question of <b>4 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. <b>1 mark</b> may be given for each valid point explained from the sources.</p> <p>Possible points in the source which may be explained include:</p> <ul style="list-style-type: none"> <li>• <i>“received my wife”</i> - arranged marriages.</li> <li>• <i>“fifteen”</i> - minimum age 12; younger than today.</li> <li>• <i>“seeing... very little”</i> - girls/women largely restricted to the house.</li> <li>• <i>“weave/spinning”</i> - cloth made at home; time consuming.</li> <li>• <i>“her mother”</i> - mothers taught their daughters how to be a housewife.</li> <li>• <i>“shared out”</i> - a housewife organized the domestic slaves.</li> <li>• <i>“female slaves”</i> - many women ended up in slavery.</li> <li>• <i>“dowry”</i> - the sum paid to the groom by the bride’s father.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
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>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks.</b></p> <p>Candidates must make evaluative statements relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p><b>Possible evaluative comments may include:</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td>Who produced it</td> <td>A near contemporary writer; a man who attended parties; party host</td> </tr> <tr> <td>When it was produced</td> <td>6th century BC - predates 5th century</td> </tr> <tr> <td>Why it was produced</td> <td>To entertain at a party</td> </tr> <tr> <td>The content of the source</td> <td>It mentions various features of a party: held at end of the day; oil lamps lit; (best) painted pottery in use; slaves serving; wine mixed with water; could continue until late</td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Who produced it	A near contemporary writer; a man who attended parties; party host	When it was produced	6th century BC - predates 5th century	Why it was produced	To entertain at a party	The content of the source	It mentions various features of a party: held at end of the day; oil lamps lit; (best) painted pottery in use; slaves serving; wine mixed with water; could continue until late
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## Section 2 - Classical Literature

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
5.	(a)	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of 5 marks:</p> <ul style="list-style-type: none"> <li>• 1 mark should be given for each accurate relevant point of explanation.</li> </ul>	5	<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points.</p> <p><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• Character(s) involved in heroic actions and context</li> <li>• Describe heroic actions</li> <li>• Reasons for heroic actions</li> <li>• Results of heroic actions</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	<p>Candidates must make connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and will be related to the universal themes. There is no need for any prioritising of points of comparison.</p> <p>Up to the total mark allocation for this question of <b>3 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of comparison.</li> </ul>	3	<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>• Heroes tended to be brave, often warriors; usually of high status</li> <li>• Were seeking glory for themselves</li> <li>• Not necessarily concerned about their followers</li> <li>• Not necessarily “good” people or selfless</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c)	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	<b>2</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 2 marks</b>.</p> <p>Candidates must make direct comparisons between 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>• Today heroes can come from all walks of life</li> <li>• Selfless people with little thought for themselves</li> <li>• Not seeking glory; often it just happens</li> <li>• Examples of modern heroes</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
6.	(a)	<p>Candidates must make a number of relevant, factual points. These should be key points from the text. The points do not need to be in any particular order.</p> <p>Up to the total mark allocation for this question of <b>5 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge.</li> </ul>	5	<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points.</p> <p><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• Woman/Women involved in unacceptable behaviour and context</li> <li>• Describe behaviour</li> <li>• Reasons for behaviour</li> <li>• Results of behaviour</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	<p>Candidates must make connections between the text and specific events, practices or ideas in the classical world and the modern world. These should be key aspects of the text and will be related to the universal themes. There is no need for any prioritising of points of comparison.</p> <p>Up to the total mark allocation for this question of <b>5 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of comparison.</li> <li>• <b>Up to a maximum of 3 marks</b> may be given for comparisons with the classical world.</li> <li>• <b>Up to a maximum of 2 marks</b> may be given for comparisons with the modern world.</li> </ul>	<b>5</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>.</p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• Women in classical times had very few rights; stayed at home to look after husbands and family; did not voice opinions; very little education</li> <li>• Today, in general, women have the same rights as men</li> <li>• In some cultures, women still have few rights</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Section 3 - Part A - Pompeii

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
7.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point.</li> <li>• <b>A second mark</b> should be given for any reason that is developed.</li> </ul>	6	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks.</b></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 5 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> <li>• There were many temples in Pompeii</li> <li>• Public temples were built and maintained with public money. They were expensive and time consuming to build this demonstrates importance</li> <li>• Public holidays were granted for religious festivals and sacrifices.</li> <li>• There were many shrines, statues and wall paintings depicting the gods found all over Pompeii</li> <li>• They believed the town walls were protected by the gods</li> <li>• Most households had a shrine</li> <li>• Daily worship through prayer and small dedications was led by the head of the household</li> <li>• The family believed that by keeping the household gods happy they could help protect their family and the contents of their homes</li> <li>• Loyalty was demonstrated to the empire and emperor by taking part in public worship</li> <li>• Those who did not take part in public festivals and worship could be persecuted eg Christians and Jews</li> <li>• The existence of mystery religions</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
8.	<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>	<b>6</b>	<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. A <b>second mark</b> should be given for each point that is developed, <b>up to a maximum of 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>Possible points of knowledge may include a description of:</p> <ul style="list-style-type: none"> <li>• Amphitheatre</li> <li>• Bathhouses</li> <li>• Theatre</li> <li>• Dinner Parties</li> <li>• Palaestra/Public Parks</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
9.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to the total mark allocation for this question of <b>4 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. Candidates must make connections between the texts 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>For full marks to be awarded, candidates must refer to both sources.</p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• There is a man selling bread - most Pompeians did not make their own bread and would buy it daily.</li> <li>• The picture shows lots of bread made ready for sale - bread was a staple food and in demand.</li> <li>• The loaves of bread are all roughly the same shape and size - these loaves were baked in tins to ensure that every customer got same amount of bread for their money.</li> <li>• The selling of the bread does not seem an unpleasant or difficult task.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• <i>I was extremely tired from turning the mill</i> - they used animals to turn the stone mills to grind wheat to make flour.</li> <li>• <i>Slaves who worked</i> - many of the bakeries would have used slaves to do the unpleasant work and to meet the demand for bread.</li> <li>• The source also reveals some of the unpleasant aspects of working in a bakery: <ul style="list-style-type: none"> <li>• Their eyes damaged by thick smoke - most bakeries would have been dark and smoky due to the lack of windows and chimneys.</li> <li>• Clouds of steam - these bakeries would have been very hot because of the wood burning ovens.</li> <li>• A layer of flour - the slaves would have worked with flour to make dough for long periods of time.</li> </ul> </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>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question										
10.	<p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as:</p> <ul style="list-style-type: none"> <li>• Who produced it</li> <li>• When it was produced</li> <li>• Why it was produced</li> <li>• The content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration</li> <li>• One reference to an area of specific content the source has omitted, thereby limiting its usefulness</li> </ul> <p><b>Up to the total mark allocation for this question of 4 marks:</b></p> <ul style="list-style-type: none"> <li>• Candidates should be given <b>1 mark</b> for each evaluative comment on the value of the source.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks.</b></p> <p>Candidates must make evaluative statements relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p><b>Possible evaluative comments may include:</b></p> <table border="1" data-bbox="1028 523 2024 1015"> <thead> <tr> <th data-bbox="1028 523 1218 595">Aspect of the source</th> <th data-bbox="1218 523 2024 595">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1028 595 1218 703">Type of source</td> <td data-bbox="1218 595 2024 703">Wall Painting/Fresco painted by a contemporary Roman</td> </tr> <tr> <td data-bbox="1028 703 1218 807">When it was produced</td> <td data-bbox="1218 703 2024 807">It was produced around 79 AD.</td> </tr> <tr> <td data-bbox="1028 807 1218 911">Why it was produced</td> <td data-bbox="1218 807 2024 911">It was made to decorate the walls of the House of the baker. To depict life in the bakery.</td> </tr> <tr> <td data-bbox="1028 911 1218 1015">The content of the source</td> <td data-bbox="1218 911 2024 1015">It shows the selling of bread. The loaves are all a similar size, to ensure that customers all received the same.</td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Type of source	Wall Painting/Fresco painted by a contemporary Roman	When it was produced	It was produced around 79 AD.	Why it was produced	It was made to decorate the walls of the House of the baker. To depict life in the bakery.	The content of the source	It shows the selling of bread. The loaves are all a similar size, to ensure that customers all received the same.
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Section 3 - Part B - Roman Britain

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
11.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point.</li> <li>• <b>A second mark</b> should be given for any reason that is developed.</li> </ul>	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 6 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> <li>• A sign of imperial might</li> <li>• Increased prestige of emperor</li> <li>• Provided Slaves</li> <li>• Provided Trade</li> <li>• Tin Mining</li> <li>• Iron Mining</li> <li>• Gold Mining</li> <li>• Wool</li> <li>• Taxation</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
12.	<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>	<b>6</b>	<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, <b>up to a maximum of 6 marks</b>. Candidates may achieve full marks by providing six 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>• Listening to the Morning Report <ul style="list-style-type: none"> <li>○ Roll call of officers and men in unit</li> <li>○ Fixed Passwords</li> <li>○ Announced security and guard duty</li> </ul> </li> <li>• Offering prayers to the emperor/Official gods</li> <li>• Sentry duty on gates, HQ etc</li> <li>• Cleaning: uniforms, streets, bath-house etc.</li> <li>• Building/maintaining roads</li> <li>• Building/maintaining buildings in the fort</li> <li>• Collecting rations</li> <li>• Cooking/Eating meals</li> <li>• Transporting supplies to and from the fort</li> <li>• Worshipping in temple outside fort (eg Mithras)</li> <li>• Visiting Village (off-duty)</li> <li>• Visiting Bath-house (off-duty)</li> <li>• Other reasonable response</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></p>

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13.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to the total mark allocation for this question of <b>4 marks</b>:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</p> <p>Candidates must make connections between the texts 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>For full marks to be awarded, candidates must refer to both sources.</p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• There were amphitheatres in Roman Britain</li> <li>• Amphitheatres were specialist entertainment buildings</li> <li>• Stalls and shops are present outside the amphitheatre, good for business</li> <li>• Amphitheatres were not all grand stone buildings</li> <li>• Gladiator games happened</li> <li>• Animal shows were likely</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• Britons bred hunting dogs</li> <li>• People enjoyed hunting</li> <li>• written in Turkey so it was well known that hunting was popular</li> <li>• Dogs may have been used in Amphitheatre shows as well</li> </ul> <p><b>Any other 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>

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[END OF MARKING INSTRUCTIONS]