



National  
Qualifications  
2017

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# 2017 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 lives of slaves in classical Greece as it was written in the 5th century when slavery was prevalent in society (1 mark). It was written by a writer who would probably have owned slaves himself and understood their lives (1 mark). The source mentions specifically ... which shows evidence of bias and so it is less useful (1 mark). It is useful as it also deals with ... which is a point which we find 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 points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>A second mark</b> should be given for any reason that is developed.</li> </ul>	<b>6</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 6 marks in total</b>, 1 mark 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><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• reading/writing - useful for daily work/participating in democracy</li> <li>• arithmetic - useful for work/buying/selling</li> <li>• music - expected to perform at symposia</li> <li>• PE - foundation for fitness required for military service</li> <li>• poetry - provided an analysis of what made a good citizen/the cultural basis for the enjoyment of drama</li> <li>• learning housework at home - prepared a girl to make a good wife</li> <li>• learning how to weave and make clothes for the family.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<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><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• (Great) Panathenaia/a festival of Dionysus</li> <li>• athletics contests/drama contests</li> <li>• processions</li> <li>• Parthenon/Theatre of Dionysus</li> <li>• statues</li> <li>• sacrifices/offerings.</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
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><b>Possible points in the source which may be explained include:</b></p> <ul style="list-style-type: none"> <li>• mistress of her home - wife ran house and organised slave women</li> <li>• nobody to enter without her husband's knowledge - women not to mix with strangers - especially men - women's quarters in the house</li> <li>• for their self-control - women were expected to behave in a certain way</li> <li>• her aim to obey her husband - obedience expected and would raise her standing with her husband</li> <li>• paying no attention to public business - women had no political role, but did take part in public religious festivals</li> <li>• no part in arranging her children's marriages - her own marriage had been arranged by her 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>

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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" data-bbox="1055 512 2051 1353"> <thead> <tr> <th data-bbox="1055 512 1245 603">Aspect of the source</th> <th data-bbox="1245 512 2051 603">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 603 1245 703">Who wrote it</td> <td data-bbox="1245 603 2051 703">written by a Greek who would have been familiar with slavery and probably owned slaves himself</td> </tr> <tr> <td data-bbox="1055 703 1245 798">When it was written</td> <td data-bbox="1245 703 2051 798">written in the classical period when slavery was the norm</td> </tr> <tr> <td data-bbox="1055 798 1245 940">Why it was written</td> <td data-bbox="1245 798 2051 940">written to show that anyone might become a slave. From a play which was written to entertain and therefore may be exaggerated</td> </tr> <tr> <td data-bbox="1055 940 1245 1075">The content of the source</td> <td data-bbox="1245 940 2051 1075">mentions that prisoners of war were enslaved/details some of the work of a slave</td> </tr> <tr> <td data-bbox="1055 1075 1245 1353">Area of specific content the source has omitted</td> <td data-bbox="1245 1075 2051 1353"> <ul style="list-style-type: none"> <li>no mention of male slaves</li> <li>other ways of becoming a slave</li> <li>slavery outwith the home</li> </ul> <p><b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> </td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Who wrote it	written by a Greek who would have been familiar with slavery and probably owned slaves himself	When it was written	written in the classical period when slavery was the norm	Why it was written	written to show that anyone might become a slave. From a play which was written to entertain and therefore may be exaggerated	The content of the source	mentions that prisoners of war were enslaved/details some of the work of a slave	Area of specific content the source has omitted	<ul style="list-style-type: none"> <li>no mention of male slaves</li> <li>other ways of becoming a slave</li> <li>slavery outwith the home</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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## 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 <b>5 marks</b>:</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 involved and background/context</li> <li>• describe the actions (good or bad) of a leader</li> <li>• explain why his/her actions were admirable/questionable</li> <li>• results of his/her leadership.</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 connection.</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 connection.</li> </ul>	<b>3</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 3 marks</b>.</p> <p>Candidates must make direct connections between the text and aspects of the classical world, either overall or in detail. A simple connection will indicate a link with classical ideas/attitudes/practices and should be given <b>1 mark</b>.</p> <p><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• In the classical world, a leader often remained a leader despite some bad decisions resulting in a loss of men eg Odysseus</li> <li>• leaders were not necessarily good, selfless people but usually brave warriors, princes etc</li> <li>• usually their men followed them and trusted their judgement without question.</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 how the concept in the text was viewed in the classical world and how it is viewed in the modern world, either overall or in detail. A simple comparison will give a straightforward similarity/difference and should be given <b>1 mark</b>.</p> <p><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• leaders today are usually respected; they have earned their position</li> <li>• in the modern world there are different types of leaders eg political, religious</li> <li>• can be removed from position if they fail in their duties.</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>	<b>5</b>	<p>Candidates can be credited in a number of ways up to a maximum of <b>5 marks</b>.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points.</p> <p><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• characters involved/context of conflict</li> <li>• describe conflict</li> <li>• nature of conflict</li> <li>• reasons for conflict</li> <li>• outcome of conflict.</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 give a straightforward similarity/difference and should be given <b>1 mark</b>.</p> <p><b>Possible points:</b></p> <ul style="list-style-type: none"> <li>• in the classical world much conflict was to protect property and gain territory</li> <li>• people's attitude to conflict was one of admiration for warriors and little concern for numbers killed</li> <li>• today, conflict is not admired so much</li> <li>• necessary to free innocent people and protect against terrorism</li> <li>• mediation and discussion preferable.</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 relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>A second mark</b> should be given for any point that is developed.</li> </ul>	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <p><b>Typical features common to all temples:</b></p> <ul style="list-style-type: none"> <li>• altar for sacrifice in front of the temple</li> <li>• steps leading up to the temple</li> <li>• temple raised up on a platform/podium</li> <li>• columns at the front of temple</li> <li>• cult statues of the gods inside the temple</li> <li>• temples were brightly painted and often adorned with precious metals</li> <li>• large public space in front of the temple for people to gather to worship</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• <b>Points Specific to the Temple of Jupiter:</b> It had a treasury beneath it. Temple to Jupiter, but also Juno and Minerva. Found in the Forum</li> <li>• <b>Points Specific Temple of Apollo:</b> Found next to the Forum. Columns going all the way around the temple</li> <li>• <b>Points Specific to the Temple of Isis:</b> A private temple for the initiated and with a wall surrounding it.</li> </ul> <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p><b>Up to the total mark allocation for this question of 8 marks:</b></p> <ul style="list-style-type: none"> <li>• They will be awarded <b>1 mark</b> for each point of knowledge used to explain the issue <b>up to a maximum of 5 marks</b></li> <li>• They will be awarded <b>1 mark</b> for explaining different aspects of the issue</li> <li>• They will be awarded <b>1 mark</b> for presenting a conclusio</li> <li>• They will be awarded <b>1 mark</b> for giving a reason for their conclusion.</li> </ul>	<b>8</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 8 marks</b>.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 5 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• the earth tremors caused buildings to collapse, killing and trapping people</li> <li>• the fires caused by fiery boulders caused destruction and death</li> <li>• the ash and pumice built up very quickly, trapping people who tried to shelter</li> <li>• the ash and pumice gave off choking gases, killing people who came in contact with it</li> <li>• the local weather was affected causing day to become night, this effect would have made it more difficult to escape</li> <li>• the seas were made too rough by the winds and they could not escape by boat</li> <li>• the pyroclastic flow was the most disastrous effect, it killed anyone who came in contact with it and it buried Pompeii</li> <li>• twenty-four hours after the eruption only the tops of the highest buildings in Pompeii could be seen. The whole town had been lost</li> <li>• survivors who tried to retrieve belongings, by digging, were overcome by fumes and could not return</li> <li>• the area became uninhabitable</li> <li>• however, it was not a complete disaster for everyone in the town. It is estimated that 2000 people died as a result of the eruption. Pompeii was a town that could hold 20,000.</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
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>.</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>• shows a pool where Pompeiians would bathe naked with other visitors to the bath house.</li> <li>• most Pompeiians went to the bath house as they did not have bathing facilities in their own homes and it cost little to attend.</li> <li>• much attention was spent on making the bath houses attractive places to spend time in. Walls were painted, marble was used and they had decorative mosaic tiled floors.</li> <li>• as part of the bathing experience people would visit different rooms within the bath house.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• mentions the exercise which would have taken place: lifting weights. This exercise was carried out completed naked in the courtyard. Visitors to the bath house could also play ball games, do gymnastics or go for a swim.</li> <li>• mentions the massage and hair plucking that could take place there. Slaves would carry out this work. They would use olive oil and a strigil to clean their clients' bodies. Bath houses were not only for getting clean. Some bath houses even had libraries and lecture rooms in them.</li> <li>• mentions men in the bath: there were a series of rooms that a visitor made his way through, cold, warm, hot and steam to get clean. Women could also attend the baths but at different times.</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> Candidates should be given 1 mark for each evaluative comment on the value of the source.</p>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks.</b></p> <p>Candidates must make evaluative statements relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p><b>Possible evaluative comments may include:</b></p> <table border="1" data-bbox="1055 564 2051 1136"> <thead> <tr> <th data-bbox="1055 564 1245 639">Aspect of the source</th> <th data-bbox="1245 564 2051 639">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 639 1245 715">Who wrote it</td> <td data-bbox="1245 639 2051 715">Written by a man who would have used public baths</td> </tr> <tr> <td data-bbox="1055 715 1245 790">When it was written</td> <td data-bbox="1245 715 2051 790">it was produced in 1<sup>st</sup> century AD when bath houses were to be found in every Roman town</td> </tr> <tr> <td data-bbox="1055 790 1245 991">Why it was written</td> <td data-bbox="1245 790 2051 991">it is a letter to a friend complaining about the noises that come from the bathhouse. The letter is an eyewitness account of the variety of sights, sounds and accounts of the bath house. It may be exaggerated as Seneca is trying to emphasise the discomfort he has to put up with living next to the bath house.</td> </tr> <tr> <td data-bbox="1055 991 1245 1136">The content of the source</td> <td data-bbox="1245 991 2051 1136"> <ul style="list-style-type: none"> <li>• exercise: weightlifting and ball games.</li> <li>• massage</li> <li>• hair plucking</li> <li>• bathing</li> </ul> </td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Who wrote it	Written by a man who would have used public baths	When it was written	it was produced in 1 <sup>st</sup> century AD when bath houses were to be found in every Roman town	Why it was written	it is a letter to a friend complaining about the noises that come from the bathhouse. The letter is an eyewitness account of the variety of sights, sounds and accounts of the bath house. It may be exaggerated as Seneca is trying to emphasise the discomfort he has to put up with living next to the bath house.	The content of the source	<ul style="list-style-type: none"> <li>• exercise: weightlifting and ball games.</li> <li>• massage</li> <li>• hair plucking</li> <li>• bathing</li> </ul>
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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 relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>A second mark</b> should be given for any point that is developed.</li> </ul>	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or a combination of these.</p> <p>Possible points for one of the religions (Mithraism) may include:</p> <ul style="list-style-type: none"> <li>• Mithras was an eastern god</li> <li>• he was sent to earth to kill a divine bull</li> <li>• the release of the bull's blood produced life-giving forces</li> <li>• the Unconquered Sun was also worshipped in Mithraism</li> <li>• it was a mystery religion which required initiation</li> <li>• there were different levels of initiates through which worshippers could advance</li> <li>• ceremonies took place in underground temples</li> <li>• they were small, intimate ceremonies</li> <li>• it was very popular amongst soldiers</li> <li>• relevant points for other religions eg Christianity, Druidism.</li> </ul> <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.	<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p><b>Up to the total mark allocation for this question of 8 marks:</b></p> <ul style="list-style-type: none"> <li>• They will be awarded <b>1 mark</b> for each point of knowledge used to explain the issue <b>up to a maximum of 5 marks</b></li> <li>• They will be awarded <b>1 mark</b> for explaining different aspects of the issue</li> <li>• They will be awarded <b>1 mark</b> for presenting a conclusion</li> <li>• They will be awarded <b>1 mark</b> for giving a reason for their conclusion.</li> </ul>	<b>8</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 8 marks</b>.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 5 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <p><b>It was easy due to:</b></p> <ul style="list-style-type: none"> <li>• professional Roman army (training, weapons, infrastructure, tactics)</li> <li>• tribes divided - no central leadership</li> <li>• well financed and organised.</li> </ul> <p><b>It was difficult due to:</b></p> <ul style="list-style-type: none"> <li>• lack of knowledge of territory</li> <li>• weather conditions</li> <li>• revolts</li> <li>• resistance to Roman culture</li> <li>• difficult terrain</li> <li>• influence of Druids.</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
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 <b>both</b> sources.</p> <p><b>Source A:</b></p> <ul style="list-style-type: none"> <li>• Romans introduced bathing as a leisure pursuit</li> <li>• Roman - sanitation/hygiene</li> <li>• Romans built large bath house complexes - architecture.</li> </ul> <p><b>Source B:</b></p> <ul style="list-style-type: none"> <li>• <i>temples, forums, houses</i> - Roman buildings/institutions introduced</li> <li>• <i>sons of tribal chieftains to have a Roman education</i> - Roman ideas spread</li> <li>• <i>became keen to speak it fluently</i> - The use of Latin spread</li> <li>• <i>our style of dress became popular</i> - Britons adopted Roman dress including the toga.</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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14.	<p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as:</p> <ul style="list-style-type: none"> <li>Who produced it</li> <li>When it was produced</li> <li>Why it was produced</li> <li>The content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration</li> <li>One reference to an area of specific content the source has omitted, thereby limiting its usefulness.</li> </ul> <p><b>Up to the total mark allocation for this question of 4 marks:</b></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="1055 523 2051 1232"> <thead> <tr> <th data-bbox="1055 523 1330 612">Aspect of the source</th> <th data-bbox="1330 523 2051 612">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 612 1330 702">Who wrote it</td> <td data-bbox="1330 612 2051 702">Roman historian - a contemporary source who knew the governor</td> </tr> <tr> <td data-bbox="1055 702 1330 831">When it was written</td> <td data-bbox="1330 702 2051 831">Written when the Romans were establishing themselves in Britain</td> </tr> <tr> <td data-bbox="1055 831 1330 920">Why it was written</td> <td data-bbox="1330 831 2051 920">designed to show that his father-in-law was a good governor so may be biased</td> </tr> <tr> <td data-bbox="1055 920 1330 1232">The content of the source</td> <td data-bbox="1330 920 2051 1232"> <ul style="list-style-type: none"> <li>it is specifically about the relationship between Romans and Britons so should be useful</li> <li>the governor's attitude may not be the same as the average Roman's attitude</li> <li>general feeling was that Britons were uncivilised – suggests a Roman point of view</li> <li>indicates that Romans are attempting to help the Britons in order to make them peaceful</li> </ul> </td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Who wrote it	Roman historian - a contemporary source who knew the governor	When it was written	Written when the Romans were establishing themselves in Britain	Why it was written	designed to show that his father-in-law was a good governor so may be biased	The content of the source	<ul style="list-style-type: none"> <li>it is specifically about the relationship between Romans and Britons so should be useful</li> <li>the governor's attitude may not be the same as the average Roman's attitude</li> <li>general feeling was that Britons were uncivilised – suggests a Roman point of view</li> <li>indicates that Romans are attempting to help the Britons in order to make them peaceful</li> </ul>
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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"> <li>• suppression of aspects of native culture such as Druidism</li> <li>• military style occupation and control of people and resources.</li> </ul> <p><b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

[END OF MARKING INSTRUCTIONS]