



National
Qualifications
2017

2017 Classical Studies

Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

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

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



©

General marking principles for Higher Classical Studies

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

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) For credit to be given, points must relate to the question asked. Where the candidate violates the rubric of the paper and answers two parts in one section, both responses should be marked and the better mark recorded.
- (e) Marking must be consistent. Never make a hasty judgement on a response based on length, quality of handwriting or a confused start.
- (f) Do not use the specific marking instructions as a checklist. Other relevant points should be credited.
- (g) There are five types of question used in this Question paper. Each assesses a particular skill, namely:
 - (i) Analyse an issue in classical Greece or the Roman world
 - (ii) Evaluate an issue in classical Greece or the Roman world
 - (iii) Evaluate the usefulness of **Source B** for ...
 - (iv) How fully do **Sources C, D and E** explain ...
 - (v) Discuss a theme in classical literature
- (h) For each of the above question types, the following provides an overview of marking principles and an example of their application for each question type.
 - (i) **Questions that ask candidates to *Analyse an issue in classical Greece or the Roman world* (12 marks)**

Up to the total mark allocation for this question of 12 marks:
Candidates will use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.
Candidates will be awarded **1 mark** for each developed point of knowledge used to support their analysis of the issue **up to a maximum of 8 marks**.
For a knowledge mark to be awarded, points must be:

 - relevant to the question
 - developed (by providing additional detail, exemplification, reasons or evidence)
 - used to respond to the demands of the question (ie explain, analyse, etc)

Candidates will then be awarded up to a maximum of 8 marks for identifying at least three relevant aspects and making analytical comments which clearly show at least one of the following:

 - **Establishing links between aspects** eg This aspect led to that aspect. Or At the same time there was also

- **Establishing contradiction or inconsistencies between aspects** eg While there were political motives for doing this, the religious aspects were against doing this
 - **Exploring different interpretations of these aspects** eg While some people have viewed the evidence as showing this, others have seen it as showing ... Or While we used to think that this was the case, we now think it was really.
- Marks will be allocated into simple and advanced analysis (see each question).

(ii) **Questions that ask candidates to *Evaluate an issue in classical Greece or the Roman world* (12 marks)**

Evaluation involves making a judgment based on criteria. Candidates will make reasoned evaluative comments relating to, for example:

- the relevance/importance/usefulness, eg of a viewpoint or source
- positive and negative aspects
- strengths and weaknesses
- any other relevant evaluative comment

Candidates will be awarded **1 mark** for each developed point of knowledge used to support their evaluation of the issue **up to a maximum of 8 marks**.

For a knowledge mark to be awarded, points must be:

- relevant to the theme of the question
- developed (by providing additional detail, exemplification, reasons or evidence)
- used to respond to the demands of the question (ie explain, analyse, etc)

Up to a maximum of 8 marks, **1 mark** can be awarded for each evaluative comment.

Marks will be allocated into simple and advanced analysis (see each question).

(iii) **Questions that ask the candidate to *Evaluate the usefulness of a given source ...* (8 marks)**

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

- who produced it
- when it was produced
- why it was produced
- the content of the source, by interpreting the meaning of the source and taking into account issues such as accuracy, bias, exaggeration, corroboration
- the context of the source, by expanding on points made in the source, or through references to area(s) of specific content the source has omitted, thereby limiting its usefulness.

Example:

Source B is useful for describing democracy in classical Greece as it was written by a leading member of Athenian society (**1 mark for origin**) It is a play so it may be less useful as it was written more for entertainment rather than to show life as it really was (**1 mark for purpose**). The source mentions specifically ... which means ... (**1 mark for interpretation of the content**). This point is supported by ... (**1 mark for using knowledge to expand on a point of interpretation**) However, it fails to mention that ... which limits how useful it is (**1 mark for knowledge used to explain its limitations**)

(iv) **Questions that ask candidates to assess *How fully multiple sources explain an aspect of life in classical Greece or the Roman world* (8 marks)**

Candidates must make connections between the sources and specific events, practices or ideas in the classical world. Points from the sources must be

interpreted to show understanding rather than simply quoted. There is no need for any prioritising of points.

- **Up to the total mark allocation for this question of 8 marks:**
- **Up to a maximum of 6 marks** should be given for accurate relevant points interpreted from the sources
- **Up to a maximum of 4 marks** should be given for accurate relevant points of knowledge used to explain the extent to which the source addresses a given aspect of the classical world by expanding on points made in the source, or through references to area of specific content which the source has omitted.

Example

Source A shows the remains of a Roman temple in Spain which shows the Roman gods were worshipped across the Empire. **(1 mark for interpreting the source)**

Temples like this have been found all across the Roman Empire, showing that Roman religious practices were widely adopted. **(1 mark for using knowledge to expand on a point of interpretation)**. Source B tells us that Romans incorporated aspects of local religion into their own religious practices. **(1 mark for interpreting a second source)** An example of this is the Isis cult which was widely practised in Rome and was incorporated into the pantheon of Roman gods. **(1 mark for using knowledge to expand on a point of interpretation)** However, while this was true of some aspects of religious life, there was an expectation that local religious practices were observed alongside the Roman gods, and not in place of them. **(1 mark for knowledge used to explain the limitations of the sources)**

(v) Questions that ask candidates to *Discuss a theme in classical literature* (20 marks)

Candidates must apply their knowledge and understanding of classical literature to draw conclusions about universal ideas, themes and values. They will make connections between the text(s) and universal ideas, themes or values showing how the universal ideas, themes or values are displayed through the characters or strands of action. They will analyse what the text(s) reveals about how an idea, theme or value was viewed in the classical world and evaluate its significance to the world today.

Analysis of elements of the theme in the text(s)

Up to 3 marks can be awarded for identifying aspects of the ideas, themes or values as they are presented in the text(s). Candidates will identify different ways in which the theme is explored in the text(s) and draw out the relationships between them.

They will show their analysis by, for example:

- **Establishing links between aspects**
eg This feature led to that feature. Or At the same time there was also ...
These events caused that consequence for this character
- **Establishing contradiction or inconsistencies within aspects**
eg While they showed their free will in that way, fate limited them in this way
- **Establishing contradiction or inconsistencies between aspects**
eg While this aspect of the theme was significant for this character, it was much less significant for that character
- **Exploring different interpretations of the theme in classical literature**
eg While some people may view this aspect of the theme as significant for the character, others may argue that ...

Analysis of the theme in the wider classical world and in the modern world

Up to 6 marks can be awarded for identifying aspects of the theme and the relationship between them. **Candidates will** explain how aspects of the ideas, themes or values as they are presented in the text(s) were understood in the wider classical world, and how they are

understood in the modern world. Of these 6 marks, a **maximum of 4 marks** may be awarded for analysis which relates to either the classical or the modern world.

They will show their analysis by, for example:

- **Establishing links between aspects**
eg This aspect of the theme is shown in the text(s) in this way. In the wider classical world it would have been seen like this ...
This theme was viewed in this way in the classical world and would be viewed in that way in the modern world
- **Establishing contradiction or inconsistencies within aspects**
eg While this would have been viewed in this way in the classical world, in the modern world it is often viewed as ...
- **Establishing contradiction or inconsistencies between aspects**
eg While this aspect would have been viewed in this way in the classical world, that aspect would have been viewed differently
- **Exploring different interpretations of the theme in classical literature**
eg While today we may view their actions as violent and immoral, in the classical world these actions would have been regarded as a duty or as truly heroic.

Evaluation

Up to 3 marks can be awarded for developing a line of argument which makes a judgement on the validity of the viewpoint presented on the theme. The argument should be presented in a balanced way with candidates making evaluative comments which show their judgement on the individual aspects. They may use counter-arguments or alternative interpretations to build their case.

Evaluative comments may include:

- **The extent to which the aspect is supported by the evidence in the text(s)**
eg This shows that X was a very significant aspect
- **The relative importance of aspects**
eg This shows that X was a more significant aspect than Y
- **Counter-arguments including possible alternative interpretations**
eg One aspect was ... However, this may not be the case because ...
Or However, in the modern world we would interpret this as ...
- **The overall impact/significance of the aspects when taken together**
eg While each aspect may have had little effect on its own, when taken together ...
- **The importance of aspects in relation to the context of the classical and/or modern world**
eg In the classical world this would have been interpreted as ... while in the modern world this would be regarded as ...

Use of knowledge

Up to 6 marks can be awarded for using knowledge to support the analysis or evaluation. For a knowledge mark to be awarded, points must be:

- relevant to the theme
- developed (by providing additional detail, exemplification, reasons or evidence)
- used to respond to the demands of the question (eg explain, analyse, evaluate)

Conclusion

Up to 2 marks can be awarded for answers which provide a relative overall judgement of the theme, connected to the evidence presented and which provide reasons for the candidate's overall judgement.

Marking instructions for each question

Section 1 - LIFE IN CLASSICAL GREECE

Part A - Power and Freedom

1.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point explained from the sources, or each valid point of significant omission provided. The candidate can achieve up to 4 marks for their explanation of the parts of any individual source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source.</p> <p>Possible points which may be identified 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.• Other temples were also built using these funds.• These buildings glorified Athens. <p>Above points exemplify misuse of funds, as funds should have been used to protect the allies.</p> <p>Possible points which may be identified in Source B include:</p> <ul style="list-style-type: none">• Carystus was forced into the league - Athens now became forceful.• Naxos wished to leave the league but was conquered by Athenians and forced to remain in it - membership no longer voluntary.• The revolt by Thasos was crushed by the Athenians, their defences demolished, and their gold mine captured.• 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.• The league no longer held council meetings leaving Athenians to make decisions. <p>Possible points which may be identified 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 interest 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 eg 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>Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.</p>
-----------	---

2. (a) *Candidates can be credited in a number of ways up to a maximum of 12 marks.*

Knowledge

Up to a maximum of 8 marks in total

To gain **8 knowledge marks**, candidates must discuss at least three aspects of the lives of slaves, described accurately and in detail in reaching a judgement on this question.

Award up to **3 marks** for the discussion of each unit of knowledge.

The mark allocated should be based on:

- Depth of Knowledge
- Exemplification
- Clarity
- Nuance

Possible points of relevant knowledge:

Candidates are likely to approach the question in terms of examining the jobs male and female slaves were expected to carry out. Whilst discussing these jobs they should be expected to analyse the treatment each sex would be subjected to within that job.

Jobs

Women

- Domestic slave - cooking, cleaning, fetching water, making beds etc.
- Wet nurse
- Market stalls
- Prostitution

Men

- Domestic slave - cooking, household duties requiring greater physical labour
- Farming
- Building work
- Quarrying
- Mining
- Scythian archers

Either sex bought and sold like cattle.

Treatment

- Dependent on master but women likely to be treated as lesser individuals as thought to not be as capable as men.
- Slaves are property of master so he can treat as he wishes eg non-consensual sex acts. Although this would apply to either gender it is probably more likely to be women who suffered the most.
- Men put into jobs like quarrying and mining where they were worked to death - less likely for women.
- Domestic slaves perhaps have a better relationship with their masters than in other jobs so treatment may be less harsh.
- Either sex could be tortured in court for evidence.

Analysis

Up to a maximum of 8 marks in total.

Award up to **2 marks** for

- Basic explanations of cause and effect

Award up to **6 marks** for

- Showing contrasts/comparison
- Showing different interpretations

Possible analytical approaches and judgements:

- Much depended on the attitude of the master. It is difficult to generalise based on gender.
- 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.

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

Candidate assessment will be based on the breadth, depth, clarity, and cohesion of their answer as well as the knowledge and analysis of the topic.

2. (b) *Candidates can be credited in a number of ways up to a maximum of 12 marks.*

Knowledge

Up to a maximum of 8 marks in total

To gain **8 knowledge marks**, candidates must examine at least three factors determining the strengths and weaknesses of Athenian democracy in a balanced argument using detailed knowledge of its structures and institutions.

Award up to **3 marks** for the discussion of each unit of knowledge.

The mark allocated should be based on:

- Depth of Knowledge
- Exemplification
- Clarity
- Nuance

Candidates should examine the strengths and weaknesses of Athenian democracy in a balanced argument using detailed knowledge of its structure. They should make a decision about whether the strengths outweigh the weaknesses based on the points they have made.

Possible examples may include:

Strengths

- Direct democracy - all citizens who wished to participate.
- All citizens had a say in the government.
- All citizens entitled (and encouraged) to attend Assembly and speak and vote.
- Council of 500 - candidates should be expected to discuss how the council was chosen from the ten tribes and what the function of the council was.
- Could serve as magistrates for a year.
- Law courts - could serve as a jury, all jurors chosen by lot, chosen on day of trial from pool of jurors, use of machine to pick jurors at random, payment for jury duty etc.
- Ostracism - all citizens could take part in the selection process.
- Lottery system for the Athenians was viewed as fair.
- Introduction of public pay for public duty allowed more participation.

Weaknesses

- 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.
- Assembly - 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 eg 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.
- Difficulties for anyone outside of Athens to travel to the city for meetings, expensive to travel and have someone mind their farms, county folk felt that their interests weren't well represented at the meetings.
- Ostracism - people could be ostracised merely for clashing with another politician so removed in the interests of the city, open to corruption/bribery.
- Law courts - no doubt some bribery/corruption possible, no one had a lawyer and only speech writers.
- Military service could be extremely time consuming and dangerous.

Analysis

Up to a maximum of 8 marks in total

Award up to **2 marks** for

- Basic explanations of cause and effect

Award up to **6 marks** for

- Showing contrasts/comparison
- Showing different interpretations

Possible analytical approaches and judgements:

- For citizens, the strengths may well have excluded 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 fifth century, the burden of military service removed these benefits.

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

Candidate assessment will be based on the breadth, depth, clarity, and cohesion of their answer as well as the knowledge and analysis of the topic.

Part B - Religion and Belief

3.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point explained from the sources, or each valid point of significant omission provided. The candidate can achieve up to 4 marks for their explanation of the parts of any individual source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source.</p> <p>Possible points which may be identified 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 may be identified 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 may be identified in Source C include:</p> <ul style="list-style-type: none">• There were ritual preparations (eg ritual washing)• She delivered her messages in a trance• The oracles were delivered orally and could seem like a rant• They were interpreted by priests who made the answer clear. <p>Possible points of significant omission may include:</p> <ul style="list-style-type: none">• Individuals could consult the oracle on personal matters eg marriage, children• 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 set up as thanks for good advice and successful outcomes• Consultations originally held on Apollo's birthday but later they were held once a month throughout the summer. <p>Any other valid point of explanation that meets the criteria described in the general marking principles for this kind of question.</p>

4. (a) Candidates can be credited in a number of ways up to a maximum of 12 marks.

Knowledge

Up to a maximum of 8 marks in total

To gain **8 knowledge marks**, candidates must discuss at least **three** aspects of the experience of Greek women in mystery and state religion, described accurately and in detail in reaching a judgement on this question.

Award up to **3 marks** for the discussion of each unit of knowledge.

The mark allocated should be based on:

- Depth of Knowledge
- Exemplification
- Clarity
- Nuance

Possible examples may include:

Mystery Religions

- 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.

State Religion

- 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, who according to Herodotus enjoyed political power too - he recounts how she led the Athenian evacuation of the city in the Persian wars, and ordered a Spartan King off the Acropolis. They may have been able to initiate legislation at the assembly. If so they were the only women who could.
- The priestess of Athene Nike was selected by lot from, as one inscription from the middle of the fifth century BC says, "all the wives of Athenian citizens" and she received payment. 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 were awarded great status in Athenian society, and given seats at key festivals.
- Women had a prominent role in fertility festivals such as the Thesmophoria and Haloa, where women enjoyed temporary freedom from their husbands and might have been allowed to behave in ways not normally open to them. 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.

Analysis

Up to a maximum of 8 marks in total.

Award up to **2 marks** for:

- Basic explanations of cause and effect

Award up to **6 marks** for:

- Showing contrasts/comparison
- Showing different interpretations

Possible analytical approaches and judgements:

- Opportunities to take part in many aspects of State religion were limited to a few aristocratic women - eg the weaving of the peplos and holding the office of the priestess of Athena Polias. Ordinary women would be excluded from key parts of festivals such as the athletic and artistic competitions of the Panthenaic festival, and most would simply be onlookers at the procession.
- Similarly the 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, which was a rarity in Athenian life.
- Woman in other societies such as Sparta were allowed to compete in the Olympic games and hence had more religious freedom than the Athenians eg Cynsica the Spartan princess who won the chariot race in the fifth century BC.
- 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, and so women could enjoy the best of both worlds.

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

Candidate assessment will be based on the breadth, depth, clarity, and cohesion of their answer as well as the knowledge and analysis of the topic.

4. (b) *Candidates can be credited in a number of ways up to a maximum of 12 marks.*

Knowledge

Up to a maximum of 8 marks in total

To gain **8 knowledge marks**, candidates must discuss at least three aspects of the Greek beliefs in life after death, described accurately and in detail in reaching a judgement on this question.

Award up to **3 marks** for the discussion of each unit of knowledge.

The mark allocated should be based on:

- Depth of Knowledge
- Exemplification
- Clarity
- Nuance

Possible examples may include:

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 eg

- 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 eg

- Anthesteria, 3rd 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
- Nemesia - to placate angry dead
- Taphai - annual ceremony for war dead

Mysteries were popular because they offered salvation and a happy afterlife eg

- Eleusinian mysteries - promise of happy afterlife and idea of reincarnation
- Orphism - promise of happy or miserable after life 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 eg

- Souls led to Underworld by Hermes.
- Using coin to pay Charon to ferry them across the Styx.
- Passing the guard dog Cerberus.
- Facing judgement.
- Entrance to Asphodel, Elysium/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.

Analysis

Up to a maximum of 8 marks in total.

Award up to **2 marks** for:

- Basic explanations of cause and effect

Award up to **6 marks** for:

- Showing contrasts/comparison
- Showing different interpretations

Possible analytical approaches and judgements:

- Traditional belief about life after death was known throughout Greece, but other beliefs such as philosophical beliefs and mystery religions became increasingly popular.
- Philosophical beliefs and beliefs about mystery religions were usually minority beliefs as they tended to appeal to the upper classes.

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

Candidate assessment will be based on the breadth, depth, clarity, and cohesion of their answer as well as the knowledge and analysis of the topic.

Section 2 - CLASSICAL LITERATURE

<p>5.</p> <p>or</p> <p>6.</p>	<p>Identify aspects of the theme in the text - 3 marks</p> <p>These marks are used to assess the candidates' skill in identifying how the theme is approached in the text(s) they have chosen. The marks awarded for this skill are graded as follows:</p> <p>3 marks The candidate has understood to a high standard how the theme is presented in the text(s). They have shown how it is presented in a range of ways by referring for example to the characters, plot and action in detail. They have made these judgements using clear, precise, and nuanced language. They have identified links between the aspects, and/or shown how these themes might be interpreted in different ways, or they have assessed the relative importance of aspects within the text(s), providing justification for this view.</p> <p>2 marks The candidate has understood to a good standard how the theme is presented in the text(s). They have shown how it is presented in a range of ways by referring, for example to the characters, plot and action in detail. They have identified links between the aspects and/or shown how the aspects contrast within or amongst the text(s).</p> <p>1 mark The candidate has understood to a limited extent how the theme is presented in the text(s). They have shown how it is presented by referring for example, to the characters, plot and action.</p>

eg

The candidate uses the text of *Antigone* to illustrate how Creon consistently makes the wrong decisions throughout the play. He does this by firstly deciding to refuse Polynices a burial after he has died in battle. Here Creon claims that he is doing this as he views Polynices as a traitor. This leads him onto more poor decisions when he demands the punishment of Antigone when she defies him and buries her brother. He fails to listen to her viewpoint and then alienates his son by refusing to change his mind. It is only when Tiresias finally tells him that the gods have judged his refusal to bury Polynices and to kill Antigone as impious that he relents - but as Tiresias tells him it is too late - he has lost his wife, son and Antigone has also taken her own life (**2 marks**). If the candidate then makes a judgement showing a contrary view or interpretation (perhaps Creon's first decision is justified, but his subsequent actions reveal him to be a violent and foolish ruler or if the candidate offers a range of interpretations as to why Creon behaves as he does - insecurity, misogyny, hubris), then award a **third mark**.

The candidate describes how Agamemnon in the play of the same name has been imprisoned by his fate by the need to sacrifice his daughter Iphigenia in order to gain a fair wind to take the fleet to Troy. As to whether he had a choice in the matter is unclear - perhaps it is the classic case of choosing the lesser of two evils. Clytemnestra later kills her husband, and describes herself as an agent of fate, who is avenging her daughter, and at the end Aegisthus, her lover, appears claiming that Agamemnon was fated to die because his father Atreus had killed Aegisthus' brothers and served them to their father.

Clytemnestra is fated to die at the hands of her son Orestes, although she vainly believes that by praying and sacrificing she may avoid this. If the candidate shows that in fact some of these characters were not simply agents of fate, but had other motivations (eg Clytemnestra desires to continue to rule and take a consort of her choosing) then award a **third mark**.

Analysis of the theme in the wider Classical World and in the modern world - 6 marks

A maximum of 4 marks for classical world or modern world

Classical World

The candidate should show how the aspect in the text is understood in a wider context in the Classical world. Award **1 mark** for a description of this and another mark for relating this to the text(s).

eg

The candidate describes how the Athenian audience, who lived in a democracy, believed that the kings and tyrants portrayed in Greek tragedies showed how the bad decision making of a single ruler, who invariably rejects wise advice, could have disastrous consequences (**1 mark** understanding of the theme in the wider Classical world). For example, in the play the *Bacchae* the young and headstrong king Pentheus rejects the advice of his grandfather Cadmus and the prophet Tiresias and refuses to worship the new god Dionysus. This results in his own violent death and the destruction of his city (**1 mark** linking it with a concrete example to the text).

The candidate describes how the Greeks traditionally believed that the three fates wove, measured and cut the thread of each person at the time of their birth or conception to determine the length and quality of their life. (1 mark understanding of the theme in the wider Classical world.) This links well with Oedipus who according to Jocasta had his fate sealed that he would kill his father before he was born, as revealed to her and Laius by the oracle at Delphi. (1 mark linking it with a concrete example to the text).

This can be done twice for a **maximum of 4 marks**.

Modern World

The candidate should show how the aspect in the text is understood in a wider context in the Modern world using for example modern texts, TV, film, scientific knowledge. Award 1 mark for a description of this and another mark for relating this to the text(s).

eg for Leadership:

The candidate gives examples of political leaders who lose their reputation through poor decision making, convinced that they know best. (1 mark understanding of the theme in the modern world.) This might compare well to Agamemnon in the Iliad, who adamant that he was not to lose face, demanded that Achilles hand over his prize the slave girl Briseis to him in compensation. This action led to the withdrawal of Achilles and prolonged misery for the Greek army (1 mark linking it with a concrete example from the text).

eg for Fate and Free Will:

References to, for example, films where the plots and characters are driven by fate. (1 mark understanding of the theme in the modern world.) Similarly, although the chorus shun Oedipus at the end of the play, they also pity him. This is because they understand that although he has committed horrendous crimes, as this was fated for him; his responsibility for his actions is in some ways questionable. (1 mark linking it with a concrete example from the text)

This can be done twice for a **maximum of 4 marks**.

Evaluation - 3 marks

These are key arguments made by the candidate in the course of their essay in relation to the theme of the essay and the text(s) they have chosen.

The mark awarded for this skill is graded as follows:

3 marks

The candidate has sustained their arguments and judgements to a high standard throughout their essay, by referring to, for example, the characters, plot and action in detail. They have made these arguments and judgements using clear, precise and nuanced language.

2 marks

The candidate has sustained their arguments and judgements to a good standard throughout their essay, by referring to for example, the characters, plot and action. They have made their arguments using clear and precise language.

1 mark

The candidate has sustained their arguments and judgements to a limited degree in their essay, by referring to, for example the characters, plot, and action. Their meaning may be unclear or they may have made some errors in the supporting evidence.

0 marks

The candidate has failed to make or sustain their arguments with supporting evidence.

eg

The candidate makes a number of key judgements and arguments regarding the leadership shown by Oedipus in *Oedipus Rex*. On the one hand he shows himself as a good leader determined to help his people; before the play begins he has used his wit to destroy the Sphinx, and his people have confidence in him to release them from the plague. He shows himself to be a good leader by taking logical steps - consulting the oracle and Tiresias, interviewing key witnesses. He also rejects Jocasta's advice to stop his investigations which can be interpreted as brave and determined by the need to get to the bottom of the pollution in the city. However he ultimately fails in his mission, and falls from power because of his character flaws - his terrible temper, as shown by his treatment of Tiresias and the shepherd, his great arrogance (he describes himself as "Oedipus whose fame all men know of"), his paranoia (his imagined plot of Tiresias and Creon) and his hubris (when hearing of his father's death he proclaims that he has cheated the oracle and the gods). As a result he fails as a leader. If this level of argument is sustained the candidate would be awarded **3 marks**, as well as accruing a credit for use of knowledge.

Use of Knowledge - 6 marks

The marks awarded for knowledge are determined as follows:

6 marks

Knowledge is detailed and accurate. It is fully relevant to the topic chosen. It is comprehensive. There is detailed exemplification and amplification using, for example, quotations or details of the plot described to a high standard. It is carefully nuanced and its significance to the issue is clear.

5-4 marks

Knowledge is detailed and accurate for the majority of the time. It is relevant to the topic. It is clearly expressed. There will be some exemplification. There may be some instances of unclear expression or the knowledge might not be fully accurate. It will generally be clear how the material used is related to the issue.

3-2 marks

Most knowledge is relevant to the topic, although there may be some parts which are inaccurate. The range of knowledge might be limited and not always clearly expressed. Some of the knowledge might be irrelevant, not illustrated by examples or not linked to the issue. The candidate may have largely adopted a narrative approach to their essay.

1 mark

There is some knowledge but it is limited and/or poorly expressed and not exemplified. It is not linked to the issue or the candidate has adopted a narrative approach to the text(s).

Conclusion

The candidate is awarded **1 mark** for making a summary of their findings. A further mark is awarded by some balancing and weighing of evidence.

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

Section 3 - LIFE IN THE ROMAN WORLD

Part A - Power and Freedom

7.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></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>Up to the total mark allocation for this question of 8 marks: Up to a maximum of 2 marks, 1 mark should be given for each evaluative comment which relates to the origin or purpose of the source. Up to a maximum of 2 marks, 1 mark should be given for each comment which interprets the source. Up to a maximum of 4 marks, 1 mark should be given for each comment which develops a point made by the source to explain the context, or which identifies specific significant points of relevant context omitted by the source.</p> <p>Evaluate the usefulness of Source A for explaining how Augustus manipulated his public image in order to gain popularity with the common people.</p> <p>Possible evaluative comments may include:</p> <p>Provenance:</p> <ul style="list-style-type: none">• Nature of text: Political propaganda: written on order of Emperor, and hence might exaggerate his achievements - eg to show his duty to the gods by rebuilding temples.• Time: likely to be factually accurate as it is contemporary and witnesses would know if Augustus was lying.• Purpose: to glorify Augustus' achievements for contemporary political purpose and posterity. <p>Interpretation of Source Content</p> <ul style="list-style-type: none">• 'rebuilt the Capitol...at enormous cost, without any inscription of my name.' Implies rebuilding work done at his own expense. In effect is asking for praise because he did not inscribe his name on this building works so as to appear humble/selfless.• 'rebuilt the aqueducts...doubled the capacity of the Marcian Aqueduct.' Completed works which would make him appear to be a man who above all cared about the quality of life of his people.• 'Completed the Forum of Julius...almost finished by my father.' Draws attention to being 'son' of Julius Caesar and thus makes a positive association with the previous ruler who is now worshipped as a god.• 'rebuilt eighty-two temples of the gods in the city by the authority of the senate.' Augustus was a man who worried about doing the right thing in terms of religion. He rebuilt these temples so as to appease the gods and bring good fortune on the people of Rome.• Manipulates his image so that he appears loved by the gods.
----	--

Points of specific content the source has omitted:

Alternative ways in which Augustus manipulated his image:

Literary

- In various places he speaks of Mark Antony in a way that de-Romanises him and thus styles himself as Liberator of Rome.
- Augustus commissioned writers and poets, Horace and Virgil, to write in praise of him.

Coinage

- Examples might include coins which display his successes eg ‘Egypt captured’ coin.
- Examples which stress his link to Julius Caesar eg coins issued with the inscription ‘divi filius’ on the reverse.
- Coins which emphasise his military successes eg ones which show captured people prostrating themselves in front of him.

Monumental

- Ara Pacis displays the achievements of his dynasty.

Statuary

- Presents himself with his head covered in the role of the priest about to sacrifice to the gods thus emphasising his pietas. This is consistent with his boasts in the source about restoring the eighty-two temples.

Nomenclature

- Identifies himself with the title of Augustus.
- Styles himself as ‘son of the god’ (the son of Julius Caesar).

Other

- Humble home on the Capitoline Hill.
- Taking titles, eg Augustus became pater patriae, priesthoods
- Providing “bread and circuses” in Rome ensured support from the public.
- Augustus revived religion and passed moral legislation to gain approval of older generation.

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

8. (a) *Candidates can be credited in a number of ways up to a maximum of 12 marks.*

Knowledge

Up to a maximum of 8 marks in total

To gain **8 knowledge marks**, candidates must discuss at least **three ways** in which the provincial governor affected the lives of the people in the Roman provinces, described accurately and in detail.

Award up to **3 marks** for the discussion of each unit of knowledge.

The mark allocated should be based on:

- Depth of Knowledge
- Exemplification
- Clarity
- Nuance

Possible points of relevant knowledge:

- 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.
- Good government depended on the governor eg Cicero was determined to set a good example by living frugally and sleeping in campaign tent.
- Governors could be prosecuted for conduct in the provinces, misuse of funds etc so in their interests to govern well.
- Cicero investigated the municipal accounts for the past 10 years in his province and so uncovered fraud and corruption amongst previous provincials - thus good government depended on the governor in charge.
- 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.
- Transport was slow so messages of complaint could take months to reach anyone which gave corrupt governors more opportunity.
- Many governors made no attempt to live within their expenses and obliged provincials to house them, at their expense.
- Imposed extra taxes eg Appius Claudius Pulcher imposed an extra poll tax, a tax on doors and a system where communities could pay to avoid having troops billeted on them.
- Publicani collected taxes in the Roman Empire and they could make life difficult for a governor who crossed them and so governors were likely to let them get away with corruption.
- Augustus changed the system so that governors served for more than a year for better continuity

Analysis

Up to a maximum of 8 marks in total.

Award up to **2 marks** for:

- Basic explanations of cause and effect

Award up to **6 marks** for:

- Showing contrasts/comparison
- Showing different interpretations

Possible analytical approaches:

- Comparison between good and bad governors (eg Verres compared to Cicero).
- Explanation of the difficulties for provincials in dealing with corrupt governors as evidenced by the trial of Verres, Josephus' account of Pontius Pilate.

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

Candidate assessment will be based on the breadth, depth, clarity, and cohesion of their answer as well as the knowledge and analysis of the topic.

8.	(b)	<p><i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Knowledge Up to a maximum of 8 marks in total.</p> <p>To gain 8 knowledge marks, candidates must discuss at least three reasons why the Roman Republic collapsed accurately and in detail.</p> <p>Award up to 3 marks for the discussion of each unit of knowledge. The mark allocated should be based on:</p> <ul style="list-style-type: none"> • Depth of Knowledge • Exemplification • Clarity • Nuance <p>Possible examples may include:</p> <ul style="list-style-type: none"> • 1st century was full of social, economic and political problems • Increased size of the Roman Empire was making it difficult to control • Class division caused problems • Instability evidenced by slave revolts eg Spartacus • Abuse of the cursus honorum - Pompey backed by Senate • Ambitious generals • Armies loyal to their general, not Rome • First Triumvirate • Manipulation of plebians/Position of people's tribune • Civil War • Dictator for life • Assassination of Caesar - Octavian heir • Defeat of Brutus and Cassius • Octavian and Antony come to the fore • 2nd Triumvirate • Battle of Actium • Anthony and Cleopatra • Ineffectual Senate • Honours bestowed on Augustus.
----	-----	---

Analysis

Up to a maximum of 8 marks in total.

Award up to 2 marks for:

- Basic explanations of cause and effect

Award up to 6 marks for:

- Showing contrasts/comparison
- Showing different interpretations

Possible analytical approaches:

- Comparison of the factors, making judgements on the relative importance of the factors (eg individuals such as Julius Caesar and Augustus compared with economic and social factors).

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

Candidate assessment will be based on the breadth, depth, clarity, and cohesion of their answer as well as the knowledge and analysis of the topic.

Part B - Religion and Belief

9.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></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>Up to the total mark allocation for this question of 8 marks: Up to a maximum of 2 marks, 1 mark should be given for each evaluative comment which relates to the origin, purpose or content of the source. Up to a maximum of 2 marks, 1 mark should be given for each comment which interprets the source. Up to a maximum of 4 marks, 1 mark should be given for each comment which develops a point made by the source to explain the context, or which identifies specific significant points of relevant context omitted by the source.</p> <p>Possible evaluative comments may include:</p> <p>Provenance: 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 first 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. <p>Time</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 (no credit is given for saying source is primary and so is useful).• Other sources indicate that sacrifice was performed as described by Pliny for centuries before and after.• 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</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.
----	--

Interpretation of Source Content:

- “Sacrifice should be accompanied by prayer” - both went together.
- “In addition, some words are appropriate for seeking favourable omens, others for warding off evil, and still others for securing help.” - prayer could be for a range of purposes
- “our highest magistrates make appeals to the gods with specific and set prayers” - prayers were said on behalf of the state by magistrates at key points (eg entering office)
- “one attendant reads the prayer from a book, another is assigned to check it closely, a third is appointed to enforce silence.” - prayers were formulistic not spontaneous.
- “a flutist plays to block out any unwanted sounds.” - Romans believed that interruptions such as coughs and sneezes could ruin a public sacrifice.

Points of specific content the Source has omitted:

- Description of attitude of performer - eg 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 - eg before childbirth and explanation of their motivation.
- Description of specific historical sacrifice - eg Suetonius claimed that Caesar’s assassination was divine punishment for ignoring bad omens at the battle of Munda, his final battle, and Caesar, after performing a sacrifice a few days before his death, discovered that the animal had no heart.
- Prayers might also take the form of curses - wishing punishment or death of rivals and enemies.
- Pollution might ruin sacrifice - eg being in contact with a dead body, or attending a sacrifice immediately after giving birth.
- Votary offering given if prayer was answered.
- It was said in private that Caesar, although chief priest, scoffed at the idea that prayer and sacrifice had any effect - this was the view of some educated Romans.

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

10.	<p>(a) <i>Candidates can be credited in a number of ways up to a maximum of 12 marks.</i></p> <p>Knowledge Up to a maximum of 8 marks in total.</p> <p>To gain 8 knowledge marks, candidates must discuss at least three reasons why Vesta and her priestesses were important, described accurately and in detail.</p> <p>Award up to 3 marks for the discussion of each unit of knowledge. The mark allocated should be based on:</p> <ul style="list-style-type: none"> • Depth of Knowledge • Exemplification • Clarity • Nuance <p>Possible points of relevant knowledge:</p> <p>Analyse the importance of the goddess Vesta and her priestesses in Roman religion and belief.</p> <p>Vesta considered a very important goddess</p> <ul style="list-style-type: none"> • 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 • 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 Virgins cleaned out the temple. <p>Analysis Up to a maximum of 8 marks in total.</p> <p>Award up to 2 marks for:</p> <ul style="list-style-type: none"> • Basic explanations of cause and effect <p>Award up to 6 marks for:</p> <ul style="list-style-type: none"> • Showing contrasts/comparison • Showing different interpretations

Possible analytical approaches:

- 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 (eg from Pompeii and Ostia) shows that many Romans no longer actually had fireplaces in their homes. This shows an overall practice that many Romans performed ceremonies which were based on a rural lifestyle, although many were now urban dwellers.
- Vestal Virgins gave enormous prestige to key families. It was seen as a great honour for a family to have a daughter chosen as a Vestal Virgin. Furthermore, they 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 to become a Vestal, and so in this respect, the Vestal Virgins were not actually important to the majority of Roman society.
- Vesta has certain unique features which marked her apart from other deities; her temple was round to reflect the hearth, whereas the model for most temples was rectangular; in fact, the Romans referred to the "house" of Vesta in Rome, not the "temple" of Vesta, which reinforced her domestic role. Also there were no statues or images of Vesta until the time of Augustus, unlike the statues raised in most temples.

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

Candidate assessment will be based on the breadth, depth, clarity, and cohesion of their answer as well as the knowledge and analysis of the topic.

Analysis

- She formed part of traditional Roman religion
- She was given a prominent position for her temple
- She was associated with the foundation and very existence of Rome
- She provided one of the essential elements for survival - fire
- The duties given to her priestesses put her in a position of trust
- The privileges given to her priestesses show she was highly respected and honoured
- Punishment of Vestals for failing in duty shows respect for upholding Vesta's reputation and honour
- The appointment of priestesses, her own temple and festival show the Roman belief and need to keep her on side, happy and satisfied.

10. (b) *Candidates can be credited in a number of ways up to a maximum of 12 marks*

Knowledge: Up to a maximum of 8 marks in total.

To gain **8 knowledge marks**, candidates must discuss at least **three aspects** of the relationship between Romans and Christians, described accurately and in detail.

Award up to **3 marks** for the discussion of each unit of knowledge.

The mark allocated should be based on:

- Depth of Knowledge
- Exemplification
- Clarity
- Nuance

Possible examples may include:

- Relations in sources in first century AD show that the Romans viewed the Christians as an undesirable cult.

Relations as described by the Bible:

- Jesus is born in Bethlehem as Mary and Joseph sent there by Roman census.
- Jesus is put to death by Pontius Pilate the Roman governor who sees him as a political threat.
- Jesus was crucified - a punishment reserved for the lowest in society, showing their contempt for Jesus.
- The Book of Acts describes how the apostles were imprisoned and executed by the Roman authorities.

Relations as described by Tacitus:

- Tacitus describes Christianity as a “superstition” and “anti-social” - this meant that it was viewed as an undesirable cult by the Romans.
- Tacitus describes how Nero blamed Christians for the Great Fire of Rome. He picked on them as they were already unpopular.
- Tacitus describes how Christians were burnt alive and used as human torches.
- Tacitus claims that this made the Romans feel sorry for Christians.

Relations as described by Pliny’s Letter to Trajan and Trajan’s reply:

- Pliny sees Christians as undesirable.
- Pliny describes it as the religion of the lower classes.
- Pliny tests Christians by forcing them to sacrifice to the Roman gods.
- Pliny has tortured a slave girl to make her reveal information.
- Pliny describes the religion as spreading fast - by the end of the 1st century AD it is beginning to become established.
- Trajan supports Pliny’s decision to put Christians to death who refuse on three occasions to worship Roman gods.
- However Trajan warns Pliny not to seek out Christians to persecute.

The Christians used the Roman Empire to spread their religion.

- Notably Christianity spread west, not east. Its progress followed the trade routes around the Mediterranean. The Letters of Paul show how Christian communities spread (Letters to Greek cities such as Ephesus and Corinth, and eventually to Rome)
- The Book of Acts claims that the first non-Jewish convert to Christianity was a Roman centurion, Cornelius. This indicates that the Roman Army helped spread Christianity.

Analysis

Up to a maximum of 8 marks in total.

Award up to 2 marks for

- Basic explanations of cause and effect

Award up to 6 marks for

- Showing contrasts/comparison
- Showing different interpretations

Possible analytical approaches:

- Why did the Romans persecute the Christians? Possibly because it was a Roman, Pontius Pilate, who put Jesus to death as he saw him as a political threat. Or was it a misunderstanding of the eucharist and drinking blood and eating flesh - did the Romans believe the Christians were cannibals? Did talk of sisters and brothers make the Romans think Christianity was incestuous? Or was it seen as the religion of the impoverished and poor?
- The Christians seemed to wish to establish good relations with the Romans. The Bible describes Jesus as telling his disciples to “give to Caesar what is due to Caesar”, and the gospels seem to wish to transfer blame for Jesus’ death from Pilate to the Jewish leadership. Christians in the 1st Century AD understood that this could help spread their religion.

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

Candidate assessment will be based on the breadth, depth, clarity, and cohesion of their answer as well as the knowledge and analysis of the topic.

[END OF MARKING INSTRUCTIONS]