



National
Qualifications
2018

2018 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 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 seven 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. Compare . . . aspects of the modern world with the classical world
 - v. Explain what Source A/a classical text you have read tells us about . . .
 - vi. Evaluate the usefulness of Source B for . . .
 - vii. 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 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 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.

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* . . . (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.

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 *Compare* to the modern world . . . (4 marks)**

Candidates must identify similarities and differences between the modern world and the classical aspect. These should be key comparisons and may include theoretical ideas. Candidates may provide a number of straightforward comparisons or these may be developed.

Marks will be awarded for each accurate, full comparison they make.

Example:

When comparing modern education to the education available in Athens in the 5th century BC, a difference can be found in the lack of access to education for girls and boys. Unlike today girls did not attend school and instead were educated by their mothers on how to run a household. (**1 mark**) Even boys did not have a legal right to education as it was not compulsory; families sent the boys to school for as long as they could afford to pay the fees. (**1 mark for development**)

v. **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**).

vi. 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**:

- **1 mark** should be given 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 BC 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 other texts such as . . . (**1 mark**). However, it fails to mention . . . which limits how useful it is (**1 mark**).

vii. 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 a comparison with the classical world worth **3 marks** and a comparison with the modern world worth **2 marks**.

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

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

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

Example:

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

Marking instructions for each question

Section 1 – Life in Classical Greece

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	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>1 mark should be given for each accurate relevant key point of knowledge. A second mark 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 developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • skills • education • physical condition • looks • origin • age. <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
2.	<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.</p> <p>These should be key reasons and may include theoretical ideas.</p> <p>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"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> • thought gods influenced human life • worshipped gods to ensure prosperity • religion involved in childbirth • religion involved in marriage • community spirit fostered by religion eg festivals • Athena as patron and protector of Athens. <p>Any other valid reason 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
3.	<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • they will be awarded 1 mark for each point of knowledge used to explain the issue up to a maximum of 5 marks • they will be awarded 1 mark for explaining different aspects of the issue • they will be awarded 1 mark for presenting a conclusion • they will be awarded 1 mark for giving a reason for their conclusion. 	8	<p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • men could move about the city with total freedom • poorer women/female slaves could move about with some freedom • men, not their wives, could attend dinner parties • hired female entertainers could attend parties • men were in ultimate control of their household • women were entrusted with organising the household slaves • men who were citizens could own property • men who were citizens could take part in the running of the city • men risked their lives in warfare • women could die in childbirth/had a lower life expectancy • it made a difference if you were a slave or a citizen. <p>Any other valid reason 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
4.	<p>Candidates must identify similarities and differences between the modern world and the classical aspect. Candidates may provide a number of straightforward comparisons or these may be developed.</p> <p>There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Marks will be awarded for each accurate comparison made. If a comparison is developed a further mark can be awarded.</p> <p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • voting • serving on a jury if chosen • taking an interest in the affairs of the state. <p>Differences:</p> <ul style="list-style-type: none"> • going to war (unless in states with compulsory military service) • voting directly, not through representatives • serving as an official if chosen. <p>Any other 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
5.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world.</p> <p>These should be key aspects of the text and may include theoretical ideas.</p> <p>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 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of explanation. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. 1 mark may be given for each valid point explained from the sources.</p> <p>Possible points in the source which may be explained include:</p> <ul style="list-style-type: none"> • ‘beat’ – corporal punishment used in schools • ‘hardly comes to school’ – obviously the boy does not have a paidagogos • ‘school’ – not a specialised building, but a room hired or in a colonnade • ‘the bill’ – education was not free, but had to be paid for by parents • ‘writing tablet’ – spread with wax and written on using a stylus • ‘the letter A’ – alpha, the first letter of the Greek alphabet • ‘to herd animals’ – school was not compulsory; many boys went to work. <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												
6.	<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"> • 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. <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • candidates should be given 1 mark for each evaluative comment on the value of the source. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</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>Possible evaluative comments may include:</p> <table border="1" data-bbox="1043 571 2040 1161"> <thead> <tr> <th data-bbox="1043 571 1326 655">Aspect of the source</th> <th data-bbox="1326 571 2040 655">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1043 655 1326 740">Who produced it</td> <td data-bbox="1326 655 2040 740">recorded by a man who lived under the system/an Athenian citizen</td> </tr> <tr> <td data-bbox="1043 740 1326 825">When it was produced</td> <td data-bbox="1326 740 2040 825">written in the 5th century BC when democracy was the form of government in Athens</td> </tr> <tr> <td data-bbox="1043 825 1326 909">Why it was produced</td> <td data-bbox="1326 825 2040 909">written to praise democracy/show that people were expected to take part in affairs of state</td> </tr> <tr> <td data-bbox="1043 909 1326 1031">The content of the source</td> <td data-bbox="1326 909 2040 1031">mentions that power is not restricted to an elite/people take an interest in the government of the city</td> </tr> <tr> <td data-bbox="1043 1031 1326 1161">Area of specific content the source has omitted</td> <td data-bbox="1326 1031 2040 1161">no mention of the Assembly/that not everyone could participate.</td> </tr> </tbody> </table> <p>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).</p>	Aspect of the source	Possible evaluative comment	Who produced it	recorded by a man who lived under the system/an Athenian citizen	When it was produced	written in the 5th century BC when democracy was the form of government in Athens	Why it was produced	written to praise democracy/show that people were expected to take part in affairs of state	The content of the source	mentions that power is not restricted to an elite/people take an interest in the government of the city	Area of specific content the source has omitted	no mention of the Assembly/that not everyone could participate.
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Area of specific content the source has omitted	no mention of the Assembly/that not everyone could participate.														

Section 2 – Classical Literature

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(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.</p> <p>These should be key aspects of the text and may include theoretical ideas.</p> <p>There is no need for any evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of 5 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of explanation. 	5	<p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p>1 mark should be given for each accurate relevant key point of knowledge, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • women involved in unacceptable actions/behaviour • describe actions • describe behaviour • reasons for actions/behaviour • results of actions/behaviour. <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
(b)	<p>Candidates must make connections between the text and specific events, practices or ideas in the classical world.</p> <p>These should be key aspects of the text and will be related to the universal themes.</p> <p>There is no need for any prioritising of points of comparison.</p> <p>Up to the total mark allocation for this question of 3 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. 	3	<p>Candidates can be credited in a number of ways up to a maximum of 3 marks.</p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • women expected to stay indoors most of time • expected to be good wives and mothers • obey husbands • not expected to participate in matters relating to government/law. <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
(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.</p> <p>These should be key aspects of the text and may include theoretical ideas.</p> <p>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 2 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of explanation. 	2	<p>Candidates can be credited in a number of ways up to a maximum of 2 marks.</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 indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • most women today have similar rights to men • wives and mothers but can also choose to work or not • in some cultures, women still have very few rights. <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.	(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 5 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge. 	5	<p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p>1 mark should be given for each accurate relevant key point of knowledge, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • character(s) involved and background • describe the situation/fate • attempts to change fate • outcome. <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
(b)	<p>Candidates must make connections between the text and specific events, practices or ideas in the classical world and the modern world.</p> <p>These should be key aspects of the text and will be related to the universal themes.</p> <p>There is no need for any prioritising of points of comparison.</p> <p>Up to the total mark allocation for this question of 5 marks:</p> <ul style="list-style-type: none"> • 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. 	5	<p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • in the ancient world, most people believed their lives were ruled by the gods and accepted this • today people have mixed views, depending on their faiths and religions • examples of different views. <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>

Section 3 – The Roman World

Part A – Pompeii

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 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"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	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>1 mark should be given for each accurate relevant key point of knowledge. A second mark 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 developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • theatre designed to enhance acoustics, should have been able to hear the actors well. Although if the audience were noisy this would have been more difficult • cramped seating conditions, the theatre could hold 5000 • discomfort from the smell of body odour and relief when sprayed with perfumed water at the intervals • Pompeians would have enjoyed the opportunity to attend free entertainment • a social gathering and a break from work • excited at the prospect of seeing a famous actor as the graffiti on the theatre proves. <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
10.	<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.</p> <p>These should be key reasons and may include theoretical ideas.</p> <p>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"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> • workers had to collect the human urine from the pots on the street • workers had the disgusting task of tramping the cloth into urine with their bare feet in the initial cleaning process • workers had to cope with the smell of urine • workers had the difficult task of moving the wet and heavy woollen cloth through a series of water vats to clean it • workers would have had their hands in water for long periods of time, they would have become irritated and sore • workers carried out repetitive and tiring tasks • workers had to bleach white woollens with the use of a burning pot of sulphur, this was unpleasant due to the smell of rotten eggs • workers were mainly slaves; they may have been treated poorly. <p>Any other valid reason 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
11.	<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • they will be awarded 1 mark for each point of knowledge used to explain the issue up to a maximum of 5 marks • they will be awarded 1 mark for explaining different aspects of the issue • they will be awarded 1 mark for presenting a conclusion • they will be awarded 1 mark for giving a reason for their conclusion. 	8	<p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark 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>Useful:</p> <ul style="list-style-type: none"> • gender and a rough idea of age can often be determined • details of clothing and objects that would have otherwise have rotted away • facial features, face to face with a Roman from 79 AD • makes it more real and poignant – a human tragedy • their last movements are preserved, showing reactions to thermal shock and the effects of the eruption • some are covering their mouths, proving that it was hard to breathe. <p>Not useful:</p> <ul style="list-style-type: none"> • can only guess at status and occupation • the bones trapped in the casts would provide more information on their age, health, status during life and cause of death • some objects such as belt buckles are trapped inside the casts • not a valid archaeological technique anymore. <p>Any other valid reason 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 identify similarities and differences between the modern world and the classical aspect. Candidates may provide a number of straightforward comparisons or these may be developed.</p> <p>These should be key aspects of the text and may include theoretical ideas.</p> <p>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 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Marks will be awarded for each accurate comparison they make. If a comparison is developed a further mark can be awarded.</p> <p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • both required/require their workers to start early in the morning • both required/require their workers to work long hours • both required/require their workers to work in hot working conditions due to the ovens • both had/have the risk of burn injuries due to working with hot pans, utensils and ovens. <p>Differences:</p> <ul style="list-style-type: none"> • no slaves in a modern bakery • the employer is not allowed to physically punish his workers, as a slave master would have been in Pompeii • flour is not ground in modern bakeries • no donkeys found in modern bakeries, against food hygiene law • modern ovens used in bakeries tend not to be wood fuelled and as a result working conditions are less smoky. <p>Any other 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
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.</p> <p>These should be key aspects of the text and may include theoretical ideas.</p> <p>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 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of explanation. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. 1 mark may be given for each valid point explained from the sources.</p> <p>Possible points in the source which may be explained include:</p> <p>Source A</p> <ul style="list-style-type: none"> • the people gathered are worshipping Isis – would only be carried out by those who have chosen to be initiated and not by the general public of Pompeii • the people are gathered in front of a small temple – this tells us that Pompeians honoured their gods privately, as they did publicly, by building a temple to hold the cult statue of their god and to gather in front to worship • the image shows priests leading the worship of Isis – this tells us that priests/priestesses led the followers in prayers and making offerings to honour the goddess Isis • an altar – for making sacrifices. <p>Source B</p> <ul style="list-style-type: none"> • the role of the head of the household • the shrine would often have the appearance of a small temple and the family would store images of their household gods within it or in front of it. Prayers and small offerings would be made • the Lares, who were the household guardians, and the Penates who looked after the household store. In between the Lares would be an image of the head of the household leading worship • Vesta represents the hearth and fire. She would be worshipped daily through prayers and throwing a small piece of food into the fire

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> it mentions that the worship was carried out to keep the family safe, Romans believed that it was important to maintain these religious practices otherwise the family would offend the gods and suffer as a result eg loss of fortune, ill health. <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												
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"> • 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. <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • candidates should be given 1 mark for each evaluative comment on the value of the source. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</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>Possible evaluative comments may include:</p> <table border="1" data-bbox="1043 568 2040 1329"> <thead> <tr> <th data-bbox="1043 568 1301 651">Aspect of the source</th> <th data-bbox="1301 568 2040 651">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1043 651 1301 735">Who produced it</td> <td data-bbox="1301 651 2040 735">produced by a Roman who would have been the head of a household</td> </tr> <tr> <td data-bbox="1043 735 1301 820">When it was produced</td> <td data-bbox="1301 735 2040 820">1st century BC – practices probably had not changed</td> </tr> <tr> <td data-bbox="1043 820 1301 940">Why it was produced</td> <td data-bbox="1301 820 2040 940">a speech delivered to convince the audience to agree with his view on the importance of religion in the home</td> </tr> <tr> <td data-bbox="1043 940 1301 1098">The content of the source</td> <td data-bbox="1301 940 2040 1098">it sums up important aspects of how Romans honoured their gods – the role of the head of the household, the worship at the altar, the honouring of household gods</td> </tr> <tr> <td data-bbox="1043 1098 1301 1329">Area of specific content the source has omitted</td> <td data-bbox="1301 1098 2040 1329"> it does not mention the role of public religion: <ul style="list-style-type: none"> • temple building • statues • public sacrifice • festivals • mystery religion. </td> </tr> </tbody> </table> <p>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).</p>	Aspect of the source	Possible evaluative comment	Who produced it	produced by a Roman who would have been the head of a household	When it was produced	1 st century BC – practices probably had not changed	Why it was produced	a speech delivered to convince the audience to agree with his view on the importance of religion in the home	The content of the source	it sums up important aspects of how Romans honoured their gods – the role of the head of the household, the worship at the altar, the honouring of household gods	Area of specific content the source has omitted	it does not mention the role of public religion: <ul style="list-style-type: none"> • temple building • statues • public sacrifice • festivals • mystery religion.
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Section 3 – The Roman World

Part B – Roman Britain

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.	<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"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	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>1 mark should be given for each accurate, relevant key point of knowledge. A second mark 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 developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <p>Buildings:</p> <ul style="list-style-type: none"> • houses for soldiers' families • shops providing services not available inside the fort • a brewery • tavern • butchers • a civilian bathhouse • large water tanks. <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
16.	<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.</p> <p>These should be key reasons and may include theoretical ideas.</p> <p>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"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> • they were centrally heated • improved hygiene • it was cold • it made soldiers/immigrants feel more at home • it helped Romanisation of natives • it provided recreation/socialising • helped to integrate new culture • made massage and ‘spa’ treatments available. <p>Any other valid reason 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
17.	<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • they will be awarded 1 mark for each point of knowledge used to explain the issue up to a maximum of 5 marks • they will be awarded 1 mark for explaining different aspects of the issue • they will be awarded 1 mark for presenting a conclusion • they will be awarded 1 mark for giving a reason for their conclusion. 	8	<p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • Druidism was treated as an enemy religion • Romans went to great lengths to eradicate Druidism with the invasion of Anglesey • Druidism (allegedly) involved human sacrifice • native religion was focused on sacred woods and waters • Romans incorporated sacred springs of Sulis into a bath complex at Aquae Sulis • Sulis and Minerva were blended in local custom as the same god • Mithraism was a middle-eastern religion which did not incorporate any local elements • Romans built temples which was unlike native religion • Romans worshipped the emperor as divine which was not merged with native custom • Romans built a great temple to Claudius in Colchester which was a symbol of the invaders not the natives. <p>Any other valid reason 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
18.	<p>Candidates must identify similarities and differences between the modern world and the classical aspect. Candidates may provide a number of straightforward comparisons or these may be developed.</p> <p>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 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Marks will be awarded for each accurate comparison they make. If a comparison is developed a further mark can be awarded.</p> <p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • amphitheatres showed gladiator combat which can be compared with boxing, wrestling, UFC, martial arts • people gambled on the outcome of amphitheatre events as with today • the most popular entertainments took place in the amphitheatre like football stadiums today. <p>Differences:</p> <ul style="list-style-type: none"> • shows were deliberately bloodthirsty whereas modern sports shows have rules to limit this • boxing has rules to limit damage • UFC is less rule based • although there were rules for gladiator combat (we just don't know what they were) • violence was for real in the Roman world but is only simulated in films in the modern world • many, eg slaves, were forced to take part in shows which is unlike today. <p>Any other 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
19.	<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.</p> <p>These should be key aspects of the text and may include theoretical ideas.</p> <p>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 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of explanation. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make connections between the texts and ideas, events or practices in the classical world. 1 mark may be given for each valid point explained from the sources.</p> <p>Possible points in the source which may be explained include:</p> <p>Source A</p> <ul style="list-style-type: none"> • it was violent • no respect for Roman culture • everything was destroyed by fire. <p>Source B</p> <ul style="list-style-type: none"> • it was caused by Roman disrespect • it was caused by Roman theft/lawlessness • it was caused by Roman brutality • King of the Iceni was planning to live peacefully • King of the Iceni was trying to show respect to the Romans. <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>

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20.	<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"> • 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. <p>Up to the total mark allocation for this question of 4 marks:</p> <p>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 up to a maximum of 4 marks.</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>Possible evaluative comments may include:</p> <table border="1" data-bbox="1043 571 2040 1198"> <thead> <tr> <th data-bbox="1043 571 1301 655">Aspect of the source</th> <th data-bbox="1301 571 2040 655">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1043 655 1301 715">Who produced it</td> <td data-bbox="1301 655 2040 715">A Roman historian who had studied the period</td> </tr> <tr> <td data-bbox="1043 715 1301 799">When it was produced</td> <td data-bbox="1301 715 2040 799">Around 50 years after the events it describes</td> </tr> <tr> <td data-bbox="1043 799 1301 884">Why it was produced</td> <td data-bbox="1301 799 2040 884">To explain the causes of the rebellion</td> </tr> <tr> <td data-bbox="1043 884 1301 1043">The content of the source</td> <td data-bbox="1301 884 2040 1043"> <ul style="list-style-type: none"> • sympathetic to Britons although written by a Roman • could be exaggerated to make a point • it concerns a specific incident </td> </tr> <tr> <td data-bbox="1043 1043 1301 1198">Area of specific content the source has omitted</td> <td data-bbox="1301 1043 2040 1198"> <ul style="list-style-type: none"> • it does not mention the relations of the Romans and Britons at other times • it does not mention the Romans' relationships with other tribes. </td> </tr> </tbody> </table> <p>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).</p>	Aspect of the source	Possible evaluative comment	Who produced it	A Roman historian who had studied the period	When it was produced	Around 50 years after the events it describes	Why it was produced	To explain the causes of the rebellion	The content of the source	<ul style="list-style-type: none"> • sympathetic to Britons although written by a Roman • could be exaggerated to make a point • it concerns a specific incident 	Area of specific content the source has omitted	<ul style="list-style-type: none"> • it does not mention the relations of the Romans and Britons at other times • it does not mention the Romans' relationships with other tribes.
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[END OF MARKING INSTRUCTIONS]