



National  
Qualifications  
2019

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**2019 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 5<sup>th</sup> 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 5<sup>th</sup> 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"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. A <b>second mark</b> should be given for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or a combination of these.</p> <p><b>An example might be</b></p> <ul style="list-style-type: none"> <li>• Arachne boasting about her skills in weaving</li> <li>• Athena, in disguise, allowing her to retract the competition between Athena and Arachne</li> <li>• Arachne hanging herself</li> <li>• Athena turning her into a spider</li> <li>• NB to achieve <b>4 marks</b>, there must be a link to the nature of the goddess (for example jealousy, pity).</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<p>Candidates must 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"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 6 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include</b></p> <ul style="list-style-type: none"> <li>• there was a large population/access to a port – a ready market</li> <li>• there was a plentiful supply of slave labour</li> <li>• the market place (agora) was well organised and regulated</li> <li>• lack of advanced mechanisation meant lots of workers were needed</li> <li>• money lenders supplied capital for business</li> <li>• the state employed many people on contracts</li> <li>• there was a wide range of jobs (smiths, potters, shoemakers, farmers etc)</li> <li>• poorer women could sell goods in the market place.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Up to the total mark allocation for this question of <b>8 marks</b></p> <ul style="list-style-type: none"> <li>• they will be awarded <b>1 mark</b> for each point of knowledge used to explain the issue up to a <b>maximum of 5 marks</b></li> <li>• they will be awarded <b>1 mark</b> for explaining different aspects of the issue</li> <li>• they will be awarded <b>1 mark</b> for presenting a conclusion</li> <li>• they will be awarded <b>1 mark</b> for giving a reason for their conclusion.</li> </ul>	<b>8</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 8 marks.</b></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 5 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible points of knowledge may include</b></p> <ul style="list-style-type: none"> <li>• <b>small windows</b> – kept out the glare of the sun</li> <li>• <b>plastered mud brick</b> – gave protection against the weather</li> <li>• <b>courtyard</b> – allowed work to be done in the open air</li> <li>• <b>inward facing with a strong door</b> – provided security</li> <li>• <b>women’s quarters</b> – gave the protection/seclusion society expected</li> <li>• <b>loom room</b> – provided facilities for the important tasks of spinning and weaving</li> <li>• <b>dining room (Andron)</b> – allowed men to meet and socialise.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		<p>Candidates must identify similarities and differences between the modern world and classical aspect.</p> <p>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 a total mark allocation for this question of <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks.</b></p> <p>Marks will be awarded for each accurate comparison made. If a comparison is developed a further mark can be awarded.</p> <p><b>Possible responses may include</b></p> <p><b>Similarities</b></p> <ul style="list-style-type: none"> <li>• there was a wedding feast</li> <li>• the bride wore a special dress</li> <li>• guests gave presents.</li> </ul> <p><b>Differences</b></p> <ul style="list-style-type: none"> <li>• marriages were arranged: in most cultures today they are not</li> <li>• the minimum age for marriage was 12 (girl) and 14 (boy): in Scotland today it is 16 for both</li> <li>• a dowry was paid by the bride's father: in Scotland today that is very unusual.</li> </ul> <p><b>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).</b></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 <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	4	<p>Candidates can be credited in a number of ways 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. <b>1 mark</b> may be given for each valid point explained from the sources.</p> <p><b>Possible points in the source which may be explained include</b></p> <ul style="list-style-type: none"> <li>• <b>democracy</b> – power was shared equally amongst all the citizens, not all the people – other groups were excluded</li> <li>• <b>citizen</b> – the son of a citizen by the daughter of a citizen, aged 18 plus</li> <li>• <b>political role</b> – for example to take part in the Assembly or serve as an official, if chosen</li> <li>• <b>military</b> – for example to fight in war or row in the war-fleet</li> <li>• <b>metics</b> – citizens of other cities who had settled in Athens. They paid tax and were heavily involved in business and manufacturing</li> <li>• <b>women</b> – ran their homes and brought up the children</li> <li>• <b>slaves</b> – worked in private homes, as public slaves and in every branch of the economy.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question												
6.		<p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as</p> <ul style="list-style-type: none"> <li>• who produced it</li> <li>• when it was produced</li> <li>• why it was produced</li> <li>• the content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration</li> <li>• one reference to an area of specific content the source has omitted, thereby limiting its usefulness.</li> </ul> <p>Up to the total mark allocation for this question of <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• candidates should be given <b>1 mark</b> for each evaluative comment on the value of the source.</li> </ul>	4	<p>Candidates can be credited in a number of ways 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><b>Possible evaluative comments may include</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td>who produced it</td> <td>an Athenian who took part in and understood the legal process.</td> </tr> <tr> <td>when it was produced</td> <td>after the 5<sup>th</sup> century BC; some things may have changed/the conservatism of the law may have left things unchanged.</td> </tr> <tr> <td>why it was produced</td> <td>to remind the jury of the process at a trial – explaining the facts.</td> </tr> <tr> <td>the content of the source</td> <td>mentions the use of the water clock/gives the order in which people spoke/the jury votes on the penalty as well as innocence or guilt.</td> </tr> <tr> <td>area of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> <li>• the size of the jury</li> <li>• the clock is stopped for the reading of witness statements</li> <li>• the method of voting.</li> </ul> </td> </tr> </tbody> </table> <p><b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>	Aspect of the source	Possible evaluative comment	who produced it	an Athenian who took part in and understood the legal process.	when it was produced	after the 5 <sup>th</sup> century BC; some things may have changed/the conservatism of the law may have left things unchanged.	why it was produced	to remind the jury of the process at a trial – explaining the facts.	the content of the source	mentions the use of the water clock/gives the order in which people spoke/the jury votes on the penalty as well as innocence or guilt.	area of specific content the source has omitted	<ul style="list-style-type: none"> <li>• the size of the jury</li> <li>• the clock is stopped for the reading of witness statements</li> <li>• the method of voting.</li> </ul>
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Section 2 – Classical Literature

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
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 <b>5 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	<b>5</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks.</b></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge, <b>up to a maximum of 5 marks.</b> Candidates may achieve full marks by providing five straightforward points.</p> <p><b>Possible points</b></p> <ul style="list-style-type: none"> <li>• characters involved in conflict</li> <li>• describe conflict</li> <li>• reasons for conflict</li> <li>• results of conflict.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>Candidates must make connections between the text and specific events, practices or ideas in the classical world.</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 <b>3 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of comparison.</li> </ul>	<b>3</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 3 marks.</b></p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark.</b></p> <p><b>Possible points</b></p> <ul style="list-style-type: none"> <li>• many types of conflict, some examples from individuals for example Medea and Antigone, conflicts of views and ideals</li> <li>• mainly battles, wars and warriors were greatly admired; little concern for numbers killed</li> <li>• wars and battles were means of gaining territory and protecting property.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world.</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 <b>2 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	<b>2</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 2 marks.</b></p> <p>Candidates must make direct comparisons between the concept in the text was viewed in the classical world and how it is viewed in the modern world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark.</b></p> <p><b>Possible points</b></p> <ul style="list-style-type: none"> <li>• conflict not admired so much today</li> <li>• sometimes necessary to free innocent people or protect against terrorism</li> <li>• preferable to avoid conflict and engage in discussion.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)	<p>Candidates must make a number of relevant, factual points.</p> <p>These should be key points from the text.</p> <p>The points do not need to be in any particular order.</p> <p>Up to the total mark allocation for this question of <b>5 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge.</li> </ul>	5	<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks.</b></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge, <b>up to a maximum of 5 marks.</b> Candidates may achieve full marks by providing five straightforward points.</p> <p><b>Possible points</b></p> <ul style="list-style-type: none"> <li>• character(s) involved in heroic actions and background</li> <li>• describe actions, at least two</li> <li>• reasons for heroic actions</li> <li>• results of actions.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must make connections between the text and specific events, practices or ideas in the classical world 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 <b>5 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of comparison</li> <li>• <b>up to a maximum of 3 marks</b> may be given for comparisons with the classical world</li> <li>• <b>up to a maximum of 2 marks</b> may be given for comparisons with the modern world.</li> </ul>	<b>5</b>	<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks.</b></p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark.</b></p> <p><b>Possible points</b></p> <ul style="list-style-type: none"> <li>• idea of hero in classical times usually someone brave, a good warrior seeking glory for himself; not necessarily a good, selfless person; often put others in danger in quest for glory</li> <li>• in modern times anyone who carries out a selfless deed, for example saving a life, can be regarded as a hero.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Section 3 – 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.</p> <p>These should be key points.</p> <p>The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• a <b>second mark</b> should be given for any point that is developed.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks.</b></p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. A <b>second mark</b> should be given for each point that is developed, <b>up to a maximum of 4 marks.</b> Candidates may achieve full marks by providing four straightforward points, by making two developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include</b></p> <ul style="list-style-type: none"> <li>• an L-shaped bar, with large earthenware pots set into it for storing food</li> <li>• often small rooms attached to a house, they opened onto the street</li> <li>• there would be an oven to make hot food for the customers</li> <li>• hot drinks and food sold</li> <li>• food was inexpensive and fast</li> <li>• guest rooms could sometimes be provided upstairs</li> <li>• customers had to stand</li> <li>• many homes would not have had cooking facilities</li> <li>• fed the visiting population.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

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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"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 6 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include</b></p> <ul style="list-style-type: none"> <li>• richly decorated, pleasant places to spend time in</li> <li>• convenient, opened in the afternoon and evening</li> <li>• to get clean, majority of homes had no area to bathe in</li> <li>• cheap, everybody could afford to go to the baths</li> <li>• a place to exercise, most homes would have been too small to do so</li> <li>• a place to socialise with friends and relax after work</li> <li>• inclusive, both men and women could go at separate times</li> <li>• beauty treatments such as hair plucking, and massage were popular.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

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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 <b>8 marks</b></p> <ul style="list-style-type: none"> <li>• they will be awarded <b>1 mark</b> for each point of knowledge used to explain the issue up to a <b>maximum of 5 marks</b></li> <li>• they will be awarded <b>1 mark</b> for explaining different aspects of the issue</li> <li>• they will be awarded <b>1 mark</b> for presenting a conclusion</li> <li>• they will be awarded <b>1 mark</b> for giving a reason for their conclusion.</li> </ul>	<b>8</b>	<p>Candidates can be credited in a number of ways up to a maximum of <b>8 marks</b>.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 5 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons could include</b></p> <p><b>A visit to the amphitheatre was more exciting and eventful than the theatre because</b></p> <ul style="list-style-type: none"> <li>• people died in the amphitheatre</li> <li>• animals were made to fight or were killed for entertainment</li> <li>• gambling</li> <li>• audience was noisier, they could participate in decision making</li> <li>• the gladiators had celebrity status</li> <li>• there were riots at the Pompeian amphitheatre.</li> </ul> <p><b>The theatre was just as exciting and eventful as the amphitheatre because</b></p> <ul style="list-style-type: none"> <li>• plays could be violent, explicit and rude</li> <li>• audience participation, the audience would let the actors know if they were bored by them</li> <li>• entertainment in the theatre could be physical, as in the amphitheatre, with dancing, clowning, juggling and gymnastic shows being performed</li> <li>• VIPs attended, for example Nero</li> <li>• actors had celebrity status.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.	<p>Candidates must identify similarities and differences between the modern world and the classical aspect.</p> <p>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 <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of comparison.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</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><b>Possible points in the source which may be explained include</b></p> <p><b>Similarities</b></p> <ul style="list-style-type: none"> <li>• people still gather together to worship on special days or at festivals</li> <li>• people still pray as part of religious worship</li> <li>• people still build religious buildings to worship at</li> <li>• many public holidays are still granted due to religious worship.</li> </ul> <p><b>Differences</b></p> <ul style="list-style-type: none"> <li>• not all people have shrines in their homes</li> <li>• the sacrifice of animals for religious worship is considered unacceptable</li> <li>• people do not show allegiance to their leaders by worshipping them as gods</li> <li>• many people today do not participate in religious worship and are not persecuted as a result.</li> </ul> <p><b>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).</b></p>

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13.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world.</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 <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks.</b></p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. <b>1 mark</b> may be given for each valid point explained from the sources.</p> <p><b>Possible points in the source which may be explained include</b></p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• people were trapped by ash and pumice</li> <li>• it was as dangerous to stay inside as it was to leave</li> <li>• overcome by poisonous gases in enclosed spaces</li> <li>• death caused by the pyroclastic flow.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• <b>buildings now shaking</b> – the eruption caused earth tremors which caused buildings to collapse trapping or killing those inside or nearby</li> <li>• <b>pumice and ash</b> – the pumice and ash fell metres thick blocking escape routes and trapping those inside and caused suffocation by the poisonous gases it gave off</li> <li>• <b>danger of falling stones</b> – the pumice and heavier rocks could cause head injury and death</li> <li>• <b>pillows on their head</b> – falling pumice, tiles from roofs or debris from buildings could all cause injury or death.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

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14.	<p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as</p> <ul style="list-style-type: none"> <li>• who produced it</li> <li>• when it was produced</li> <li>• why it was produced</li> <li>• the content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration</li> <li>• one reference to an area of specific content the source has omitted, thereby limiting its usefulness.</li> </ul> <p>Up to the total mark allocation for this question of <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• candidates should be given <b>1 mark</b> for each evaluative comment on the value of the source.</li> </ul>	4	<p>Candidates can be credited in a number of ways 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><b>Possible evaluative comments may include</b></p> <table border="1" data-bbox="1005 459 2074 1094"> <thead> <tr> <th data-bbox="1005 459 1285 533">Aspect of the source</th> <th data-bbox="1285 459 2074 533">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1005 533 1285 596">who produced it</td> <td data-bbox="1285 533 2074 596">Pliny the Younger, a contemporary and eyewitness.</td> </tr> <tr> <td data-bbox="1005 596 1285 687">when it was produced</td> <td data-bbox="1285 596 2074 687">written after the event.</td> </tr> <tr> <td data-bbox="1005 687 1285 778">why it was produced</td> <td data-bbox="1285 687 2074 778">a letter to describe what Pliny had seen on the day of the eruption of Vesuvius.</td> </tr> <tr> <td data-bbox="1005 778 1285 869">the content of the source</td> <td data-bbox="1285 778 2074 869">mentions the impact of the tremors and the ash and pumice.</td> </tr> <tr> <td data-bbox="1005 869 1285 1094">area of specific content the source has omitted</td> <td data-bbox="1285 869 2074 1094">           the impact of           <ul style="list-style-type: none"> <li>• the pyroclastic flow</li> <li>• the suffocating gases</li> <li>• the number of those who died</li> <li>• the entire loss of the town of Pompeii.</li> </ul> </td> </tr> </tbody> </table> <p><b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>	Aspect of the source	Possible evaluative comment	who produced it	Pliny the Younger, a contemporary and eyewitness.	when it was produced	written after the event.	why it was produced	a letter to describe what Pliny had seen on the day of the eruption of Vesuvius.	the content of the source	mentions the impact of the tremors and the ash and pumice.	area of specific content the source has omitted	the impact of <ul style="list-style-type: none"> <li>• the pyroclastic flow</li> <li>• the suffocating gases</li> <li>• the number of those who died</li> <li>• the entire loss of the town of Pompeii.</li> </ul>
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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.</p> <p>These should be key points.</p> <p>The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. A <b>second mark</b> should be given for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include</b></p> <ul style="list-style-type: none"> <li>• Prasutagus made Boudicca and Nero joint heirs</li> <li>• Nero attempted to confiscate all Boudicca’s kingdom</li> <li>• Boudicca was flogged/treatment of Boudicca’s daughters</li> <li>• the Icenian nobles lost control and ownership of their land.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

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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"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul>	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Points would apply to both Romans and native Britons. Entertainments were a novelty for the Britons and a continuation of culture for the Romans.</p> <p><b>Bath houses</b></p> <ul style="list-style-type: none"> <li>• provided hygiene</li> <li>• provided warmth</li> <li>• provided social focus.</li> </ul> <p><b>Amphitheatres</b></p> <ul style="list-style-type: none"> <li>• exciting gladiatorial shows</li> <li>• exotic beast fights</li> <li>• any reasonable points about why these were appealing, such as <ul style="list-style-type: none"> <li>– excitement</li> <li>– example of heroism</li> <li>– chance for gathering.</li> </ul> </li> </ul> <p><b>Theatres</b></p> <ul style="list-style-type: none"> <li>• put on plays with dramatic storylines</li> <li>• colourful costumes and masks</li> <li>• any reasonable points about why these were appealing, such as <ul style="list-style-type: none"> <li>– excitement</li> <li>– example of heroism,</li> <li>– chance for gathering.</li> </ul> </li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

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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 <b>8 marks</b></p> <ul style="list-style-type: none"> <li>• they will be awarded <b>1 mark</b> for each point of knowledge used to explain the issue up to a <b>maximum of 5 marks</b></li> <li>• they will be awarded <b>1 mark</b> for explaining different aspects of the issue</li> <li>• they will be awarded <b>1 mark</b> for presenting a conclusion</li> <li>• they will be awarded <b>1 mark</b> for giving a reason for their conclusion.</li> </ul>	<b>8</b>	<p>Candidates can be credited in a number of ways up to a <b>maximum of 8 marks</b>.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p><b>Up to a maximum of 5 marks in total, 1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible points of knowledge may include</b></p> <ul style="list-style-type: none"> <li>• skilled people for example medical practitioners helped maintain good health</li> <li>• family life, for example marrying native women/raising children</li> <li>• social life, for example attending taverns with locals</li> <li>• trading, for example bartering goods and livestock</li> <li>• farmers, for example civilians had better knowledge of local land/providing food for soldiers</li> <li>• not only local people at Vindolanda.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

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18.	<p>Candidates must identify similarities and differences between the modern world and classical aspect.</p> <p>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 a total mark allocation for this question of <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point.</li> </ul>	4	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks.</b></p> <p>Marks will be awarded for each accurate comparison made. If a comparison is developed a further mark can be awarded.</p> <p><b>Possible responses may include</b></p> <ul style="list-style-type: none"> <li>• Druidism was focused on worship of nature/modern religions tend to focus on books, stories, traditions</li> <li>• Druidic ceremonies took place in natural groves/modern religions tend to have buildings</li> <li>• Druids were mystics who believed they were directly in touch with the gods/in modern religions, some religious leaders offer spiritual guidance based on the values/codes/practice of their religion/faith</li> <li>• Druidism involved blood sacrifice (perhaps human)/modern religions generally do not</li> <li>• Druidism had priests, like most modern religions.</li> </ul> <p><b>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).</b></p>

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