



National
Qualifications
2019

2019 Classical Studies
Classical Literature
Higher
Finalised Marking Instructions

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General marking principles for Higher Classical Studies – Classical Literature

Always apply these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) For marks to be awarded, points must relate to the question asked. The term 'or any other relevant response' allows for possible variation in candidates' responses. Always award marks according to the accuracy and relevance of an answer.
- (d) Where the candidate is instructed to choose one optional question to answer but instead answers both options, mark both responses and record the better mark.
- (e) Marking must be consistent. Never make a judgement on a response based on length, quality of handwriting or a confused start.
- (f) There are two types of question used in this question paper. Each assesses a particular skill.
 - i Discuss a theme in classical literature **(20 marks)**
 - ii Compare a modern source/quote with a classical idea(s) **(10 marks)**.

Marking instructions for each question

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a) OR (b)	<p>Candidates apply their knowledge and understanding of classical literature to draw conclusions about universal ideas, themes and values. They make connections between the text(s) and universal ideas, themes or values, showing how the universal ideas, themes or values are displayed through the characters or strands of action. They analyse what the text(s) reveals about how an idea, theme or value was viewed in the classical world.</p> <p>Introduction (2 marks)</p>	20	<p>Candidates can be credited up to a maximum of 2 marks</p> <p>Award 1 mark where the candidate contextualises the theme to the classical world in general terms.</p> <p>Award 1 mark where the candidate shows the structure and development of their essay ('signposting'). Examples might include</p> <ul style="list-style-type: none"> • outline of the general approach • outline of the division of the main body of the essay • outline of the overall argument of the essay (without detailed justification). <p>Only award the signposting mark where you are satisfied by the end of the essay that the candidate has delivered what they stated was their intention in the introduction.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>Candidates make well-reasoned judgements and arguments about aspects of the issue. They identify different ways in which the theme is explored in the text(s) and draw out relationships between them.</p> <p>They show their analysis by</p> <ul style="list-style-type: none"> • establishing links between aspects, for example: this feature led to that feature; at the same time there was also ... ; these events caused that consequence for this character • establishing contradiction or inconsistencies within aspects, for example: while they showed their free will in that way, fate limited them in this way • establishing contradiction or inconsistencies between aspects, for example: while this aspect of the theme was significant for this character, it was much less significant for that character 	20	<p>Award 6-8 marks where the candidate shows analysis and evaluation</p> <ul style="list-style-type: none"> • explaining fully, and clearly making a range of key arguments. These arguments must be ‘high order’ arguments which are fully nuanced • linking the parts of their essay into a consistent and flowing overall analysis and evaluation • understanding that there can be differing interpretations of at least two key aspects of their essay. <p>Award 4-5 marks where the candidate shows analysis and evaluation</p> <ul style="list-style-type: none"> • explaining well, and clearly making a number of key arguments. These arguments will be nuanced • linking most of their essay into an overall analysis • understanding that there can be differing interpretations of at least one aspect of their essay. <p>Award 1-3 marks where the candidate shows analysis and evaluation</p> <ul style="list-style-type: none"> • explaining, and making a number of basic arguments linking some of their essay into an analysis. <p>Knowledge must be linked directly to the argument, analysis or evaluation points made by the candidate.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<ul style="list-style-type: none"> • exploring different interpretations of the theme in classical literature, for example: while some people may view this aspect of the theme as significant for the character, others may argue that ... • the relative importance of aspects, for example: this shows that X was a more significant aspect than Y • counterarguments including possible alternative interpretations, for example: one aspect was ... However, this may not be the case because ... <p>Use of knowledge (8 marks)</p> <p>Candidates link knowledge directly to the argument, analysis or evaluation points made.</p>		<p>Award 7-8 marks where the candidate shows knowledge which is</p> <ul style="list-style-type: none"> • detailed and accurate • wide-ranging and fully relevant to the topic chosen • judged comprehensive within the constraints of the essay • supported by detailed exemplification and amplification • carefully nuanced and tied accurately to the argument, analysis and evaluation. <p>Award 5-6 marks where the candidate shows knowledge which is</p> <ul style="list-style-type: none"> • detailed and accurate for most of the time • wide-ranging • relevant to the topic • clearly expressed • supported by some exemplification • in some instances unclearly expressed or inaccurate.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	<p>Conclusion (2 marks)</p>		<p>Award 3-4 marks where the candidate shows knowledge which</p> <ul style="list-style-type: none"> • is mostly relevant to the topic, although there may be some parts which are inaccurate • might be limited and not always clearly expressed • some of the knowledge might be irrelevant, not illustrated by examples or not related to the argument, analysis and evaluation. <p>Award 1-2 marks where the candidate shows knowledge which is</p> <ul style="list-style-type: none"> • limited and/or poorly expressed and rarely exemplified • not connected well to the argument, analysis and evaluation. <p>Award up to 2 marks for answers which provide a relative overall judgement of the theme, connected to the evidence presented, and which provide reasons for the candidate's overall judgement.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<p>Candidates identify similarities and/or differences between the modern world and classical aspect using the source provided. They provide developed comparisons between the source and the classical aspect.</p> <p>Award 2 marks for each comparison which interprets relevant points from the source and compares them to the classical world using relevant knowledge of appropriate text(s), up to a maximum of 8 marks.</p> <p>Award 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect</p>	10	<p>Candidates may gain marks in a number of ways up to a maximum of 10 marks.</p> <p>Possible points from source may include</p> <ul style="list-style-type: none"> • role of women is changing • women want to marry person of their choice • some women want to become wives and mothers • other women want different roles • women have equal opportunities • women can express opinions. <p>Points of similarity</p> <ul style="list-style-type: none"> • women want to marry • women want to become mothers • women have different roles. <p>Points of difference</p> <ul style="list-style-type: none"> • women have a career • women have choice in who to marry • women choose to have children (or not). <p>Or any other relevant response.</p>

[END OF MARKING INSTRUCTIONS]



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General marking principles for Higher Classical Studies – Classical Society

Always apply these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) For marks to be awarded, points must relate to the question asked. The term 'or any other relevant response' allows for the possible variation in candidates' responses. Always award marks according to the accuracy and relevance of an answer.
- (d) Where the candidate is instructed to choose one optional question to answer but instead answers both options, mark both responses and record the better mark.
- (e) Marking must be consistent. Never make a judgement on a response based on length, quality of handwriting or a confused start.
- (f) There are five types of question used in this question paper. Each assesses a particular skill.
 - i **Analyse** an issue in classical Greece or the Roman world
 - ii Evaluate an issue in classical Greece or the Roman world (**To what extent . . .**)
 - iii **Evaluate the usefulness** of a source for . . .
 - iv **How fully** do sources explain . . .
 - v **Compare** a modern source/quote with a classical idea(s) . . .
- (g) The following provides an example of the application of the general marking principles for each question type.
 - i **Analyse an issue in classical Greece or the Roman world.**

Example question

Analyse the ways in which gender inequality affected the lives of women in 5th century BC Athens.

Example response

Gender inequality affected the lives of women in the 5th century BC, for example girls were much more likely to be exposed at birth by their fathers because boys were judged to be more valuable at birth than girls, as only men could inherit property (**1 mark**). Again, all girls required a dowry on their wedding day and this led to them being considered more of a financial burden and drain from birth than boys (**1 mark**). As a result, gender inequality greatly affected the lives of women as their gender made them less valuable to their families and increased the risk of being exposed. However, in the majority of cases the choice to expose a baby was perhaps more to do with poverty rather than gender (**1 mark**).

ii Evaluate an issue in classical Greece or the Roman world (To what extent . . .)

Example question

To what extent did the treatment of slaves depend on the attitude of their owner?

Example response

As a result of working and living in close quarters with their master and his family, a domestic slave's quality of life often benefited from the formation of personal relationships with their masters. Many of these slaves would have been considered as part of the family, for example being showered with nuts and fruits when they first entered the house to ritually welcome them into the household, just as a new bride was (1 mark). As members of the household, they were also given clothing, a roof over their head, food and meals, and looked after if they fell ill. At a time when there was no possibility of state support, domestic slaves often had a better quality of life than some of the poorest citizens (1 mark). However, a slave was always a piece of property owned by their master, they had no legal or political rights and could make no decisions for themselves. For some, this lack of control over their own lives would have reduced the quality of life experienced by some slaves (1 mark).

iii Evaluate the usefulness of Source B for . . .

Example question

Evaluate the usefulness of Source B for describing democracy in classical Athens.

Example response

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

iv How fully do Sources C, D and E explain . . .

Example question

How fully do sources A, B and C explain the widespread adoption of Roman religious practices across the Roman empire?

Example response

Temples like this shown in Source A have been found all across the Roman empire, showing that Roman religious practices were widely adopted (1 mark for using knowledge to expand on a point of interpretation).

From Source B, we can tell . . . which shows that . . . (1 mark for interpreting a second source). An example of this is the Isis cult which was widely practised in Rome and was incorporated into the pantheon of Roman gods (1 mark for using knowledge to expand on a point of interpretation). However, while this was true of some aspects of religious life, there was an expectation that local religious practices were observed alongside the Roman gods, and not in place of them (1 mark for knowledge used to explain the limitations of the sources).

v **Compare a modern source/quote with a classical idea(s) . . .**

Example question

Compare the description of democracy in the modern world with democracy in Athens in the 5th century BC.

Example comparison

The source states that all citizens today in the United Kingdom are equal in the eyes of the law, showing that every citizen has the democratic right to be protected by the law no matter their age, gender, race or beliefs **(1 mark)**. This is different from Athens where women, slaves and foreigners were denied legal rights and protection, only men over the age of 18, and born of two Athenian parents, were considered full citizens and granted this democratic right **(1 mark)**.

Example conclusion

Overall, it can be stated that much has changed between the democracy in the modern world and democracy in 5th century BC Athens. For example, the women, men and slaves who lived in Athens were granted no democratic involvement in the running of the city **(1 mark)**. Also nowadays, citizens are less likely to be directly involved in the running of their city beyond voting during elections, whereas in Athens there was greater expectation to participate as a result of the direct democratic system of government that it developed **(1 mark)**.

Marking instructions for each question

Section 1 – LIFE IN CLASSICAL GREECE

Part A – Power and freedom

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p>Candidates make connections between the sources and specific events, practices or ideas in the classical world. They interpret points from the sources to show understanding rather than simply quoting. They do not need to prioritise any points.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>Award up to a maximum of 6 marks for accurate relevant points interpreted from the sources.</p> <p>Award up to a maximum of 4 marks for accurate relevant points of knowledge used to explain the extent to which the sources address a given aspect of the classical world. Candidates can do this by expanding on points made in the sources, or through references to an area of specific content which the sources have omitted.</p> <p>Award a maximum of 4 marks where candidates refer to only one source.</p> <p>Possible points which candidates may develop/interpret in Source A include</p> <ul style="list-style-type: none"> • each juror presented their ticket (pinakion) on the day of the trial and placed it in the appropriate tribal basket to be used in the allotment machine (kleroterion) • allotment machines were used to randomly select jurors on the day of a trial • the jurors whose names were matched with a white ball in the allotment machine were selected for jury duty that day and the jurors whose names were matched with a black ball were dismissed from the courts that day. <p>Possible points which candidates may develop/interpret in Source B include</p> <ul style="list-style-type: none"> • water clocks were used to time the speeches given during the trial • jurors cast their votes throwing a pebble into one of two urns which represented ‘guilty’ and ‘not guilty’ • some citizens enjoyed attending the law courts. <p>Possible points which candidates may develop/interpret in Source C include</p> <ul style="list-style-type: none"> • the jurors were responsible for delivering the verdict of the trial • there was not a judge as we would recognise one today • the Athenian juries were large.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of significant omission may include</p> <ul style="list-style-type: none"> • women, slaves and metics were not allowed to be members of a jury • women were not allowed to stand as a prosecutor or defence, they had to be represented by a male • evidence from slaves had to be extracted under torture • many jurors did not have a detailed knowledge of Athenian law • jurors were paid 3 obols per day – this was attractive to old and poor citizens • citizens had to be at least 30 years old to be a juror. <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 10 marks.</p>	10	<p>Award 2 marks for each comparison which interprets relevant points from the source and compares them to the classical world using relevant knowledge, up to a maximum of 8 marks.</p> <p>Award 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p> <p>Possible points from source may include</p> <ul style="list-style-type: none"> • modern slavery in the UK today tends to be hidden/secretive • modern slaves are often used for manual labour, prostitution and drug smuggling • modern slaves can come from a variety of countries around the world • men, women and children can all be the victims of modern slavery • often people become slaves through the promise of a better life • many people become slaves because of war • slave dealers are usually trying to make a profit from selling slaves. <p>Points of similarity</p> <ul style="list-style-type: none"> • the Athenians used slaves to help with manual labour on farms and in houses • slaves came from different countries around the Mediterranean and beyond • men, women and children could all become slaves in Athens • many people who were prisoners of war were sold into slavery. <p>Points of difference</p> <ul style="list-style-type: none"> • slavery in Athens was a public issue, and was legal, it was not hidden like today, even the state owned slaves • it is unlikely that people were promised a better life before becoming slaves • many slaves were treated well in Athens, as they cost a lot of money and could be seen as an investment • slaves in rich households often had a better quality of life than poorer citizens. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example</p> <ul style="list-style-type: none"> • the relevance/importance/ usefulness, for example of a viewpoint • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge where points are</p> <ul style="list-style-type: none"> • relevant to the theme of the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks.</p> <p>Candidates must evaluate at least three relevant aspects to gain 4 marks.</p> <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • males citizens over 18 years old, born of Athenian parents, and having completed two years military service were eligible to vote in the Assembly (Ecclesia) • all male citizens had to be registered to take part in the democracy • citizens from all classes of Athenian society had an equal vote in the Assembly – a minimum of 6000 citizens was required to vote on important issues • women, metics and slaves were denied involvement in political decision making • the Assembly was often poorly attended by citizens • only citizens over 30 years old could be selected for the Council of 500 (boule) • members of the Council of 500 were selected by lot • generals (strategoi) tended to be wealthy citizens as these roles were unpaid and elected.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of evaluation</p> <ul style="list-style-type: none"> • the democratic government was an exclusive body which was not representative of all the people living in Athens – women were excluded from taking part in the political debate and decision making as they were not considered rational enough to take part in the political process • slaves and metics were excluded from being involved in the political decision making as they were not citizens, however they assisted in the administration of the government • all citizens were entitled to take part in the democratic government, however there were limitations – citizens living in Athens were able to attend the meetings of the Assembly more regularly than those living in the surrounding countryside. These citizens tended to be farmers and could not afford to leave their farms and travel to Athens for each meeting • many citizens did not regularly attend political meetings as they had no interest in politics and Assembly in practice would probably be dominated by confident and experienced speakers. <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example</p> <ul style="list-style-type: none"> • the relevance/importance/ usefulness, for example of a viewpoint • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge where points are</p> <ul style="list-style-type: none"> • relevant to the theme of the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Candidates must evaluate at least three relevant aspects to gain 4 marks.</p> <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • the allied states were forced to pay a tribute/tax to Athens – money or ships • Athens imposed a democratic government upon some states, who had previously had their own system of governance • legal issues and trials had to be held in Athens in an Athenian court and under Athenian law • the Athenians dispossessed many natives in the allied states by establishing settlements (cleruchies) • Athens forced many states to join the Delian League and any opposition was met with violence, for example Melos in 416 BC • Athenian coinage was made the official currency of the Delian League • the Athenians forced the members of the allied states to swear oaths of loyalty to Athens • the Athenians established military garrisons within the lands of the allied states.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of evaluation</p> <ul style="list-style-type: none"> • much of the tribute/tax paid to Athens was used to glorify the city and bolster the Athenian fleet – many of the allied states saw no benefits of paying tribute/tax to Athens as it made them weaker and Athens stronger • by having legal trials in Athens, the allied states were unlikely to have a working knowledge of Athenian law and may have fallen victim to the bias of an Athenian jury • the establishment of military garrisons throughout the Delian League meant that Athens had a dominating military presence over the allied states. However, this also meant that Athens could defend and protect the allied states were they subject to an attack/invasion • by making Athenian coinage the official currency of the Delian League, Athens removed an aspect of each allied states unique identity. However, trade potentially made easier with shared weights and measures and shared coinage. <p>Or any other relevant response.</p>

Part B – Religion and belief

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		<p>Candidates make connections between the sources and specific events, practices or ideas in the classical world. They interpret points from the sources to show understanding rather than simply quoting. They do not need to prioritise any points.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>Award up to a maximum of 6 marks for accurate relevant points interpreted from the sources.</p> <p>Award up to a maximum of 4 marks for accurate relevant points of knowledge used to explain the extent to which the sources address a given aspect of the classical world. Candidates can do this by expanding on points made in the sources, or through references to areas of specific content which the sources have omitted.</p> <p>Award a maximum of 4 marks where candidates refer to only one source.</p> <p>The points outlined below must be developed or interpreted.</p> <p>Possible points which candidates may develop/interpret in Source A include</p> <ul style="list-style-type: none"> • this type of offering is called a libation • libations were liquid offerings usually of wine • libations were often poured onto altars. <p>Possible points which candidates may develop/interpret in Source B include</p> <ul style="list-style-type: none"> • altars and temples went together and the temple would provide a place for the goddess to stay • land produce such as fruits and vegetables could be used for purpose of sacrifice • gods observed the behaviour of humans and if displeased they would take threatening action.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points which candidates may develop/interpret in Source C include</p> <ul style="list-style-type: none"> • they believed they could communicate verbally with their gods • prayer could bring benefits • the votive offering was a bargaining chip • there were different types of votive offering, for example the mini temples on the sacred way to Delphi. <p>Possible points of significant omission may include</p> <ul style="list-style-type: none"> • what kind of libation is being offered – sponde which was a request for protection, for example on a journey or choe which was an offering for the dead • what the altar is used for • what action the goddess might take if her temple is not well kept • anything about the formula of prayer – calling on god by name, mentioning their title and favourite places • votive offerings required a witness • any details of animal sacrifice – type of animal sacrificed, slitting animal's throat, examining entrails, roasting entrails for gods, gods gaining strength from smoke, feasting. <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	<p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 10 marks.</p>	10	<p>Award 2 marks for each comparison which interprets relevant points from the source and compares them to the classical world using relevant knowledge, up to a maximum of 8 marks.</p> <p>Award 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p> <p>Possible points from the source may include</p> <ul style="list-style-type: none"> • some people believe in old wives tales and superstitions • signs of good or bad luck • different ways of finding out about the future • many people read their horoscope because they believe the future lies in the stars • fortune tellers and people who claim to tell the future by reading the lines on the palms of hands or the patterns left by leaves in teacups • many people dismiss these ideas as superstitious nonsense • they often mock or laugh at people who believe them. <p>Points of similarity</p> <ul style="list-style-type: none"> • some believe in superstitions, for example bird signs • signs of good or bad luck, for example examination of entrails • different ways of finding out about the future, for example consulting the Oracle at Delphi • fortune tellers, for example soothsayers such as Teiresias. <p>Points of difference</p> <ul style="list-style-type: none"> • religion not superstition • reading palms and teacups • most Greeks believe and would be scared to mock • horoscopes. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	(a)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example</p> <ul style="list-style-type: none"> • the relevance/importance/usefulness, for example of a viewpoint • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the theme of the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Candidates must evaluate at least three relevant aspects to gain 4 marks.</p> <p>Possible points of relevant knowledge</p> <p>Demeter</p> <ul style="list-style-type: none"> • Eleusinian Mysteries based on story of kidnap of Persephone by Hades and the return of Persephone to earth for part of the year • requires initiation into cult • Lesser mysteries held between January and February involve procession where 'mystai' wear wreaths and carry myrtle • Greater Mysteries held between August and September involve procession to Eleusis • purification rites involve bathing in sea with a suckling pig which is later sacrificed • revelations take place in the Telesterion, perhaps light appears from darkness and an ear of corn is carried round.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Asclepius</p> <ul style="list-style-type: none"> • Asclepius is the son of Apollo and shares the title ‘Paeon’ – the healer • often portrayed with a staff entwined by a snake because a snake supposedly licked his ear and taught him medicine and snakes were used in his cures and slithered around his temples • Asclepius was also taught medicine by the centaur Chiron • Asclepius was supposed to be able to evade death and bring people back to life. This got him into trouble with Zeus whose permission he was required to seek to practice this ‘skill’ • pilgrims flocked to his temples known as Asclepieia to be cured from illness • patients underwent ritual purification • patients offered up sacrifices and prayers • they spent the night in the sanctuary in behind the theatre at Epidaurus • any dreams or visions were reported to priests who based their remedies on interpretation of the dreams. <p>Dionysus</p> <ul style="list-style-type: none"> • god of theatre, wine, merrymaking • initiates were mostly female and were called Maenads • they gathered in the countryside and drank too much wine • the point was to achieve ecstasy, to commune with the god • involved drunken and wild behaviour • promise of rebirth.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of evaluation</p> <ul style="list-style-type: none"> • initiation to cults provided followers with a kind of exclusivity which made them feel special • followers participated in ceremonies which gave them a feeling of greater involvement with the god. This made their passive role in state religion seem sterile and cult worship more exciting • Demeter’s cult elevated the status of women and the relationship between mothers and daughters • Demeter’s cult also provided initiates, especially women, with something to look forward to, a break from routine and a greater community spirit • Asclepius provided hope for the sick and a measure of control over illness • Dionysus’ cult provided a chance for women to escape domesticity and relax and enjoy themselves • all cults provided the opportunity to commune with gods and therefore help individuals prosper • promise of happy afterlife reduces concerns about death. <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example</p> <ul style="list-style-type: none"> • the relevance/importance/ • usefulness, for example of a viewpoint • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support their evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge where points are</p> <ul style="list-style-type: none"> • relevant to the theme of the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Candidates must evaluate at least three relevant aspects to gain 4 marks.</p> <p>Possible points of relevant knowledge</p> <p>Majority convinced of life after death and support traditional ideas</p> <ul style="list-style-type: none"> • Hermes leads soul to underworld • soul pays entry with coin given to corpse and is taken across the River Styx by the boatman Charon • soul is judged on life • Soul is sent to Asphodel Fields, Elysium or Tartarus for eternity.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Challenge</p> <p>Alternative beliefs offered by mystery cults</p> <ul style="list-style-type: none"> • Plato’s definition of death – separation of body from soul • body decomposes but the soul continues to exist • concern that conduct in life will impact on soul in afterlife • idea of the cleansing and transmigration of the soul • Pythagoras’ view of reincarnation and déjà vu – recall of memory from previous life • Orphic view that the body was the tomb of a soul • view of Democritus – everything made from atoms and void including body and soul • corpses perish, souls perish • no life after death. <p>Possible points of evaluation</p> <ul style="list-style-type: none"> • majority convinced because the traditional views and most philosophical views suggest that there is a life after death • the Underworld is a convincing construct and satisfies the justice of rewards for the good and punishment for the wicked. Evil does not escape punishment is convincing • idea is supported by the rituals which were followed at death to ensure a safe passage to the afterlife, for example placing of coin in mouth, washing and dressing of the body • visits to tombs of dead on days 3, 9 and 30 when offerings of food and wine were left to sustain the dead suggest belief • celebrating festivals for the dead such as the Genesia, a day of remembrance, and the Anthesteria, to placate the spirits of the dead, suggest belief • views of Democritus drew criticism from many including Plato suggesting his was a minority point of view not to be taken seriously even although it was a view with some scientific backing. <p>Or any other relevant response.</p>

Section 2 – LIFE IN THE ROMAN WORLD

Part A – Power and freedom

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.		<p>Candidates make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>Award 1 mark for each evaluative comment which relates to the provenance (origin and purpose) of the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • who produced it and its significance • when it was produced • why it was produced. <p>Award 1 mark for each comment which interprets the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • the content of the source • interpreting the meaning of the source • taking into account issues such as accuracy, bias, exaggeration, corroboration. <p>Award 1 mark for each comment which develops a point made by the source to explain the context, or which identifies specific significant points of relevant context omitted by the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • the context of the source • expanding on points made in the source • through references to area(s) of specific content the source has omitted, thereby limiting its usefulness.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
					<p>Possible evaluative comments may include</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible evaluative comments</th> </tr> </thead> <tbody> <tr> <td>Nature of source</td> <td> <ul style="list-style-type: none"> the source is a piece of historical writing, written by a Greek historian during his residency in Rome – Dionysus of Halicarnassus would have wanted his information to be as accurate as possible not being a native Roman, Dionysus of Halicarnassus might not have fully understood the Roman social classes. </td> </tr> <tr> <td>When it was produced</td> <td> <ul style="list-style-type: none"> the source was produced during the 1st century BC, at the time when the class system was operating in Roman society so the writer would have observed it in action (no credit is given for saying source is primary and so is useful) the class system was a key part of Roman society long before the 1st century BC and so Dionysus of Halicarnassus would have had access to many earlier sources of information on social classes. </td> </tr> <tr> <td>Purpose of source</td> <td> <ul style="list-style-type: none"> to explain the roles and responsibilities of the different social classes. </td> </tr> <tr> <td>Interpretation of the content of the source</td> <td> <ul style="list-style-type: none"> distinguished the more powerful members of society from the less powerful – indicates Roman society was divided patricians were to serve as priests and magistrates, lawyers and judges – patricians held greater responsibility in public roles plebeians were to farm the land, herd livestock, and work for wages as craftsmen, tradesmen, and labourers – plebeians held menial roles. </td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comments	Nature of source	<ul style="list-style-type: none"> the source is a piece of historical writing, written by a Greek historian during his residency in Rome – Dionysus of Halicarnassus would have wanted his information to be as accurate as possible not being a native Roman, Dionysus of Halicarnassus might not have fully understood the Roman social classes. 	When it was produced	<ul style="list-style-type: none"> the source was produced during the 1st century BC, at the time when the class system was operating in Roman society so the writer would have observed it in action (no credit is given for saying source is primary and so is useful) the class system was a key part of Roman society long before the 1st century BC and so Dionysus of Halicarnassus would have had access to many earlier sources of information on social classes. 	Purpose of source	<ul style="list-style-type: none"> to explain the roles and responsibilities of the different social classes. 	Interpretation of the content of the source	<ul style="list-style-type: none"> distinguished the more powerful members of society from the less powerful – indicates Roman society was divided patricians were to serve as priests and magistrates, lawyers and judges – patricians held greater responsibility in public roles plebeians were to farm the land, herd livestock, and work for wages as craftsmen, tradesmen, and labourers – plebeians held menial roles.
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					<div style="border: 1px solid black; padding: 5px;"> <p>Area of specific content the source has omitted</p> <ul style="list-style-type: none"> • equestrian class occupied a distinct social class with own roles and duties • senatorial class was highest social class and held the most political power • plebeians could hold positions of responsibility, for example tribune of the people • the Romans had a patron-client system which was a key part of the social class structure • rich individuals, such as Julius Caesar, manipulated the social class system. </div> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • most Roman women had no input into who they were going to marry • only a woman who had been married to one husband (univira) could serve as a matron of honour to a bride at a wedding ceremony • Roman mothers were expected to train their daughters in preparation for married life • women were expected to maintain order and control over the household • wives were expected to remain faithful and loyal to their husbands • there was an expectation of women to produce healthy legitimate heirs – males were preferable • in the imperial period, women who had three or more children were eligible to wear a special garment and were no longer under the control of their husbands • women were expected to be polite and well-behaved in public and private life.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of analysis</p> <ul style="list-style-type: none"> • the way a woman behaved, especially in public, was a reflection on her father and/or husband for example, if a woman was the subject of public gossip, this would have a detrimental impact on the character/influence of her father/husband • women tended to have a lot of authority within the household as they oversaw raising the children and managing the slaves • some women were given more freedom under Augustus' Julian Laws, but to achieve these rewards, woman had to risk numerous pregnancies and were entering a patriarchal world not designed to support independent women • husbands had the right to divorce adulterous wives, but wives had no power to bring a case against an adulterous husband, however the wife's father could prosecute the husband if adultery could be proven • many marriages in the Roman world were set up like business transactions between two male citizens marrying their children together – many women had no choice but to enter a marriage with a man they potentially knew very little about • the role of wives and mothers would be different from the republican to imperial era and between rich and poor households. <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate gives no analysis.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • Roman roads brought trade to cities and towns throughout the empire • the building of aqueducts brought water from distant sources into the towns and cities within the empire • the Romans erected baths and sanitation systems in their cities across the empire • the Romans built many theatres and amphitheatres as places of entertainment throughout the empire • the Romans took their gods and religious practices to the native provincials • Latin became the language of administration throughout the empire • the Roman governor oversaw the legal administration of the province that is the natives were tried in court under Roman law • the provinces were under the protection of the Roman army.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of analysis</p> <ul style="list-style-type: none"> • the provincials gained access to goods and materials from all across the empire which they would have been less likely to see before the establishment of the Roman trading infrastructures • the creation of baths and sanitation systems saw an improvement in the quality of life for the provincials as they had access to both running and heated water • many Roman governors took great care of the people in their province; however, some abused their powers and had their personal interests at heart rather than the welfare of the provincials, for example Verres in Sicily • many provinces embraced the Roman gods and incorporated them into their native religious practices, for example Sulis Minerva at Bath. However, some provincials refused to integrate the Roman deities and prayers into their religion and this caused turmoil within the province, for example the Jews in Judaea • some groups of society were more affected by Romanisation than others, depending on geography and wealth. <p>Or any other relevant response.</p>

Part B – Religion and belief

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.		<p>Candidates make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>Award 1 mark for each evaluative comment which relates to the provenance (origin and purpose) of the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • who produced it and its significance • when it was produced • why it was produced. <p>Award 1 mark for each comment which interprets the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • the content of the source • interpreting the meaning of the source • taking into account issues such as accuracy, bias, exaggeration, corroboration. <p>Award 1 mark for each comment which develops a point made by the source to explain the context, or which identifies specific significant points of relevant context omitted by the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • the context of the source • expanding on points made in the source • through references to area(s) of specific content the source has omitted, thereby limiting its usefulness.

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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Area of specific content the source has omitted</p> <p>Cybele</p> <ul style="list-style-type: none"> • Romans did not know about the cult when they welcomed the goddess • worshippers had to be initiated into cult • the priests were called Galli, they castrated themselves • restrictions were placed on this cult – no Roman citizens were allowed to become priests • behaviour of followers posed threat to state • similar response to cult of Bacchus, no ban but restrictions imposed • Mithras welcomed without restriction • Judaism at first welcomed then not • Isis welcomed at times • persecution of Christians. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	(a)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate gives no analysis.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • Lupercalia was both a state festival celebrating the founding of Rome and a festival of fertility • celebrated annually in February/springtime • possibly in honour of countryside god Faunus and reminiscent of the Golden Age • two teams of well born young men called the Luperci met on the Palatine Hill • they sacrificed dogs and goats under the supervision of the Flamen Dialis • they dressed in animal skins and ran round the city whipping the women • crowds gathered round to watch • Saturnalia was both a mid-winter festival celebrated in December (17-23) and a festival inverting social positions • worship included sacrifice and feasting which took place at the temple of Saturn. Also included revelation of the god's image (lectisternium) • slaves were given time off • households were turned upside down. Masters served slaves • they played games and wore hats, feasted and lit candles • masters and slaves exchanged gifts (sigillaria, pottery or wax figurines)

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • greeting of Io Saturnalia • gambling allowed. <p>Possible points of analysis</p> <ul style="list-style-type: none"> • both festivals promoted traditional Roman religion • both festivals provided an opportunity to worship specific gods • both festivals promoted a community spirit • both provided something to look forward to especially in the winter months • both festivals offered an opportunity for entertainment, a chance to relax and feast • the Lupercalia stressed the importance of fertility • the Saturnalia encouraged good relations between masters and slaves. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate gives no analysis.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). <p>Possible points of relevant knowledge</p> <p>Birth</p> <ul style="list-style-type: none"> • prayers were said and offerings were made to Juno Lucina, Diana and Carmentis • wreaths were hung on doors to announce the birth when a baby was born • after the birth the father lifted the baby to acknowledge acceptance • the goddess Levana was supposed to supervise the lifting • on the 8th and 9th days after the birth respectively the girls and boys were given their names at a naming ceremony (lustratio) • sacrifice was made, usually a pig • babies received a lucky charm called a bulla which was worn around their neck.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Coming of Age</p> <ul style="list-style-type: none"> • boys came of age at 16 • sometimes not celebrated on birthday but at the festival Liberalia in March • boys swapped the toga praetexta for the toga virilis the dress of a man • boys dedicated their bulla along with the first scrapings of beard to the household gods (Lares) • names enrolled as citizens on census • boys ready for military service • girls came of age on marriage • girls dedicated their toys and their bulla to the household gods on the night before their wedding • girls received the gifts of womanhood. <p>Possible points of analysis</p> <ul style="list-style-type: none"> • prayers/sacrifice were required to alleviate anxiety and ensure a safe pregnancy and delivery, health of mum and baby. Childbirth was dangerous. Miscarriage and mortality rates were high • birth was announced to show family pride or happiness. Healthy children were greatly desired • the wreath offered protection • the lifting of the baby indicated the baby was accepted into the family. If the father did not lift the baby it was not accepted and could be removed from the family home or exposed. There may be various reasons why a father might not lift a baby – poverty, paternity issues etc • once a baby was named it gained the protection of household gods • babies were given lucky charms to ward off evil spirits. This shows the superstitious nature of the Romans and also their fear that baby might face danger through illness

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> • coming of age ceremonies celebrated the end of childhood. Boys were ready to undertake the role of men and girls the role of women – to become wives and mothers • for girls the dedication of bulla and toys indicates transference to the protection of husband's household gods. <p>Or any other relevant response.</p>

[END OF MARKING INSTRUCTIONS]