



National
Qualifications
SPECIMEN ONLY

S815/75/11

Classical Studies

Date — Not applicable

Duration — 2 hours

Total marks — 80

SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks

Attempt ALL questions.

SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ALL questions.

SECTION 3 — THE ROMAN WORLD — 30 marks

Attempt ONE part, EITHER

Part A — Pompeii

page 05–06

OR

Part B — Roman Britain

page 07–08

Attempt ALL questions in your chosen part.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* S 8 1 5 7 5 1 1 *

SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks

Attempt ALL questions

1. Describe the ways in which the Athenians honoured
either
the goddess Athena
or
the god Dionysus. 4
Your answer should include details of a **building** and a **festival**.
2. Explain the reasons why slaves were necessary to the life and economy of classical Athens. 6
3. To what extent did all the people who lived in classical Athens have equal rights and responsibilities? 8
You should explain **different aspects** of the rights and responsibilities different groups of people had and come to a reasoned conclusion.
4. Compare a trial in a court in classical Athens with a trial in a court in the modern world. 4
You should identify **similarities** and **differences** between trials in classical Athens and trials in the modern world.

Source A (below) is from an ancient Greek writer.

When I first received my wife from her father she was not yet fifteen and had lived a very sheltered life, seeing and hearing very little and asking very few questions. I would have been happy if she had just known how to take the wool and weave a dress and how her mother shared out the spinning among the female slaves. I told her that the house is our shared property as also is the dowry she brought with her from her father.

5. Explain what **Source A** tells us about the lives of women in classical Athens. 4
You should identify what points about **women's lives** are being made in the source and explain what they mean.

Source B (below) is from a party song by the poet Alcaeus (6th century BC).

Let us start drinking now! Why are we waiting for them to light the lamps? There is still a little daylight left. Take down the big painted cups, slave! The son of Zeus and Semele gave men wine to help them forget their troubles. Mix one part of wine to two parts of water, pour it in right up to the top, and drink one cup after another until morning comes.

6. Evaluate the usefulness of **Source B** for the study of parties (symposia) in Athens in the 5th century BC.

4

You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it or what it has **missed out**.

[Turn over

SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ALL questions

- | | | | |
|----|-----|--|---|
| 7. | (a) | Describe the heroic actions of a character or characters from a classical text(s). | 5 |
| | (b) | Explain what these actions tell us about attitudes to heroism in the classical world. | 3 |
| | (c) | Is our idea of a hero in the modern world the same as that of the classical world? Give reasons for your answer. | 2 |
| 8. | (a) | Describe a situation in a classical text(s) where a woman or women behaved in a way which was considered inappropriate in classical times. | 5 |
| | (b) | Explain what these actions tell us about the role of women in the classical world compared to today. | 5 |

SECTION 3 — THE ROMAN WORLD — 30 marks

Attempt EITHER Part A OR Part B

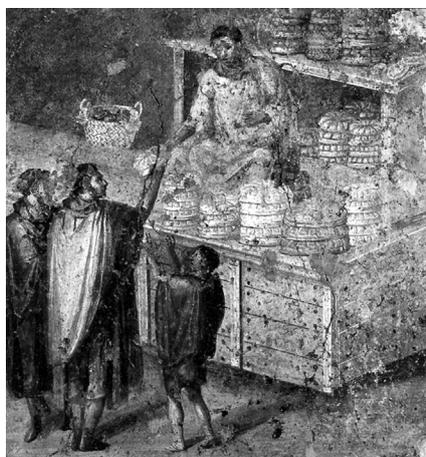
Part A — Pompeii

9. Describe the forms of entertainment found in Pompeii. 4
10. Explain the reasons why so few people escaped the eruption of Vesuvius. 6
11. To what extent did religion play an important role in the lives of the people of Pompeii? 8
You should explain **different aspects** of religion in people's lives and come to a reasoned conclusion.
12. Compare the shops and services found in the Forum in classical Pompeii with those found in a town centre in the modern world. 4
You should identify **similarities** and **differences** between the shops and services found in the Forum in classical Pompeii and a town centre in the modern world.

[Turn over

Part A — Pompeii (continued)

Source A (below) is a wall painting found in the House of the Baker in Pompeii.



Source B (below) is from the story *The Golden Ass*, by Apuleius (2nd century AD).

I was extremely tired from turning the mill; even so I took care to observe the way this unpleasant workplace was run . . .

Good gods! What wretched slaves they were who worked in the bakery, their skin picked out all over with dark bruises, and their backs scarred where they had been whipped. There were foreheads branded with letters, hair half shaved off, ankles in shackles; their faces were yellow, their eyes damaged by the thick smoke and the clouds of steam from the ovens, so that they were barely able to see. A layer of flour, like ash, made them a dirty white colour.

13. Explain what **Sources A** and **B** tell us about bakeries in Pompeii. 4
 You should identify the relevant pieces of information in the sources and explain what they mean.
14. Evaluate the usefulness of **Source B** for describing the different tasks involved in working in a bakery. 4
 You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it or what it has **missed out**.

Part B — Roman Britain

15. Describe a typical day in the life of a soldier at Vindolanda. 4
16. Explain the reasons why Britain was an important province for the Romans. 6
17. To what extent did Britain become Romanised during the occupation? 8
You should explain **different aspects** of life in Roman Britain and come to a reasoned conclusion.
18. Compare Mithraism with religion(s) in the modern world. 4
You should identify **similarities** and **differences** between Mithraism in Roman Britain and elements of religion in the modern world.

[Turn over

Part B — Roman Britain (continued)

Source A (below) shows a picture of a large public building outside the Roman town of Silchester.



Source B (below) is taken from a poem written in Turkey (3rd century AD).

There is a strong breed of hunting dog, small in size but no less worthy of great praise. The wild tribes of Britons, with their tattooed backs, breed these. Their size is like that of worthless and greedy domestic dogs: squat, skinny, shaggy, dull-eyed but with feet armed with powerful claws and a mouth sharp with close-set, poisonous, tearing teeth. It is for its nose, however, that it is most celebrated, and for tracking it is the best there is; for it is very good at discovering the tracks of things that walk upon the ground, and skilled too at following the scent.

19. Explain what **Sources A** and **B** can tell us about entertainment activities in Roman Britain. 4

You should identify the relevant pieces of information in the sources and explain what they mean.

20. Evaluate the usefulness of **Source B** for teaching us about leisure activities in Roman Britain. 4

You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it or what it has **missed out**.

[END OF SPECIMEN QUESTION PAPER]

Acknowledgement of Copyright

Section 3 Part A Source A

Roman fresco from the Praedia of Julia Felix in Pompeii.

Section 3 Part B Source A

'Reconstruction artwork showing spectators arriving at the amphitheatre for a gladiatorial contest c. AD 250. Silchester Roman City' (NO80914).
© Historic England Archive.



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Marking Instructions

These marking instructions have been provided to show how SQA would mark this specimen question paper.

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General marking principles for National 5 Classical Studies

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

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) There are ten 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 . . . to the modern world
 - v. Explain what a source/sources tell(s) us ...
 - vi. Evaluate the usefulness of a source ...
 - vii. Describe a theme as illustrated in a classical text
 - viii. Explain the view of a theme in a classical text in relation to how it was viewed in the wider classical world
 - ix. Compare the classical view of a theme in a classical text with how it is viewed in the modern world
 - x. Explain the classical view of a theme in a classical text and compare it to the modern view
- (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 of description (not mere listing). 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 awarded for each valid point of knowledge used to describe.
- **1 mark** should be awarded for valid development of a point.

Question: Describe the equipment used by a schoolboy in classical Greece.

A classical Greek schoolboy would use a wax tablet which was a wooden board spread with beeswax (**1 mark**), into which he could scratch or from which he could erase letters using a metal stylus (**1 mark** for development).

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 awarded for each accurate relevant point.
- **1 mark** should be awarded for valid development of a reason.

Question: Explain the reasons why there were so many slaves in classical Athens.

Many slaves were employed to do work that free citizens would be reluctant to do themselves (**1 mark** for a reason). For example, thousands of slaves worked in hot, dark and dangerous conditions in the silver mines (**1 mark** for development).

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 awarded for each point of knowledge used to explain the issue **up to a maximum of 5 marks**.
- **1 mark** should be awarded for explaining different aspects of the issue.
- **1 mark** should be awarded for presenting a valid conclusion.
- **1 mark** should be awarded for giving a valid reason for the conclusion.

Question: To what extent were the entertainments available to the people of Pompeii full of violence?

However, Pompeians could also entertain themselves peacefully by holding dinner parties (**1 mark** for knowledge used). In conclusion I would say that entertainment at Pompeii was very violent (**1 mark** for conclusion), because although there was non-violent entertainment available, by far the most popular ones, gladiator fights and wild beast shows, were extremely violent (**1 mark** for reason for conclusion). (In the course of their full answer, the candidate covered gladiator fights, wild beast shows, the theatre and dinner parties, therefore is awarded **1 mark** for explaining different aspects).

iv. **Questions that ask candidates to *Compare ... to the modern world* (4 marks)**

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

Up to the total mark allocation for this question of 4 marks:

- **1 mark** should be awarded for each valid comparison.
- **1 mark** should be awarded for valid development of a comparison.
- At least one similarity and at least one difference must be given to achieve full marks.

Question: Compare a trial in classical Athens with a trial in the modern world.

Juries in classical Athens were very large - hundreds. In Scotland today there are only 15 on a jury (**1 mark** for difference). The size of Athenian juries was to make them more representative of the citizens and make bribery difficult (**1 mark** for development). Jurymen in Athens were

selected randomly for each trial. The same thing is done today with the names being drawn by lot (1 mark for similarity).

v. **Questions that ask candidates to *Explain what a source/sources tell(s) us ...* (4 marks)**

Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the source(s) and specific events, practices or ideas in the classical world. These should be key aspects of the source(s) and may include theoretical ideas. There is no need for any evaluation or prioritising of these points. In Section 1 (Life in Classical Greece) a single written source is used. In Section 3 (Life in the Roman World) a picture source and a written source on the same issue are used.

Up to the total mark allocation for this question of 4 marks:

- 1 mark should be awarded for each accurate relevant point of explanation.
- In Section 3 (Life in the Roman world) at least one point of explanation must be made from each source to achieve full marks.

Question: Explain what Sources A and B tell us about the experience of visiting the amphitheatre.

Source A shows the awning at the top of the picture. This was designed to keep the sun off the spectators. (1 mark). Source B mentions the front row. The front rows of seating were reserved for the most important people and were separated from the rest of the seats behind (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 wrote it
- when it was written
- why it was written
- what it says
- what it has missed out

Up to the total mark allocation for this question of 4 marks:

- 1 mark should be awarded for each evaluative comment on the usefulness of the source. Comments must relate specifically to the source and not be generic points or merely repeat what is given in the introduction.
- The maximum mark that can be awarded for each of the above aspects is 1 mark.

Question: Evaluate the usefulness of Source B for the study of women's lives in Greece in the 5th century BC.

Source B is not so useful for describing the lives of women in the 5th century BC as it was written in the 8th century BC, which is much earlier, and things could have changed (1 mark). It was written by a male writer so it may be less useful as he did not directly experience what life was like for women (1 mark). It is useful as it tells us a lot about the work women did in the home, such as spinning and weaving (1 mark). However, it fails to mention women's political position which limits how useful it is (1 mark).

vii. **Questions that ask candidates to *Describe a theme as illustrated in a classical text* (5 marks)**

Candidates must describe a theme giving examples from a classical text of their choice. Questions are worded in a way that allows any appropriate text to be used. For example, a

question on the theme of women should not be worded in such a way that only candidates who have studied Sophocles' *Antigone* can answer it.

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

- 1 mark can be awarded for putting the character(s) in context.
- 1 mark should be awarded for each example of the theme described from the text.

Question: Describe the good and bad actions of a leader in a classical text.

When Odysseus was leading his men home from Troy they landed on the island of the Cyclops and got trapped in his cave (1 mark for character in context), Odysseus was a smart leader, so he knew they would not be able to move the stone from the door themselves (1 mark). He showed good leadership when he personally joined his men in blinding the Cyclops (1 mark). However, he put his men in danger by shouting at the Cyclops when they were sailing away, as this meant the Cyclops could hear him and throw rocks (1 mark).

viii. Questions that ask candidates to *Explain the view of a theme in a classical text in relation to how it was viewed in the wider classical world* (3 marks)

Candidates must explain how the description of the theme given in their answer to the previous 'Describe' question relates to how the theme was viewed in the wider classical world.

Up to the total mark allocation for this question of 3 marks:

- 1 mark should be awarded for each valid point of explanation.

Question: Explain what this tells us about leadership in the classical world.

The Cyclops was a powerful enemy. In the classical world, leadership was often associated with leading men against enemies in battles or fights (1 mark). Odysseus doesn't just order his men to stick the pole in the Cyclops' eye, he helps by pushing it from behind. In the classical world leaders were expected to stand alongside their men and share their danger - even generals sometimes got killed in battle (1 mark).

ix. Questions that ask candidates to *Compare the classical view of a theme in a classical text with how it is viewed in the modern world* (2 marks)

Candidates must compare how the theme was viewed in the classical world with how the theme is viewed in the modern world.

Up to the total mark allocation for this question of 2 marks:

- 1 mark should be awarded for each valid point of comparison.
- There is no need to give both a similarity and a difference.

Question: Do we still view leadership in the same way today?

Today we don't just think of kings and soldiers like Odysseus as leaders, but you can be seen as a leader in sport or in your workplace (1 mark). Today the main leaders and generals often lead from a distance, handing down orders for others to carry out, unlike then when you were with your men in the fight (1 mark).

x. Questions that ask candidates to *Explain the classical view of a theme in a classical text and compare it to the modern view* (5 marks)

This is a combination of the two previous question types. Candidates should both explain the view of a theme in a text in relation to how it was viewed in the wider classical world and compare the classical view of the theme with how it is viewed in the modern world.

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

- **1 mark** should be awarded for each accurate relevant point.
- **Up to a maximum of 3 marks** may be awarded for explaining the view of the theme in relation to the wider classical world.
- **Up to a maximum of 2 marks** may be awarded for comparisons with the modern world.

Question: Explain what this tells us about leadership in the classical world compared to today.

This tells us that leaders in the classical world were expected to be brave like Odysseus was when he joined his men in blinding the Cyclops (**1 mark** for explanation related to the view of the theme in the wider classical world). In the classical world leaders like Odysseus were men. Today women can also be leaders in most walks of life including politics and the army (**1 mark** for comparison with today).

Marking instructions for each question

SECTION 1

| Question | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|--|----------|--|
| 1. | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge. • A second mark should be given for any point that is developed. | 4 | <p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • Details of the Parthenon or Theatre of Dionysus • Details of the Great Panathenaia or Lenaia/City Dionysia • Religious aspects of the festivals • Athletics or drama at the festivals • Other marks of honour eg Athena's head on coins <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | General marking principles for this type of question | Max Mark | Detailed 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. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point. • A second mark should be given for any reason that is developed. | 6 | <p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> • No modern labour-saving devices in home or workplace • Free people would be reluctant to do “demeaning” work • Free people would be reluctant to do dangerous work • Slave labour allowed citizens time to take part in civic life • Free women needed all their time to run their own households and could not go to work for anyone else • All other states used slave labour <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|--|----------|--|
| 3. | <p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • They will be awarded 1 mark for each point of knowledge used to explain the issue up to a maximum of 5 marks. • They will be awarded 1 mark for explaining different aspects of the issue. • They will be awarded 1 mark for presenting a conclusion. • They will be awarded 1 mark for giving a reason for their conclusion. | 8 | <p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • Citizens - full rights eg to take part in political meetings, vote, be chosen as an official or juryman, to own land. Responsibility eg to fight for Athens, play an active part in politics • Women - not counted as citizens - no political rights; under the control of father/husband. Responsibility to obey father/husband, to produce children and be good housekeepers; took part in some religious ceremonies • Slaves - no rights at all. Responsibility to obey their master • Children of citizens - any rights exercised by their father. Sons had no political rights/responsibilities until they were 18. Responsibility to be obedient to their father • Metics - no political rights or right to own land. Responsibility to fight for Athens and pay taxes • Conclusion should be that everyone did not share the same rights and responsibilities and that there was no equality in Athenian society. <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|--|----------|--|
| 4. | <p>Candidates must identify similarities and differences between the modern world and classical aspect. Candidates may provide a number of straightforward comparisons or these may be developed. There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point. | 4 | <p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Marks will be awarded for each accurate comparison made. If a comparison is developed a further mark can be awarded.</p> <p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • Both have a judge and jury • The prosecution and defence both make speeches • Both use witness statements • Both are held in public <p>Differences:</p> <ul style="list-style-type: none"> • Athenian juries were much larger • Only men were involved in the process • There were no professional lawyers to speak in court • Speeches were timed by a water-clock • The guilty defendant might propose his own penalty • Slave evidence could be taken under torture <p>Any other factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | | General marking principles for this type of question | Max Mark | Detailed 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. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of explanation. | 4 | <p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. 1 mark may be given for each valid point explained from the sources.</p> <p>Possible points in the source which may be explained include:</p> <ul style="list-style-type: none"> • <i>“received my wife”</i> - arranged marriages. • <i>“fifteen”</i> - minimum age 12; younger than today. • <i>“seeing... very little”</i> - girls/women largely restricted to the house. • <i>“weave/spinning”</i> - cloth made at home; time consuming. • <i>“her mother”</i> - mothers taught their daughters how to be a housewife. • <i>“shared out”</i> - a housewife organised the domestic slaves. • <i>“female slaves”</i> - many women ended up in slavery. • <i>“dowry”</i> - the sum paid to the groom by the bride’s father. <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question | | | | | | | | | | |
|---------------------------|---|--|----------|---|----------------------|-----------------------------|-----------------|--|----------------------|---------------------------------------|---------------------|-------------------------|---------------------------|---|
| 6. | | <p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as:</p> <ul style="list-style-type: none"> Who produced it When it was produced Why it was produced The content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration One reference to an area of specific content the source has omitted, thereby limiting its usefulness <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> Candidates should be given 1 mark for each evaluative comment on the value of the source. | 4 | <p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make evaluative statements relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Possible evaluative comments may include:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td>Who produced it</td> <td>A near contemporary writer; a man who attended parties; party host</td> </tr> <tr> <td>When it was produced</td> <td>6th century BC - predates 5th century</td> </tr> <tr> <td>Why it was produced</td> <td>To entertain at a party</td> </tr> <tr> <td>The content of the source</td> <td>It mentions various features of a party: held at end of the day; oil lamps lit; (best) painted pottery in use; slaves serving; wine mixed with water; could continue until late</td> </tr> </tbody> </table> | Aspect of the source | Possible evaluative comment | Who produced it | A near contemporary writer; a man who attended parties; party host | When it was produced | 6th century BC - predates 5th century | Why it was produced | To entertain at a party | The content of the source | It mentions various features of a party: held at end of the day; oil lamps lit; (best) painted pottery in use; slaves serving; wine mixed with water; could continue until late |
| Aspect of the source | Possible evaluative comment | | | | | | | | | | | | | |
| Who produced it | A near contemporary writer; a man who attended parties; party host | | | | | | | | | | | | | |
| When it was produced | 6th century BC - predates 5th century | | | | | | | | | | | | | |
| Why it was produced | To entertain at a party | | | | | | | | | | | | | |
| The content of the source | It mentions various features of a party: held at end of the day; oil lamps lit; (best) painted pottery in use; slaves serving; wine mixed with water; could continue until late | | | | | | | | | | | | | |

| Question | | | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question | | | | | |
|---|--|--|--|----------|---|----------------------|-----------------------------|---|--|--|
| | | | | | <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td>Area of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> • A meal beforehand • Where in the house it was held • That it was only for men • Guests reclined on couches • That there might be other entertainments as well as drinking • Specifically who the son of Zeus and Semele was </td> </tr> </tbody> </table> | Aspect of the source | Possible evaluative comment | Area of specific content the source has omitted | <ul style="list-style-type: none"> • A meal beforehand • Where in the house it was held • That it was only for men • Guests reclined on couches • That there might be other entertainments as well as drinking • Specifically who the son of Zeus and Semele was | <p>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |
| Aspect of the source | Possible evaluative comment | | | | | | | | | |
| Area of specific content the source has omitted | <ul style="list-style-type: none"> • A meal beforehand • Where in the house it was held • That it was only for men • Guests reclined on couches • That there might be other entertainments as well as drinking • Specifically who the son of Zeus and Semele was | | | | | | | | | |

SECTION 2 -

| Question | | General marking principles for this type of question | Max Mark | Detailed 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. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of 5 marks:</p> <ul style="list-style-type: none"> 1 mark should be given for each accurate relevant point of explanation. | 5 | <p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p>1 mark should be given for each accurate relevant key point of knowledge, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points.</p> <p>Possible points:</p> <ul style="list-style-type: none"> Character(s) involved in heroic actions and context Describe heroic actions Reasons for heroic actions Results of heroic actions <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p> |

| Question | | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|-----|--|----------|---|
| | (b) | <p>Candidates must make connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and will be related to the universal themes. There is no need for any prioritising of points of comparison.</p> <p>Up to the total mark allocation for this question of 3 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. | 3 | <p>Candidates can be credited in a number of ways up to a maximum of 3 marks.</p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • Heroes tended to be brave, often warriors; usually of high status • Were seeking glory for themselves • Not necessarily concerned about their followers • Not necessarily “good” people or selfless <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p> |

| Question | | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
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| | (c) | <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of 2 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of explanation. | 2 | <p>Candidates can be credited in a number of ways up to a maximum of 2 marks.</p> <p>Candidates must make direct comparisons between how the concept in the text was viewed in the classical world and how it is viewed in the modern world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • Today heroes can come from all walks of life • Selfless people with little thought for themselves • Not seeking glory; often it just happens • Examples of modern heroes <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p> |

| Question | | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|-----|--|----------|---|
| 8. | (a) | <p>Candidates must make a number of relevant, factual points. These should be key points from the text. The points do not need to be in any particular order.</p> <p>Up to the total mark allocation for this question of 5 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge. | 5 | <p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p>1 mark should be given for each accurate relevant key point of knowledge, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • Woman/Women involved in unacceptable behaviour and context • Describe behaviour • Reasons for behaviour • Results of behaviour <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p> |

| Question | | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|-----|--|----------|---|
| | (b) | <p>Candidates must make connections between the text and specific events, practices or ideas in the classical world and the modern world. These should be key aspects of the text and will be related to the universal themes. There is no need for any prioritising of points of comparison.</p> <p>Up to the total mark allocation for this question of 5 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. • Up to a maximum of 3 marks may be given for comparisons with the classical world. • Up to a maximum of 2 marks may be given for comparisons with the modern world. | 5 | <p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • Women in classical times had very few rights; stayed at home to look after husbands and family; did not voice opinions; very little education • Today, in general, women have the same rights as men • In some cultures, women still have few rights <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p> |

SECTION 3 - Part A - Pompeii

| Question | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|--|----------|---|
| 9. | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge. • A second mark should be given for any point that is developed. | 4 | <p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • Description of gladiatorial shows-fights between men and men and beasts. • Crowd reaction and influence, size of audiences, free admission. • Theatre: comedies, tragedies, mime, pantomime. • Baths frequented regularly by both men and women since washing facilities in houses were generally poor; separate baths for men and women. Different rooms: warm, hot and cold plus pool. • Exercise ground used by men in afternoons to keep fit. • Dinner parties, feasts and entertainment by slaves. <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|--|--|----------|---|
| 10. | | <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point. • A second mark should be given for any reason that is developed. | 6 | <p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> • Speed of pyroclastic flow was too fast/people couldn't escape fast enough. • Many headed for boats BUT the water receded and left them stranded. • Boats were smashed by the falling debris. • Some left it too late to leave because they didn't realise how serious the situation was. • The weight of ash made buildings collapse, killing many who had tried to shelter from the ash cloud. • People were crushed by the falling lumps of rock. • Many were asphyxiated as the ash cloud displaced the air. <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|--|----------|---|
| 11. | <p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • They will be awarded 1 mark for each point of knowledge used to explain the issue up to a maximum of 5 marks. • They will be awarded 1 mark for explaining different aspects of the issue. • They will be awarded 1 mark for presenting a conclusion. • They will be awarded 1 mark for giving a reason for their conclusion. | 8 | <p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • Religious worship in the home at Lararia. • Representations of gods in artefacts and artworks from the city. • Range of temples to gods (Apollo, Jupiter, Isis). • Temples located in prominent locations (forum or near forum). • Political aspect to religious worship (Temple of the Emperor, state priesthoods). • Importance of sacrifice and festivals in Roman life. • Honouring of spirits of the ancestors. <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|--|---|----------|--|
| 12. | | <p>Candidates must identify similarities and differences between the modern world and the classical aspect. Candidates may provide a number of straightforward comparisons or these may be developed. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. | 4 | <p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Marks will be awarded for each accurate comparison they make. If a comparison is developed a further mark can be awarded.</p> <p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • Food markets selling various meat, bread and local produce were found in the forum just as there are often butchers, bakers and grocers in modern town centres. • The forum provided services such as money exchanging and banking, most modern town centres also provide banks or money exchange services. • Stalls were set up in open area like a farmers' market today. <p>Differences:</p> <ul style="list-style-type: none"> • The forum was where slaves were bought, slavery is illegal now and you cannot buy slaves in a modern town centre. • Shops sold specific range of goods, unlike supermarkets today. • The amount of choice in food and goods would be much higher in a modern town centre in Pompeii due to global trade. <p>Any other factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|---|----------|--|
| 13. | <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to the total mark allocation for this question of 4 marks: 1 mark should be given for each accurate relevant point of explanation.</p> | 4 | <p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. 1 mark may be given for each valid point explained from the sources.</p> <p>Possible points in the sources which may be explained include:</p> <p>Source A</p> <ul style="list-style-type: none"> • There is a man selling bread - most Pompeiians did not make their own bread and would buy it daily. • The picture shows lots of bread made ready for sale - bread was a staple food and in demand. • The loaves of bread are all roughly the same shape and size - these loaves were baked in tins to ensure that every customer got the same amount of bread for their money. • The selling of the bread does not seem an unpleasant or difficult task. <p>Source B</p> <ul style="list-style-type: none"> • <i>I was extremely tired from turning the mill</i> - they used animals to turn the stone mills to grind wheat to make flour. • <i>Slaves who worked</i> - many of the bakeries would have used slaves to do the unpleasant work and to meet the demand for bread. • The source also reveals some of the unpleasant aspects of working in a bakery: • <i>Their eyes damaged by the thick smoke</i> - most bakeries would have been dark and smoky due to the lack of windows and chimneys. • <i>Clouds of steam</i> - these bakeries would have been very hot because of the wood burning ovens. |

| Question | | | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|--|--|--|----------|---|
| | | | | | <ul style="list-style-type: none"> • <i>A layer of flour</i> - the slaves would have worked with flour to make dough for long periods of time. <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question | | | | | | | | | | | | |
|---|--|----------|--|----------------------|-----------------------------|-----------------|---|----------------------|-------------------------------|---------------------|--|---------------------------|--|---|---|
| 14. | <p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as:</p> <ul style="list-style-type: none"> • Who produced it • When it was produced • Why it was produced • The content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration • One reference to an area of specific content the source has omitted, thereby limiting its usefulness <p>Up to the total mark allocation for this question of 4 marks: Candidates should be given 1 mark for each evaluative comment on the value of the source.</p> | 4 | <p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make evaluative statements relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Possible evaluative comments may include:</p> <table border="1" data-bbox="1041 512 2033 1270"> <thead> <tr> <th data-bbox="1041 512 1227 587">Aspect of the source</th> <th data-bbox="1227 512 2033 587">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1041 587 1227 683">Who produced it</td> <td data-bbox="1227 587 2033 683">Wall painting/fresco painted by a contemporary Roman.</td> </tr> <tr> <td data-bbox="1041 683 1227 778">When it was produced</td> <td data-bbox="1227 683 2033 778">It was produced around 79 AD.</td> </tr> <tr> <td data-bbox="1041 778 1227 874">Why it was produced</td> <td data-bbox="1227 778 2033 874">It was made to decorate the walls of the House of the Baker. To depict life in the bakery.</td> </tr> <tr> <td data-bbox="1041 874 1227 994">The content of the source</td> <td data-bbox="1227 874 2033 994">It shows the selling of bread. The loaves are all of similar size, to ensure that customers all received the same.</td> </tr> <tr> <td data-bbox="1041 994 1227 1270">Area of specific content the source has omitted</td> <td data-bbox="1227 994 2033 1270"> <ul style="list-style-type: none"> • The grinding of wheat into flour • The darkness of the bakery • The heat and smokiness of the bakery caused by the ovens • The making of dough • The long hours worked • The use of slaves and animals </td> </tr> </tbody> </table> <p>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> | Aspect of the source | Possible evaluative comment | Who produced it | Wall painting/fresco painted by a contemporary Roman. | When it was produced | It was produced around 79 AD. | Why it was produced | It was made to decorate the walls of the House of the Baker. To depict life in the bakery. | The content of the source | It shows the selling of bread. The loaves are all of similar size, to ensure that customers all received the same. | Area of specific content the source has omitted | <ul style="list-style-type: none"> • The grinding of wheat into flour • The darkness of the bakery • The heat and smokiness of the bakery caused by the ovens • The making of dough • The long hours worked • The use of slaves and animals |
| Aspect of the source | Possible evaluative comment | | | | | | | | | | | | | | |
| Who produced it | Wall painting/fresco painted by a contemporary Roman. | | | | | | | | | | | | | | |
| When it was produced | It was produced around 79 AD. | | | | | | | | | | | | | | |
| Why it was produced | It was made to decorate the walls of the House of the Baker. To depict life in the bakery. | | | | | | | | | | | | | | |
| The content of the source | It shows the selling of bread. The loaves are all of similar size, to ensure that customers all received the same. | | | | | | | | | | | | | | |
| Area of specific content the source has omitted | <ul style="list-style-type: none"> • The grinding of wheat into flour • The darkness of the bakery • The heat and smokiness of the bakery caused by the ovens • The making of dough • The long hours worked • The use of slaves and animals | | | | | | | | | | | | | | |

SECTION 3 - Part B - Roman Britain

| Question | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|--|----------|--|
| 15. | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge. • A second mark should be given for any point that is developed. | 4 | <p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • Listening to the Morning Report <ul style="list-style-type: none"> ○ Roll call of officers and men in unit ○ Fixed Passwords ○ Announced security and guard duty • Offering prayers to the emperor/Official gods • Sentry duty on gates, HQ etc • Cleaning: uniforms, streets, bath-house etc. • Building/maintaining roads • Building/maintaining buildings in the fort • Collecting rations • Cooking/Eating meals • Transporting supplies to and from the fort • Worshipping in temple outside fort (eg Mithras) • Visiting Village (off-duty) • Visiting Bath-house (off-duty) <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|--|--|----------|--|
| 16. | | <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point. • A second mark should be given for any reason that is developed. | 6 | <p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> • A sign of imperial might • Increased prestige of emperor • Provided Slaves • Provided Trade • Tin Mining • Iron Mining • Gold Mining • Wool • Taxation <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|--|----------|---|
| 17. | <p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • They will be awarded 1 mark for each point of knowledge used to explain the issue up to a maximum of 5 marks. • They will be awarded 1 mark for explaining different aspects of the issue. • They will be awarded 1 mark for presenting a conclusion. • They will be awarded 1 mark for giving a reason for their conclusion. | 8 | <p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • Romanised towns had street plans. • Followed Roman legal system. • Reading and writing were extended (in Latin). • Client Kings were established eg Cogidubnus. • Villas were built. • People used bathhouses. • Native religion blended with Roman religion. • Sacred spring at Aquae Sulis was made into a Roman building. • Theatres were built to show plays. • Amphitheatres were built to show gladiatorial games. • Tribal systems still existed. • Celtic gods were still honoured. • Permanent communities were established around forts. • Large military presence was required. • North of Hadrian's Wall remained hostile. <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
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| 18. | <p>Candidates must identify similarities and differences between the modern world and the classical aspect. Candidates may provide a number of straightforward comparisons or these may be developed. There is no need for any evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. | 4 | <p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Marks will be awarded for each accurate comparison they make. If a comparison is developed a further mark can be awarded.</p> <p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • Initiation ceremonies took place similar to ones today eg baptism • Worshippers shared a communal meal similar to meals after Sikh worship today • The cult had one god similar to Islam and Christianity today <p>Differences</p> <ul style="list-style-type: none"> • Only men could join the cult; modern religions are open to everyone • Rites had to be kept secret; modern religions are more open • Worshippers also followed the mainstream religion; today people belong to one religion <p>Any other factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question |
|----------|--|----------|---|
| 19. | <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of explanation. | 4 | <p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. 1 mark may be given for each valid point explained from the sources.</p> <p>Possible points in the source which may be explained include:</p> <p>Source A</p> <ul style="list-style-type: none"> • There were amphitheatres in Roman Britain • Amphitheatres were specialist entertainment buildings • Stalls and shops are present outside the amphitheatre, good for business • Amphitheatres were not all grand stone buildings • Gladiator games took place • Animal shows were likely <p>Source B</p> <ul style="list-style-type: none"> • Britons bred hunting dogs • People enjoyed hunting • Written in Turkey so it was well known that hunting was popular • Dogs may have been used in amphitheatre shows as well <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> |

| Question | General marking principles for this type of question | Max Mark | Detailed marking instructions for this question | | | | | | | | | | |
|---------------------------|--|----------|---|----------------------|-----------------------------|-----------------|--|----------------------|------------------------------------|---------------------|---|---------------------------|--|
| 20. | <p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as:</p> <ul style="list-style-type: none"> • Who produced it • When it was produced • Why it was produced • The content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration • One reference to an area of specific content the source has omitted, thereby limiting its usefulness <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • Candidates should be given 1 mark for each evaluative comment on the value of the source. | 4 | <p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make evaluative statements relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Possible evaluative comments may include:</p> <table border="1" data-bbox="1005 475 2002 1174"> <thead> <tr> <th data-bbox="1005 475 1196 555">Aspect of the source</th> <th data-bbox="1196 475 2002 555">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1005 555 1196 644">Who produced it</td> <td data-bbox="1196 555 2002 644">A creative writer from Turkey - not an immediate eye-witness</td> </tr> <tr> <td data-bbox="1005 644 1196 734">When it was produced</td> <td data-bbox="1196 644 2002 734">During the period of Roman Britain</td> </tr> <tr> <td data-bbox="1005 734 1196 900">Why it was produced</td> <td data-bbox="1196 734 2002 900">It is a poem Designed to entertain and provide broad knowledge rather than specific detail for a specialist audience</td> </tr> <tr> <td data-bbox="1005 900 1196 1174">The content of the source</td> <td data-bbox="1196 900 2002 1174"> <ul style="list-style-type: none"> • Natural bias that British are uncivilised. • Could be exaggerated based on sensational hearsay • Tattooed backs designed to make Britons seem outlandish • Its teeth would not be poisonous • Hunting dogs and domestic dogs were both bred. • Dogs used for tracking </td> </tr> </tbody> </table> <p>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</p> | Aspect of the source | Possible evaluative comment | Who produced it | A creative writer from Turkey - not an immediate eye-witness | When it was produced | During the period of Roman Britain | Why it was produced | It is a poem Designed to entertain and provide broad knowledge rather than specific detail for a specialist audience | The content of the source | <ul style="list-style-type: none"> • Natural bias that British are uncivilised. • Could be exaggerated based on sensational hearsay • Tattooed backs designed to make Britons seem outlandish • Its teeth would not be poisonous • Hunting dogs and domestic dogs were both bred. • Dogs used for tracking |
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[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Edits to General Marking Principles in Marking Instructions.