



National  
Qualifications

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**X815/75/11**

**Classical Studies**

## **Marking Instructions**

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Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

## General marking principles for National 5 Classical Studies

*Always apply these general principles. Use them in conjunction with the detailed 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 detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) There are seven types of question used in this question paper. Each assesses a particular skill, namely
  - i. Describe . . .
  - ii. Explain the reasons why . . .
  - iii. To what extent . . .
  - iv. Compare . . . aspects of the modern world with the classical world
  - v. Explain what Source A/a classical text you have read tells us about . . .
  - vi. Evaluate the usefulness of Source B for . . .
  - vii. Explain what this text tells us about the idea of X in the classical world and the modern world.
- (d) For each of the above question types, the following provides an overview of marking principles and an example of their application for each question type.
  - i. **Questions that ask candidates to *Describe* . . . (4 marks)**

Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

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

- **1 mark** should be given for each accurate relevant point of knowledge
- a **second mark** should be given for any point of knowledge that is developed.

### Example

Question: Describe religious practices among Roman soldiers.

The Romans worshipped a number of gods including Mars and Mithras. **(1 mark)** Mars was important to soldiers as the God of War. **(a second mark for knowledge)**

- ii. **Questions that ask candidates to *Explain the reasons why* . . . (6 marks)**

Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons. Candidates may provide a number of straightforward reasons or a smaller number of developed reasons, or a combination of these.

Up to the total mark allocation for this question of **6 marks**

- **1 mark** should be given for each accurate relevant point
- a **second mark** should be given for any reason that is developed.

### Example

Question: Explain the reasons why native Britons adopted Roman customs.

Native Britons adopted Roman customs because they saw that they could trade better with the Romans. (**1 mark for a reason**) They could buy things in Roman towns which they found difficult to get anywhere else. (**1 mark for a reason**) The native Britons were often forced to adopt Roman customs by the conquering Roman army. (**1 mark**)

### iii. Questions that ask *To what extent* . . . (8 marks)

Candidates must use their knowledge to present a reasoned conclusion about a given issue.

Up to the total mark allocation for this question of **8 marks**

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

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

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

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

### Example

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

### v. Questions that ask candidates to *Explain what (a classical text) tells us about* . . . (4-5 marks)

Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world. These should be key aspects of the text and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of comparison.

Up to the total mark allocation for this question of **4-5 marks**

- **1 mark** should be given for each accurate relevant point of explanation.

**Example:**

Source B (*The Odyssey*) shows us that in the classical world a good leader could be cunning and devious as well as brave. Today we see honesty as more important. (1 mark) Odysseus is seen as a good leader even though he puts his men in unnecessary danger by going past the Sirens or teasing the Cyclops. Today we would see this as irresponsible. (1 mark)

vi. Questions that ask candidates to *Evaluate the usefulness of a source* . . .  
(4 marks)

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

- who produced it
- when it was produced
- why it was produced
- the content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration
- one reference to an area of specific content the source has omitted, thereby limiting its usefulness.

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

- **1 mark** should be given for each evaluative comment on the value of the source.

**Example**

Source B is useful for describing the lives of slaves in Classical Greece as it was written in the 5th century BC when slavery was prevalent in society. (1 mark) It was written by a writer who would probably have owned slaves himself and understood their lives. (1 mark) The source mentions specifically . . . which shows evidence of bias and so it is less useful. (1 mark) It is useful as it also deals with . . . which is a point which we find other texts such as . . . (1 mark) However it fails to mention . . . which limits how useful it is. (1 mark)

vii. Questions that ask candidates to *Compare* what a classical text tells us about  
. . . (5 marks)

This may be a single question worth **5 marks**, or may be in two parts requiring a comparison with the classical world worth **3 marks** and a comparison with the modern world worth **2 marks**.

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

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

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

**Example**

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

## Marking instructions for each question

### Section 1 – Life in classical Greece

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question of <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• a <b>second mark</b> should be given for any point that is developed.</li> </ul>	4	<p>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. A <b>second mark</b> should be given for each point that is developed, up to a <b>maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include</b></p> <ul style="list-style-type: none"> <li>• starting early in the morning</li> <li>• many open air stalls</li> <li>• bargaining for the best price</li> <li>• officials to check weights and measures</li> <li>• people from the countryside selling produce</li> <li>• free men for hire as workers</li> <li>• money-lenders' tables.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas.</p> <p>These should be key reasons and may include theoretical ideas.</p> <p>There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question of <b>6 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• a <b>second mark</b> should be given for any reason that is developed.</li> </ul>	<b>6</b>	<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include</b></p> <ul style="list-style-type: none"> <li>• it was an opportunity to maintain the favour of the gods</li> <li>• it would show the city at its best</li> <li>• festivals provided holidays from work</li> <li>• there were spectacular processions</li> <li>• the sacrifices provided meat for communal feasting</li> <li>• entertainments (athletics/drama) might be provided</li> <li>• it would provide women with a social outlet</li> <li>• supporting reference about a specific festival.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Up to the total mark allocation for this question of <b>8 marks</b></p> <ul style="list-style-type: none"> <li>• they will be awarded <b>1 mark</b> for each point of knowledge used to explain the issue up to a <b>maximum of 5 marks</b></li> <li>• they will be awarded <b>1 mark</b> for explaining different aspects of the issue</li> <li>• they will be awarded <b>1 mark</b> for presenting a conclusion</li> <li>• they will be awarded <b>1 mark</b> for giving a reason for their conclusion.</li> </ul>	<b>8</b>	<p>Candidates can be credited in a number of ways up to a <b>maximum of 8 marks</b>.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible points of knowledge may include</b></p> <ul style="list-style-type: none"> <li>• possibility of being exposed at birth</li> <li>• high mortality rate</li> <li>• boys more highly valued than girls</li> <li>• reference to toys and games</li> <li>• being looked after by mothers and slaves</li> <li>• reference to boys going to school</li> <li>• reference to girls learning housework/childcare at home</li> <li>• reference to differences due to wealth or social status.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	<p>Candidates must identify similarities and differences between the modern world and classical aspect.</p> <p>Candidates may provide a number of straightforward comparisons or these may be developed.</p> <p>These should be key aspects of the text and may include theoretical ideas.</p> <p>There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to a total mark allocation for this question of <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of comparison.</li> </ul>	4	<p>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>.</p> <p>Marks will be awarded for each accurate comparison made. If a comparison is developed a further mark can be awarded.</p> <p><b>Possible responses may include</b></p> <p><b>Similarities</b></p> <ul style="list-style-type: none"> <li>• women’s contribution to household management</li> <li>• women’s contribution to childcare</li> <li>• in some cultures today women are still restricted by custom</li> <li>• women’s involvement in religion.</li> </ul> <p><b>Differences</b></p> <ul style="list-style-type: none"> <li>• women today can participate fully in politics at all levels</li> <li>• women today have access to formal education and therefore a wide range of jobs and careers</li> <li>• women can participate fully in the process of justice at all levels.</li> </ul> <p><b>Any other factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world.</p> <p>These should be key aspects of the text and may include theoretical ideas.</p> <p>There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to the total mark allocation for this question of 4 marks</p> <ul style="list-style-type: none"> <li>• 1 mark should be given for each accurate relevant point of explanation.</li> </ul>	4	<p>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. <b>1 mark</b> may be given for each valid point explained from the sources.</p> <p><b>Possible points in the source which may be explained include</b></p> <ul style="list-style-type: none"> <li>• <i>'in the home'</i> – mostly women to help the mistress with household tasks</li> <li>• <i>'started life as slaves'</i> – the child of a slave mother was a slave from birth</li> <li>• <i>'lost their freedom'</i> – for example by being captured in war</li> <li>• <i>'in the mines'</i> – the conditions were very harsh and life expectancy low</li> <li>• <i>'had to give evidence'</i> – evidence from slaves was extracted under torture.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question												
6.		<p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as</p> <ul style="list-style-type: none"> <li>• who produced it</li> <li>• when it was produced</li> <li>• why it was produced</li> <li>• the content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration</li> <li>• one reference to an area of specific content the source has omitted, thereby limiting its usefulness.</li> </ul> <p>Up to the total mark allocation for this question of <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• candidates should be given <b>1 mark</b> for each evaluative comment on the value of the source.</li> </ul>	<b>4</b>	<p>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>.</p> <p>Candidates must make evaluative statements relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p><b>Possible evaluative comments may include</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td>Who produced it</td> <td> <ul style="list-style-type: none"> <li>• a biographer who would have researched his subject</li> <li>• someone who was not from Athens where ostracisms had taken place.</li> </ul> </td> </tr> <tr> <td>When it was produced</td> <td> <ul style="list-style-type: none"> <li>• long after the period of study</li> <li>• long after ostracisms had stopped.</li> </ul> </td> </tr> <tr> <td>Why it was produced</td> <td> <ul style="list-style-type: none"> <li>• to show that Aristides deserved to be called 'fair'</li> <li>• to entertain the reader.</li> </ul> </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> <li>• it explains the use of the ostraca</li> <li>• it shows that people might ostracise a man for petty reasons.</li> </ul> </td> </tr> <tr> <td>Area of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> <li>• the quorum of 6,000</li> <li>• the ten years of exile</li> <li>• the retention of property rights by the exile.</li> </ul> </td> </tr> </tbody> </table> <p><b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>	Aspect of the source	Possible evaluative comment	Who produced it	<ul style="list-style-type: none"> <li>• a biographer who would have researched his subject</li> <li>• someone who was not from Athens where ostracisms had taken place.</li> </ul>	When it was produced	<ul style="list-style-type: none"> <li>• long after the period of study</li> <li>• long after ostracisms had stopped.</li> </ul>	Why it was produced	<ul style="list-style-type: none"> <li>• to show that Aristides deserved to be called 'fair'</li> <li>• to entertain the reader.</li> </ul>	The content of the source	<ul style="list-style-type: none"> <li>• it explains the use of the ostraca</li> <li>• it shows that people might ostracise a man for petty reasons.</li> </ul>	Area of specific content the source has omitted	<ul style="list-style-type: none"> <li>• the quorum of 6,000</li> <li>• the ten years of exile</li> <li>• the retention of property rights by the exile.</li> </ul>
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## Section 2 – Classical Literature

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(a)	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world.</p> <p>These should be key aspects of the text and may include theoretical ideas.</p> <p>There is no need for any evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of <b>5 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	<b>5</b>	<p>Candidates can be credited in a number of ways up to a <b>maximum of 5 marks</b>.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge, up to a <b>maximum of 5 marks</b>. Candidates may achieve full marks by providing five straightforward points.</p> <p><b>Possible points</b></p> <ul style="list-style-type: none"> <li>• character(s) involved and background</li> <li>• describe the situation/fate</li> <li>• attempts to change fate</li> <li>• outcome.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(b)	<p>Candidates must make connections between the text and specific events, practices or ideas in the classical world.</p> <p>These should be key aspects of the text and will be related to the universal themes.</p> <p>There is no need for any prioritising of points of comparison.</p> <p>Up to the total mark allocation for this question of <b>3 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of comparison.</li> </ul>	<b>3</b>	<p>Candidates can be credited in a number of ways up to a <b>maximum of 3 marks</b>.</p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p><b>Possible points</b></p> <ul style="list-style-type: none"> <li>• your destiny was unchangeable</li> <li>• in classical times, most people believed all aspects of their lives were ruled by the gods</li> <li>• free will was attempted by characters but was unsuccessful.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(c)	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world.</p> <p>These should be key aspects of the text and may include theoretical ideas.</p> <p>There is no need for any evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of <b>2 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	<b>2</b>	<p>Candidates can be credited in a number of ways up to a <b>maximum of 2 marks</b>.</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 <b>1 mark</b>.</p> <p><b>Possible points</b></p> <ul style="list-style-type: none"> <li>• today people have mixed views, depending on their faiths and religions</li> <li>• examples of different views</li> <li>• scientific belief rather than superstition.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

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

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(b)	<p>Candidates must make connections between the text and specific events, practices or ideas in the classical world and the modern world.</p> <p>These should be key aspects of the text and will be related to the universal themes.</p> <p>There is no need for any prioritising of points of comparison.</p> <p>Up to the total mark allocation for this question of <b>5 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of comparison</li> <li>• up to a <b>maximum of 3 marks</b> may be given for comparisons with the classical world</li> <li>• up to a <b>maximum of 2 marks</b> may be given for comparisons with the modern world.</li> </ul>	<b>5</b>	<p>Candidates can be credited in a number of ways up to a <b>maximum of 5 marks</b>.</p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p> <p><b>Possible points</b></p> <ul style="list-style-type: none"> <li>• in classical times leaders were brave warriors, usually of high rank; had not necessarily earned their positions; men followed their instructions without question</li> <li>• today leaders should be concerned about their followers; have usually earned their position and can be removed from power as a result of poor decisions/actions.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

## Section 3 – The Roman World

### Part A – Pompeii

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.	<p>Candidates must make a number of relevant, factual points.</p> <p>These should be key points.</p> <p>The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question of <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• a <b>second mark</b> should be given for any point that is developed.</li> </ul>	4	<p>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. A <b>second mark</b> should be given for each point that is developed, up to a <b>maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include</b></p> <ul style="list-style-type: none"> <li>• heavy stone mills for grinding grain into flour</li> <li>• slaves or asses turning the mills</li> <li>• workers kneading dough and shaping round loaves</li> <li>• large-capacity brick and masonry oven – fire made inside the oven</li> <li>• counter for selling bread</li> <li>• hot, smoky, long hours.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>



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10.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas.</p> <p>These should be key reasons and may include theoretical ideas.</p> <p>There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question of <b>6 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• a <b>second mark</b> should be given for any reason that is developed.</li> </ul>	6	<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include</b></p> <ul style="list-style-type: none"> <li>• anticipation – shows advertised/only put on at certain festivals</li> <li>• free entry meant that nobody was excluded</li> <li>• an awning protected the audience from the sun</li> <li>• sometimes scented water was sprayed on the audience</li> <li>• theatre capacity of about 5,000 – atmosphere/shared experience</li> <li>• the spectacle of the actors’ costumes/masks</li> <li>• the use of music</li> <li>• performers were well known and had a following of admirers</li> <li>• a variety of shows – tragedy, comedy, mime, pantomime, farce</li> <li>• the entertainment was not violent like that in the amphitheatre.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

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11.		<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Up to the total mark allocation for this question of <b>8 marks</b></p> <ul style="list-style-type: none"> <li>• they will be awarded <b>1 mark</b> for each point of knowledge used to explain the issue up to a <b>maximum of 5 marks</b></li> <li>• they will be awarded <b>1 mark</b> for explaining different aspects of the issue</li> <li>• they will be awarded <b>1 mark</b> for presenting a conclusion</li> <li>• they will be awarded <b>1 mark</b> for giving a reason for their conclusion.</li> </ul>	<b>8</b>	<p>Candidates can be credited in a number of ways up to a <b>maximum of 8 marks</b>.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible points of knowledge may include</b></p> <ul style="list-style-type: none"> <li>• people did not have the knowledge or experience to read the warnings</li> <li>• the eruption was very violent and on a vast scale</li> <li>• the adverse wind and rough sea made escape by water impossible</li> <li>• the darkness caused by the ash cloud made escape difficult</li> <li>• those who chose to shelter inside buildings were trapped or crushed</li> <li>• those who went back for belongings or to find family members were slowed down</li> <li>• those who carried loads of possessions were slowed down</li> <li>• those who relied on help from the gods did not help themselves.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

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13.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world.</p> <p>These should be key aspects of the text and may include theoretical ideas.</p> <p>There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to the total mark allocation for this question of <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of explanation.</li> </ul>	4	<p>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. <b>1 mark</b> may be given for each valid point explained from the sources.</p> <p><b>Possible points in the sources which may be explained include</b></p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• shows three couches – the Romans reclined at dinner</li> <li>• the couches are each big enough to hold three people – a total of nine</li> <li>• the table/space for the table is small as slaves would bring and remove dishes</li> <li>• there is a small shelf in front of the couches to put cups and plates.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• ‘<i>promised you’d come</i>’ – invitations were sent to guests</li> <li>• ‘<i>barley-water iced and served with wine</i>’ – the Romans diluted their wine, so they could drink more of it</li> <li>• ‘<i>entertainment</i>’ – provided by slaves, although sometimes guests would contribute</li> <li>• ‘<i>oysters ... girls</i>’ – these are examples of more expensive fare and entertainment.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

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14.		<p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as</p> <ul style="list-style-type: none"> <li>• who produced it</li> <li>• when it was produced</li> <li>• why it was produced</li> <li>• the content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration</li> <li>• one reference to an area of specific content the source has omitted, thereby limiting its usefulness.</li> </ul> <p>Up to the total mark allocation for this question of <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• candidates should be given <b>1 mark</b> for each evaluative comment on the value of the source.</li> </ul>	<b>4</b>	<p>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>.</p> <p>Candidates must make evaluative statements relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p><b>Possible evaluative comments may include</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td>Who produced it</td> <td> <ul style="list-style-type: none"> <li>• a Roman from the period who would often give and attend dinner parties</li> <li>• a Roman who was familiar with the area around Pompeii.</li> </ul> </td> </tr> <tr> <td>When it was produced</td> <td> <ul style="list-style-type: none"> <li>• in the same century as Pompeii was destroyed, although some time later.</li> </ul> </td> </tr> <tr> <td>Why it was produced</td> <td> <ul style="list-style-type: none"> <li>• to scold a guest who chose to miss his dinner party</li> <li>• to contrast his simpler style with that of a more lavish host</li> <li>• to be entertaining (the letter was published), so perhaps the contrast in fare and entertainment is exaggerated.</li> </ul> </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> <li>• it gives details of the food provided</li> <li>• it gives details of the entertainments provided.</li> </ul> </td> </tr> </tbody> </table>	Aspect of the source	Possible evaluative comment	Who produced it	<ul style="list-style-type: none"> <li>• a Roman from the period who would often give and attend dinner parties</li> <li>• a Roman who was familiar with the area around Pompeii.</li> </ul>	When it was produced	<ul style="list-style-type: none"> <li>• in the same century as Pompeii was destroyed, although some time later.</li> </ul>	Why it was produced	<ul style="list-style-type: none"> <li>• to scold a guest who chose to miss his dinner party</li> <li>• to contrast his simpler style with that of a more lavish host</li> <li>• to be entertaining (the letter was published), so perhaps the contrast in fare and entertainment is exaggerated.</li> </ul>	The content of the source	<ul style="list-style-type: none"> <li>• it gives details of the food provided</li> <li>• it gives details of the entertainments provided.</li> </ul>
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Part B – Roman Britain

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.	<p>Candidates must make a number of relevant, factual points.</p> <p>These should be key points.</p> <p>The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question of <b>4 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• a <b>second mark</b> should be given for any point that is developed.</li> </ul>	4	<p>Candidates can be credited in a number of ways up to a <b>maximum of 4 marks</b>.</p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. A <b>second mark</b> should be given for each point that is developed, up to a <b>maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include</b></p> <ul style="list-style-type: none"> <li>• rallied other tribes</li> <li>• destroyed Roman towns (Colchester, London, St Albans)</li> <li>• killed large numbers of people</li> <li>• attacked symbols of Romanisation (for example Temple of Claudius)</li> <li>• defeated by the Romans in battle</li> <li>• Boudicca committed suicide to avoid capture.</li> </ul> <p><b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>

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16.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas.</p> <p>These should be key reasons and may include theoretical ideas.</p> <p>There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question of <b>6 marks</b></p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• a <b>second mark</b> should be given for any reason that is developed.</li> </ul>	6	<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>.</p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include</b></p> <ul style="list-style-type: none"> <li>• a sign of imperial might</li> <li>• increased prestige of emperor</li> <li>• provided slaves</li> <li>• provided trade</li> <li>• mining (tin, iron, gold)</li> <li>• wool</li> <li>• taxation</li> <li>• import of hunting dogs.</li> </ul> <p><b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p>



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