



National
Qualifications
RESOURCE

X815/76/12

**Classical Studies
Classical Society**

Marking Instructions

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 Higher Classical Studies - Classical Society

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

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

- i **Analyse an issue in classical Greece or the Roman world.**

Example question

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

Example response

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

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

Example question

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

Example response

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

- iii **Evaluate the usefulness of Source B for. . .**

Example question

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

Example response

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

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

Example question

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

Example response

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

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

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

Example question

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

Example comparison

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

Example conclusion

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

Marking instructions for each question

Section 1 – LIFE IN CLASSICAL GREECE

Part A – Power and freedom

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p>Evaluate the usefulness of a given source.</p> <p>Candidates make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>Evaluate the usefulness of Source A in describing the flaws of the Athenian democracy.</p> <p>Award 1 mark for each evaluative comment which relates to the provenance (origin and purpose) of the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • who produced it and its significance • when it was produced • why it was produced. <p>Award 1 mark for each comment which interprets the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • the content of the source • interpreting the meaning of the source • taking into account issues such as accuracy, bias, exaggeration, corroboration. <p>Award 1 mark for each comment which develops a point made by the source to explain the context, or which identifies specific significant points of relevant context omitted by the source, up to a maximum of 4 marks</p> <ul style="list-style-type: none"> • the context of the source • expanding on points made in the source • through references to area(s) of specific content the source has omitted, thereby limiting its usefulness.

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			<p>Area of specific content the source has omitted</p> <ul style="list-style-type: none"> • the Athenian democracy was not representative of all members of Athenian society as women, metics and slaves were excluded from the democratic process • the meetings of the Assembly were held on the Pnyx which made it easier for citizens living in the city to attend and difficult for citizens living in the country • some critics of democracy believe many Athenian citizens were not well-educated and so often did not have a full understanding of the issues they were voting on • many Athenian citizens were reluctant to attend the meetings of the Assembly and had to be rounded up in the Agora with rope and forced to attend the meetings. <p>Or any other relevant response.</p>

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2.	<p>Compare a modern source/quote with a classical idea(s).</p> <p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 10 marks.</p>	10	<p>Compare this modern description of the role of women in Scotland with the roles of women in classical Athens.</p> <p>Award up to 2 marks for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge up to a maximum of 8 marks.</p> <p>Award up to 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p> <p>Possible points from the source may include</p> <ul style="list-style-type: none"> • pre-WWI most women were expected to marry a man • women have a role as homemaker pre-1914 • being a homemaker involved raising children, preparing food, washing clothes • few married women who were from wealthy families worked outside of the home • boys and girls not given access to equal education • some women gaining the right to vote in 1918 • modern businesses strive for gender-balanced management • range of experiences for women in religion - some religions deny roles to women and some do not. <p>Points of similarity</p> <ul style="list-style-type: none"> • a woman in Athens was expected to marry a suitable man, often chosen by her father or guardian • Athenian women expected to perform the role of homemaker - eg raising children • girls in Athens denied access to the same education as boys • married Athenian women only worked outside the home if it was necessary to support the family. <p>Points of difference</p> <ul style="list-style-type: none"> • many women in Athens were assisted in their household tasks by slaves • women in Athens did not have equal employment opportunities to men • women in Athens never gained the right to vote • women could be priestesses in Athens. <p>Or any other relevant response.</p>

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3.	(a)	<p>Analyse an issue in classical Greece or the Roman world.</p> <p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Analyse the impact of slavery on public life in Athens.</p> <p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Analysis marks – award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects. (up to 2 marks) <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • the Athenian state employed the use of between 1,000-2,000 public slaves (<i>demosioi</i>) for up to 40,000 citizens • public slaves were used as Scythian archers and acted as a police-force for Athens • Scythian archers were used to maintain order in the Assembly and market-place, often removing disorderly people • Scythian slaves were used to round-up citizens from the market-place and take them to the Assembly to vote using a red rope • public slaves were used to assist in the administration of the democracy • some slaves were used in the organisation of court trials, meetings of the Council of 500, and maintaining the city archives • slaves were used to carry out public building programmes for example, the building of the Parthenon • the state used public-slaves in mining for silver at Laurion.

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			<p>Possible points of analysis</p> <ul style="list-style-type: none"> • slaves handled the work of their master's business to allow him to take part in the democracy and develop such areas as science and philosophy • slaves from certain areas were valued for their intelligence and were used in the administration • Scythian archers, being slaves, allowed the citizens of Athens to maintain their equality among themselves rather than citizens being in the position of policing the city • although public-slaves were essential for the running of the Athenian democracy, these slaves were denied from voting in the Athenian Assembly and had no civic rights under Athenian law. <p>Or any other relevant response.</p>

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(b)	<p>Analyse an issue in classical Greece or the Roman world.</p> <p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Analyse the ways in which the nature of an Athenian jury affected a trial.</p> <p>Award 1 mark for each developed point of knowledge used to support analysis of the issue up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Analysis marks – award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects. (up to 2 marks) <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • an Athenian jury was usually made up of between 201-501 Athenian citizens randomly selected by lot • the members of the jury might be acquainted with the accused • the jury often consisted of old people and poor people as they received a small payment for attending • there was no educational qualification which allowed citizens to become members of a jury • many Athenian citizens had a limited/basic knowledge of Athenian law • there were no lawyers in an Athenian law-court • women, slaves and metics were not allowed to serve on an Athenian jury • the allied states of the Delian League were judged under Athenian law by an Athenian jury.

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			<p>Possible points of analysis</p> <ul style="list-style-type: none"> • being randomly selected by lot, the members of the jury could be from a spread of Athenian society making their judgements less likely to be prejudiced in favour or against a specific area/class of Athenian society • although all citizens over the age of 30 were eligible for jury service, it appealed more to the elderly and poorer citizens who were often more interested in being paid for their attendance rather than the details of the trial • as many of the jurors had little/basic knowledge of Athenian law, many of their voting decisions were not fully informed and did not take into account the consequences of their voting • although there were no legal representatives such as lawyers in an Athenian court, the jury could be swayed by the eloquence of a skilled speaker (demagogue) who would appeal to/play on the emotions of the jury thus attempting to influence their voting decisions. <p>Or any other relevant response.</p>

Part B – Religion and belief

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		<p>Evaluate the usefulness of a given source.</p> <p>Candidates make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p>	8	<p>Evaluate the usefulness of Source A in describing the Eleusinian mysteries.</p> <p>Award 1 mark for each evaluative comment which relates to the provenance (origin and purpose) of the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • who produced it and its significance • when it was produced • why it was produced. <p>Award 1 mark for each comment which interprets the source, up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • the content of the source • interpreting the meaning of the source • taking into account issues such as accuracy, bias, exaggeration, corroboration. <p>Award 1 mark for each comment which develops a point made by the source to explain the context, or which identifies specific significant points of relevant context omitted by the source, up to a maximum of 4 marks</p> <ul style="list-style-type: none"> • the context of the source • expanding on points made in the source • through references to area(s) of specific content the source has omitted, thereby limiting its usefulness.

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					<p>Area of specific content the source has omitted</p> <ul style="list-style-type: none"> • the myth was an explanation of the changing seasons of the year • the myth also explains the cycle of life and alludes to the possibility of reincarnation • the mysteries were celebrated every year • you had to be initiated into the mysteries. Initiates purified themselves by bathing in the sea with a piglet which was later sacrificed • there was a procession from Athens to Eleusis where the mysteries were revealed to initiates in the Telesterion • initiates were not allowed to reveal the mysteries so the evidence is scant and comes mostly from hostile Christian writers. We do know that there were ‘things said, done and revealed’. <p>Or any other relevant response.</p>

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5.	<p>Compare a modern source/quote with a classical idea(s).</p> <p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 10 marks.</p>	10	<p>Compare this description of modern ideas about death and the afterlife with beliefs from 5th century BC Greece.</p> <p>Award up to 2 marks for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge up to a maximum of 8 marks.</p> <p>Award up to 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p> <p>Possible points from the source may include</p> <ul style="list-style-type: none"> • death is not the end of life • we have a soul, an invisible inner being that lives on after death • heaven which is like paradise • people are forgiven for any wrong they have done in life • the soul is reborn and has another life through a process of reincarnation • some people today challenge these religious ideas • some people today say there is no life after death. <p>Points of similarity</p> <ul style="list-style-type: none"> • most Greeks believed that death is not the end of life • Plato taught that we have a soul, an invisible inner being that lives on after death • Hesiod wrote that the Elysian fields were like a paradise • Pythagoras argued that the soul is reborn and has another life through a process of reincarnation • philosophers challenged religious ideas • Epicureans said there was no life after death. <p>Points of difference</p> <ul style="list-style-type: none"> • Greeks tended to believe that people were not forgiven for any wrong they have done in life • Greeks also believed in eternal punishments in Tartarus. <p>Or any other relevant response.</p>

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6.	(a)	<p>Analyse an issue in classical Greece or the Roman world.</p> <p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Analyse the role of women in Athenian religious festivals.</p> <p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Analysis marks – award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects. (up to 2 marks) <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • some religious festivals were exclusively female • the Skira was a three day festival held in June where women threw offerings including sacrificed pigs into pits • the Thesmophoria was a three day festival in October, celebrated by married women to honour Demeter • this involved a procession and a day of fasting to commemorate Demeter’s sorrow at the loss of Persephone • the putrefied remains of the piglets sacrificed during the Skira were recovered and placed on altars • the Haloa was held in December in Eleusis and was celebrated by women who danced and feasted together • the Panathenaia was the all Athenian festival which celebrated Athena’s birthday. The women weaved a new ‘peplos’ for the statue of Athena Polias • the priestess of Athena led the prayers and sacrifices at this festival.

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			<p>Possible points of analysis</p> <ul style="list-style-type: none"> • the festivals demonstrated the importance of fertility to the women of Athens • the festivals gave women a chance to break away from their domestic role • the women of Athens were given a chance to show off their valuable skills – baking and weaving • women were able to socialise with other women. <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Analyse an issue in classical Greece or the Roman world.</p> <p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Analyse the ways in which the people of 5th century BC Greece believed their gods communicated with them.</p> <p>Award 1 mark for each developed point of knowledge used to support analysis of the issue up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Analysis marks – award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects. (up to 2 marks) <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • Gods communicated with people through a process called divination • communication achieved through signs called omens • omens could come from the entrails of sacrificial victims • healthy entrails indicate approval – unhealthy entrails indicate the gods do not approve • omens could also come from natural phenomena such as the flight of birds, weather signs such as lightning strikes, involuntary actions such as sneezing and dreams • significance lay in the number, flight and cries of birds, the direction of a lightning strike, when involuntary action occurred etc • Gods also communicated through the oracles of Delphi and Dodona • answers were provided at Delphi through the priestess of Apollo, the Pythia • answers were provided at Dodona by the rustling of leaves.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of analysis</p> <ul style="list-style-type: none"> • divination was open to interpretation and misinterpretation. This was not an exact science • answers were often deliberately ambiguous to protect the reputation of the gods. For example, Croesus • the processes were open to corruption, false prophecy and false prophets • the process could lead to the exploitation of the gullible • the process was closer to superstition than religion • there is evidence of some accurate prediction. For example, Themistocles, Oedipus. <p>Or any other relevant response.</p>

Section 2 – LIFE IN THE ROMAN WORLD

Part A – Power and freedom

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	<p>How fully do multiple sources explain an aspect of life in classical Greece or the Roman world?</p> <p>Candidates make connections between the sources and specific events, practices or ideas in the classical world. They interpret points from the sources to show understanding rather than simply quoting. They do not need to prioritise any points.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>How fully do Sources A, B and C inform us about the Judean revolt?</p> <p>Award up to a maximum of 6 marks for accurate relevant points interpreted from the sources.</p> <p>Award up to a maximum of 4 marks for accurate relevant points of knowledge used to explain the extent to which the sources address a given aspect of the classical world. Candidates can do this by expanding on points made in the sources, or through references to areas of specific content which the sources have omitted.</p> <p>Award a maximum of 4 marks where candidates refer to only one source.</p> <p>Possible points which candidates may develop/interpret in Source A include</p> <ul style="list-style-type: none"> • the Romans brought back from Jerusalem many treasures/precious objects (spoils) from the Holy Temple – here we can see the army carrying back a menorah and Golden Table for Showbread and signs/placards • the Romans showed off their achievements in a triumph upon the army’s return from Judea • there was an influx of Jewish culture into Rome after the Judean revolt. <p>Possible points which candidates may develop/interpret in Source B include</p> <ul style="list-style-type: none"> • the Romans killed everyone they were able to, as a punishment • the Romans left towers standing possibly as a symbol of the power of the Roman army • Jerusalem was well known for its defences and being a fortified city and the capital city of the province.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points which candidates may develop/interpret in Source C include</p> <ul style="list-style-type: none"> • the heavy and continual taxation by the Romans onto the Jewish people, particularly the poorer Jews, established an attitude of discontent towards the Romans from the Jews • many Jews had to sacrifice their livelihood in order to pay their taxes to Rome • many of the Jewish people had the will and spirit to fight against the oppressive Roman regime in Judea. <p>Possible points of significant omission may include</p> <ul style="list-style-type: none"> • in 66 AD the Romans took over the appointment of the High Priest • the Jews refused to erect a statue of Caligula after he decreed himself to be a deity and have his image erected in every temple across the empire • the Jews had a military victory against a small Roman garrison in 66 AD after the pro-curator Florus had crucified many of the city-leaders of Jerusalem which created a willingness to fight against Roman authority • most of the Jewish survivors from the Jewish revolts were taken back to Rome and sold into slavery. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)	<p>Evaluate an issue in classical Greece or the Roman world (To what extent. . .)</p> <p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example</p> <ul style="list-style-type: none"> • the relevance/importance/ usefulness, for example, of a viewpoint • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>To what extent did the city of Rome and its population benefit from the system of provincial administration?</p> <p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the theme of the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Candidates must evaluate at least three relevant aspects to gain 4 marks.</p> <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • the Roman economy grew vastly during the period of imperial expansion • trading networks allowed for goods to travel throughout the empire freely and brought many goods back to Rome • individuals, such as Julius Caesar, were able to make themselves very wealthy from the taxation and colonisation of the provincials • many Roman governors used their time in office to reap back their losses and pay off their debts built up prior to and during their consulship with the income they acquired from their provinces • as the number of people in Rome grew, it increased the pressures on grain supplies to sustain the city's food demand and contributed to overcrowding • the growth of the empire allowed an influx of slaves which benefited the city of Rome • wealth of the provinces allowed an extensive building programme in Rome.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of evaluation</p> <ul style="list-style-type: none"> • the establishment of trading networks throughout the provinces which were controlled and maintained by the Romans allowed the Roman economy to grow substantially and brought significant wealth to Rome • the influx of people from across the Roman empire to Rome helped to boost the economy of the city but it also resulted in overcrowding and put a strain on the resources of the city reducing the quality of living conditions in certain areas of the city • many Roman governors were able to clear their debts and gain a sum of wealth during the office as governor, but this was often through fraudulent tax collection. During the Augustan period their accounts could be scrutinised to prevent corruption and maladministration • the Roman army was often a deterrent against violent uprising in the provinces, but they were often faced with violent rebellions against Roman control from the provincials or from neighbouring states planning to invade the Roman province. This put a strain on the resources of the Roman army and often resulted in the loss of many Roman citizens. <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Evaluate an issue in classical Greece or the Roman world (To what extent . . .)</p> <p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example</p> <ul style="list-style-type: none"> • the relevance/importance/ usefulness, for example, of a viewpoint • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>To what extent did the Roman senate govern in their own interests or in the interests of the Roman people?</p> <p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the theme of the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Candidates must evaluate at least three relevant aspects to gain 4 marks.</p> <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • the senate mainly consisted of aristocratic/wealthy families • the senate was responsible for protecting Rome from the threat of invasion and attack • the senate controlled the city's financial movements and was responsible for ensuring that money was not being mismanaged • the senate had the power to award triumphs to successful military leaders which were very popular with the lower classes • the senate was responsible for appointing provincial governors • the senate had the power to restrict the decisions of the consul • the tribunes of the plebs brought information to the senate which the members of the senate would have been unlikely to know about • the senate was not allowed to control a standing army • factions such as the Populares tended to support measures which supported the Roman people such as land reform.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of evaluation</p> <ul style="list-style-type: none"> • the responsibility of protecting the city from invasion and threat shows that the senate did have an interest in protecting the Roman people as without the people the city could not function • the senate was mostly comprised of men from the ruling classes which meant that they did not always have the interests of the lower classes high on their agenda. However, the office of tribune of the plebs allowed for the information regarding the plebeian classes to be brought regularly to their attention • by being able to restrict some of the decisions of the consul, the senate was able to prevent any one consul becoming too powerful. However, this could also mean that a consul who wanted to enact a decision which would benefit the plebeian classes rather than the aristocratic classes might be denied the opportunity to do so • by holding the right to appoint provincial governors, the senate could appoint the best person suited to deal with the issues in any province. However, this was not always successful as many governors made themselves very wealthy and powerful in their provinces and became a threat to the authority of the senate for example, Julius Caesar. <p>Or any other relevant response.</p>

Part B – Religion and belief

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.	<p>How fully do multiple sources explain an aspect of life in classical Greece or the Roman world?</p> <p>Candidates make connections between the sources and specific events, practices or ideas in the classical world. They interpret points from the sources to show understanding rather than simply quoting. They do not need to prioritise any points.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>How fully do Sources A, B and C inform us about the different attitudes to the worship of Roman emperors?</p> <p>Award up to a maximum of 6 marks for accurate relevant points interpreted from the sources.</p> <p>Award up to a maximum of 4 marks for accurate relevant points of knowledge used to explain the extent to which the sources address a given aspect of the classical world. Candidates can do this by expanding on points made in the sources, or through references to areas of specific content which the sources have omitted.</p> <p>Award a maximum of 4 marks where candidates refer to only one source.</p> <p>Possible points which candidates may develop/interpret in Source A include</p> <ul style="list-style-type: none"> • Jupiter is king of the gods. Holding his orb and sceptre suggests Augustus considered himself equal to a god and worthy of worship like a god • agreeing to statuary like this suggests Augustus was willing to accept the status of a god • Augustus was happy to promote a god-like image and indulge the cult of his personality as propaganda. <p>Possible points which candidates may develop/interpret in Source B include</p> <ul style="list-style-type: none"> • provincials were willing to worship the emperors • Tiberius was not willing to be considered a god. He was mortal • Tiberius considered this insolence and arrogance and therefore an affront to the gods and possibly dangerous for Rome • Tiberius considered the suggestion of divinity intolerable. He was not willing to be subject to this kind of flattery. <p>Possible points which candidates may develop/interpret in Source C include</p> <ul style="list-style-type: none"> • the idea of emperor worship came from the east where leaders were associated with gods because of the power of their position and the benefits

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • they brought through their rule. This fitted in with Roman ideas of worship to ensure benefits from the powerful that is gods • this shows how different cultural ideas and attitudes spread throughout the empire and eventually reached Rome • this shows provincial acceptance of Roman rule this was not a Roman custom and was therefore to be greeted with caution as Romans could be sceptical about this idea. <p>Possible points of significant omission may include</p> <ul style="list-style-type: none"> • Augustus encouraged provincials to worship him in association with the cult of Rome • the imperial cult had political advantages in that it strengthened Romanisation and was therefore encouraged • as ‘father of the country’ Augustus allowed the worship of his genius in Rome. This was more acceptable since it was Roman custom to worship the genius of any Roman paterfamilias • it eventually became established custom for the Senate to deify emperors on death • emperors responded differently to the honour. Some emperors, such as Vespasian, considered it a joke. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	(a)	<p>Evaluate an issue in classical Greece or the Roman world (To what extent. . .)</p> <p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example</p> <ul style="list-style-type: none"> • the relevance/importance/ usefulness, for example, of a viewpoint • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>To what extent did the philosophies of Stoicism and Epicureanism appeal to the Roman people?</p> <p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the theme of the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Candidates must evaluate at least three relevant aspects to gain 4 marks.</p> <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • Epicureanism takes its name from its founder, the Greek philosopher Epicurus who taught in Athens until his death in 270BC. He taught that the purpose of life was to achieve pleasure that is not sensual gratification but peace of mind through freedom from anxiety • the best way to achieve this state of mind was through a strict lifestyle which satisfied needs and nothing more. Anything else was superfluous. Luxuries caused pain • Epicureans believed that the gods existed but that they did not influence the lives of men • Epicureans believed the human soul was mortal and material and perished with the body at death • Stoicism takes its name from the Stoa Poikile or painted colonnade in Athens where Zeno, the founder, taught that the purpose or meaning of life was to live free from anxiety and in harmony with Nature • nature can be identified as Fate, God, Providence, Destiny, Reason

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • the body and soul of man is part of Nature or Reason. Man can only be truly happy when he allows Nature or Reason to govern his life that is when he accepts his place in the universe, his fate • Stoics should strive to be rational, governed by reason and therefore in harmony with the universe. Stoics should avoid emotions which can be harmful in that they drive reason out and make man a slave to his passions. Stoicism is a battle against emotions in pursuit of Reason. <p>Possible points of evaluation</p> <ul style="list-style-type: none"> • Romans were generally skeptical about philosophy regarding it as an unprofitable pursuit of no practical purpose and the Romans essentially considered themselves practical. [The Senate had once authorized the praetors to expel philosophers from the city 161BC] • as the empire expanded and the city of Rome grew and became more cosmopolitan, people's lives became more complex and many turned to new ideas for comfort as traditional religious ideas and practices waned. Many looked to foreign cults or religions but the appeal of philosophy was limited to the more thoughtful educated Romans who found solace in this intellectual pursuit • a more scientific approach to existence and knowledge about the composition of the universe appealed to intelligent upper class Romans and reduced fear of gods and death allowing them to achieve peace of mind and live free from anxiety – the purpose of both philosophies • Epicureanism proved less popular than Stoicism since it advised men to avoid anxiety by abstaining from politics. Most Romans believed that political participation was their civic duty • Stoicism had a greater appeal because Stoic ethics were very similar to Roman cultural values such as self-sufficiency, self-discipline, perseverance, duty; all qualities which defined the Roman character from Rome's earliest history. <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Evaluate an issue in classical Greece or the Roman world (To what extent. . .)</p> <p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example</p> <ul style="list-style-type: none"> • the relevance/importance/ usefulness, for example, of a viewpoint • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>To what extent were the Romans tolerant of Christianity?</p> <p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge, where points are</p> <ul style="list-style-type: none"> • relevant to the theme of the question • developed (by providing additional detail, exemplification, reasons of evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Candidates must evaluate at least three relevant aspects to gain 4 marks.</p> <p>Possible points of relevant knowledge</p> <ul style="list-style-type: none"> • early Christians in Rome were confused with the Jews but they distinguished themselves by being fiercely monotheistic, refusing to worship any gods other than their own God causing unrest which disturbed officials including the emperor Claudius • Christianity was regarded as a cult which attracted large numbers of lower class people and encouraged them to participate in secret rites and emotional outbursts. Comparable with the cults of Bacchus and Cybele, this new cult aroused suspicion • Christians separated themselves from society by refusing to acknowledge or worship state gods. This led to their isolation • rumours spread about the activities of Christians; clandestine meetings, cannibalism, incest. These rumours incited hatred and led to intolerance • Nero blamed the Christians for the great fire of Rome in 64AD. This led to persecution

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • Christians were rounded up and publicly punished by being fed to wild beasts in the arena and crucified and set on fire demonstrating Roman intolerance of Christianity • as governor of Bithynia, Pliny seeks advice from the emperor Trajan on how to deal with Christians whose activities are considered criminal • Christian bravery in the face of sporadic persecution leads to martyrdom and admiration. The repentance of Galerius and the conversion of Constantine lead to the establishment of Christianity as the state religion of Rome. <p>Possible points of evaluation</p> <ul style="list-style-type: none"> • the reluctance of Christians to integrate into Roman society roused suspicion and turned the Romans against them • the secrecy and exclusivity of the Christian cult made Christians seem anti-social. They were suspected of plotting against the state and the fire of Rome seemed to provide evidence of this • the rumours of cannibalism and incest rendered the Christians law breakers which was unacceptable to the Romans • Christian exclusivity made it easy for Nero to make scapegoats of the Christians and satisfy the need of the Romans to find someone to blame for the tragedy of the fire • Pliny's appeal to Trajan and Trajan's response of innocent until proven guilty and justified punishment suggest a more enlightened attitude to Christians. <p>Or any other relevant response.</p>

[END OF MARKING INSTRUCTIONS]