



National
Qualifications
2022

2022 Classical Studies

National 5

Finalised Marking Instructions

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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 source) tells us about* . . . (4 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 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 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</p> <p>1 mark should be given for each accurate relevant key point of knowledge.</p> <p>A second mark should be given for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <p>Parthenon:</p> <ul style="list-style-type: none"> • location • architecture • sculpture (metopes/pediments/frieze) • the gold and ivory statue • altar. <p>Theatre of Dionysus:</p> <ul style="list-style-type: none"> • seating • orchestra • stage • stage building • altar. <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking 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 6 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> • they did jobs that free people would be reluctant to do (for example, working in the mines) • they worked alongside their owners in every type of industry or ran businesses for their owners • they kept businesses going while their citizen owners attended the Assembly • they provided much of the agricultural labour needed to help feed the state • enslaved people helped with domestic work and childcare — few free women would have been able to do paid domestic work because of the time needed to look after their own homes and children • owners had greater control over enslaved people than free hired workers. <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question	General marking 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 8 marks:</p> <ul style="list-style-type: none"> • they will be awarded 1 mark for each point of knowledge used to explain the issue up to a maximum of 5 marks • they will be awarded 1 mark for explaining different aspects of the issue • they will be awarded 1 mark for presenting a conclusion • they will be awarded 1 mark for giving a reason for their conclusion. 	8	<p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <p>Fair:</p> <ul style="list-style-type: none"> • citizens all had equal rights • details of rights for example, owning property, taking part in politics and the courts • metics could settle and do business freely • women were protected within the home and could take part in public religion • enslaved people were generally well treated and could be set free. <p>Unfair:</p> <ul style="list-style-type: none"> • women, metics and enslaved people were excluded from politics • women were controlled by their fathers or husbands • metics could not own property • metics had to pay a special tax • enslaved people had no rights and could be treated badly. <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		<p>Candidates must identify similarities and differences between the modern world and classical aspect.</p> <p>Candidates may provide a number of straightforward comparisons or these may be developed.</p> <p>There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to a total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Marks will be awarded for each accurate comparison made. If a comparison is developed a further mark can be awarded.</p> <p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • some subjects are the same, for example, reading, writing, arithmetic • pupils still have to learn things by heart • there were different teachers for ‘primary’ and ‘secondary’ stages. <p>Differences:</p> <ul style="list-style-type: none"> • only boys went to school – both boys and girls attend school today • schools were held in colonnades or hired rooms – today we have purpose-built schools • school was not compulsory – today everyone has to attend school. <p>Any other factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking 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"> • 1 mark should be given for each accurate relevant point of explanation. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. 1 mark may be given for each valid point explained from the sources.</p> <p>Possible points in the source which may be explained include:</p> <ul style="list-style-type: none"> • <i>'the meal'</i> – a three course dinner preceded the symposium • <i>'their places'</i> – guests lay on individual couches • <i>'tables'</i> – each guest had his own small table • <i>'mixing-bowl'</i> – the wine was mixed with water before drinking • <i>'gods . . . honoured'</i> – a libation was poured and hymn sung; wreaths were worn • <i>'hired entertainers'</i> – musicians, dancers or acrobats (often female) • <i>'instruments'</i> – usually the lyre or the double pipes • <i>'other ways'</i> – conversation, telling jokes and riddles, playing kottabos • <i>'one group'</i> – party-goers – the wives and daughters of the host and guests. <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question	General marking 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"> • who produced it • when it was produced • why it was produced • the content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration • one reference to an area of specific content the source has omitted, thereby limiting its usefulness. <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • candidates should be given 1 mark for each evaluative comment on the value of the source. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make evaluative statements relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Possible evaluative comments may include:</p> <table border="1" data-bbox="1005 416 2101 1225"> <thead> <tr> <th data-bbox="1005 416 1328 504">Aspect of the source</th> <th data-bbox="1328 416 2101 504">Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1005 504 1328 703">Who produced it</td> <td data-bbox="1328 504 2101 703"> <ul style="list-style-type: none"> • an Athenian who would have taken part in the Assembly • a comic playwright who might exaggerate for effect, but base the scene on what his audience could relate to. </td> </tr> <tr> <td data-bbox="1005 703 1328 799">When it was produced</td> <td data-bbox="1328 703 2101 799"> <ul style="list-style-type: none"> • in the 5th century BC, when Assembly meetings were regularly held. </td> </tr> <tr> <td data-bbox="1005 799 1328 927">Why it was produced</td> <td data-bbox="1328 799 2101 927"> <ul style="list-style-type: none"> • to entertain and amuse • to be critical of the reluctance of people to be prompt for the meeting. </td> </tr> <tr> <td data-bbox="1005 927 1328 1023">The content of the source</td> <td data-bbox="1328 927 2101 1023"> <ul style="list-style-type: none"> • it tells us where the Assembly was held (the Pnyx) • it mentions the red rope for rounding up stragglers. </td> </tr> <tr> <td data-bbox="1005 1023 1328 1225">Area of specific content the source has omitted</td> <td data-bbox="1328 1023 2101 1225"> <ul style="list-style-type: none"> • it does not mention how often the Assembly was held • it does not mention that only citizens could take part • it does not mention the procedure. </td> </tr> </tbody> </table> <p>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>	Aspect of the source	Possible evaluative comment	Who produced it	<ul style="list-style-type: none"> • an Athenian who would have taken part in the Assembly • a comic playwright who might exaggerate for effect, but base the scene on what his audience could relate to. 	When it was produced	<ul style="list-style-type: none"> • in the 5th century BC, when Assembly meetings were regularly held. 	Why it was produced	<ul style="list-style-type: none"> • to entertain and amuse • to be critical of the reluctance of people to be prompt for the meeting. 	The content of the source	<ul style="list-style-type: none"> • it tells us where the Assembly was held (the Pnyx) • it mentions the red rope for rounding up stragglers. 	Area of specific content the source has omitted	<ul style="list-style-type: none"> • it does not mention how often the Assembly was held • it does not mention that only citizens could take part • it does not mention the procedure.
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Area of specific content the source has omitted	<ul style="list-style-type: none"> • it does not mention how often the Assembly was held • it does not mention that only citizens could take part • it does not mention the procedure. 														

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

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>Candidates must make connections between the text and specific events, practices or ideas in the classical world.</p> <p>These should be key aspects of the text and will be related to the universal themes.</p> <p>There is no need for any prioritising of points of comparison.</p> <p>Up to the total mark allocation for this question of 3 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. 	3	<p>Candidates can be credited in a number of ways up to a maximum of 3 marks.</p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • women expected to stay indoors most of time • expected to be good wives and mothers • obey husbands • not expected to participate in matters relating to government/law. <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world.</p> <p>These should be key aspects of the text and may include theoretical ideas.</p> <p>There is no need for any evaluation or prioritising of these points of comparison.</p> <p>Up to the total mark allocation for this question of 2 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of explanation. 	2	<p>Candidates can be credited in a number of ways up to a maximum of 2 marks.</p> <p>Candidates must make direct comparisons between how the concept in the text was viewed in the classical world and how it is viewed in the modern world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • most women today have similar rights to men • women today can choose to be wives and mothers but can also choose to work or not • gender roles today are less clearly defined • in some cultures, women still have very few rights. <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must make connections between the text and specific events, practices or ideas in the classical world and the modern world.</p> <p>These should be key aspects of the text and will be related to the universal themes.</p> <p>There is no need for any prioritising of points of comparison.</p> <p>Up to the total mark allocation for this question of 5 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison • up to a maximum of 3 marks may be given for comparisons with the classical world • up to a maximum of 2 marks may be given for comparisons with the modern world. 	5	<p>Candidates can be credited in a number of ways up to a maximum of 5 marks.</p> <p>Candidates must make direct comparisons between the text and aspects of the classical world, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark.</p> <p>Possible points:</p> <ul style="list-style-type: none"> • in the classical world much conflict was to protect property and gain territory • people’s attitude to conflict was one of admiration for warriors and little concern for numbers killed • today, conflict is not admired so much • necessary to free innocent people and protect against terrorism • mediation and discussion preferable. <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Section 3 – 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. 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:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events. 1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or a combination of these. Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • details about the gods (Lares/Penates/Vesta) • details about the household shrine (lararium) • small daily offerings and prayers • putting some food in the fire to honour Vesta. <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.		<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas.</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 6 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> • they show where the victims were when they died • they show associated groups of people • they show details of clothing • they show facial expressions and hairstyles • they allow us to empathise with the victims. <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.	<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • they will be awarded 1 mark for each point of knowledge used to explain the issue up to a maximum of 5 marks • they will be awarded 1 mark for explaining different aspects of the issue • they will be awarded 1 mark for presenting a conclusion • they will be awarded 1 mark for giving a reason for their conclusion. 	8	<p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • working in a bakery could be hard — turning mills, kneading bread, working in heat, starting early in the day • however, there were easier jobs, such as selling bread to customers and mills could be turned by animals • working in a fullery/laundry could be hard — trampling cloth in urine and fuller’s earth, lifting and wringing out wet cloth, working in the smell of urine and sulphur from the bleaching • however, there were easier jobs, such as mending loose threads and combing the nap of cloth • working in a snack bar (thermopolium) could be hard — standing for long hours, being pestered by customers • however, it was a very sociable job • reference to other jobs for example, selling in the forum, working in the baths. <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.		<p>Candidates must identify similarities and differences between the modern world and classical aspect.</p> <p>Candidates may provide a number of straightforward comparisons or these may be developed.</p> <p>There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to a total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Marks will be awarded for each accurate comparison made. If a comparison is developed a further mark can be awarded.</p> <p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • they are both places for socialising • the Roman palaestra allowed exercise like a modern gymnasium • the Roman hot room was like a sauna in a modern leisure centre • they are both places with food or snacks available. <p>Differences:</p> <ul style="list-style-type: none"> • men and women always segregated – today they are often mixed • open shelves or niches for clothing – today there are proper lockers • people going to clean themselves – today people do that at home • the entry charge was extremely low – today it costs much more. <p>Any other factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the text and specific events, practices or ideas in the classical world.</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"> • 1 mark should be given for each accurate relevant point of explanation. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make connections between the text and ideas, events or practices in the classical world. 1 mark may be given for each valid point explained from the sources.</p> <p>Possible points in the source which may be explained include:</p> <p>Points contributing to the experience of a show:</p> <p>Source A:</p> <ul style="list-style-type: none"> • the great capacity – 20,000 – shows were popular • the seats were stone benches – could be uncomfortable (cushions) • the many arches round the top – made entry/exit easier • the high wall at the front – to protect spectators • the large entrance for performers – allowed parades/processions • a wall to separate the front rows – important people at the front. <p>Source B:</p> <ul style="list-style-type: none"> • ‘<i>gladiators</i>’ – men trained to fight – enslaved people/volunteers, different types, for example, Samnite, retiarius • ‘<i>the property of</i>’ – men owned/trained gladiators and hired them out to sponsors (the names here are those of sponsors) • ‘<i>animal hunts</i>’ – wild beasts were hunted by trained men or fought other animals • ‘<i>a sun-shade</i>’ – a cloth suspended overhead (amphitheatre open-air). <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question												
14.		<p>Candidates must make a judgement about the usefulness of the source by making evaluative comments on such aspects as:</p> <ul style="list-style-type: none"> • who produced it • when it was produced • why it was produced • the content of the source, taking into account issues of accuracy, bias, exaggeration, corroboration • one reference to an area of specific content the source has omitted, thereby limiting its usefulness. <p>Up to the total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • candidates should be given 1 mark for each evaluative comment on the value of the source. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates must make evaluative statements relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Possible evaluative comments may include:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible evaluative comment</th> </tr> </thead> <tbody> <tr> <td>Who produced it</td> <td> <ul style="list-style-type: none"> • a sign-writer in Pompeii • a person following instructions from the sponsor of an actual show • someone who would probably attend the show being advertised. </td> </tr> <tr> <td>When it was produced</td> <td> <ul style="list-style-type: none"> • in the same century as Pompeii was destroyed. </td> </tr> <tr> <td>Why it was produced</td> <td> <ul style="list-style-type: none"> • to let the people of Pompeii know about the forthcoming show. </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> • it gives details of the show for example number of gladiators • it tells us the names of the sponsors • it tells us how long the show would last. </td> </tr> <tr> <td>Area of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> • it does not mention the different types of gladiator who will fight • it does not mention the religious rituals at the start of the show. </td> </tr> </tbody> </table> <p>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>	Aspect of the source	Possible evaluative comment	Who produced it	<ul style="list-style-type: none"> • a sign-writer in Pompeii • a person following instructions from the sponsor of an actual show • someone who would probably attend the show being advertised. 	When it was produced	<ul style="list-style-type: none"> • in the same century as Pompeii was destroyed. 	Why it was produced	<ul style="list-style-type: none"> • to let the people of Pompeii know about the forthcoming show. 	The content of the source	<ul style="list-style-type: none"> • it gives details of the show for example number of gladiators • it tells us the names of the sponsors • it tells us how long the show would last. 	Area of specific content the source has omitted	<ul style="list-style-type: none"> • it does not mention the different types of gladiator who will fight • it does not mention the religious rituals at the start of the show.
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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. 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:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of knowledge • a second mark should be given for any point that is developed. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events. 1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or a combination of these. Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • improve Claudius’s image as a conqueror • gain resources, for example, metal ore • gain more tax revenue • expansion of Roman territory • increase the Roman economy – expand markets. <p>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas.</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 6 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point • a second mark should be given for any reason that is developed. 	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible reasons may include:</p> <ul style="list-style-type: none"> • they were exciting • they involved violence • some fighters were celebrities • the fighters wore exotic costumes • the weapons were unusual, such as a trident • different gladiators had to use different strategies • different gladiator types fought each other • gladiators were not fully armoured to encourage wounds • people gambled on the result. <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
17.	<p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Up to the total mark allocation for this question of 8 marks:</p> <ul style="list-style-type: none"> • they will be awarded 1 mark for each point of knowledge used to explain the issue up to a maximum of 5 marks • they will be awarded 1 mark for explaining different aspects of the issue • they will be awarded 1 mark for presenting a conclusion • they will be awarded 1 mark for giving a reason for their conclusion. 	8	<p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>Candidates must show a causal relationship between events.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be given for each accurate, relevant reason, and a second mark should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p>Possible points of knowledge may include:</p> <p>In common:</p> <ul style="list-style-type: none"> • prayer • statues • sacrifice • communal meal • sacred place. <p>Variations:</p> <ul style="list-style-type: none"> • Mithraism – men only; initiation; Persian elements • Druidism – worship outdoors; emphasis on nature • Traditional Roman worship – temples; emperor worship. <p>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.		<p>Candidates must identify similarities and differences between the modern world and classical aspect.</p> <p>Candidates may provide a number of straightforward comparisons or these may be developed.</p> <p>There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to a total mark allocation for this question of 4 marks:</p> <ul style="list-style-type: none"> • 1 mark should be given for each accurate relevant point of comparison. 	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks. Marks will be awarded for each accurate comparison made. If a comparison is developed a further mark can be awarded.</p> <p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • they are both places for socialising • the Roman palaestra allowed exercise like a modern gymnasium • the Roman hot room was like a sauna in a modern leisure centre • they are both places with food or snacks available. <p>Differences:</p> <ul style="list-style-type: none"> • men and women always segregated – today they are often mixed • open shelves or niches for clothing – today there are proper lockers • people going to clean themselves – today people do that at home • the entry charge was extremely low – today it costs much more. <p>Any other factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p>

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END OF MARKING INSTRUCTIONS]