



National  
Qualifications  
2023

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**2023 Classical Studies**

**National 5**

**Finalised Marking Instructions**

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## General marking principles for National 5 Classical Studies

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

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding; they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) There are ten types of question used in this question paper. Each assesses a particular skill, namely:
  - i. Describe . . .
  - ii. Explain the reasons why . . .
  - iii. To what extent . . .
  - iv. Compare . . . to the modern world
  - v. Explain what a source/sources tell(s) us . . .
  - vi. Evaluate the usefulness of a source . . .
  - vii. Describe a theme as illustrated in a classical text
  - viii. Explain the view of a theme in a classical text in relation to how it was viewed in the wider classical world
  - ix. Compare the classical view of a theme in a classical text with how it is viewed in the modern world
  - x. Explain the classical view of a theme in a classical text and compare it to the modern view.
- (e) For each of the above question types, the following provides an overview of marking principles and an example of their application for each question type.
  - i. **Questions that ask candidates to *Describe* . . . (4 marks)**

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

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

- **1 mark** should be awarded for each valid point of knowledge used to describe
- **1 mark** should be awarded for valid development of a point.

### Example

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

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

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

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

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

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

### Example

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

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

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

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

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

- **1 mark** should be 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.

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

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

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

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

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

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

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

Juries in classical Athens were very large - hundreds. In Scotland today there are only 15 on a jury (**1 mark** for difference). The size of Athenian juries was to make them more representative of the citizens and make bribery difficult (**1 mark** for development). Jurymen in Athens were selected randomly for each trial. The same thing is done today with the names being drawn by lot (**1 mark** for similarity).

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

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

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

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

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

Source A shows the awning at the top of the picture. This was designed to keep the sun off the spectators. (**1 mark**). Source B mentions the front row. The front rows of seating were reserved for the most important people and were separated from the rest of the seats behind (**1 mark**).

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

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

- who wrote it
- when it was written
- why it was written
- what it says
- what it has missed out.

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

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

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

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

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

Candidates must describe a theme giving examples from a classical text of their choice. Questions are worded in a way that allows any appropriate text to be used. For example, a question on the theme of women should not be worded in such a way that only candidates who have studied Sophocles' *Antigone* can answer it.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Marking Instructions for each question

### Section 1 – Life in Classical Greece

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <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><b>1 mark</b> should be awarded for each accurate relevant point of knowledge used to describe. A second mark should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points, or any combination of these.</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• attend meetings of the Assembly (Ecclesia)</li> <li>• obey the laws</li> <li>• fight for Athens on land</li> <li>• row in the war fleet</li> <li>• serve as an official, if chosen</li> <li>• serve as a juryman, if chosen.</li> </ul> <p><b>Any other valid point of knowledge used to describe.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <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 but there is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates must show causal relationships.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• arithmetic – allowed you to carry out business in future years</li> <li>• reading/writing – allowed you to read official notices, conduct business, read for leisure or study</li> <li>• music – allowed you play at a symposium when old enough to attend one</li> <li>• gymnastics – kept you fit for life and prepared you for war</li> <li>• public speaking – prepared you for the Assembly or the lawcourts</li> <li>• poetry, especially Homer – gave you a grounding in the traditions, culture and values which permeated society.</li> </ul> <p><b>Any other valid reason.</b></p>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Candidates must show causal relationships.</p> <p>Up to a <b>maximum of 8 marks</b> in total, <b>1 mark</b> should be awarded for each point of knowledge used to explain the issue up to a <b>maximum of 5 marks</b>. <b>1 mark</b> should be awarded for explaining different aspects of the issue, <b>1 mark</b> should be awarded for presenting a conclusion, and <b>1 mark</b> should be awarded for giving a reason for the conclusion.</p> <p>Candidates may achieve full marks by providing five straightforward points of explanation, or a combination of straightforward and developed points.</p>	8	<p><b>Possible points of knowledge may include:</b></p> <p><b>Fair:</b></p> <ul style="list-style-type: none"> <li>• both sides had the same time to make their speeches</li> <li>• juries were randomly chosen to make bribery impossible</li> <li>• juries were very large – therefore more representative</li> <li>• malicious prosecutions were less likely because of the penalty for a prosecutor who failed to convince enough jurymen</li> <li>• a defendant found guilty could often propose an alternative penalty.</li> </ul> <p><b>Unfair:</b></p> <ul style="list-style-type: none"> <li>• richer litigants could afford to have their speeches written for them by professionals</li> <li>• those who found public speaking difficult were at a disadvantage</li> <li>• a woman could not speak for herself in court – she had to be represented by a man</li> <li>• a slave witness could be tortured</li> <li>• juries were exclusively male – might be biased if the case involved a woman.</li> </ul> <p><b>Any other valid point of knowledge used to explain.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must identify similarities and differences between an issue in the classical world and how it is viewed or practised in the modern world.</p> <p>There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to a <b>maximum of 4 marks</b> in total, <b>1 mark</b> should be awarded for each accurate relevant comparison made. If a comparison is developed a further mark can be awarded.</p> <p>Candidates may achieve full marks by providing four straightforward points of comparison, by making two developed points, or any combination of these.</p> <p>Full marks should only be awarded when a candidate has given at least one similarity and at least one difference.</p>	4	<p><b>Possible responses may include:</b></p> <p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>• a dinner would have three courses – a formal dinner today tends to have three courses</li> <li>• there was a special room for dining – many houses today also have a dining room</li> <li>• wine was served at the meal – wine is still commonly drunk, especially at formal dinners.</li> </ul> <p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>• the Greeks lay on couches to dine – today we sit to eat</li> <li>• the Greeks mixed their wine with water – today wine is not normally diluted</li> <li>• the meal was served by slaves – few people today have servants to do this.</li> </ul> <p><b>Any other valid point of comparison.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the source and specific events, practices or ideas in the classical world. These should be key aspects of the source and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to a maximum of 4 marks, 1 mark should be awarded for each accurate relevant point of explanation of something in the source.</p>	4	<p><b>Possible points in the source which may be explained include:</b></p> <ul style="list-style-type: none"> <li>• <i>'behaved badly'</i> – for example Athena's treatment of Arachne/treatment of Midas by Dionysus</li> <li>• <i>'thought . . . respect'</i> – essential to keep the gods on your side in order to prosper as individuals or as a city</li> <li>• <i>'religious festivals'</i> – for example the Panathenaia/City Dionysia</li> <li>• <i>'Athena'</i> – goddess of wisdom/crafts and the patron of Athens</li> <li>• <i>'Dionysus'</i> – god of wine, fertility and drama</li> <li>• <i>'taking part'</i> – for example as a priest, being in a procession</li> <li>• <i>'entertaining'</i> – for example athletics at the Great Panathenaia/drama at the City Dionysia</li> <li>• <i>'buildings'</i> – the Parthenon/Theatre of Dionysus</li> <li>• <i>'decorating'</i> – sculpture integral to the building or free-standing statues.</li> </ul> <p><b>Any other valid point of explanation.</b></p>

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6.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must 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>Up to a <b>maximum of 4 marks, 1 mark</b> should be awarded for each evaluative comment on the usefulness of the source.</p> <p><b>A maximum of 1 mark</b> may be given for each aspect. Comments should relate to the source and not be of a generic nature.</p>	4	<p><b>Possible evaluative comments may include:</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comments</th> </tr> </thead> <tbody> <tr> <td>Who wrote it</td> <td> <ul style="list-style-type: none"> <li>a man who would know about the work and status of women in his own household</li> <li>a poet who might exaggerate or be selective for effect but base the scene on what his audience could relate to.</li> </ul> </td> </tr> <tr> <td>When it was written</td> <td> <ul style="list-style-type: none"> <li>in the 8<sup>th</sup> century BC, considerably earlier than the classical period</li> <li>yet many aspects of social life were unchanged for centuries</li> <li>all the aspects of women's life in the source can be attested in the 5<sup>th</sup> century BC.</li> </ul> </td> </tr> <tr> <td>Why it was written</td> <td> <ul style="list-style-type: none"> <li>to entertain with a story</li> <li>to show Penelope's son taking charge.</li> </ul> </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> <li>it tells us that women had separate accommodation in the house</li> <li>it mentions spinning and weaving as women's work</li> <li>it tells us that women organised the work of the slaves.</li> </ul> </td> </tr> <tr> <td>Areas of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> <li>it does not mention how women were married</li> <li>it does not mention the religious role of women</li> <li>it does not mention women's lack of political rights.</li> </ul> </td> </tr> </tbody> </table> <p><b>Any other valid evaluative comment.</b></p>	Aspect of the source	Possible comments	Who wrote it	<ul style="list-style-type: none"> <li>a man who would know about the work and status of women in his own household</li> <li>a poet who might exaggerate or be selective for effect but base the scene on what his audience could relate to.</li> </ul>	When it was written	<ul style="list-style-type: none"> <li>in the 8<sup>th</sup> century BC, considerably earlier than the classical period</li> <li>yet many aspects of social life were unchanged for centuries</li> <li>all the aspects of women's life in the source can be attested in the 5<sup>th</sup> century BC.</li> </ul>	Why it was written	<ul style="list-style-type: none"> <li>to entertain with a story</li> <li>to show Penelope's son taking charge.</li> </ul>	The content of the source	<ul style="list-style-type: none"> <li>it tells us that women had separate accommodation in the house</li> <li>it mentions spinning and weaving as women's work</li> <li>it tells us that women organised the work of the slaves.</li> </ul>	Areas of specific content the source has omitted	<ul style="list-style-type: none"> <li>it does not mention how women were married</li> <li>it does not mention the religious role of women</li> <li>it does not mention women's lack of political rights.</li> </ul>
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Section 2 – Classical Literature

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(a)	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a number of relevant, factual points of description about a universal theme from a classical text. These should be key points. The points do not need to be in any particular order.</p> <p>Up to a <b>maximum of 5 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant example of the theme described from the text. <b>A maximum of 1 mark</b> may also be awarded for putting the character(s) in context.</p> <p>Candidates may achieve full marks by providing five straightforward points.</p>	5	<p><b>Possible points may include:</b></p> <ul style="list-style-type: none"> <li>• leader involved in the decision making in context</li> <li>• describe the difficult decision(s)</li> <li>• reasons for the difficult decision(s)</li> <li>• consequences/outcome of the decision(s) made.</li> </ul> <p><b>Any other valid point of knowledge used to describe.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p><i>Candidates can be credited in a number of ways up to a maximum of 3 marks.</i></p> <p>Candidates must explain how the description of a universal theme from a classical text relates to how the theme was viewed, either overall or in detail, in the wider classical world.</p> <p>Up to a maximum of 3 marks in total, 1 mark should be awarded for each accurate, relevant point of explanation.</p>	3	<p><b>Possible points may include:</b></p> <ul style="list-style-type: none"> <li>• decisions involve thinking about others as well as yourself</li> <li>• making the right decision doesn't always mean a positive outcome, for example, Odysseus still loses men when he sails past Scylla but the outcome is better than the alternative</li> <li>• sometimes leaders make the wrong decisions as they are only human.</li> </ul> <p><b>Any other valid point of knowledge used to explain.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	<p><i>Candidates can be credited in a number of ways up to a maximum of 2 marks.</i></p> <p>Candidates must make comparisons between how the universal theme in the text was viewed in the classical world and how it is viewed in the modern world.</p> <p>Up to a <b>maximum of 2 marks</b> in total, <b>1 mark</b> should be awarded for each accurate relevant point of comparison.</p> <p>There is no need to give both a similarity and a difference.</p>	2	<p><b>Possible points may include:</b></p> <ul style="list-style-type: none"> <li>• modern leaders make decisions with the agreement of others</li> <li>• modern leaders have advisors to consult to make informed decisions</li> <li>• modern leaders often vote as part of a group and therefore are not directly responsible for negative outcomes, for example, UN.</li> </ul> <p><b>Any other valid point of knowledge used to compare.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a number of relevant, factual points of description about a universal theme from a classical text. These should be key points. The points do not need to be in any particular order.</p> <p>Up to a <b>maximum of 5 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant example of the theme described from the text. <b>A maximum of 1 mark</b> may also be awarded for putting the character(s) in context.</p> <p>Candidates may achieve full marks by providing five straightforward points.</p>	5	<p><b>Possible points may include:</b></p> <ul style="list-style-type: none"> <li>• the woman/women treated badly, in context</li> <li>• ways in which they were treated badly</li> <li>• reasons for their bad treatment</li> <li>• consequences of this treatment.</li> </ul> <p><b>Any other valid point of knowledge used to describe.</b></p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must explain how the description of a universal theme from a classical text relates to how the theme was viewed in the wider classical world.</p> <p>Candidates must also make comparisons between how the universal theme in the text was viewed in the classical world and how it is viewed in the modern world.</p> <p>Up to a <b>maximum of 5 marks</b> in total, <b>1 mark</b> should be awarded for each accurate relevant point of explanation, up to a <b>maximum of 3 marks</b>, and <b>1 mark</b> should be awarded for each accurate relevant point of comparison, up to a <b>maximum of 2 marks</b>.</p>	5	<p><b>Possible points of explanation may include:</b></p> <ul style="list-style-type: none"> <li>• in the classical world it was considered that women were subject to men</li> <li>• women were brought up to accept this attitude</li> <li>• today men and women are seen to be equal</li> <li>• today the unfair treatment of women is not accepted</li> <li>• however, there are still some cultures where women are treated like they were in classical Greece.</li> </ul> <p><b>Any other valid point of knowledge used to explain or compare.</b></p>

## Section 3 – The Roman world

### Part A – Pompeii

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <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><b>1 mark</b> should be awarded for each accurate relevant point of knowledge used to describe. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points, or any combination of these.</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• pot to collect urine; tank for treading the cloth; troughs with fuller’s earth; tanks for rinsing</li> <li>• newly woven cloth fulled (trampled) in urine (donated by public in pot at door), cleaned in fuller’s earth, stretched/beaten, washed and rinsed</li> <li>• white woollen cloth bleached – draped over domed cages, sulphur burned underneath, whitens cloth</li> <li>• dirty cloth/clothes cleaned</li> <li>• cloth/clothes dyed</li> <li>• loose threads in cloth mended, brushed to bring up nap, pressed in wooden presses.</li> </ul> <p><b>Any other valid point of knowledge used to describe.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <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 but there is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates must show causal relationships.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or any combination of these.</p>	6	<p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• they would see household shrines (lararia) in homes</li> <li>• relevant details about household worship</li> <li>• they would see a large number of temples</li> <li>• relevant details about any individual temple</li> <li>• they would see sacrifices being held at the altars</li> <li>• they might arrive on a public holiday when a religious festival was being celebrated</li> <li>• relevant details about religious festivals</li> <li>• they might come across evidence of mystery religions (for example, the temple of Isis)</li> <li>• relevant details about mystery religions.</li> </ul> <p><b>Any other valid reason.</b></p>

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11.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Candidates must show causal relationships.</p> <p>Up to a <b>maximum of 8 marks</b> in total, <b>1 mark</b> should be awarded for each point of knowledge used to explain the issue up to a <b>maximum of 5 marks</b>. <b>1 mark</b> should be awarded for explaining different aspects of the issue, <b>1 mark</b> should be awarded for presenting a conclusion, and <b>1 mark</b> should be awarded for giving a reason for the conclusion.</p> <p>Candidates may achieve full marks by providing five straightforward points of explanation, or a combination of straightforward and developed points.</p>	8	<p><b>Possible points of knowledge may include:</b></p> <p><b>Theatre more entertaining:</b></p> <ul style="list-style-type: none"> <li>• theatre shows were not violent/did not involve killing</li> <li>• there were different kinds of performance to add to variety</li> <li>• relevant details of the types of performance (comedy, tragedy, mime, pantomime, farce)</li> <li>• actors wore a variety of masks, wigs and costumes</li> <li>• the audience was not as overwhelming as at a gladiator show</li> <li>• the theatre was smaller than the amphitheatre, so you were closer to the action.</li> </ul> <p><b>Gladiator show more entertaining:</b></p> <ul style="list-style-type: none"> <li>• a gladiator fight was more thrilling because a life was at stake</li> <li>• there were different types of gladiator with a variety of equipment and techniques</li> <li>• the crowd at a gladiator show was much bigger and made for a more exciting atmosphere</li> <li>• spectators could get very involved cheering on a favourite gladiator</li> <li>• spectators could help the sponsor decide on the fate of the losing gladiator</li> <li>• there was a number of fights in succession, none as long as a play.</li> </ul> <p><b>Any other valid point of knowledge used to explain.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must identify similarities and differences between an issue in the classical world and how it is viewed or practised in the modern world. There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to a maximum of <b>4 marks</b> in total, <b>1 mark</b> should be awarded for each accurate relevant comparison made. If a comparison is developed a further mark can be awarded.</p> <p>Candidates may achieve full marks by providing four straightforward points of comparison, by making two developed points, or any combination of these.</p> <p>Full marks should only be awarded when a candidate has given at least one similarity and at least one difference.</p>	4	<p><b>Possible responses may include:</b></p> <p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>• both with counters for serving (often with containers for food built in)</li> <li>• both serving hot or cold drinks</li> <li>• the food from both often eaten on the go with the fingers</li> <li>• some thermopolia were attached to taverns with small seated areas like a café today</li> <li>• both used during the day by people out in the town working or at leisure.</li> </ul> <p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>• standards of hygiene and food safety were lower in Pompeii</li> <li>• some thermopolia had upstairs rooms to rent, unlike a modern café or take-away</li> <li>• thermopolia were open to the street – today a café or take-away tends to be enclosed</li> <li>• those serving in thermopolia tended to be slaves, today they are paid workers</li> <li>• thermopolia used pottery vessels for food, not paper, plastic or polystyrene containers like a modern take-away.</li> </ul> <p><b>Any other valid point of comparison.</b></p>

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13.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the sources and specific events, practices or ideas in the classical world. These should be key aspects of the sources and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to a <b>maximum of 4 marks</b>, <b>1 mark</b> should be awarded for each accurate relevant point of explanation from the sources.</p> <p>If the candidate only refers to one source a <b>maximum of 3 marks</b> can be awarded.</p>	4	<p><b>Possible points in the sources which may be explained include:</b></p> <p><b>Source A:</b></p> <ul style="list-style-type: none"> <li>• the hill in the background is Mt. Vesuvius, the eruption of which destroyed the town</li> <li>• it shows how close the volcano is to the town, which resulted in the severity of the destruction</li> <li>• it shows the top of the volcanic cone was blown off, which resulted in debris pouring down on the town</li> <li>• it shows a building with broken columns, the result of earth tremors caused by the volcano</li> <li>• the building with broken columns has lost its roof – many roofs collapsed under the weight of the pumice and other debris from the eruption.</li> </ul> <p><b>Source B:</b></p> <ul style="list-style-type: none"> <li>• <i>‘pillows on their heads’</i> – to protect them from falling debris</li> <li>• <i>‘torches and lamps’/‘when daylight returned’</i> – the cloud of volcanic ash had blotted out the sunlight</li> <li>• <i>‘waves . . . dangerous’</i> – the undersea seismic activity caused violent waves</li> <li>• <i>‘kept asking . . . drink’</i> – the moisture was sucked out of the atmosphere by the hot ash and pumice</li> <li>• <i>‘heat . . . sulphur’</i> – this refers to a pyroclastic surge which caused many casualties.</li> </ul> <p><b>Any other valid point of explanation.</b></p>

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14.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must 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>Up to a <b>maximum of 4 marks, 1 mark</b> should be awarded for each evaluative comment on the usefulness of the source.</p> <p><b>A maximum of 1 mark</b> may be given for each aspect. Comments should relate to the source and not be of a generic nature.</p>	4	<p><b>Possible evaluative comments may include:</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comments</th> </tr> </thead> <tbody> <tr> <td>Who wrote it</td> <td> <ul style="list-style-type: none"> <li>an eyewitness to the destruction</li> <li>the nephew of the person whose death is described</li> <li>someone who was not there in person when his uncle died</li> <li>an educated and curious man.</li> </ul> </td> </tr> <tr> <td>When it was written</td> <td> <ul style="list-style-type: none"> <li>some time after the event took place</li> <li>details may have been forgotten – yet the event was so catastrophic it would probably stick in your memory.</li> </ul> </td> </tr> <tr> <td>Why it was written</td> <td> <ul style="list-style-type: none"> <li>to give an accurate account of the events which took place</li> <li>to record the death of a close family member</li> <li>to give (the historian Tacitus) material for research.</li> </ul> </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> <li>it mentions precautions people took (pillows/torches)</li> <li>it explains why escape by sea was impossible (dangerous waves).</li> </ul> </td> </tr> <tr> <td>Areas of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> <li>it makes no mention of the number of casualties</li> <li>it makes no mention of the time of year when the eruption took place.</li> </ul> </td> </tr> </tbody> </table> <p><b>Any other valid evaluative comment.</b></p>	Aspect of the source	Possible comments	Who wrote it	<ul style="list-style-type: none"> <li>an eyewitness to the destruction</li> <li>the nephew of the person whose death is described</li> <li>someone who was not there in person when his uncle died</li> <li>an educated and curious man.</li> </ul>	When it was written	<ul style="list-style-type: none"> <li>some time after the event took place</li> <li>details may have been forgotten – yet the event was so catastrophic it would probably stick in your memory.</li> </ul>	Why it was written	<ul style="list-style-type: none"> <li>to give an accurate account of the events which took place</li> <li>to record the death of a close family member</li> <li>to give (the historian Tacitus) material for research.</li> </ul>	The content of the source	<ul style="list-style-type: none"> <li>it mentions precautions people took (pillows/torches)</li> <li>it explains why escape by sea was impossible (dangerous waves).</li> </ul>	Areas of specific content the source has omitted	<ul style="list-style-type: none"> <li>it makes no mention of the number of casualties</li> <li>it makes no mention of the time of year when the eruption took place.</li> </ul>
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Part B – Roman Britain

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <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><b>1 mark</b> should be awarded for each accurate relevant point of knowledge used to describe. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points, or any combination of these.</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• you would leave clothes in a changing room</li> <li>• you might take exercise in an open area</li> <li>• then you would enter the warm room and you may bathe in warm water</li> <li>• then you would enter the hot room and you may bathe in the hot water</li> <li>• you oil yourself and scrape off the oil, sweat and dirt</li> <li>• you may be massaged</li> <li>• you might go to the cold room with its plunge pool.</li> </ul> <p><b>Any other valid point of knowledge used to describe.</b></p>



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16.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <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 but there is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates must show causal relationships.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p>	6	<p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• the outrage against her and her daughters stirred up anger</li> <li>• the Romans were trying to take away the freedom of the Iceni</li> <li>• British tribes resented being disarmed</li> <li>• the British tribes were warlike and used to fighting</li> <li>• the Britons were well armed</li> <li>• the British war-chariots were very effective</li> <li>• the Britons outnumbered the Romans significantly</li> <li>• Roman army was fighting in Wales at the time.</li> </ul> <p><b>Any other valid reason.</b></p>

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17.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Candidates must show causal relationships.</p> <p>Up to a <b>maximum of 8 marks</b> in total, <b>1 mark</b> should be awarded for each point of knowledge used to explain the issue up to a <b>maximum of 5 marks</b>. <b>1 mark</b> should be awarded for explaining different aspects of the issue, <b>1 mark</b> should be awarded for presenting a conclusion, and <b>1 mark</b> should be awarded for giving a reason for the conclusion.</p> <p>Candidates may achieve full marks by providing five straightforward points of explanation, or a combination of straightforward and developed points.</p>	8	<p><b>Possible points of knowledge may include:</b></p> <p><b>Gladiator shows more entertaining:</b></p> <ul style="list-style-type: none"> <li>• a gladiator fight was more thrilling because a life was at stake</li> <li>• there were different types of gladiator with a variety of equipment and techniques</li> <li>• the crowd at a gladiator show was much bigger and made for a more exciting atmosphere</li> <li>• spectators could get very involved cheering on a favourite gladiator</li> <li>• spectators could help the sponsor decide on the fate of the losing gladiator</li> <li>• there was a number of fights in succession, none as long as a play.</li> </ul> <p><b>Theatre more entertaining:</b></p> <ul style="list-style-type: none"> <li>• theatre shows were not violent/did not involve killing</li> <li>• there were different kinds of performance to add to variety</li> <li>• relevant details of the types of performance (comedy, tragedy, mime, pantomime, farce)</li> <li>• actors wore a variety of masks, wigs and costumes</li> <li>• the audience was not as overwhelming as at a gladiator show</li> <li>• the theatre was smaller than the amphitheatre, so you were closer to the action.</li> </ul> <p><b>Any other valid point of knowledge used to explain.</b></p>

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18.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must identify similarities and differences between an issue in the classical world and how it is viewed or practised in the modern world. There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to a <b>maximum of 4 marks</b> in total, <b>1 mark</b> should be awarded for each accurate relevant comparison made. If a comparison is developed a further mark can be awarded.</p> <p>Candidates may achieve full marks by providing four straightforward points of comparison, by making two developed points, or any combination of these.</p> <p>Full marks should only be awarded when a candidate has given at least one similarity and at least one difference.</p>	4	<p><b>Possible responses may include:</b></p> <p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>• training</li> <li>• patrolling</li> <li>• maintaining equipment</li> <li>• barracks life.</li> </ul> <p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>• all male establishment</li> <li>• no canteen – cook own food</li> <li>• not allowed to marry</li> <li>• going ‘home’ on leave impractical.</li> </ul> <p><b>Any other valid point of comparison.</b></p>

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19.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the sources and specific events, practices or ideas in the classical world. These should be key aspects of the sources and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to a <b>maximum of 4 marks</b>, <b>1 mark</b> should be awarded for each accurate relevant point of explanation from the sources.</p> <p>If the candidate only refers to one source a <b>maximum of 3 marks</b> can be awarded.</p>	4	<p><b>Possible points in the sources which may be explained include:</b></p> <p><b>Source A:</b></p> <ul style="list-style-type: none"> <li>• it shows Mithras – always depicted as a young man</li> <li>• it shows Mithras killing a bull – creation myth</li> <li>• it shows Mithras wearing a ‘Persian’ cap – eastern origin.</li> </ul> <p><b>Source B:</b></p> <ul style="list-style-type: none"> <li>• ‘initiated’ – not born into the religion, but initiated</li> <li>• ‘cave’ – a rectangular building</li> <li>• ‘darkness’ – the ‘caves’ were semi-dark to add to mystery</li> <li>• ‘Mithras his crown’ – lots of symbolism in Mithraism</li> <li>• ‘soldier’ – one of the seven grades of initiation.</li> </ul> <p><b>Any other valid point of explanation.</b></p>

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