



National
Qualifications
2024

2024 Classical Studies

National 5

Question Paper 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 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>1 mark 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 maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • obey the laws • attend meetings of the Assembly (Ecclesia) • fight for Athens on land • row in the war fleet • serve as an official, if chosen • serve as a juryman, if chosen • take part in the worship of the state gods. <p>Any other valid point of knowledge used to describe.</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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark 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>Possible reasons may include:</p> <ul style="list-style-type: none"> • they were honoured with festivals • details of the Panathenaia or City Dionysia • they were honoured with special buildings • details of the Parthenon or Theatre of Dionysus • they were honoured at dinner parties/symposia • political meetings began with prayer and sacrifice. <p>Any other valid reason.</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 maximum of 8 marks in total, 1 mark should be awarded for each point of knowledge used to explain the issue up to a maximum of 5 marks. 1 mark should be awarded for explaining different aspects of the issue, 1 mark should be awarded for presenting a conclusion, and 1 mark 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>Possible points of knowledge may include:</p> <p>Similar:</p> <ul style="list-style-type: none"> • both were at risk of early death because of lack of advanced medicine • both were looked after by their mother and enslaved people in their early years • both played with toys and games for fun or to prepare them for their adult roles • both were introduced to Greek manners, customs and culture by their parents. <p>Differant:</p> <ul style="list-style-type: none"> • boys were more highly valued – less risk of infant exposure • boys had more opportunities to leave the house – girls mostly stayed indoors • boys could attend school – girls learned from their mothers at home • girls were married fairly young – boys were usually much older when they married. <p>Any other valid point of knowledge used to explain.</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 maximum of 4 marks in total, 1 mark 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>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • in both there are people who organise the meetings/put forward proposals for discussion • the participants in both the Athenian Assembly and in modern parliaments debate issues/pass laws • meetings of both the Athenian Assembly and modern parliaments can get very heated and rowdy • the Scythian archers kept order in the Athenian Assembly – there are officers in modern parliaments to do the same. <p>Differences:</p> <ul style="list-style-type: none"> • all citizens could take part in the Athenian Assembly – today elected representatives take part • the Athenian Assembly was all-male – today women can also be parliamentary representatives • the Assembly was held in the open air – today parliaments are usually held indoors • voting was by show of hands in the Athenian Assembly – today parliamentarians normally vote in lobbies or electronically. <p>Any other valid point of comparison.</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>Possible points in the source which may be explained include:</p> <ul style="list-style-type: none"> • <i>‘private . . . secure’</i> – small windows, high up; strong, reinforced door • <i>‘simple materials’</i> – mud brick (plastered on each side) • <i>‘the gods were worshipped’</i> – it contained an altar for offerings and sacrifices • <i>‘daily tasks’</i> – some cooking; drawing water - if there was a well; other household tasks • <i>‘women’s quarters’/‘men’s quarters’</i> – kept the women separate from male visitors and gave them privacy • <i>‘full of activity’</i> – had a room with a loom where spinning and weaving took place • <i>‘best furniture’</i> – for showing off to guests – couches and small tables • <i>‘best decoration’</i> – painted plaster walls/perhaps a simple pebble mosaic on the floor • <i>‘heating’</i> – charcoal braziers • <i>‘lighting’</i> – oil lamps • <i>‘bathing . . . primitive’</i> – no plumbing/emptied into an open drain. <p>Any other valid point of explanation.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question												
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 maximum of 4 marks, 1 mark should be awarded for each evaluative comment on the usefulness of the source.</p> <p>A maximum of 1 mark may be given for each aspect. Comments should relate to the source and not be of a generic nature.</p>	4	<p>Possible evaluative comments may include:</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"> an Athenian man who would know about the lives of men and women in his own household/city a comic playwright who might exaggerate or be selective for effect, but base the scene on what his audience could relate to. </td> </tr> <tr> <td>When it was written</td> <td> <ul style="list-style-type: none"> in the 5th century BC, when men and women were living in this way. </td> </tr> <tr> <td>Why it was written</td> <td> <ul style="list-style-type: none"> to entertain in a comic play to show the attitude of men to women to show that women had no say in political matters that affected them. </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> it was men who made political decisions spinning as women's work women were supposed to be obedient to their husbands. </td> </tr> <tr> <td>Areas of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> details of marriage details about men's work restrictions on women leaving the house. </td> </tr> </tbody> </table> <p>Any other valid evaluative comment.</p>	Aspect of the source	Possible comments	Who wrote it	<ul style="list-style-type: none"> an Athenian man who would know about the lives of men and women in his own household/city a comic playwright who might exaggerate or be selective for effect, but base the scene on what his audience could relate to. 	When it was written	<ul style="list-style-type: none"> in the 5th century BC, when men and women were living in this way. 	Why it was written	<ul style="list-style-type: none"> to entertain in a comic play to show the attitude of men to women to show that women had no say in political matters that affected them. 	The content of the source	<ul style="list-style-type: none"> it was men who made political decisions spinning as women's work women were supposed to be obedient to their husbands. 	Areas of specific content the source has omitted	<ul style="list-style-type: none"> details of marriage details about men's work restrictions on women leaving the house.
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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 maximum of 5 marks in total, 1 mark should be awarded for each accurate, relevant example of the theme described from the text. A maximum of 1 mark 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>Possible points may include:</p> <ul style="list-style-type: none"> • character involved and context • description of the actions of the character in trying to escape their fate • reasons for trying to change their fate • result of the character’s actions. <p>Any other point of knowledge used to describe.</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>If relevant to the character(s), possible points may include:</p> <ul style="list-style-type: none"> • people believed that your destiny was inescapable • in classical times, most people believed in the gods, prophecies and oracles • people still tried to exercise free will despite believing in fate. <p>Any other valid point of knowledge used to explain.</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 maximum of 2 marks in total, 1 mark 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>Possible points may include:</p> <ul style="list-style-type: none"> • today people have mixed views, depending on their faiths and religions • examples of different views • scientific belief rather than superstition. <p>Any other valid point of knowledge used to compare.</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 maximum of 5 marks in total, 1 mark should be awarded for each accurate, relevant example of the theme described from the text. A maximum of 1 mark 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>Possible points may include:</p> <ul style="list-style-type: none"> • character involved in the conflict where their life was in danger • description of the actions of the character involved in the conflict • reasons for the character's actions during the conflict • result of the character's actions during the conflict. <p>Any other valid point of knowledge used to describe.</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 maximum of 5 marks in total, 1 mark should be awarded for each accurate relevant point of explanation, up to a maximum of 3 marks, and 1 mark should be awarded for each accurate relevant point of comparison, up to a maximum of 2 marks.</p>	5	<p>Possible points of explanation may include:</p> <ul style="list-style-type: none"> • conflict often resulted in violence which endangered lives • conflict could lead to making risky decisions • conflict might endanger status or property • conflict was often the result of an individual's decision or actions. <p>Possible points of comparison with the modern world:</p> <ul style="list-style-type: none"> • today conflict does not always involve physical conflict where a person's life is put in danger • today individuals often try to resolve conflict in a rational way by talking through the issues and not resorting to violence • however, even in the modern world conflict can lead to war. <p>Any other valid point of knowledge used to explain or compare.</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 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>1 mark 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 maximum of 4 marks.</p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points or a combination of these.</p>	4	<p>Possible points of knowledge may include:</p> <p>Both:</p> <ul style="list-style-type: none"> • you have to be initiated into them – special ceremonies • initiates continue to take part in traditional religious worship • they promise you success in this life/a good afterlife • you feel special as part of the group of initiates. <p>Isis:</p> <ul style="list-style-type: none"> • Egyptian origin – Osiris/Isis/Horus myth • priests with white robes and shaved heads in Egyptian style • use of the Egyptian rattle (sistrum) • symbolism of (Nile) water • temple in Pompeii – details based on temple remains or wall paintings • daily worship in the temple – opening and closing the doors, dressing the statue, food offerings, prayer. <p>Bacchus:</p> <ul style="list-style-type: none"> • Bacchus – god of wine, drama, fertility • main evidence at Pompeii is from the ‘Villa of the Mysteries’ – outside the city walls • details of ceremonies deduced from the wall paintings there • dressing up, role-play, masks, semi-mythical figures, music, dancing, use of alcohol • supposed to involve wild behaviour • not really approved of by the state – restrictions placed on it. <p>Any other valid point of knowledge used to describe.</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 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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark 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>Possible reasons may include:</p> <ul style="list-style-type: none"> • Pliny's fleet left Misenum too late – initially planned as a scientific expedition with one ship • falling stones and ash obscured visibility for the fleet and those on shore • ships couldn't get close to the shore because of debris from the volcano • seismic activity made the sea rough • the wind was in the wrong direction to allow easy escape • some people thought it safer to stay indoors rather than attempt an escape • even when the fleet did make it to shore at Stabiae, to the south, the conditions prevented escape. <p>Any other valid reason.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
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 maximum of 8 marks in total, 1 mark should be awarded for each point of knowledge used to explain the issue up to a maximum of 5 marks. 1 mark should be awarded for explaining different aspects of the issue, 1 mark should be awarded for presenting a conclusion, and 1 mark 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>Possible points of knowledge may include:</p> <p>Bakery:</p> <ul style="list-style-type: none"> • starting early in the day • turning mills (if not done by animals) • kneading dough • working near a hot oven • flour and smoke in the air • yet there were easier tasks, such as selling the bread. <p>Snack-bar:</p> <ul style="list-style-type: none"> • standing on your feet for long hours • dealing with awkward customers • details of the work – preparing food, serving food and hot/cold drinks • yet the work, in general, was not very physically demanding • could build up a rapport with regular customers. <p>Any other valid point of knowledge used to explain.</p>

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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 in the modern world. There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to a maximum of 4 marks in total, 1 mark 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>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • the forum at Pompeii had stalls in the open air – some weekly markets today also have open-air stalls • there was a place in the forum at Pompeii for checking weights and measures – weights and measures are still checked today by market inspectors • the forum at Pompeii was a pedestrian precinct – today many shopping streets and malls are traffic-free • people from the surrounding countryside brought fresh produce to the forum at Pompeii – today there are farmers’ markets in many towns. <p>Differences:</p> <ul style="list-style-type: none"> • the forum at Pompeii had stalls in the open air – most shopping today is done indoors • you had to go to the Pompeian forum in person to buy things, or send an enslaved person – today we have the option of buying things from home over the internet • items for sale in the forum at Pompeii were mostly hand-made – today most goods are made by machine • you could haggle over prices in the forum at Pompeii – today prices in shops are usually fixed. <p>Any other valid point of comparison.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
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 maximum of 4 marks, 1 mark should be awarded for each accurate relevant point of explanation from the sources.</p> <p>If the candidate only refers to one source a maximum of 3 marks can be awarded.</p>	4	<p>Possible points in the sources which may be explained include:</p> <p>Source A:</p> <ul style="list-style-type: none"> • shows spaces in the walls – for storing clothes; looked after by an attendant, but vulnerable to theft • shows stone benches – for sitting on while changing • shows a vaulted roof – less danger from fire; less risk of drops of water from condensation falling on customers • shows a stone floor – easily washed down • shows a (cold) bath in the corner – usually this is in a separate room. <p>Source B:</p> <ul style="list-style-type: none"> • ‘<i>hot rooms</i>’ – where customers sweated, oiled themselves, scraped off the oil, dirt and sweat, and spent time in hot water • ‘<i>women’s and men’s sections</i>’ – there was no mixed bathing; women had an identical series of rooms, but often no exercise area • ‘<i>furnace</i>’ – the fire heated the water and the air it heated passed under the floors and up flues in the walls to heat the hot and warm rooms • ‘<i>warm rooms</i>’ – not as hot as the hot room; had a bath of warm water; prepared you for entry to the hot room • ‘<i>brick pillars . . . floor</i>’ – the pillars raise the floor and allow hot or warm air to circulate underneath and heat the rooms • ‘<i>wash basin</i>’ – a basin on a stand that could be used in addition to the bath itself • ‘<i>the bath</i>’ – large enough to accommodate several people; the water kept at a constant temperature. <p>Any other valid point of explanation.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question												
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 it clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Up to a maximum of 4 marks, 1 mark should be awarded for each evaluative comment on the usefulness of the source.</p> <p>A maximum of 1 mark may be given for each aspect. Comments should relate to the source and not be of a generic nature.</p>	4	<p>Possible evaluative comments may include:</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"> a Roman who would have visited and used public baths an architect who has carefully studied baths buildings and how to make them efficient someone who may never have been to Pompeii. </td> </tr> <tr> <td>When it was written</td> <td> <ul style="list-style-type: none"> in the previous century perhaps the design of baths might have changed in some ways yet the baths at Pompeii might have been built years earlier everything in the source can be seen in the archaeological remains of Pompeian baths. </td> </tr> <tr> <td>Why it was written</td> <td> <ul style="list-style-type: none"> to inform/advise on the construction of baths to show how they could be built to be efficient. </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> warm and hot rooms men and women have different sections heating system. </td> </tr> <tr> <td>Areas of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> the exercise area (palaestra) the cold room range of activities which took place in the baths. </td> </tr> </tbody> </table> <p>Any other valid evaluative comment.</p>	Aspect of the source	Possible comments	Who wrote it	<ul style="list-style-type: none"> a Roman who would have visited and used public baths an architect who has carefully studied baths buildings and how to make them efficient someone who may never have been to Pompeii. 	When it was written	<ul style="list-style-type: none"> in the previous century perhaps the design of baths might have changed in some ways yet the baths at Pompeii might have been built years earlier everything in the source can be seen in the archaeological remains of Pompeian baths. 	Why it was written	<ul style="list-style-type: none"> to inform/advise on the construction of baths to show how they could be built to be efficient. 	The content of the source	<ul style="list-style-type: none"> warm and hot rooms men and women have different sections heating system. 	Areas of specific content the source has omitted	<ul style="list-style-type: none"> the exercise area (palaestra) the cold room range of activities which took place in the baths.
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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>1 mark 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 maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • Mithras was an eastern god from outside the Roman empire • based on a new myth: he was sent to earth to kill a divine bull • it was a mystery religion which required initiation • it believed that one god could provide salvation • the Unconquered Sun was also worshipped in Mithraism • there were different levels of initiation which worshippers could advance through • ceremonies took place in dark temples called ‘caves’ • small and intimate ceremonies • Mithraism was popular amongst soldiers. <p>Any other valid point of knowledge used to describe.</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 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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark 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>Possible reasons may include:</p> <ul style="list-style-type: none"> • Romans did not honour the terms of Prasutagus' will • Romans claimed the money gifted to the Iceni by Claudius was in fact a loan to be repaid at once (with interest) • Romans confiscated possessions and land from Britons • Romans treated noble Britons like enslaved people • Romans tried to force Britons to surrender weapons • soldiers mistreated Boudicca and her daughters • Druids wanted to stir up rebellion • Britons felt they had little to lose • Roman garrison was not overwhelming in size. <p>Any other valid reason.</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 maximum of 8 marks in total, 1 mark should be awarded for each point of knowledge used to explain the issue up to a maximum of 5 marks. 1 mark should be awarded for explaining different aspects of the issue, 1 mark should be awarded for presenting a conclusion, and 1 mark 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>Possible points of knowledge may include:</p> <p>Violent:</p> <ul style="list-style-type: none"> • gladiator shows were the most popular and involved violence • gladiators' equipment was designed to cause bloodshed during fights • executions of criminals might be carried out at the shows • if animal shows were put on, they would often be violent • details of wild beast fights • people hunted for sport. <p>Less-violent:</p> <ul style="list-style-type: none"> • there were referees to moderate the violence in the fights • audiences could enjoy the skill of the fighters rather than simply bloodshed • gladiators rarely died in combat or at the end of a fight • in the theatres, there were dramatic performances • any violence in comedies and tragedies was acted, not real • Romans also went to bathhouses for leisure and relaxation • music and/or literary recitals are likely to have happened in theatres. <p>Any other valid point of knowledge used to explain.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
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 in the modern world. There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to a maximum of 4 marks in total, 1 mark 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>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • people worked in taverns like people work in pubs today • people produced goods in workshops and could sell them • farmers brought goods to be sold • some people worked in the bathhouses which was similar to a modern leisure centre. <p>Differences:</p> <ul style="list-style-type: none"> • tavern would brew its own ale • a lot of work was done by enslaved people • goods would probably be made to order • no large factories or supermarkets. <p>Any other valid point of comparison.</p>

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