



National  
Qualifications  
2022

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**2022 Classical Studies**

**Classical Society**

**Higher**

**Finalised Marking Instructions**

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## General marking principles for Higher Classical Studies – Classical Society

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

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

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

### **Example question**

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

### **Example response**

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

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

**Example question**

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

**Example response**

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

iii Evaluate the usefulness of Source B for . . .

**Example question**

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

**Example response**

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

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

**Example question**

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

**Example response**

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

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

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

**Example question**

Compare the description of democracy in the modern world with democracy in Athens in the 5<sup>th</sup> century BC.

**Example comparison**

The source states that all citizens today in the United Kingdom are equal in the eyes of the law. This is different from Athens where women, slaves and foreigners were denied legal rights and protection, only men over the age of 18, and born of two Athenian parents, were considered full citizens and granted this democratic right. **(2 marks)**

**Example conclusion**

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

Marking instructions for each question

Section 1 – LIFE IN CLASSICAL GREECE

Part A – Power and freedom

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p>Candidates make connections between the sources and specific events, practices or ideas in the classical world. They interpret points from the sources to show understanding rather than simply quoting. They do not need to prioritise any points.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 8 marks</b>.</p>	8	<p>Award up to a <b>maximum of 6 marks</b> for accurate relevant points interpreted from the sources.</p> <p>Award up to a <b>maximum of 4 marks</b> for accurate relevant points of knowledge used to explain the extent to which the sources address a given aspect of the classical world. Candidates can do this by expanding on points made in the sources, or through references to areas of specific content which the sources have omitted.</p> <p>Award a <b>maximum of 4 marks</b> where candidates refer to only one source.</p> <p><b>Possible points which candidates may develop/interpret in Source A include:</b></p> <ul style="list-style-type: none"> <li>• enslaved people were used in the education of young boys</li> <li>• enslaved people were used as minders/overseers to ensure the children were learning/paying attention</li> <li>• enslaved people were given the authority to punish.</li> </ul> <p><b>Possible points which candidates may develop/interpret in Source B include:</b></p> <ul style="list-style-type: none"> <li>• owners would try to catch runaways (runaway slaves)</li> <li>• many owners would look after enslaved people (their slaves) when they were sick</li> <li>• enslaved people were seen to have a higher value if they gave the master no trouble and were sensible.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points which candidates may develop/interpret in Source C include:</b></p> <ul style="list-style-type: none"> <li>• many enslaved people and masters worked shoulder to shoulder with each other</li> <li>• some enslaved people were granted their freedom in Athens but this was not often</li> <li>• some enslaved people were paid a small sum of money as a token of appreciation for their work.</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• Athenian women were in charge of the management of enslaved people within the household</li> <li>• enslaved people could be sold at anytime</li> <li>• enslaved people could seek refuge in the Temple of Theseus in Athens if they were subject to harsh treatment from their master</li> <li>• enslaved people were expected to give up their culture, language, religion etc and follow that of their new family.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/usefulness, for example of a viewpoint</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment.</li> </ul> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks.</b></p>	12	<p>Award <b>1 mark</b> for each developed point of knowledge used to support an evaluation of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate provides no evaluation.</p> <p>Award a <b>mark</b> for knowledge where points are:</p> <ul style="list-style-type: none"> <li>• relevant to the theme of the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award <b>up to 3 knowledge marks</b> for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Award <b>1 mark</b> for each evaluative comment, up to a <b>maximum of 4 marks</b>.</p> <p>Candidates must evaluate at least three relevant aspects to gain <b>4 marks</b>.</p> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• individual citizens were expected to attend the meetings of the Assembly (ecclesia) in Athens</li> <li>• every citizen had the right to address the Assembly (ecclesia) with issues they felt were important</li> <li>• some citizens were able to sway the crowd in the Assembly (ecclesia) to their point of view (demagogues)</li> <li>• citizens over the age of 30 were able to sit on the Council of 500 (boule)</li> <li>• the Council of 500 represented a cross-section of Athenian society and did not have wealth or property qualification</li> <li>• the influence of individual citizens in the Council of 500 was restricted to one year and twice in lifetime</li> <li>• the position of general (strategos) was not open to all citizens</li> <li>• there were 10 generals who were in a very influential position at times during the 5<sup>th</sup> century BC</li> <li>• all citizens could take part in jury duty where they could interpret the laws passed by the Assembly (ecclesia).</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of evaluation:</b></p> <ul style="list-style-type: none"> <li>• although Athenian citizens were given the right to attend the Assembly, some citizens were not interested in taking part and neglected their ability to influence the democratic process by absenting themselves from the voting</li> <li>• some citizens (demagogues) were often able to sway the crowds into voting through legislation which was the speaker's personal or political interest and often not to the benefit of the Athenian people</li> <li>• although many citizens took part on the Council of 500, it might be filled with incompetent or uneducated citizens who were unable to contribute/influence the discussion and decision making</li> <li>• because generals came from the upper classes of Athenian society, it could be suggested that their influence benefited the upper classes more than the lower classes in Athens. The ten generals were constitutionally equal, but some generals had more influence than others, for example, Pericles and were able to use their power to influence the citizens.</li> </ul> <p><b>Or any other relevant response.</b></p>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/usefulness, for example of a viewpoint</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment.</li> </ul> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks.</b></p>	<b>12</b>	<p>Award <b>1 mark</b> for each developed point of knowledge used to support an evaluation of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate provides no evaluation.</p> <p>Award a <b>mark</b> for knowledge where points are:</p> <ul style="list-style-type: none"> <li>• relevant to the theme of the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award <b>up to 3 knowledge marks</b> for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Award <b>1 mark</b> for each evaluative comment, up to a <b>maximum of 4 marks</b>.</p> <p>Candidates must evaluate at least three relevant aspects to gain <b>4 marks</b>.</p> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• under Athenian control, all legal trials involving the allied states of the Delian League were held in Athens</li> <li>• the members of the allied states had to travel to Athens and were tried by an Athenian jury under Athenian law</li> <li>• some of the money raised from the Delian League was used to pay Athenian jurors and magistrates</li> <li>• the Athenians generated a regular supply of income from the allied states of the Delian League through their ‘tribute’</li> <li>• the money from the tribute was used to finance Athenian festivals</li> <li>• much of the funds of the Delian League was used to glorify the city of Athens, for example the Parthenon</li> <li>• the Athenian established cleruchies throughout the Delian League</li> <li>• poorer Athenian citizens moved to Athenian settlements and established a new life for themselves</li> <li>• Athenian coinage became the official currency of the Delian League.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of evaluation:</b></p> <ul style="list-style-type: none"> <li>• the tribute from the member states of the Delian League was intended to be used to protect Athens and the allied states but much of the money was spent glorifying Athens and revitalising the employment prospects for the non-military Athenian citizens</li> <li>• Athens was at an advantage in terms of legal trials as many of the allied states had no knowledge of Athenian law and were also subject to the bias of an Athenian jury</li> <li>• by having Athenian currency as the official currency of the Delian League, Athens was at an advantage over the allied states in terms of trade and commerce</li> <li>• the maintenance and defence of the League was a drain on Athenian resources, for example the cost of building and maintaining ships was substantial.</li> </ul> <p><b>Or any other relevant response.</b></p>

Part B – Religion and belief

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<p>Candidates make connections between the sources and specific events, practices or ideas in the classical world. They interpret points from the sources to show understanding rather than simply quoting. They do not need to prioritise any points.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>Award up to a <b>maximum of 6 marks</b> for accurate relevant points interpreted from the sources.</p> <p>Award up to a <b>maximum of 4 marks</b> for accurate relevant points of knowledge used to explain the extent to which the sources address a given aspect of the classical world. Candidates can do this by expanding on points made in the sources, or through references to areas of specific content which the sources have omitted.</p> <p>Award a <b>maximum of 4 marks</b> where candidates refer to only one source.</p> <p><b>Possible points which candidates may develop/interpret in Source A include:</b></p> <ul style="list-style-type: none"> <li>• Dionysus’s festival involved drama performances</li> <li>• costumes and masks were used by the actors</li> <li>• music was played at the procession and during the performances.</li> </ul> <p><b>Possible points which candidates may develop/interpret in Source B include:</b></p> <ul style="list-style-type: none"> <li>• young girls were chosen to live on the Acropolis at the temple of Athena to serve the goddess</li> <li>• Athena was served by a priestess</li> <li>• the young girls were replaced after their tasks were performed creating an opportunity for others to serve the goddess.</li> </ul> <p><b>Possible points which candidates may develop/interpret in Source C include:</b></p> <ul style="list-style-type: none"> <li>• women participated in festivals; some festivals were women only</li> <li>• it was important for women to acknowledge the importance of fertility and their responsibility for maintaining the population of Athens</li> <li>• animals were offered in sacrifice to the gods.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• further details of the festival of Dionysus, for example, the procession to the theatre, the display of tribute and orphans</li> <li>• mention of any of the following; the Panathenaia included procession, the dressing of the statue in her new peplos, prayer, sacrifice, athletic and music competitions</li> <li>• some other festivals were held exclusively for women such as the Haloa which also encouraged fertility</li> <li>• festivals provided a break from routine and an opportunity to socialise, enjoy festivities and have a holiday.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	(a)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/usefulness, for example of a viewpoint</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment.</li> </ul> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks.</b></p>	12	<p>Award <b>1 mark</b> for each developed point of knowledge used to support an evaluation of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate provides no evaluation.</p> <p>Award a <b>mark</b> for knowledge, where points are:</p> <ul style="list-style-type: none"> <li>• relevant to the theme of the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Award <b>1 mark</b> for each evaluative comment, up to a <b>maximum of 4 marks</b>.</p> <p>Candidates must evaluate at least three relevant aspects to gain <b>4 marks</b>.</p> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• anyone could participate as long as they spoke Greek, the mystery was inclusive</li> <li>• everyone had to undergo an initiation ceremony which involved walking in procession with other initiates. Initiates were active</li> <li>• initiates had to undergo purification bathing together in the sea</li> <li>• initiates made their own sacrifice of a piglet to Demeter</li> <li>• the mystery was based on the myth of the kidnap of Persephone by Hades and her restoration to her mother Demeter. This strongly appealed to women</li> <li>• held at Eleusis as the people there had shown Demeter kindness at her time of loss and in return Demeter taught them the secret mystery rites of her cult encouraging a strong personal relationship with the goddess</li> <li>• mystery offers initiates a happy afterlife and the possibility of reincarnation</li> <li>• revelations of light and darkness, life and death took place in the Telesterion</li> <li>• the size of the Telesterion suggests popularity, it can accommodate 10,000 people.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of evaluation:</b></p> <ul style="list-style-type: none"> <li>• state religion offered a mostly passive role as worshippers observed proceedings, however for many this was satisfying</li> <li>• initiation into the mystery offered a certain exclusivity which gave worshippers security and a sense of community/identity</li> <li>• the mystery was particularly personal for women in their roles of mother and daughter emulating the goddess and her daughter and so this was arguably a less meaningful experience for men</li> <li>• the mystery provides a break from routine and a chance to socialise, make friends.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/usefulness, for example, of a viewpoint</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment.</li> </ul> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks.</b></p>	<b>12</b>	<p>Award <b>1 mark</b> for each developed point of knowledge used to support an evaluation of the issue up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate provides no evaluation.</p> <p>Award a <b>mark</b> for knowledge, where points are:</p> <ul style="list-style-type: none"> <li>• relevant to the theme of the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Award <b>1 mark</b> for each evaluative comment, up to a <b>maximum of 4 marks</b>.</p> <p>Candidates must evaluate at least three relevant aspects to gain <b>4 marks</b>.</p> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• women were charged with the preparation of corpses for a life after death; washing, oiling and dressing the corpse and placing a coin in the mouth</li> <li>• corpses were buried with food and wine was offered at their graves for their journey</li> <li>• festivals were held to honour the dead such as the Genesia which became a national day of remembrance for the dead</li> <li>• pots of porridge were offered to the dead on the third day of the Anthesteria when ghosts were supposed to wander from their graves</li> <li>• the belief in the Underworld or land of the dead was well-known and featured the Asphodel fields, Elysium and Tartarus</li> <li>• there was a strong belief that the life lived was rewarded or punished after death</li> <li>• these beliefs were reinforced through myths and literature such as Homer's poems for example, Odysseus' journey to the Underworld</li> <li>• most mystery religions offered a belief in life after death</li> <li>• philosophical arguments challenged traditional views on life after death.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of evaluation:</b></p> <ul style="list-style-type: none"> <li>• customs and beliefs offer widespread support for the argument that there is life after death although there may be variations on the nature of this existence, for example, traditional and philosophical</li> <li>• belief in ghosts rising from the dead suggests an afterlife</li> <li>• support for mysteries indicates general acceptance of argument given the attraction to mysteries was a better afterlife</li> <li>• some philosophers seemed to challenge this from a materialistic point of view.</li> </ul> <p><b>Or any other relevant response.</b></p>



Section 2 – LIFE IN THE ROMAN WORLD

Part A – Power and freedom

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible evaluative comments from the following aspects may include:</b></p> <p><b>Nature of source:</b></p> <ul style="list-style-type: none"> <li>• a tombstone giving information about Paternus' wife, Urbana. This is a first-hand account of a relationship between two Romans, but it is only from the husband's perspective.</li> </ul> <p><b>When it was produced:</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> century AD – outside of the period of study but attitudes towards women did not change much over time.</li> </ul> <p><b>Purpose of source:</b></p> <ul style="list-style-type: none"> <li>• to inform passers-by about the relationship between Paternus and Urbana, who is now dead.</li> </ul> <p><b>Interpretation of the content of the source:</b></p> <ul style="list-style-type: none"> <li>• 'she spent her whole life with me utterly joyfully and without complication' <ul style="list-style-type: none"> <li>– Urbana is exhibiting the qualities of a good Roman wife which a husband might expect</li> </ul> </li> <li>• 'married affection and with characteristic hard work' <ul style="list-style-type: none"> <li>– Roman women were expected to be devoted to their husbands and to perform their role as a hard worker, both inside and outside the home</li> </ul> </li> <li>• 'how deeply we loved one another' <ul style="list-style-type: none"> <li>– marriages in the Roman world were not often known for love but the source shows that some couples did come to love each other very much.</li> </ul> </li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Area of specific content the source has omitted:</b></p> <ul style="list-style-type: none"> <li>• many Roman marriages were seen as business contracts between two fathers looking to unite their families for financial or political gain</li> <li>• often Roman girls would be married off approximately aged 13 to a man nearly 30</li> <li>• many Roman husbands had extra-marital affairs whereas wives had to remain loyal to their husbands</li> <li>• many Roman women were expected to look after their slaves and the household while the husband went out to earn a living.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	<p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 10 marks.</b></p>	10	<p>Award up to <b>2 marks</b> for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge, up to a <b>maximum of 8 marks.</b></p> <p>Award up to <b>2 marks</b> where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p> <p><b>Possible points from the source may include:</b></p> <ul style="list-style-type: none"> <li>• the American colonists wanted to cut ties with Britain</li> <li>• the American colonists suffered from harsh political and financial decisions</li> <li>• the colonists were not respected by the powers of authority</li> <li>• high levels of taxation caused hardship for the colonists</li> <li>• the colonists appealed to Britain but were ignored</li> <li>• the colonists rebelled against British control and won their independence.</li> </ul> <p><b>Points of similarity:</b></p> <ul style="list-style-type: none"> <li>• disputes about taxation caused rebellion in the Roman Empire</li> <li>• the Britons and the Jews rebelled against Roman authority after years of harsh treatment</li> <li>• ultimate ruler is based far away in Rome.</li> </ul> <p><b>Points of difference:</b></p> <ul style="list-style-type: none"> <li>• huge use of military force by Romans</li> <li>• religion was a factor in conflict</li> <li>• the Britons and the Jews were not successful in their rebellions but it did force the Romans to reconsider how they treated members of their empire.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(a)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p>	12	<p>Award <b>1 mark</b> for each developed point of knowledge used to support analysis of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate uses no analysis.</p> <p><b>Award a mark for knowledge, where points are:</b></p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Analysis marks – award up to a <b>maximum of 4 marks</b> for identifying at least three relevant aspects and making analytical comments which clearly show:</p> <ul style="list-style-type: none"> <li>• analysis of the reason for an aspect and/or the effect (up to <b>2 marks</b>)</li> <li>• establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to <b>2 marks</b>).</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• the plebeians made up the majority of Roman citizens often in occupations such as farmers, tradesmen, and labourers</li> <li>• the plebeians had restricted political, legal and religious rights</li> <li>• many plebeians were in professional service to patricians as their clients providing them with votes during election times</li> <li>• the equestrians were a social class below the senatorial patricians</li> <li>• there was a property qualification for this class of approximately 400,000 sesterces but most people were born into this class</li> <li>• the equestrians were seen as a type of up-and-coming middle class who were involved in the running of the Roman empire particularly in tax-farming</li> <li>• the patricians were landowners and were the wealthiest social class of Romans</li> <li>• the patricians held the authority in the Senate</li> <li>• the patricians were heavily involved in Roman state religion and were in control of the colleges of the Pontiffs and Augurs.</li> </ul> <p><b>Possible points of analysis:</b></p> <ul style="list-style-type: none"> <li>• the patricians traditionally held the majority of the political power in Rome</li> <li>• by the late republican period the majority of the tax-farming was in the hands of the equestrians who extorted many provincials by unfairly collecting higher rates than had been set by the government</li> <li>• patricians were socially superior to the plebeians and expected loyalty from their plebeian clients</li> <li>• however, there were many plebeians who became wealthy through trade and commerce and traditional divisions of power became blurred.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p>	12	<p>Award <b>1 mark</b> for each developed point of knowledge used to support analysis of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate uses no analysis.</p> <p><b>Award a mark for knowledge, where points are:</b></p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Analysis marks – award up to a <b>maximum of 4 marks</b> for identifying at least three relevant aspects and making analytical comments which clearly show:</p> <ul style="list-style-type: none"> <li>• analysis of the reason for an aspect and/or the effect (<b>up to 2 marks</b>)</li> <li>• establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (<b>up to 2 marks</b>).</li> </ul> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• governors were appointed to their provinces by the Senate and later the emperor</li> <li>• the governor was accountable to the Senate/emperor in Rome for his actions but in reality, he had autonomous control (<i>imperium</i>)</li> <li>• the governor was assisted by an official who oversaw the collection of the tax within the province</li> <li>• often the governor demanded a higher amount of tax than was officially required by the government</li> <li>• the governor was responsible for protecting the people in his province</li> <li>• this involved maintaining the military forces and defences within the province</li> <li>• the governor was responsible for administering justice within the province</li> <li>• the governor had to ensure that the local courts did not abuse their powers and treated the provincials lawfully</li> <li>• the governor was responsible for maintaining and/or developing the infrastructure within the province, for example, roads, bridges and aqueducts.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of analysis:</b></p> <ul style="list-style-type: none"> <li>• after an expensive time in office, many governors saw their period in the provinces as an opportunity to balance their debts and make some money. This often resulted in the extortion of the provincials, many of whom were unable to challenge Roman authority due to fear of punishment. However, through provincial councils, the people in the provinces were able to prosecute the governor after his time in office</li> <li>• many governors used their position as the administrators of justice to extort the provincials through maladministration, for example, Verres holding court in his bedroom and accepting bribes from the provincials to avoid punishment</li> <li>• many governors were able to protect their provinces and their inhabitants as it was in their interest to make the province as safe and industrious as possible, for example, Cicero protecting the people of Cilicia from a Parthian attack</li> <li>• many of the provincials benefited from the development of infrastructure within their province, led by the governor – this led to greater trade networks and allowed goods to pass through the province which otherwise would not.</li> </ul> <p><b>Or any other relevant response.</b></p>



Part B – Religion and belief

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible evaluative comments from the following aspects may include:</b></p> <p><b>Nature of source:</b></p> <ul style="list-style-type: none"> <li>philosophical. Well researched/personal/biased.</li> </ul> <p><b>When it was produced:</b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> century BC. Discussion with contemporaries about views on death.</li> </ul> <p><b>Purpose of source:</b></p> <ul style="list-style-type: none"> <li>to generate discussion and give instruction about what happens at death. To educate.</li> </ul> <p><b>Interpretation of the content of the source:</b></p> <ul style="list-style-type: none"> <li>‘If people understood that death brought a definite end to their troubles, they would have the strength to reject religious superstition and the threats of prophecies’ <ul style="list-style-type: none"> <li>people would reject religious explanations of what happens at death if they knew that death marked the end of existence.</li> </ul> </li> <li>‘They do not know what the soul is – they are haunted by the fear of eternal punishment after death’ <ul style="list-style-type: none"> <li>ignorance leads to fear.</li> </ul> </li> <li>‘The fear of death and darkness of the mind cannot be dispelled by sunbeams and the light of day but only by scientific explanation of what occurs at death’ <ul style="list-style-type: none"> <li>the true nature of death can only be explained through science.</li> </ul> </li> </ul> <p><b>Area of specific content the source has omitted:</b></p> <ul style="list-style-type: none"> <li>details of religious beliefs other than belief in an afterlife in the Underworld. For example, the nature of death, separation of body and soul, how the soul travels with Mercury to the Underworld and pays for entry into one of three areas</li> <li>the soul is made of matter and therefore disperses at the time of death as does the body</li> <li>this philosophy was exclusive and not upheld by the majority of Romans</li> <li>other philosophical beliefs such as Stoic beliefs.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.	<p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 10 marks.</b></p>	10	<p>Award up to <b>2 marks</b> for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge, up to a <b>maximum of 8 marks.</b></p> <p>Award <b>up to 2 marks</b> where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p> <p><b>Possible points from the source may include:</b></p> <ul style="list-style-type: none"> <li>• happy occasion</li> <li>• sigh of relief/anxiety things can go wrong</li> <li>• register the birth</li> <li>• gifts for the baby</li> <li>• religious ceremony where the baby is named</li> <li>• medical technology</li> <li>• highly trained professional midwives and doctors</li> <li>• families celebrate the new arrival by sharing a drink with friends to wet the baby's head</li> <li>• post news in newspapers or social media.</li> </ul> <p><b>Points of similarity:</b></p> <ul style="list-style-type: none"> <li>• happy occasion as a key duty of Roman women was to produce children</li> <li>• religious ceremony where the baby is named, for example, christening is similar to the gathering of family and friends on the 8<sup>th</sup> day after a girl was born and the 9<sup>th</sup> day after a boy was born when a sacrifice was made</li> <li>• gifts for the baby such as a bulla for protection against evil spirits and to identify him or her as freeborn.</li> </ul> <p><b>Points of difference:</b></p> <ul style="list-style-type: none"> <li>• medical technology in Rome was less advanced and mortality rates were much higher</li> <li>• Roman midwives believed prayers were more effective than medical knowledge</li> <li>• exposure was used to dispose of unwanted children.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	(a)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p>	12	<p>Award <b>1 mark</b> for each developed point of knowledge used to support analysis of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate uses no analysis.</p> <p><b>Award a mark for knowledge, where points are:</b></p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Analysis marks – award up to a <b>maximum of 4 marks</b> for identifying at least three relevant aspects and making analytical comments which clearly show:</p> <ul style="list-style-type: none"> <li>• analysis of the reason for an aspect and/or the effect (up to <b>2 marks</b>)</li> <li>• establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to <b>2 marks</b>).</li> </ul> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• interpreting the entrails of sacrificed animals</li> <li>• healthy entrails indicating gods' pleasure and unhealthy entrails their displeasure</li> <li>• appointment of haruspices as official priests for the interpretation of entrails</li> <li>• consultation and preservation of the Sibylline books, referred to in times of crisis</li> <li>• appointment of quindecimviri – the 15 men to supervise consultations</li> <li>• taking the auspices by observing flight of birds, chickens feeding</li> <li>• the importance of and reliance on augurs</li> <li>• omens, prodigies, weather signs, dreams</li> <li>• any exemplification, for example, Romulus and Remus, Claudius Pulcher etc.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of analysis:</b></p> <ul style="list-style-type: none"> <li>• Gods observed and influenced behaviour of people and governments</li> <li>• intervention of gods associated with success or failure</li> <li>• people's need to win approval from gods by observing and acting on signs</li> <li>• ridicule of practices shows some did not believe.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p>	12	<p>Award <b>1 mark</b> for each developed point of knowledge used to support analysis of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate uses no analysis.</p> <p><b>Award a mark for knowledge, where points are:</b></p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Analysis marks – award up to a <b>maximum of 4 marks</b> for identifying at least three relevant aspects and making analytical comments which clearly show:</p> <ul style="list-style-type: none"> <li>• analysis of the reason for an aspect and/or the effect (up to <b>2 marks</b>)</li> <li>• establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to <b>2 marks</b>).</li> </ul> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• Isis worship spread to Rome via merchants and traders in the 1<sup>st</sup> century BC</li> <li>• cult of Isis was accepted on arrival. Popular with lower class</li> <li>• Temple of Isis on the Capitol Hill repeatedly subject of demolition orders from the Senate but equally repeatedly rebuilt</li> <li>• war with Egypt turns Augustus against worship</li> <li>• under Augustus and Tiberius worship can only take place outside <i>pomerium</i> or <i>city limit</i></li> <li>• Caligula incorporated cult of Isis into official calendar</li> <li>• Roman officials resist, refusing planning permission</li> <li>• popularity outside Rome increases, for example, in Pompeii</li> <li>• temples, festivals such as the Boat Festival eventually established in the Roman world.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of analysis:</b></p> <ul style="list-style-type: none"> <li>• association with family increased appeal; fathers, wives and children all have a place</li> <li>• association with Demeter increased appeal especially with women</li> <li>• exclusivity initiation offered made cult appealing</li> <li>• eventual acceptance shows Roman toleration despite initial resistance from upper classes.</li> </ul> <p><b>Or any other relevant response.</b></p>

[END OF MARKING INSTRUCTIONS]