



National
Qualifications
2023

2023 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 5th century BC Athens.

Example response

Gender inequality affected the lives of women in the 5th century BC, for example girls were much more likely to be exposed at birth by their fathers because boys were judged to be more valuable at birth than girls, as only men could inherit property. 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. 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. **(3 marks)**

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 A, B and C explain . . .

Example question

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

Example response

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

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

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

Example question

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

Example comparison

The source states that all citizens today in the United Kingdom are equal in the eyes of the law. 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 5th century BC Athens. For example, the women, men and slaves who lived in Athens were granted no democratic involvement in the running of the city. **(1 mark)** Also nowadays, citizens are less likely to be directly involved in the running of their city beyond voting during elections, whereas in Athens there was greater expectation to participate as a result of the direct democratic system of government that it developed. **(1 mark)**

Marking instructions for each question

Section 1 – LIFE IN CLASSICAL GREECE

Part A – Power and freedom

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible evaluative comments from the following aspects may include:</p> <p>Nature of source:</p> <ul style="list-style-type: none"> the source is an extract from a comic play and as such may be prone to exaggeration for comic effect the source was written by Aristophanes, an Athenian playwright and citizen, who would have been eligible for jury service. <p>When it was produced:</p> <ul style="list-style-type: none"> written in the 5th century BC at the time when the Athenian law-courts were functioning and Aristophanes would have had personal experience of the court system. <p>Purpose of source:</p> <ul style="list-style-type: none"> criticising the on-goings within an Athenian court, for example, the behaviour of the accused showing how some members of an Athenian jury might view trial in the law-courts. <p>Interpretation of the content of the source:</p> <ul style="list-style-type: none"> 'And they come up with all sorts of excuses. Some go on and on about their poverty' – some of the people on trial in the law courts tried to appeal to the emotions of the jury 'Some entertain us with myths, others tell us funny stories, and others perform all sorts of funny acts to make me laugh' – the people on trial were able to directly engage with the jury. There were no lawyers in the court 'And if, after all that, we jurors don't appear to be persuaded, the man will drag out his children' – those on trial could bring in their family members, children or wives, to strengthen their case or plea.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Area of specific content the source has omitted:</p> <ul style="list-style-type: none"> • enslaved people could be tortured when giving evidence • women were not allowed to represent themselves in the court and had to be represented by men • juries consisted of between 201-501 members but could be over 1000 for high profile cases • 6000 jurors were selected each year, and each juror was selected by lot on the day of the trial • jurors had to be over the age of 30. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.		<p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 10 marks.</p>	10	<p>Award up to 2 marks for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge up to a maximum of 8 marks.</p> <p>Award up to 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p> <p>Possible points from the source may include:</p> <ul style="list-style-type: none"> • UK citizens vote in elections • citizens have to be 18 to vote for MPs • citizens have to be registered on the electoral roll • citizens are not excluded from voting based on their gender, education or wealth • citizens vote for representatives in parliament. <p>Points of similarity:</p> <ul style="list-style-type: none"> • citizens in Athens were eligible to vote • citizens in Athens had to be registered with their deme to participate in the voting • citizens were not denied the opportunity to vote if they were poor. <p>Points of difference:</p> <ul style="list-style-type: none"> • citizens were able to vote in the Assembly several times per month • directly involved in democracy, for example, ostracism • women were denied the opportunity to take part in the Assembly. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(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 maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis.</p> <p>Award a mark for knowledge, where points are:</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show:</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). <p>Possible points of relevant knowledge:</p> <ul style="list-style-type: none"> • when an enslaved person was brought to an Athenian household, they were expected to change their language, religion, and name (deracination) to and adopt the customs and traditions of their owner • domestic enslaved people were often purchased to work alongside their owner • jobs an enslaved person might do on a farm would include tending livestock, ploughing fields, and other tasks under the direction of their owner • domestic enslaved people were used to work inside the home, assisting the owner's wife in daily household tasks, for example cooking, cleaning, collecting water • some families employed the use of an educated enslaved person (paidagogos) to help with the education of their sons • some enslaved people were highly skilled and were bought by their owners to help run their business, for example, record keeping and accounts • some enslaved people were hired out by their owners to other Athenians • some enslaved people were freed.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of analysis:</p> <ul style="list-style-type: none"> • many domestic enslaved people in Athens were able to build up a strong relationship with their owners as they would often work shoulder-to-shoulder, sharing the labour of a task for the benefit of the household • many enslaved people in wealthy Athenian homes had a better quality of life than the poorest citizens • working on a farm or in a workshop might be boring for some enslaved people as the routine would be similar every day and the enslaved person would not have a choice whether or not to work that day • enslaved people in Athens were used to keep households and family businesses running so that the citizen owners could attend meetings of the Assembly and take part in the democratic process. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis.</p> <p>Award a mark for knowledge, where points are:</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show:</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). <p>Possible points of relevant knowledge:</p> <ul style="list-style-type: none"> • the Athenians installed democracies in some of the allied states • many states were ruled by kings, tyrants, or oligarchs and were not set-up for a democratic government • the Athenians forced their coinage and weights and measures on many of the allied states • the Athenians forced the allied states to swear oaths of loyalty to Athens • the Athenians forced the allied states to pay a tribute to Athens: this could be in the form of money or ships with crew • the Athenians forced the citizens of allied states to be tried in Athenian courts under Athenian law • the Athenians established cleruchies within the lands of the allied states, giving land to Athenian citizens • the Athenians established military garrisons within rebellious cities throughout the Delian League.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of analysis:</p> <ul style="list-style-type: none"> • by forcing many of the allied states to adopt Athenian currency, weights and measures, the Athenians were able to gain financial advantage over the member states in terms of trading. However, a common currency would have made the movement of goods throughout the Delian League smoother and potentially less bureaucratic • by establishing cleruchies and garrisons throughout the league, Athens was able to keep watch on potential rebellions or uprisings. However, it also meant that Athens was able to defend the member states with greater ease and effectiveness should the Persians or other forces attack from various fronts • forcing allied states to pay a tribute to Athens each year could be very difficult for some member states to comply with. States who could not afford to send money to Athens had to provide ships, but these ships had to be manned. By sending trained sailors with the ships, the allied states of the Delian League could be left more vulnerable to attack • by forcing members of the Delian League to travel to Athens to be tried in Athenian law-courts, under Athenian law, and by Athenian juries, the Athenians were able to manipulate trials in their favour. An Athenian jury might have prejudices against non-Athenians. The members of the allied states who were on trial might not have much knowledge of Athenian law and suffer because of this. <p>Or any other relevant response.</p>

Part B – Religion and belief

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	<p>Candidates make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>Award 1 mark for each evaluative comment which relates to the provenance (origin and purpose) of the source, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • who produced it and its significance • when it was produced • why it was produced. <p>Award 1 mark for each comment which interprets the source, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • the content of the source • interpreting the meaning of the source • taking into account issues such as accuracy, bias, exaggeration, corroboration. <p>Award 1 mark for each comment which develops a point made by the source to explain the context, or which identifies specific significant points of relevant context omitted by the source, up to a maximum of 4 marks:</p> <ul style="list-style-type: none"> • the context of the source • expanding on points made in the source • through references to area(s) of specific content the source has omitted, thereby limiting its usefulness. <p>Possible evaluative comments from the following aspects may include:</p> <p>Nature of source:</p> <ul style="list-style-type: none"> • the source was written by Plato, a famous philosopher, who was highly educated and used reason to inform his thinking • philosophy challenged traditional attitudes and beliefs to the dead and the afterlife. <p>When it was produced:</p> <ul style="list-style-type: none"> • produced in 5th century BC which is during the time of study making it a primary source which evidences the theories of the philosophers who were around at this time and is relevant to their thought processes and current ideologies.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Purpose of source:</p> <ul style="list-style-type: none"> • to inform or educate on the theory of the transmigration of souls • to promote philosophical enquiry. <p>Interpretation of the content of the source:</p> <ul style="list-style-type: none"> • ‘souls will continue to exist in another world’ – the soul separates from the body • ‘souls are judged on how they have lived their lives’ – there are three judges who decide where the dead go in the Underworld • ‘a guide brings them back again to this world where they can live again’ – souls can reincarnate. <p>Area of specific content the source has omitted:</p> <ul style="list-style-type: none"> • the River Lethe, the river of forgetfulness, which all souls must drink from before their reincarnation and return to this world or realm • the nature of reincarnation, for example, whether souls return in human form or as animals cf Pythagoras thought his friend had returned as a dog • the atomist theory of Democritus who proposes that both body and soul cease to exist on death and that there is no afterlife • the Homeric view of the Underworld • the promise of a happy afterlife for the initiates of mystery cults. <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	<p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 10 marks.</p>	10	<p>Award up to 2 marks for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge, up to a maximum of 8 marks.</p> <p>Award up to 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p> <p>Possible points from source may include:</p> <ul style="list-style-type: none"> • NHS will treat them free of charge • modern technology and science-based drugs • pray to their god for help • they travel to far-off places • drinking from local fountains • notes which detail illness. <p>Points of similarity:</p> <ul style="list-style-type: none"> • the Greeks prayed to their gods, Apollo, Asclepius • they travel to far-off places where it is claimed that the sick have been miraculously cured – the sanctuaries of Asclepius, for example, Epidaurus, Cos • drinking from local fountains or they can bathe in pools as this is believed to cleanse them of their disease – the process of catharsis used in ancient sanctuaries • make votive offerings – votive offerings of model body parts were made in classical Greece • notes which detail illness and request a cure – tablets from Epidaurus. <p>Points of difference:</p> <ul style="list-style-type: none"> • the Greeks put a lot of faith in the gods rather than medicine • no state funded hospitals in Greece • technology was limited and drugs were plant-based in the Greek world. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	(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 maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis.</p> <p>Award a mark for knowledge, where points are:</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show:</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). <p>Possible points of relevant knowledge:</p> <ul style="list-style-type: none"> • traditionally 5th century Greeks believed in polytheism (many gods) and that there was a hierarchy of gods with Zeus in charge. The many deities lived together on Mount Olympus and were anthropomorphic, for example, appeared in the shape of people and displayed human emotions, for example, happiness, anger, jealousy etc. Although vulnerable, they were immortal and could not die • gods could be benevolent, but they could also be vindictive if humans incurred their wrath. Gods were not always well behaved • there was no need to love the gods just to show them respect and obedience. Gods provided security and prosperity in return for prayers, sacrifice, temples and festivals in their honour • 5th century philosophers offered alternative views about the gods • Xenophanes was critical of the way the gods were portrayed by poets such as Homer or Hesiod, for example, interfering in the lives of people and behaving immorally. Xenophanes did not think the gods were anthropomorphic and suggested that humans could never know about the nature of the gods for certain

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • Xenophanes believed in a single consciousness which controlled the universe • Plato agreed with some of the traditional features, for example, polytheism, anthropomorphism, immortality and human interaction • Plato's gods were rational, not driven by emotions • Plato's gods were benevolent and had perfect knowledge of the perfect forms of concepts such as justice, beauty and the good. <p>Possible points of analysis:</p> <ul style="list-style-type: none"> • traditional beliefs were portrayed through literary works, for example, the poetry of Homer and Hesiod and mythology. These were subject to poetic licence and therefore subject to change. There were no beliefs set down in any holy books as such and so there was no definitive answer to the nature of the gods • traditionally gods offered no moral code or guidance • the relationship between gods and humans was contractual, on a 'quid pro quo' basis • 5th century was a time of debate on the nature of the gods and their relationship with humans. Philosophers questioned traditional views and offered alternative views on the nature of the gods • Plato's gods fitted in with a philosophical system and were used to support a wider theory on the nature of existence. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis.</p> <p>Award a mark for knowledge, where points are:</p> <ul style="list-style-type: none"> • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show:</p> <ul style="list-style-type: none"> • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects. (up to 2 marks). <p>Possible points of relevant knowledge:</p> <ul style="list-style-type: none"> • the corpse was washed and anointed within the home • a coin was placed with the body to pay for the crossing to the underworld • ritualised mourning and speech making • libations were poured to the spirit of the dead on the 3rd, 9th and 30th day • the Genesia was an annual festival to commemorate the dead • offerings of milk, honey, water and wine were made to the dead • the Anthesteria was a 3-day festival to honour the dead • on the final day, beans and crops were offered to Hermes who accompanied the dead to the underworld.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of analysis:</p> <ul style="list-style-type: none"> • it was believed that the home or those who came into contact with the corpse were polluted – purification was required to remove the pollution • the emphasis across the festivals was feeding the dead to ensure they remained in the underworld • the spirits of the dead were feared - failure to give them proper respect could result in the return of the dead spirit • it was considered important that the dead should have a proper burial or else they could not cross into the afterlife, for example, Homer told the story of Elpenor who was unable to enter the underworld until Odysseus gave the body a proper burial. <p>Or any other relevant response.</p>

Section 2 – LIFE IN THE ROMAN WORLD

Part A – Power and freedom

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	<p>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 maximum of 6 marks for accurate relevant points interpreted from the sources.</p> <p>Award up to a maximum of 4 marks for accurate relevant points of knowledge used to explain the extent to which the sources address a given aspect of the classical world. Candidates can do this by expanding on points made in the sources, or through references to area of specific content which the sources have omitted.</p> <p>Award a maximum of 4 marks where candidates refer to only one source.</p> <p>Possible points which candidates may develop/interpret in Source A include:</p> <ul style="list-style-type: none"> • aqueducts were used to carry water to remote towns and cities throughout the provinces • aqueducts could be used in industry, for example, hydraulic mining • some agricultural estates were provided with water via an aqueduct for irrigation. <p>Possible points which candidates may develop/interpret in Source B include:</p> <ul style="list-style-type: none"> • sewers were used to rid Roman towns and cities of human/animal waste • sewers were often connected to rivers, which might pollute the water • roads improved trade and travel between Roman towns and cities • roads meant that wagons could carry heavier loads. <p>Possible points which candidates may develop/interpret in Source C include:</p> <ul style="list-style-type: none"> • many cultures throughout the provinces lost their individual identities and uniqueness • provincials were tried under Roman law • the Romans forced the provincials to pay taxes to Rome.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Possible points of significant omission may include:</p> <ul style="list-style-type: none"> • the Romans often fused their own religious beliefs with the native customs of the provincial, for example, Minerva Sulis • the Romans brought new forms of entertainment with them to the provinces, for example, gladiator shows • Latin was used as the language of administration throughout the empire • the establishment of bathhouses helped to improve the health of the provincials. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> • the relevance/importance/ usefulness, for example, of a viewpoint • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge, where points are:</p> <ul style="list-style-type: none"> • relevant to the theme of the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks.</p> <p>Possible points of relevant knowledge:</p> <ul style="list-style-type: none"> • many girls did not receive the same education as boys in the Roman world • the education that a girl received depended greatly on the attitude of her family and specifically the attitude of her father • many Roman girls were taught basic skills in literacy and numeracy • there is evidence that both boys and girls attended primary school, but girls rarely continued onto secondary school • Roman girls would be taught at home how to manage the household slaves and budgets • Roman girls were trained by their mothers how to be good wives for their future husband(s) and good mothers for their future children; these skills included spinning and weaving to help provide clothing for their families • girls in wealthy homes would have been taught more advanced language skills, for example, verse composition and appreciation • girls in poor homes would be taught to work on farms and at market stalls to help support the family business or earn an income.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of evaluation:</p> <ul style="list-style-type: none"> • the type of education received by a Roman girl depended greatly on her family's social status – wealthy families had the luxury of being able to afford for their daughters to be educated to a more advanced level compared with poorer families who relied on their daughters to earn an income • many girls from wealthier families would be able to show off their education at dinner parties by reciting poetry or discussing philosophical issues; this would only have included a small proportion of women from the wealthiest groups of Roman society but demonstrates that their education would be suitable for their role in society • many Roman men thought that high levels of education were attractive in Roman women, and for some made them more suitable for marriage, for example, Pompey choosing to marry the educated Cornelia • however, some men thought that advanced education was not appropriate for Roman women and only led to them being overly confident, for example, Juvenal; the Roman poet Horace also tells us that educated women were more likely to become involved in illicit activities. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> • the relevance/importance/ usefulness, for example, of a viewpoint • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge, where points are:</p> <ul style="list-style-type: none"> • relevant to the theme of the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks.</p> <p>Possible points of relevant knowledge:</p> <ul style="list-style-type: none"> • the Romans treated the native Britons as inferiors • Romans taxed the Britons severely and punished those who challenged their decisions, for example, Boudicca • harsh treatment of Boudicca and her daughters by Roman soldiers inflamed the situation • when King Prasutagus died, the Romans seized all the lands of the Iceni when it was only expected for them to gain half of it • the Romans were often disrespectful of the Jewish faith, especially during the mid-late 1st century AD • the emperor Caligula tried to put a statue of himself within the Temple at Jerusalem which was disrespectful to the Jews • Roman soldiers sacrificed to their gods within the Temple as a deliberate insult to Judaism • the procurator Florus stole vast quantities of silver from the Temple in Jerusalem in 66 AD.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of evaluation:</p> <ul style="list-style-type: none"> • the Romans were intransigent when it came to the taxation of the Britons. They did not listen to concerns of the natives and by not heeding these concerns, caused resentment amongst those who challenged them • Romans persecuted in particular the Druids and their customs as they saw them as a possible focus for resistance to Roman rule • the Romans, by not treating the old established Jewish religious practices with respect, caused the Jews in Judaea to resent Roman control. However, the Zealots (an anti-Roman group) actively tried to diminish Roman authority in the province and help fuel an anti-Roman revolt • Roman leaders, and emperors, contributed to the causes of revolts in varying degrees. The Emperor Augustus established peaceful relations with the Jews, but the Emperor Caligula threatened to destroy the Temple in Jerusalem. <p>Or any other relevant response.</p>

Part B – Religion and belief

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.	<p>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 maximum of 6 marks for accurate relevant points interpreted from the sources.</p> <p>Award up to a maximum of 4 marks for accurate relevant points of knowledge used to explain the extent to which the sources address a given aspect of the classical world. Candidates can do this by expanding on points made in the sources, or through references to area of specific content which the sources have omitted.</p> <p>Award a maximum of 4 marks where candidates refer to only one source.</p> <p>Possible points which candidates may develop/interpret in Source A include:</p> <ul style="list-style-type: none"> • during a sacrifice the entrails of the victim were examined for signs from the gods • healthy entrails meant the gods were pleased and approved of any requests or actions connected with the sacrifice • unhealthy entrails indicated the gods were displeased and did not approve of requests or actions • disapproval could lead to a change in plans. <p>Possible points which candidates may develop/interpret in Source B include:</p> <ul style="list-style-type: none"> • augury was an established religious means of learning the will of the gods by observing the behaviour of birds • augurs were priests specially trained in the skills of augury and they interpreted the signs from the gods • signs were interpreted in terms of numbers of birds on display. <p>Possible points which candidates may develop/interpret in Source C include:</p> <ul style="list-style-type: none"> • gods communicated their will through signs • signs could be asked for • some signs were spontaneous, not asked for • signs could be sent in the form of meteorological phenomena • signs were open to interpretation. <p>Possible points of significant omission may include:</p> <ul style="list-style-type: none"> • the Sibylline Books which were consulted by priests in times of crisis • interpretation of dreams • the practice of observing how the sacred chickens fed • strange portents or prodigies. <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	(a)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> the relevance/importance/usefulness, for example, of a viewpoint positive and negative aspects strengths and weaknesses any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge, where points are:</p> <ul style="list-style-type: none"> relevant to the theme of the question developed (by providing additional detail, exemplification, reasons or evidence) used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks.</p> <p>Possible points of relevant knowledge:</p> <ul style="list-style-type: none"> Romans worshipped Vesta, goddess of the hearth and fire, daily and baked a special salt cake as a sacrificial offering for her Vesta was traditionally a very old deity brought from Troy by Aeneas Vesta was worshipped in the form of fire and originally was not depicted in human form Romans had a special shrine called the lararium within their home to house the Lares or household gods where they were shown as little dancing figures girls dedicated their toys and bulla to the Lares the night before their wedding, boys dedicated their first shavings and bulla the Penates were spiritual guardians of the store cupboard protecting family provisions. They were worshipped by the children of the family Janus was the two-faced god of doorways, beginnings and endings and offered protection to the family home. He was worshipped on entering or exiting the home the family genius or spirit, usually that of the paterfamilias, was celebrated most commonly on the birthday or at the marriage of the paterfamilias.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Possible points of evaluation:</p> <ul style="list-style-type: none"> • it was the responsibility of the paterfamilias, or head of the household, to ensure that the household gods were worshipped on a daily basis to safeguard prosperity for the home and family • Romans seeking public office enhanced their chances through attention to family worship of household gods • the depiction of Vesta changed over time – by the time of the emperor Augustus she was shown in human form as a statue • the Lares were gods who were worshipped both on a daily basis and on occasions marking key stages of life. <p>Or any other relevant response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> • the relevance/importance/ usefulness, for example, of a viewpoint • positive and negative aspects • strengths and weaknesses • any other relevant evaluative comment. <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge, where points are:</p> <ul style="list-style-type: none"> • relevant to the theme of the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example explain, analyse). <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks.</p> <p>Possible points of relevant knowledge:</p> <ul style="list-style-type: none"> • some Romans, for example, Seneca and Lucretius, not only knew about Stoicism and Epicureanism respectively but also advocated these philosophies • Stoicism taught that the purpose or meaning of life was to live free from anxiety and in harmony with Nature. Nature can be identified as Fate, God, Providence, Destiny, Reason • the body and soul of man is part of Nature or Reason. Man can only be truly happy when he allows Nature or Reason to govern his life, for example, when he accepts his place in the universe, his fate • Stoics should strive to be rational, governed by reason and therefore in harmony with the universe. Stoics should avoid emotions which can be harmful in that they drive reason out and make man a slave to his passions. Stoicism is a battle against emotions in pursuit of Reason • Epicureanism taught that the purpose of life was to achieve pleasure that is not sensual gratification but peace of mind through freedom from anxiety. The best way to achieve this state of mind was through a strict lifestyle which satisfied needs and nothing more • Epicureans believed that the gods existed but that they did not influence the lives of men • Epicureans believed the human soul was mortal and material and perished with the body at death. There was no afterlife • Epicureans tended to withdraw from public life as they believed participating in politics was not conducive to peace of mind.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of evaluation:</p> <ul style="list-style-type: none"> • Roman engagement with philosophy was limited. The Romans were sceptical about the practicality of philosophical activity and considered it at odds with the Roman character and approach to life. Some Romans, for example, Juvenal, resented the Greek influence and impact on Roman culture and therefore rejected Greek activities like philosophy • Romans were more likely to turn to religion rather than philosophy as this served the practical purpose of winning favour from the gods. Romans found the new ideas from foreign cults, for example, the promise of a happy afterlife for all initiates, more engaging than philosophy • evidence of engagement with the philosophies comes from the educated upper class Roman elite. They had the time to indulge intellectual pursuits and they had an interest in doing so. Authors such as Seneca and Lucretius found the more scientific approach of philosophy to the nature of existence more convincing and therefore more engaging than traditional religious beliefs which seemed infantile by comparison • amongst those Romans who did engage with philosophy, more were convinced by Stoicism than Epicureanism because Stoic ethics were very similar to Roman cultural values such as self-sufficiency, self-discipline, perseverance, duty; all qualities which defined the Roman character from Rome's earliest history • Epicureanism proved less popular than Stoicism since it advised men to avoid anxiety by abstaining from politics. Most Romans believed that political participation was their civic duty. <p>Or any other relevant response.</p>

[END OF MARKING INSTRUCTIONS]