



National
Qualifications
2025

2025 Classical Studies

National 5

Question Paper Finalised Marking Instructions

© Scottish Qualifications Authority 2025

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@sqa.org.uk.



General marking principles for National 5 Classical Studies

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

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

i. Questions that ask candidates to *Describe* . . . (4 marks)

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

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

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

Example

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

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

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

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

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

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

Example

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

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

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

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

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

- **1 mark** should be given for each point of knowledge used to explain the issue up to a **maximum of 5 marks**
- **1 mark** should be given for explaining different aspects of the issue
- **1 mark** should be given for presenting a conclusion
- **1 mark** should be awarded for giving a reason for their conclusion.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Marking Instructions for each question

Section 1 — Life in Classical Greece

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>1 mark should be awarded for each accurate relevant point of knowledge used to describe. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points, or any combination of these.</p>	4	<p>Possible points of knowledge may include:</p> <p>Panathenaia:</p> <ul style="list-style-type: none"> • in honour of Athena, goddess of wisdom and patron of Athens • held annually, but on a bigger scale every 4th year • procession along the Sacred Way to the Acropolis • presentation of the dress (peplos) to Athena • rituals of worship (prayer, sacrifice, feasting) • contests held at the Great Panathenaia. <p>City Dionysia:</p> <ul style="list-style-type: none"> • in honour of Dionysus, god of wine and drama • held annually • statue of Dionysus carried in procession • rituals of worship (prayer, sacrifice, feasting) • drama contests in the Theatre of Dionysus • details of dramatic performances. <p>Any other valid point of knowledge used to describe.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas but there is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates must show causal relationships.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ul style="list-style-type: none"> • they were held in the dining room (andron) which contained the best furnishings and decoration in the house • they followed a three-course meal, sometimes prepared by a professional cook • good wine was served, mixed with water • you had your own individual table and couch • there might be hired entertainers — dancers, musicians, acrobats • the guests might play musical instruments, especially the lyre, and sing or recite • there would be interesting conversation • riddles and jokes might be exchanged or games, such as kottabos, played. <p>Any other valid reason.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Candidates must show causal relationships.</p> <p>Up to a maximum of 8 marks in total, 1 mark should be awarded for each point of knowledge used to explain the issue up to a maximum of 5 marks. 1 mark should be awarded for explaining different aspects of the issue, 1 mark should be awarded for presenting a conclusion, and 1 mark should be awarded for giving a reason for the conclusion.</p> <p>Candidates may achieve full marks by providing five straightforward points of explanation, or a combination of straightforward and developed points.</p>	8	<p>Possible points of knowledge may include:</p> <p>Boring and exhausting:</p> <ul style="list-style-type: none"> • men working in the fields — hard physical work, out in all weathers • exhausting work and dangerous conditions in the silver mines • everything done by hand — no labour-saving machinery • women fetching heavy jars of water from the public fountains • repetitive nature of spinning and weaving for women. <p>Not boring and exhausting:</p> <ul style="list-style-type: none"> • working in the company of others or interacting with customers might be quite social • craftsmen, such as potters, shoemakers or metal workers might take a pride in their work and enjoy showing off their skills • not all tasks in a workplace were exhausting, for example, painting pots needed less physical effort than throwing them on the wheel • in richer households, the lady of the house might do more supervising than actual hard work • women fetching water or running stalls in the marketplace would have more freedom than normal. <p>Any other valid point of knowledge used to explain.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must identify similarities and differences between an issue in the classical world and how it is viewed or practised in the modern world.</p> <p>There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to a maximum of 4 marks in total, 1 mark should be awarded for each accurate relevant comparison made. If a comparison is developed a further mark can be awarded.</p> <p>Candidates may achieve full marks by providing four straightforward points of comparison, by making two developed points, or any combination of these.</p> <p>Full marks should only be awarded when a candidate has given at least one similarity and at least one difference.</p>	4	<p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • there were prayers, offerings to the gods and a marriage hymn: weddings today often involve religious ceremonies • the bride wore a special dress: today brides usually wear a traditional dress • there was a feast: weddings today are usually followed by a reception with a meal • the guests gave presents: presents are also given at weddings today. <p>Differences:</p> <ul style="list-style-type: none"> • marriages were arranged: in most countries today, this does not happen • girls could legally marry as young as 12 and boys as young as 14: today, in Scotland, it is 16 for both • a dowry was paid by the bride's father: today, in Scotland, this is very unusual • weddings took place in the bride's home: today, in Scotland, weddings are more often held in a place of worship or a registry office. <p>Any other valid point of comparison.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the source and specific events, practices or ideas in the classical world. These should be key aspects of the source and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to a maximum of 4 marks, 1 mark should be awarded for each accurate relevant point of explanation of something in the source.</p>	4	<p>Possible points in the source which may be explained include:</p> <ul style="list-style-type: none"> • <i>‘Not everyone . . . citizenship’</i> — women, metics, and enslaved people were not considered to be citizens • <i>‘Those who were citizens’</i> — men whose parents were citizens • <i>‘played an active part in political decision-making’</i> — by attending the Assembly • <i>‘Some citizens . . . legal system’</i> — 6000 citizens were selected as a pool of jurors • <i>‘when they reached a certain age’</i> — two years’ military service and training started at age 18; men were liable for service until they were 60 • <i>‘perform military roles on land’</i> — there was no full-time professional army; citizens provided their own weapons and armour; most citizens served as infantry • <i>‘perform military roles . . . at sea’</i> — fighting as marines or rowing the warships (many poorer citizens did this). <p>Any other valid point of explanation.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question												
6.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Up to a maximum of 4 marks, 1 mark should be awarded for each evaluative comment on the usefulness of the source.</p> <p>A maximum of 1 mark may be given for each aspect. Comments should relate to the source and not be of a generic nature.</p>	4	<p>Possible evaluative comments may include:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comments</th> </tr> </thead> <tbody> <tr> <td>Who wrote it</td> <td> <ul style="list-style-type: none"> an Athenian politician who would be familiar with how democracy worked an Athenian who might be biased in favour of his own city's political system someone speaking to a crowd of people who were all familiar with the workings of democracy a politician who saw himself as one of the people ('we'). </td> </tr> <tr> <td>When it was written</td> <td> <ul style="list-style-type: none"> in the 5th century BC when Athenian democracy was at its height. </td> </tr> <tr> <td>Why it was written</td> <td> <ul style="list-style-type: none"> to show that Athens was not governed in the same way as other cities to sum up the main characteristics of Athenian democracy to praise Athenian democracy. </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> democracy was not widespread equality of the system obedience based on respect, not fear. </td> </tr> <tr> <td>Areas of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> details about the Assembly those excluded from politics details about the conduct of trials. </td> </tr> </tbody> </table> <p>Any other valid evaluative comment.</p>	Aspect of the source	Possible comments	Who wrote it	<ul style="list-style-type: none"> an Athenian politician who would be familiar with how democracy worked an Athenian who might be biased in favour of his own city's political system someone speaking to a crowd of people who were all familiar with the workings of democracy a politician who saw himself as one of the people ('we'). 	When it was written	<ul style="list-style-type: none"> in the 5th century BC when Athenian democracy was at its height. 	Why it was written	<ul style="list-style-type: none"> to show that Athens was not governed in the same way as other cities to sum up the main characteristics of Athenian democracy to praise Athenian democracy. 	The content of the source	<ul style="list-style-type: none"> democracy was not widespread equality of the system obedience based on respect, not fear. 	Areas of specific content the source has omitted	<ul style="list-style-type: none"> details about the Assembly those excluded from politics details about the conduct of trials.
Aspect of the source	Possible comments															
Who wrote it	<ul style="list-style-type: none"> an Athenian politician who would be familiar with how democracy worked an Athenian who might be biased in favour of his own city's political system someone speaking to a crowd of people who were all familiar with the workings of democracy a politician who saw himself as one of the people ('we'). 															
When it was written	<ul style="list-style-type: none"> in the 5th century BC when Athenian democracy was at its height. 															
Why it was written	<ul style="list-style-type: none"> to show that Athens was not governed in the same way as other cities to sum up the main characteristics of Athenian democracy to praise Athenian democracy. 															
The content of the source	<ul style="list-style-type: none"> democracy was not widespread equality of the system obedience based on respect, not fear. 															
Areas of specific content the source has omitted	<ul style="list-style-type: none"> details about the Assembly those excluded from politics details about the conduct of trials. 															

Section 2 — Classical Literature

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

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p><i>Candidates can be credited in a number of ways up to a maximum of 3 marks.</i></p> <p>Candidates must explain how the description of a universal theme from a classical text relates to how the theme was viewed, either overall or in detail, in the wider classical world.</p> <p>Up to a maximum of 3 marks in total, 1 mark should be awarded for each accurate, relevant point of explanation.</p>	3	<p>Possible points may include:</p> <ul style="list-style-type: none"> • problems could present themselves in a variety of forms, for example, having to rescue people • problems can be solved without killing people, for example, Odysseus using sheep to escape Polyphemus' cave • sometimes leaders do not deal with problems appropriately, for example, Creon's treatment of Antigone. <p>Any other valid point of knowledge used to explain.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	<p><i>Candidates can be credited in a number of ways up to a maximum of 2 marks.</i></p> <p>Candidates must make comparisons between how the universal theme in the text was viewed in the classical world and how it is viewed in the modern world. Up to a maximum of 2 marks in total, 1 mark should be awarded for each accurate relevant point of comparison.</p> <p>There is no need to give both a similarity and a difference.</p>	2	<p>Possible points may include:</p> <ul style="list-style-type: none"> • modern leaders often use negotiation and diplomacy to deal with problems, for example, the United Nations • big problems are not usually dealt with by one person • modern leaders sometimes invoke special measures to deal with unexpected problems, for example, global pandemic. <p>Any other valid point of knowledge used to compare.</p>

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

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must explain how the description of a universal theme from a classical text relates to how the theme was viewed in the wider classical world.</p> <p>Candidates must also make comparisons between how the universal theme in the text was viewed in the classical world and how it is viewed in the modern world.</p> <p>Up to a maximum of 5 marks in total, 1 mark should be awarded for each accurate relevant point of explanation, up to a maximum of 3 marks, and 1 mark should be awarded for each accurate relevant point of comparison, up to a maximum of 2 marks.</p>	5	<p>Possible points of explanation may include:</p> <ul style="list-style-type: none"> • in the classical world conflicts could happen on a domestic level (among families) or on a political level • conflicts in the classical world were often the result of poor decision-making • conflicts in the classical world often involved people fighting. <p>Possible points of comparison with the modern world:</p> <ul style="list-style-type: none"> • in the modern world, conflicts can often be violent, for example, countries at war with each other • in the modern world conflict can affect innocent people. <p>Any other valid point of knowledge used to explain or compare.</p>

Section 3 — The Roman world

Part A — Pompeii

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>1 mark should be awarded for each accurate relevant point of knowledge used to describe. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points, or any combination of these.</p>	4	<p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • tragedies: serious plays performed by masked actors; not as popular as other genres • comedies: funny plays performed by masked actors; enslaved people have prominent parts; often involve deception and confusion • mimes: performances with words, music and dance; performers with or sometimes without masks • pantomimes: one masked performer mimed and danced the various parts to the accompaniment of music and a chorus of singers; serious plots from mythology • farces: short performances by masked actors playing stock characters; rude and plenty of slapstick action. <p>Any other valid point of knowledge used to describe.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas but there is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates must show causal relationships.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or any combination of these.</p>	6	<p>Possible reasons may include:</p> <ul style="list-style-type: none"> • there were shrines (lararia) where families worshipped the household gods • details of the household gods • details of their worship • there were temples built to honour the state gods • details of a temple or its use • there were altars outside temples for making offerings to the gods • details of sacrifice/offerings • there was a temple of Isis • details of Isis and her worship • the frescos in the Villa of the Mysteries • details of Bacchus and his cult worship • there was a theatre and an amphitheatre where shows took place at certain religious festivals. <p>Any other valid reason.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Candidates must show causal relationships.</p> <p>Up to a maximum of 8 marks in total, 1 mark should be awarded for each point of knowledge used to explain the issue up to a maximum of 5 marks. 1 mark should be awarded for explaining different aspects of the issue, 1 mark should be awarded for presenting a conclusion, and 1 mark should be awarded for giving a reason for the conclusion.</p> <p>Candidates may achieve full marks by providing five straightforward points of explanation, or a combination of straightforward and developed points.</p>	8	<p>Possible points of knowledge may include:</p> <p>Enjoyable:</p> <ul style="list-style-type: none"> • you would be protected from the sun by awnings if it was a hot day • the large crowd added to the exciting atmosphere • you would see different types of gladiator with different equipment and techniques • you could cheer on your favourite fighters • you could appreciate the skills of the gladiators • you could influence the sponsor in deciding the fate of the loser • you would see a range of impressive or exotic beasts. <p>Not enjoyable:</p> <ul style="list-style-type: none"> • the stone seats might be uncomfortable to sit on • you might not get one of the good seats because you weren't 'important' enough • the large crowd would be noisy and encroach on your personal space • you would know that the fighters were not all willing volunteers • you would see men being killed or wounded for 'entertainment' • you might suspect that some of the fights were more choreographed than real • you would know that the animals weren't treated well, even if they were only being paraded or performing tricks. <p>Any other valid point of knowledge used to explain.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must identify similarities and differences between an issue in the classical world and how it is viewed or practised in the modern world. There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to a maximum of 4 marks in total, 1 mark should be awarded for each accurate relevant comparison made. If a comparison is developed a further mark can be awarded.</p> <p>Candidates may achieve full marks by providing four straightforward points of comparison, by making two developed points, or any combination of these.</p> <p>Full marks should only be awarded when a candidate has given at least one similarity and at least one difference.</p>	4	<p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • we still take certain types of clothes to a laundry to be cleaned by specialists • we still wash some things by hand without using machines • we still use chemicals to remove dirt and grease • we still use chemicals to bleach cloth • we still hang clothes on lines to dry. <p>Differences:</p> <ul style="list-style-type: none"> • we usually clean our clothes at home rather than taking them to a laundry • we usually clean our clothes using machines rather than all by hand • we use soaps and detergents rather than fuller's earth and urine • we can use tumble-driers to dry clothes rather than air drying them • we usually iron clothes rather than use a press. <p>Any other valid point of comparison.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the sources and specific events, practices or ideas in the classical world. These should be key aspects of the sources and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to a maximum of 4 marks, 1 mark should be awarded for each accurate relevant point of explanation from the sources.</p> <p>If the candidate only refers to one source a maximum of 3 marks can be awarded.</p>	4	<p>Possible points in the sources which may be explained include:</p> <p>Source A:</p> <ul style="list-style-type: none"> • shows people who died because they decided to stay inside instead of attempting an escape • shows a group who thought it was safer to stay together, but died together • shows they had not been flattened by a collapsing roof, so may have been in a courtyard exposed to the falling ash which covered them • shows people who may have died as the result of a pyroclastic flow. <p>Source B:</p> <ul style="list-style-type: none"> • <i>‘rolling in different directions’</i> — as a result of seismic activity associated with the eruption; caused buildings to collapse • <i>‘the sea retreat. . . dry sand’</i> — the seismic activity affected the sea and made escape by boat difficult • <i>‘hid the island of Capri’</i> — the cloud blotted out the sun, making it difficult to see • <i>‘ash was falling’</i> — burying buildings; causing roofs to collapse; blocking roads • <i>‘cloud spreading over the earth’</i> — one of the pyroclastic flows which killed so many. <p>Any other valid point of explanation.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question												
14.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Up to a maximum of 4 marks, 1 mark should be awarded for each evaluative comment on the usefulness of the source.</p> <p>A maximum of 1 mark may be given for each aspect. Comments should relate to the source and not be of a generic nature.</p>	4	<p>Possible evaluative comments may include:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comments</th> </tr> </thead> <tbody> <tr> <td>Who wrote it</td> <td> <ul style="list-style-type: none"> an eyewitness to the destruction ('We saw . . .') an educated and curious observer. </td> </tr> <tr> <td>When it was written</td> <td> <ul style="list-style-type: none"> some time after the event took place details may have been forgotten — yet the event was so catastrophic it would probably stick in your memory. </td> </tr> <tr> <td>Why it was written</td> <td> <ul style="list-style-type: none"> to give an accurate account of the events which took place to give (the historian Tacitus) materials for research. </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> it mentions the effects of seismic activity it mentions the ash cloud it describes a pyroclastic flow. </td> </tr> <tr> <td>Areas of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> it makes no mention of the number of casualties it makes no mention of the time of year the eruption took place. </td> </tr> </tbody> </table> <p>Any other valid evaluative comment.</p>	Aspect of the source	Possible comments	Who wrote it	<ul style="list-style-type: none"> an eyewitness to the destruction ('We saw . . .') an educated and curious observer. 	When it was written	<ul style="list-style-type: none"> some time after the event took place details may have been forgotten — yet the event was so catastrophic it would probably stick in your memory. 	Why it was written	<ul style="list-style-type: none"> to give an accurate account of the events which took place to give (the historian Tacitus) materials for research. 	The content of the source	<ul style="list-style-type: none"> it mentions the effects of seismic activity it mentions the ash cloud it describes a pyroclastic flow. 	Areas of specific content the source has omitted	<ul style="list-style-type: none"> it makes no mention of the number of casualties it makes no mention of the time of year the eruption took place.
Aspect of the source	Possible comments															
Who wrote it	<ul style="list-style-type: none"> an eyewitness to the destruction ('We saw . . .') an educated and curious observer. 															
When it was written	<ul style="list-style-type: none"> some time after the event took place details may have been forgotten — yet the event was so catastrophic it would probably stick in your memory. 															
Why it was written	<ul style="list-style-type: none"> to give an accurate account of the events which took place to give (the historian Tacitus) materials for research. 															
The content of the source	<ul style="list-style-type: none"> it mentions the effects of seismic activity it mentions the ash cloud it describes a pyroclastic flow. 															
Areas of specific content the source has omitted	<ul style="list-style-type: none"> it makes no mention of the number of casualties it makes no mention of the time of year the eruption took place. 															

Part B — Roman Britain

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>1 mark should be awarded for each accurate relevant point of knowledge used to describe. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points, or any combination of these.</p>	4	<p>Possible points of knowledge may include:</p> <ul style="list-style-type: none"> • tragedies: serious plays performed by masked actors; not as popular as other genres • comedies: funny plays performed by masked actors; enslaved people have prominent parts; often involve deception and confusion • mimes: performances with words, music and dance; performers with or sometimes without masks • pantomimes: one masked performer mimed and danced the various parts to the accompaniment of music and a chorus of singers; serious plots from mythology • farces: short performances by masked actors playing stock characters; rude and plenty of slapstick action. <p>Any other valid point of knowledge used to describe.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas but there is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates must show causal relationships.</p> <p>Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p>	6	<p>Possible reasons may include:</p> <ul style="list-style-type: none"> • demand from soldiers in the garrison • demand from civilians for goods and services • there were jobs in shops and workshops providing goods • there were jobs in taverns providing hospitality • there were jobs in the bathhouse providing leisure facilities • many different types of trade were needed to keep the settlement satisfied (butchers, traders, bakers, brewers) • permanent settlement meant business could be depended on. <p>Any other valid reason.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
17.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p>Candidates must show causal relationships.</p> <p>Up to a maximum of 8 marks in total, 1 mark should be awarded for each point of knowledge used to explain the issue up to a maximum of 5 marks. 1 mark should be awarded for explaining different aspects of the issue, 1 mark should be awarded for presenting a conclusion, and 1 mark should be awarded for giving a reason for the conclusion.</p> <p>Candidates may achieve full marks by providing five straightforward points of explanation, or a combination of straightforward and developed points.</p>	8	<p>Possible points of knowledge may include:</p> <p>Druidism:</p> <ul style="list-style-type: none"> • worship took place outdoors • religion related to nature • organised by priests called Druids. <p>Traditional Roman worship:</p> <ul style="list-style-type: none"> • temples constructed to honour gods • prayer and sacrifice • practice of emperor worship. <p>Mithraism:</p> <ul style="list-style-type: none"> • cult of Mithras popular with soldiers • worshippers had to be initiated • ceremonies took place in secret in buildings. <p>Any other valid point of knowledge used to explain.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must identify similarities and differences between an issue in the classical world and how it is viewed or practised in the modern world.</p> <p>There is no need for evaluation or prioritising of these points of comparison.</p> <p>Up to a maximum of 4 marks in total, 1 mark should be awarded for each accurate relevant comparison made. If a comparison is developed a further mark can be awarded.</p> <p>Candidates may achieve full marks by providing four straightforward points of comparison, by making two developed points, or any combination of these.</p> <p>Full marks should only be awarded when a candidate has given at least one similarity and at least one difference.</p>	4	<p>Possible responses may include:</p> <p>Similarities:</p> <ul style="list-style-type: none"> • fighting in various forms (boxing, UFC) is still popular with audiences • snacks and drinks are still sold to spectators • advertising still encourages people to attend • gambling on the outcome of matches is still popular. <p>Differences:</p> <ul style="list-style-type: none"> • modern sports have limits on violence to protect competitors • there are lots of restrictions on sports involving animals • stewards and police provide crowd control in modern sports arenas • admission to some sporting events can be very expensive. <p>Any other valid point of comparison.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
19.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the sources and specific events, practices or ideas in the classical world. These should be key aspects of the sources and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to a maximum of 4 marks, 1 mark should be awarded for each accurate relevant point of explanation from the sources.</p> <p>If the candidate only refers to one source a maximum of 3 marks can be awarded.</p>	4	<p>Possible points in the sources which may be explained include:</p> <p>Source A:</p> <ul style="list-style-type: none"> • shows technology introduced by the Romans to Britain • shows a road which strengthened communication • shows a straight road which made travel easier • shows a road which enabled goods to be transported and boosted trade. <p>Source B:</p> <ul style="list-style-type: none"> • <i>'heavier tax demands'</i> — taxation was often resented by the native Britons • <i>'violent and insulting'</i> — native Britons were often badly treated by the Romans • <i>'force our men to fight for them'</i> — native Britons could be conscripted into the army by force • <i>'We must fight against them'</i> — bad treatment of the native Britons by the Romans sometimes led to revolt. <p>Any other valid point of explanation.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question												
20.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Up to a maximum of 4 marks, 1 mark should be awarded for each evaluative comment on the usefulness of the source.</p> <p>A maximum of 1 mark may be given for each aspect. Comments should relate to the source and not be of a generic nature.</p>	4	<p>Possible evaluative comments may include:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Who wrote it</td> <td> <ul style="list-style-type: none"> written by Tacitus, a Roman historian who would have researched Roman rule in Britain Tacitus had special knowledge of Roman Britain through his father-in-law who was a Roman governor. </td> </tr> <tr> <td>When it was written</td> <td> <ul style="list-style-type: none"> 1st century AD, during the Roman occupation of Britain. </td> </tr> <tr> <td>Why it was written</td> <td> <ul style="list-style-type: none"> to criticise Roman treatment of the native Britons to explain the reasons why the native Britons rebelled. </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> the native Britons paid high levels of taxation the Romans could be violent towards the native Britons resentment towards the Romans from the native Britons. </td> </tr> <tr> <td>Areas of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> not all relationships between Romans and native Britons were bad the Romans did not prevent the native Britons from following many of their traditions. </td> </tr> </tbody> </table> <p>Any other valid evaluative comment.</p>	Aspect of the source	Possible comment	Who wrote it	<ul style="list-style-type: none"> written by Tacitus, a Roman historian who would have researched Roman rule in Britain Tacitus had special knowledge of Roman Britain through his father-in-law who was a Roman governor. 	When it was written	<ul style="list-style-type: none"> 1st century AD, during the Roman occupation of Britain. 	Why it was written	<ul style="list-style-type: none"> to criticise Roman treatment of the native Britons to explain the reasons why the native Britons rebelled. 	The content of the source	<ul style="list-style-type: none"> the native Britons paid high levels of taxation the Romans could be violent towards the native Britons resentment towards the Romans from the native Britons. 	Areas of specific content the source has omitted	<ul style="list-style-type: none"> not all relationships between Romans and native Britons were bad the Romans did not prevent the native Britons from following many of their traditions.
Aspect of the source	Possible comment															
Who wrote it	<ul style="list-style-type: none"> written by Tacitus, a Roman historian who would have researched Roman rule in Britain Tacitus had special knowledge of Roman Britain through his father-in-law who was a Roman governor. 															
When it was written	<ul style="list-style-type: none"> 1st century AD, during the Roman occupation of Britain. 															
Why it was written	<ul style="list-style-type: none"> to criticise Roman treatment of the native Britons to explain the reasons why the native Britons rebelled. 															
The content of the source	<ul style="list-style-type: none"> the native Britons paid high levels of taxation the Romans could be violent towards the native Britons resentment towards the Romans from the native Britons. 															
Areas of specific content the source has omitted	<ul style="list-style-type: none"> not all relationships between Romans and native Britons were bad the Romans did not prevent the native Britons from following many of their traditions. 															

[END OF MARKING INSTRUCTIONS]