



National
Qualifications
2026

2026 Classical Studies

National 5

Question Paper Finalised Marking Instructions

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

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General marking principles for National 5 Classical Studies

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

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

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

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

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

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

Example

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

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

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

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

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

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

Example

Question: Explain the reasons why there were so many 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.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> 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. 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. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or any combination of these.	4	Possible points of knowledge may include: • the marriage was arranged by the bride's father and a dowry was decided on • before the wedding the bride bathed in holy water brought in a special jar • before the wedding the bride dedicated her childhood toys to Artemis • on the wedding day the bride wore a special dress and veil • there was a sacrifice and prayers followed by a feast • afterwards the couple drove in a waggon to their new home • all the guests followed carrying flaming torches to light the way and scare off evil spirits • a sieve was carried as it was also good for dealing with evil spirits • figs and nuts were thrown over the bride as symbols of fertility • the new husband took his wife into their home and walked her round the fire to show she was now part of his family • next day the guests gathered at the couple's home bringing wedding presents • the bride's father also paid the dowry to his son-in-law the day after the wedding. Any other valid point of knowledge used to describe.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> 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. Candidates must show causal relationships. 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. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or any combination of these.	6	Possible reasons may include: - the marketplace was full of stalls selling all sorts of goods – there were no big supermarkets selling everything - stalls selling similar goods tended to be grouped together so you could compare items - farmers and fishermen brought fresh produce to the market every day - many stalls were run by poorer women to make a living - officials checked weights and measures to make sure nobody cheated - the market was a place where men met to socialise, have discussions and gossip - there were tables where you could borrow from money-lenders – there were no banks - you could go to the market to hire free or enslaved workers - there was an area in the market where enslaved people were sold. Any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.			<i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i> Candidates must use their knowledge to present a reasoned conclusion about a given issue. Candidates must show causal relationships. 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. Candidates may achieve full marks by providing five straightforward points of explanation, or a combination of straightforward and developed points.	8	Possible points of knowledge may include: Citizens: - all citizens could attend, speak and vote in the Assembly (Ecclesia) - citizens all had the same rights irrespective of wealth, education or family background - the law protected all citizens equally - citizens were eligible to serve in public roles, for example, being elected as a general - citizens were expected to take an active role in politics, for example, attending the Assembly (Ecclesia) - citizens were expected to fight for Athens in times for war, for example, by serving as infantry or rowing in the navy. Women: - women had no political rights – they were not allowed to attend the Assembly (Ecclesia) - women's main responsibilities were to manage the household and raise children. Enslaved people: - the lives of enslaved people were controlled by their owners – they had no rights, political or other - enslaved people were expected to be obedient to their owners. Metics: - people who had settled in Athens from elsewhere (metics) were excluded from politics, although they contributed to the economy and defence of Athens - Metics were expected to contribute to the city, for example, by funding theatrical performances. Any other valid point of knowledge used to explain.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> 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. 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. Candidates may achieve full marks by providing four straightforward points of comparison, by making two developed points, or any combination of these. Full marks should only be awarded when a candidate has given at least one similarity and at least one difference.	4	Possible responses may include: Similarities: • both recur annually or at set intervals • both can involve a public holiday • both can involve special ceremonies with prayers and offerings • both can involve feasting together or special food • both can involve spectacle and entertainment. Differences: • today in Scotland there are a number of religions, so not everyone is involved in every festival • animal sacrifice was central to Athenian festivals – most religions today do not sacrifice animals • athletics competitions and drama were part of religious festivals in Athens – today these events are mostly secular and not religious • religious festivals in Athens were organised by the state – today festivals are organised by members of individual religions. Any other valid point of comparison.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> 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. Up to a maximum of 4 marks, 1 mark should be awarded for each accurate relevant point of explanation of something in the source.	4	Possible points in the source which may be explained include: • <i>‘the way they selected jurors’</i> – randomly using a machine (kleroterion), so bribery was difficult • <i>‘the size of the juries’</i> – very large, for example 201 or 501, to create a group representative of the citizen body, and one that was difficult to bribe • <i>‘they made sure. . . same amount of time’</i> – a water clock (klepsydra) was used; it was stopped when witness statements were read out • <i>‘nobody could tell. . . voted’</i> – by placing a pebble in a jar; later by placing a bronze counter in a jar; this was done secretly so nobody knew how you voted • <i>‘no trained lawyers. . . difficult for some’</i> – not everyone was a confident speaker; you could pay a professional writer to write your speech if you could afford it • <i>‘the way enslaved witnesses. . . a disgrace’</i> – enslaved witnesses might have their statements extracted under torture. Any other valid point of explanation.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question												
6.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> 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. Up to a maximum of 4 marks, 1 mark should be awarded for each evaluative comment on the usefulness of the source. A maximum of 1 mark may be given for each aspect. Comments should relate to the source and not be of a generic nature.	4	Possible evaluative comments may include: <table><tr><th>Aspect of the source</th><th>Possible comments</th></tr><tr><td>Who wrote it</td><td> - an Athenian man who would remember how he was brought up as a child - an Athenian who would know how children were brought up in his city - a philosopher who would have researched and thought carefully about the subject. </td></tr><tr><td>When it was written</td><td> - in the early 4th century BC, so the way children were brought up may have changed since the previous century - in a later century, but parents might still have the same attitude to their children as their own parents had to them. </td></tr><tr><td>Why it was written</td><td> - to inform us about how young children are brought up - to explain what parents expect of children - to explain what parents expect their children to be taught in school. </td></tr><tr><td>The content of the source</td><td> - it tells us about the people involved in a child's upbringing - it tells us that punishment was considered acceptable - it tells us two of the subjects studied at school. </td></tr><tr><td>Areas of specific content the source has omitted</td><td> - it does not mention anything about the lives of girls - it does not mention toys and games - it does not mention the dangers of childhood illness. </td></tr></table> Any other valid evaluative comment.	Aspect of the source	Possible comments	Who wrote it	- an Athenian man who would remember how he was brought up as a child - an Athenian who would know how children were brought up in his city - a philosopher who would have researched and thought carefully about the subject.	When it was written	- in the early 4th century BC, so the way children were brought up may have changed since the previous century - in a later century, but parents might still have the same attitude to their children as their own parents had to them.	Why it was written	- to inform us about how young children are brought up - to explain what parents expect of children - to explain what parents expect their children to be taught in school.	The content of the source	- it tells us about the people involved in a child's upbringing - it tells us that punishment was considered acceptable - it tells us two of the subjects studied at school.	Areas of specific content the source has omitted	- it does not mention anything about the lives of girls - it does not mention toys and games - it does not mention the dangers of childhood illness.
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Section 2 – Classical Literature

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(a)		<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> 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. 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. Candidates may achieve full marks by providing five straightforward points.	5	Possible points may include: • character(s) involved behaving heroically in context • description of the heroic action(s) • reasons for behaving heroically • consequences of behaving heroically. Any other valid point of knowledge used to describe.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)		<i>Candidates can be credited in a number of ways up to a maximum of 3 marks.</i> 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. Up to a maximum of 3 marks in total, 1 mark should be awarded for each accurate, relevant point of explanation.	3	Possible points may include: • heroic actions often involved fighting or violence • people performing heroic actions were usually of high status • heroes were usually men • heroes might be motivated by self-interest instead of helping others. Any other valid point of knowledge used to explain.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)		<i>Candidates can be credited in a number of ways up to a maximum of 2 marks.</i> 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. There is no need to give both a similarity and a difference.	2	Possible points may include: • modern heroes are usually selfless and want to help others • modern heroes can come from all walks of life and can be heroic in many different contexts • modern heroes can be any gender. Any other valid point of knowledge used to compare.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	(a)		<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> 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. 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. Candidates may achieve full marks by providing five straightforward points.	5	Possible points may include: • female character(s) who challenge male authority in context • description of challenge(s) to male authority • reason(s) for challenge(s) to male authority • consequence(s) of challenges to male authority. Any other valid point of knowledge used to describe.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)		<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> 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. 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. 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.	5	Possible points of explanation may include: • women in the classical world were considered subordinate to men • women in the classical world could be punished for challenging male authority • women in the classical world were expected to conform to a specific role • in some modern societies women are still under the control of men • in many modern societies women have equal status with men. Any other valid point of knowledge used to explain or compare.

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.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> 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. 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. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or any combination of these.	4	Possible points of knowledge may include: • each household had a shrine (lararium) where daily worship took place • the household gods (Lares, Penates, Vesta) received prayers and were given small offerings; food from the main meal was burnt in their honour • the Pompeians built temples in honour of their gods; these were in prominent places and contained statues and offerings made by individuals and the community • at the altar in front of a temple animal sacrifices were made to win the favour of the god • the Pompeians held regular religious festivals which were public holidays • at the festivals religious ceremonies were held and sometimes performances took place in the theatre or amphitheatre. Any other valid point of knowledge used to describe.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> 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. Candidates must show causal relationships. 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. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or any combination of these.	6	Possible reasons may include: • Pliny wrote an account of what happened when his uncle tried to rescue people from the eruption • supporting details from Pliny's account, for example, how people tied cushions to their heads to protect against falling pumice; how the ash made it hard to see; how people panicked and debated what they should do • archaeologists have made casts of many of the victims by pouring plaster or resin into the cavity in the ash left by the body • supporting details of a cast/group of casts, for example, family groups huddled together; people trying to carry away valuables; people trapped by the build-up of debris or crushed by falling roofs • details of any other relevant archaeological discoveries, for example, evidence of collapsed buildings • vulcanologists have studied the written and physical evidence and interpreted what would have happened at different stages in the eruption; they have compared it to modern eruptions elsewhere • supporting details of vulcanological evidence, for example, that there were pyroclastic flows which would have caused many deaths; the poisonous gases and the dryness of the air because of the ash and pumice would have made it difficult to breathe. Any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.			<i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i> Candidates must use their knowledge to present a reasoned conclusion about a given issue. Candidates must show causal relationships. 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. Candidates may achieve full marks by providing five straightforward points of explanation, or a combination of straightforward and developed points.	8	Possible points of knowledge may include: Good working conditions: - workplaces were small and workers would all know one another and their employer - in bakeries, there were some easier jobs, such as serving customers - in fulleries, there were some easier jobs, such as pressing the cloth, combing the nap and mending loose threads or dealing with customers - in snackbars (thermopolia), work could be very social, meeting and serving customers, many of whom would be regulars - in snackbars, there was not so much heavy lifting or physically exhausting work to be done. Bad working conditions: - many of the workers were enslaved people who were expected to put up with bad conditions - working hours could be long with early starts - in bakeries the heat from the ovens and smoke from the fires were unpleasant - in bakeries the air might have flour floating in it making it difficult to breathe - in bakeries turning the mills was hard work, unless it was done by animals - in fulleries there was a terrible smell from the urine and sulphur - in fulleries workers had to trample cloth in urine and also use fuller's earth in the fulling and cleaning processes - in snackbars workers had to stand for hours on end serving customers - in snackbars some customers could be awkward and unpleasant. Any other valid point of knowledge used to explain.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> 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. 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. Candidates may achieve full marks by providing four straightforward points of comparison, by making two developed points, or any combination of these. Full marks should only be awarded when a candidate has given at least one similarity and at least one difference.	4	Possible responses may include: Similarities: • wealthy Pompeians had a special room for dining – many houses today also have separate dining rooms • a Pompeian dinner had three courses – formal dinners today often have three courses • the Pompeians drank wine with their meal – people today often drink wine at formal dinners • both men and women could dine together in Pompeii – today there are usually guests of different genders at a dinner party • the Pompeians dined in the late afternoon into the evening – formal dinners today usually take place in the evening. Differences: • wealthy Pompeians lay on couches to eat – people today usually sit on chairs • Pompeians ate with their fingers or a spoon – people today normally use forks and knives as well • Pompeians mixed their wine with water before drinking it – people today drink undiluted wine at dinner • wealthy Pompeians often provided entertainers to amuse their guests – diners today usually entertain themselves with conversation • in Pompeii the diners were served by enslaved people – diners today are usually served by the host. Any other valid point of comparison.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> 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. Up to a maximum of 4 marks, 1 mark should be awarded for each accurate relevant point of explanation from the sources. If the candidate only refers to one source a maximum of 3 marks can be awarded.	4	Possible points in the sources which may be explained include: Source A: • shows theatre was open air; an awning could be used to protect the audience from the sun • shows the stage where the actors performed; high, long and broad with plenty of space for action • shows the building behind the stage which acted as a backdrop and had three doors which could, for example, represent three houses in a street • shows the steps used by the spectators to access their seats • shows the rows of stone seats for the audience; they could be hard, so some people brought cushions • shows how the seats are arranged in semi-circular tiers so everyone would have a good view • shows the front few rows separated from the rest; these were for important people to sit in. Source B: • ‘<i>comedy</i>’ – comedies were a popular form of entertainment; they were acted by men in masks and costumes; details of comic plays • ‘<i>sponsor</i>’ – theatrical performances were paid for by wealthy sponsors to gain popularity and enhance their status; entry was free • ‘<i>noisy</i>’ – the spectators would chat amongst themselves and cheer, applaud and boo the performance • ‘<i>boxers and tight-rope walkers</i>’ / ‘<i>a gladiator fight</i>’ – spectators were always looking for some exciting new spectacle; the theatre could not always compete with these more popular shows • ‘<i>An intelligent audience . . . respectfully</i>’ – at the beginning of a play it was common for an actor to appeal to the audience and get them in a receptive mood • ‘<i>religious holiday</i>’ – theatrical performances were not available every day, but only at certain religious festivals. Any other valid point of explanation.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
14.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> 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. Up to a maximum of 4 marks, 1 mark should be awarded for each evaluative comment on the usefulness of the source. A maximum of 1 mark may be given for each aspect. Comments should relate to the source and not be of a generic nature.	4	Possible evaluative comments may include:	
					Aspect of the source	Possible comments
					Who wrote it	- a playwright who would know all about the theatre - someone in Rome who may never have visited Pompeii.
					When it was written	- in an earlier century, so some aspects of the theatre may have changed - some things may have changed, but the attitude and behaviour of the audience are likely to be the same.
					Why it was written	- to appeal to the audience to be receptive; to ‘warm them up’ - to remind the audience that it was a religious festival and they should behave accordingly.
					The content of the source	- it mentions the behaviour of the audience - it refers to the sponsoring of plays - it refers to alternative attractions which might be more popular.
					Areas of specific content the source has omitted	- it makes no mention of other types of performance in the theatre - it makes no mention of the performers’ costumes and masks - it makes no mention of the use of music in the performances.
					Any other valid evaluative comment.	

Part B – Roman Britain

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> 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. 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. Candidates may achieve full marks by providing four straightforward points, by making two developed points, or any combination of these.	4	Possible points of knowledge may include: - the headquarters building – strongroom for pay and valuables; shrine for the standards; administrative offices; hall with platform for the commander to address troops - the granary – for storing grain for food; vents allowed air to circulate under the floor to keep the wheat or barley dry; another store stood beside it - the barracks – where soldiers slept and stored their equipment; eight men to a room; more spacious accommodation for the officer at the end of the block - the gateways – single-arch with strong wooden doors; main gates flanked by towers - the stables – accommodation for the horses as the garrison was part-mounted - the commander's house – spacious residence of the commander reflecting his status; accommodation for his family; high quality furnishing and decoration; beside the headquarters building. Any other valid point of knowledge used to describe.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> 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. Candidates must show causal relationships. 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. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.	6	Possible reasons may include: • they mention named individuals, male and female, military and civilian • they include documents which tell us about life in the fort, for example, lists of food supplies and details of military organisation • they show us that the army kept detailed records of all its activities • they mention various jobs carried out by soldiers, for example, keeper of the bathhouse, shoemaker, doctor and construction worker • they include private correspondence telling us about family and social life • one letter is an invitation to a birthday party from one woman to another – the oldest known example of a woman’s writing in Britain • another letter to a soldier mentions clothing (sandals, socks and pants) being sent to him with it • they are written in ink on thin slices of wood • they have survived because the soil conditions have preserved wood and other organic matter. Any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
17.			<i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i> Candidates must use their knowledge to present a reasoned conclusion about a given issue. Candidates must show causal relationships. 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. Candidates may achieve full marks by providing five straightforward points of explanation, or a combination of straightforward and developed points.	8	Possible points of knowledge may include: Changed: • the foundation of towns planned in the Roman style • the establishment of an advanced road system and other infrastructure • the introduction of Roman forms of entertainment • taxes imposed by the Roman government • exploitation of British resources for the benefit of the Romans • improved movement of goods and opportunities for trade; wider use of coinage • new forms of religion • the presence and control of the Roman army • a reduction in the power and independence of native tribes and their leaders. Not changed: • many Britons lived in areas which did not come under permanent Roman control • the majority of Britons continued to live in the countryside and in rural settlements • most Britons continued to make a living through farming • most Britons continued to follow their traditional religion • the elite members of British society were more likely to adopt new Roman fashions than ordinary people. Any other valid point of knowledge used to explain.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
18.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> 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. 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. Candidates may achieve full marks by providing four straightforward points of comparison, by making two developed points, or any combination of these. Full marks should only be awarded when a candidate has given at least one similarity and at least one difference.	4	Possible responses may include: Similarities: - the Romans built temples to their gods – many modern religions have buildings for worship such as mosques, churches and synagogues - the Romans made contact with their gods through prayer – prayer is a central feature of many modern religions - the Romans made offerings to their gods – many modern religions also do this - the Romans held holidays and festivals for their gods – modern religions also celebrate holidays and festivals such as Easter, Hanukkah, Diwali, and Eid al-Fitr. Differences: - the Romans worshipped many gods – today worshipping a single god is very common - the Romans sacrificed animals to their gods – today many religions think this is wrong - the Romans showed religious respect to the emperor and treated some former emperors as gods – most modern religions would not treat humans like this - the Romans brought the exclusively male cult of Mithras to Britain – most modern religions are open to men and women. Any other valid point of comparison.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
19.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> 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. Up to a maximum of 4 marks, 1 mark should be awarded for each accurate relevant point of explanation from the sources. If the candidate only refers to one source a maximum of 3 marks can be awarded.	4	Possible points in the sources which may be explained include: Source A: • shows stone benches round the walls – for people to sit on while getting changed • shows shelves on the walls – for storing clothes; not very secure – risk of theft • shows a stone floor – easy to wash down and keep clean • shows stone walls and ceiling – reduces danger of fire • shows a vaulted ceiling – stronger and reduces the problem of condensation dropping on people below • shows no changing cubicles – the Romans were less concerned about privacy in the baths than we are; men and women used completely different areas and did not mix. Source B: • ‘<i>the exercise area</i>’ – a sand-covered open yard where exercise could be taken before bathing; ball games and wrestling were popular • ‘<i>having a massage</i>’ – bathers could hire the services of specialists such as manicurists and hair pluckers • ‘<i>a thief caught red-handed</i>’ – as there were no lockers, clothes and other possessions were liable to be stolen • ‘<i>to hear the sound of his own voice in the bath</i>’ – the walls and ceilings were plastered stone and the ceilings vaulted, so sounds would be amplified and echo • ‘<i>the bath</i>’ – there were baths big enough to hold several people in the various rooms – cold in the cold room, warm in the warm room and hot in the hot room • ‘<i>the pool</i>’ – in addition to the various baths, some establishments had a separate swimming pool • ‘<i>people selling drinks . . . pastries</i>’ – wherever people gathered there were those who earned a living providing drinks and snacks; a visit to the baths was a social event and it was common to share food and drink with your friends. Any other valid point of explanation.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
20.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i>	4	Possible evaluative comments may include:
			Aspect of the source		Possible comments
			Who wrote it		- someone who would have visited the baths regularly - a philosopher, so an educated and curious observer - someone who visited the baths in Rome, not in Britain.
			When it was written		at a time when the Romans were beginning to build bath houses in Britain.
			Why it was written		- to give an account of the various sounds to be heard in the baths - to complain about the noise from the baths.
			The content of the source		- it mentions some of the activities that took place in the baths - it tells us that a visit to the baths was not just about getting clean - it describes the atmosphere in the baths.
			Areas of specific content the source has omitted		- it gives no details of the order in which bathers visited the various facilities - it makes no mention of facilities for women - it does not mention the low cost of entry to the baths.
					Any other valid evaluative comment.

[END OF MARKING INSTRUCTIONS]