



National
Qualifications
2026

2026 Classical Studies – Classical Society

Higher

Question Paper Finalised Marking Instructions

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General marking principles for Higher Classical Studies – Classical Society

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

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

Example question

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

Example response

Gender inequality affected the lives of women in the 5th century BC, for example girls were much more likely to be exposed at birth by their fathers because boys were judged to be more valuable at birth than girls, as only men could inherit property. Again, all girls required a dowry on their wedding day and this led to them being considered more of a financial burden and drain from birth than boys. As a result, gender inequality greatly affected the lives of women as their gender made them less valuable to their families and increased the risk of being exposed. However, in the majority of cases the choice to expose a baby was perhaps more to do with poverty rather than gender (**3 marks**).

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

Example question

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

Example response

As a result of working and living in close quarters with their owner and his family in the home, an enslaved person's quality of life often benefited from the formation of personal relationships with their owners. Many would have been considered as part of the family, for example being showered with nuts and fruits when they first entered the house to ritually welcome them into the household, just as a new bride was

(1 mark). As members of the household, they were also given clothing, a roof over their head, food and meals, and looked after if they fell ill. At a time when there was no possibility of state support, enslaved people in the home often had a better quality of life than some of the poorest citizens **(1 mark)**. However, an enslaved person was always regarded as property, they had no legal or political rights and could make no decisions for themselves. For some, this lack of control over their own lives would have been objectionable **(1 mark)**.

iii **Evaluate the usefulness of Source A for . . .**

Example question

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

Example response

Source A is useful for describing democracy in classical Athens as it was written by a leading member of Athenian society, who would likely have attended the Assembly and witnessed its procedures **(1 mark for origin)**. It is a play, so it may be less useful as it was written more for entertainment rather than to show life as it really was

(1 mark for purpose). The source mentions specifically . . . which means . . .

(1 mark for interpretation of the content). This point is supported by . . . **(1 mark for using knowledge to expand on a point of interpretation)**. However, it fails to mention that . . . which limits how useful it is **(1 mark for knowledge used to explain its limitations)**.

iv **How fully do Sources A, B and C explain . . .**

Example question

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

Example response

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

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

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

Example question

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

Example comparison

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

Example conclusion

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

Marking Instructions for each question

Section 1 – LIFE IN CLASSICAL GREECE

Part A – Power and freedom

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.			Candidates make connections between the sources and specific events, practices or ideas in the classical world. They interpret points from the sources to show understanding rather than simply quoting. They do not need to prioritise any points. Candidates may gain marks in a number of ways up to a maximum of 8 marks.	8	Award up to a maximum of 6 marks for accurate relevant points interpreted from the sources. Award up to a maximum of 4 marks for accurate relevant points of knowledge used to explain the extent to which the sources address a given aspect of the classical world. Candidates can do this by expanding on points made in the sources, or through references to areas of specific content which the sources have omitted. Award a maximum of 4 marks where candidates refer to only one source. Possible points which candidates may develop/interpret in Source A include: - the Pnyx was the hillside in Athens where the Assembly met - the Pnyx was a large open area which could accommodate over 6000 people - the raised platform was where citizens could address the Assembly. Possible points which candidates may develop/interpret in Source B include: - many Athenian citizens failed to attend the Assembly regularly - a rope dusted with red ochre was used by Scythian archers to direct citizens from the agora up to the Pnyx: this was a mark which identified those who were opting out of their civic duty to attend the Assembly - citizens outside of Athens had to travel some distance to meetings of the Assembly.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points which candidates may develop/interpret in Source C include: • the Council of 500 was responsible for setting the agenda and actioning the decisions of the Assembly • 50 members from each tribe were selected annually to form the Council of 500 • members of the Council of 500 were selected by lot. Possible points of significant omission may include: • the Assembly met about 40 times a year • only citizens were involved – women, enslaved people and metics were denied the opportunity to attend the Assembly or sit on the Council of 500 • generals were voted into power each year by the citizens of Athens • citizens decided every year if they wanted to hold an ostracism and vote for the exile for a citizen. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)		Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example: - the relevance/importance/usefulness, for example, of a viewpoint - positive and negative aspects - strengths and weaknesses - any other relevant evaluative comment. Candidates may gain marks in a number of ways up to a maximum of 12 marks.	12	Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation. Award a mark for knowledge, where points are: - relevant to the theme of the question - developed (by providing additional detail, exemplification, reasons or evidence) - used to respond to the demands of the question (for example, explain, analyse). Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks. Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Possible points of relevant knowledge: - the allied states were required to bring legal disputes to Athenian courts, necessitating travel to Athens and submission to Athenian law - Athens established settlements (cleruchies) in allied states, where Athenian settlers were given land, often displacing the local population - Athens took measures against states that resisted its control, such as executing adult males and enslaving women and children - Athens imposed democratic systems of government on allied states, regardless of their existing political structures - Athens required allied states to adopt Athenian coinage, standardising currency across the Delian League and reducing local economic independence - Athens used the tribute payments to fund Athenian projects and military expenses - Athens stationed military garrisons in allied states to maintain control and protect Athenian officials - Athens required allied states to swear oaths of loyalty to Athens, emphasising their subordinate status within the Delian League.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			Possible points of evaluation: • Athens required allied states to resolve legal disputes in Athenian courts, effectively imposing Athenian law on them. This was potentially unfair as it undermined the legal sovereignty of these states and forced them to conform to Athenian practices. However, the standardisation of legal procedures across the Delian League could be seen as beneficial in promoting consistent and impartial justice • Athens established settlements (cleruchies) in allied states, where Athenian settlers were given land, often displacing local populations. This practice was unfair because it disrupted local communities and reduced the autonomy of the allied states. Nevertheless, from Athens' perspective, these settlements helped secure loyalty and maintain control over the League • Athens required allied states to adopt Athenian coinage, which standardised currency across the Delian League. This could be considered unfair because it reduced the economic independence of the allied states, forcing them to abandon their local currencies and potentially disrupt their economies. However, the use of a common currency also facilitated trade within the Delian League and strengthened economic ties, which might have been seen as beneficial for both Athens and its allies in the long term • Athens imposed democratic systems of government on allied states, regardless of their existing political structures. This was unfair because it disregarded the traditions and preferences of the local populations. However, Athens viewed democracy as a superior form of government that could provide broader political participation which might have been seen as an improvement by some within these states. Or any other relevant response.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example: - the relevance/importance/usefulness, for example, of a viewpoint - positive and negative aspects - strengths and weaknesses - any other relevant evaluative comment. Candidates may gain marks in a number of ways up to a maximum of 12 marks.	12	Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation. Award a mark for knowledge, where points are: - relevant to the theme of the question - developed (by providing additional detail, exemplification, reasons or evidence) - used to respond to the demands of the question (for example, explain, analyse). Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks. Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Possible points of relevant knowledge: - from birth until death, Athenian women were required by law to have a male guardian or protector, usually a father or husband - marriages were arranged by the father or male guardian of the woman - Athenian women generally did not initiate a divorce; typically, men did this - in the event of a divorce, women had no rights to their children. The father retained full custody and control over the children - women were not allowed to own or inherit property independently. Any property a woman brought into a marriage fell under the control of her husband - wealthier women were typically expected to remain indoors and had limited social interaction outside the home - women were rarely allowed to receive formal education and were typically confined to domestic roles. They were trained from a young age to manage the household and raise children - the decision to expose (abandon) a new-born child was solely made by the father.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of evaluation: • many women were restricted from participating in the public and political life of Athens, reinforcing their exclusion from decision-making processes that affected the broader society. They were expected to remain indoors, with limited social interaction outside the home. However, many poorer women were required to go out of the home and earn a living to support their family • the process of exposure was forced on many Athenian women by their husbands, and they had very limited powers to challenge the decision of their husband. However, some couples may have come to the decision mutually, particularly if there was a factor influencing the decision, for example, no money to support the baby • many Athenian girls were denied a formal education unlike boys who, if the family could afford it, were sent to school. However, some women in Athens did have the skills of reading, writing, and counting, showing that some families thought that it was important to educate their daughters, even if it was only a basic education • the extent of men's control over the lives of women can be seen through women's relationship with property: not being allowed to own their own property, and any property that comes with them in marriage becoming the property of the husband, demonstrates that women never had the opportunity to be financially independent. Or any other relevant response.

Part B – Religion and belief

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.			Candidates make connections between the sources and specific events, practices or ideas in the classical world. They interpret points from the sources to show understanding rather than simply quoting. They do not need to prioritise any points. Candidates may gain marks in a number of ways up to a maximum of 8 marks.	8	Award up to a maximum of 6 marks for accurate relevant points interpreted from the sources. Award up to a maximum of 4 marks for accurate relevant points of knowledge used to explain the extent to which the sources address a given aspect of the classical world. Candidates can do this by expanding on points made in the sources, or through references to areas of specific content which the sources have omitted. Award a maximum of 4 marks where candidates refer to only one source. Possible points which candidates may develop/interpret in Source A include: - the offering demonstrates this person has had a problem with their leg or feet - the offering would often represent a part of the body which required the god's help - the offering was only made if help was granted by the god. Possible points which candidates may develop/interpret in Source B include: - libation was a liquid offering to a god to thank them, request something to win their favour - the goddess replied with positive signs indicating the request would be granted - the goddess was able to control the wind and influence the weather. Possible points which candidates may develop/interpret in Source C include: - individuals might consult about marriage or the birth of children whereas states consulted on political matters such as war - the Oracle at Delphi delivered responses through the Pythia or priestess of Apollo. The Oracle at Dodona delivered responses through the rustling of leaves - responses were vague and so were open to misinterpretation. The gods were not responsible for human misinterpretation.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: • the vow or promise to a god had to be witnessed and kept if the request was granted • there were other forms of sacrifice such as the dedication of crops or blood sacrifice which could also reveal the gods' will in response to a request through the condition of animal entrails • consulting oracles could be costly, involving travel, the payment of a fee, offerings to the god such as the sacrifice of a goat at Delphi, so this kind of communication was limited to those who could afford it. Consultation was also limited to certain days of the year • sources do not mention other methods of communication between gods and men such as dreams, weather signs, consultation with seers, or the observation of the flight or cries of birds. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	(a)		Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example: - the relevance/importance/usefulness, for example, of a viewpoint - positive and negative aspects - strengths and weaknesses - any other relevant evaluative comment. Candidates may gain marks in a number of ways up to a maximum of 12 marks.	12	Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation. Award a mark for knowledge, where points are: - relevant to the theme of the question - developed (by providing additional detail, exemplification, reasons or evidence) - used to respond to the demands of the question (for example, explain, analyse). Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks. Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Possible points of relevant knowledge: - people did not have to give up their traditional religious practices in order to join the mystery cults – people were free to be involved in both. Mystery cults were accessible to Greek-speaking people and offered something in addition to state religion - the Eleusinian mysteries were based on the myth of the abduction of Demeter's daughter Persephone by Hades and her subsequent return to earth for part of the year after eating pomegranate seeds - this myth explains the seasons of the year and the cycle of life, death and rebirth. There was no growth in the months when Demeter was separated from her daughter, but crops came back to life when the two were reunited - worshippers were initiated into the Mysteries. They went to the sea and purified themselves by bathing along with a piglet which was later sacrificed. Then there was a procession from Athens to Eleusis where the mystery was revealed to initiates only - the revelation took place in a purpose-built hall called the Telesterion which could hold up to 3000 worshippers

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					• Asclepius was the god of healing. He had several sanctuaries throughout Greece but most famously at Epidauros. Asclepius cured the sick who came to one of the sanctuaries. Votive inscriptions provide evidence of this • patients were purified, dressed in white and required to sleep in a dormitory called the abaton which was also home to snakes. Asclepius provided a cure during the night as the patient dreamed • the cult of Dionysus, Greek god of wine and drama, also involved an initiation ceremony into the group of worshippers. This cult was particularly attractive to women and female followers were known as Maenads • this cult developed a reputation for wild behaviour involving drinking, dancing and some other activities which encouraged a state of ecstasy or supernatural experience. Possible points of evaluation: • mystery religions and cults were exciting. They allowed for more personal involvement and a closer relationship with a particular god • they offered hope of an improved life and a happy afterlife • initiation promoted a sense of belonging to something special, a sense of community and exclusivity • the Eleusinian mysteries promoted the role of women in particular the relationship between a mother and her daughter. The cult of Dionysus provided women with an outlet from their domestic role. Or any other relevant response.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example: - the relevance/importance/usefulness, for example, of a viewpoint - positive and negative aspects - strengths and weaknesses - any other relevant evaluative comment. Candidates may gain marks in a number of ways up to a maximum of 12 marks.	12	Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation. Award a mark for knowledge, where points are: - relevant to the theme of the question - developed (by providing additional detail, exemplification, reasons or evidence) - used to respond to the demands of the question (for example, explain, analyse). Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks. Award 1 mark for each evaluative comment, up to a maximum of 4 marks. Possible points of relevant knowledge: - the women of a household were responsible for preparing the bodies of the dead. They washed, oiled and dressed the body, placed it on a bier, feet facing the door. They then mourned the dead by crying laments, tearing their hair and beating their breast. Most importantly they placed a coin in the mouth of the deceased - funeral processions were organised to deliver the deceased to a burial ground, on the outskirts of town. There, the corpse was cremated or buried along with personal possessions - female relatives visited the grave on the third, ninth and thirtieth day after burial to pour libations and make offerings for the dead - Greeks celebrated certain festivals to honour the dead. The Genesia was a publicly financed festival of remembrance. The Anthesteria warded off evil spirits and ghosts.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			- the Greeks conceived of the Underworld as a destination for all dead souls. This was ruled by gods such as Hades and Thanatos. It contained three areas: Elysium for the souls of the just, the Fields of Asphodel reserved for the majority of average souls and Tartarus where wicked souls were punished for their crimes - literature and mythology demonstrate belief in the afterlife - some philosophers, such as Plato, supported the idea that death was the separation of body and soul. The body decomposed; the soul continued to exist - philosophers such as Pythagoras and Plato suggested that the soul could inhabit different bodies after death. They supported the idea of reincarnation. Possible points of evaluation: - the attention to detail of burial customs suggests there was life after death. The coin provided an entrance fee to the Underworld. The positioning of the body warded off evil spirits - personal possessions in the tomb and grave offerings sustained and comforted the soul of the deceased - state involvement in festivals, such as the Genesia, suggests the afterlife was a serious matter for all - the philosopher Democritus proposed that there was no afterlife as the soul, like the body, was composed of atoms which dispersed on death. This was a minority view. Or any other relevant response.

Section 2 – LIFE IN THE ROMAN WORLD

Part A – Power and freedom

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.			Candidates make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness. Candidates may gain marks in a number of ways up to a maximum of 8 marks.	8	Award 1 mark for each evaluative comment which relates to the provenance (origin and purpose) of the source, up to a maximum of 2 marks: • who produced it and its significance • when it was produced • why it was produced. Award 1 mark for each comment which interprets the source, up to a maximum of 2 marks: • the content of the source • interpreting the meaning of the source • taking into account issues such as accuracy, bias, exaggeration, corroboration. Award 1 mark for each comment which develops a point made by the source to explain the context, or which identifies specific significant points of relevant content omitted by the source, up to a maximum of 4 marks: • the context of the source • expanding on points made in the source • through references to area(s) of specific content the source has omitted, thereby limiting its usefulness. Possible evaluative comments from the following aspects may include: Nature of source: • the source is from a letter written by Cicero, a Roman governor. Cicero is writing to a friend, so it is likely that Cicero will be accurately recounting details of his time as governor • because he is writing to a friend, it is possible that Cicero is exaggerating the facts to present himself in a better light.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					When it was produced: - the source was written in the 1st century BC at the time when Roman governors were appointed to provinces throughout Roman territories. Purpose of source: - for Cicero to inform his friend about his approach to being a Roman governor. Interpretation of the content of the source: ‘used by my predecessors to exploit the people and make a profit’ – many Roman governors extorted the people of their province in order to recoup financial losses made from their previous political campaigns ‘pay great sums of money to the governor’ – some provincials used money/goods to bribe the governor in order to improve their quality of life ‘Roman soldiers housed in their towns’ – the Roman governor was responsible for the defence and security of their province during their time in office as governor. Area of specific content the source has omitted: - governors supervised the administration of justice, ensuring that local courts operated fairly and did not abuse their powers - governors were responsible for the construction and maintenance of public infrastructure, such as military roads, bridges, and aqueducts - governors were in charge of tax collection and ensuring that the correct amount of tax was sent to Rome - governors served fixed terms which could be cut short or extended. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.			Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect. Candidates may gain marks in a number of ways up to a maximum of 10 marks.	10	Award up to 2 marks for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge up to a maximum of 8 marks. Award up to 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect. Possible points from source may include: • general elections are usually held every four or five years • British citizens can stand for election • MPs have to be at least 18 years old • the Prime Minister leads the government • Cabinet Ministers have responsibilities for various government departments • members of the House of Commons are elected by the people • members of the House of Lords are appointed, not elected • the Prime Minister can use emergency powers during times of crisis. Points of similarity: • only Roman citizens were eligible for positions within the Roman government • emergency powers could be bestowed on a Roman citizen (usually an ex-consul) during times of crisis, such as position of dictator • some officials, such as tribunes, were elected by citizens in assemblies • former magistrates served as senators • some elected members, such as aediles, were responsible for different government areas, for example, aediles had responsibility for public buildings. Points of difference: • Roman elections were held annually • there were two consuls as the leaders of the Roman government • there were no formal political parties in Rome • many Roman politicians could be assigned military commands. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(a)		Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them. Candidates may gain marks in a number of ways up to a maximum of 12 marks.	12	Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis. Award a mark for knowledge, where points are: • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example, explain, analyse). Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks. Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show: • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). Possible points of relevant knowledge: • Boudicca: the revolt in Britain was partly caused by severe Roman taxation and the exploitative practices of money lenders • Boudicca: religious persecution played a role, particularly the Roman suppression of the Druids, which alienated the native Britons who held their religious customs in high regard • Boudicca: the revolt was triggered by the death of King Prasutagus of the Iceni, who had left his kingdom jointly to his family and the Roman emperor. The Romans ignored this arrangement and seized all the lands • Boudicca: Boudicca, the queen of the Iceni, was publicly flogged, and her daughters were brutally assaulted by Roman soldiers • Judean Revolt: in Judea, the revolt was fuelled by the mismanagement of the province by Roman procurators, who disrespected Jewish traditions

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			• Judean Revolt: the appointment of the High Priest by the Romans and the emperor Caligula's attempt to place his statue in the Temple at Jerusalem further inflamed anti-Roman sentiment among the Jewish population • Judean Revolt: Roman soldiers committed acts of sacrilege, such as burning Torah scrolls, which intensified Jewish anger and resentment • Judean Revolt: the rise of the Zealots, a militant Jewish group, contributed to the growing radicalism and ultimately played a key role in instigating the revolt against Roman authority. Possible points of analysis: • the Romans' disregard for King Prasutagus' will, which bequeathed his kingdom jointly to his family and the Roman emperor, was a significant trigger for the revolt. This act by the Romans undermined local political structures and incited outrage among the Iceni and neighbouring tribes • the suppression of Druidic practices by the Romans alienated the native Britons, who valued their religious customs deeply. However, many native Britons adopted Roman religious customs and even merged some of their gods, for example, Sulis Minerva • the rise of the Zealots, a militant Jewish group, was a key factor in causing the Judean Revolt. Their ideology and actions galvanised the population, leading to a full-scale revolt. However, the Zealots were not representative of the entire Jewish population, and their influence was amplified only in the context of growing anti-Roman sentiment • some Roman emperors were highly disrespectful of Jewish religious traditions. This was a significant cause of revolt as the people of Judea felt that they were not respected by the Romans and may have feared that their traditions were at risk of being eradicated. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)		Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them. Candidates may gain marks in a number of ways up to a maximum of 12 marks.	12	Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis. Award a mark for knowledge, where points are: • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example, explain, analyse). Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks. Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show: • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). Possible points of relevant knowledge: • enslaved people in Rome were considered property, legally classified as ‘things’ (res), and were under the control of their owners • the treatment of enslaved people varied widely depending on their owners; some were treated well if they had formed a personal relationship with their owner • some enslaved people faced harsh working conditions, especially those working in dangerous jobs like mining • enslaved people who worked in households of wealthy Romans often had a better standard of living compared to those working in the fields or mines • enslaved people were often subjected to physical punishment, including beatings and torture, especially if they were suspected of a crime or if a crime occurred within the household • in cases of an owner’s murder, all enslaved people within the household could be executed regardless of their involvement

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			• despite harsh treatment, some enslaved people had opportunities for gaining their freedom (manumission) • enslaved people could not legally marry or have legitimate families; any children born to enslaved people automatically became the property of the owner. Possible points of analysis: • enslaved people who were in household service for wealthy Romans often enjoyed a better standard of living, including better food, clothing, and shelter, compared to those working in more dangerous or physically demanding roles like mining or agriculture, where the conditions were often brutal and life-threatening. However, although enslaved people in private households had better conditions, they were still under the constant threat of physical punishment and lacked personal freedom • despite the harsh conditions, some enslaved people had the possibility of gaining their freedom through manumission. Freedmen could sometimes achieve a certain level of social mobility. However, while manumission provided a pathway to freedom, it was not guaranteed and was typically reserved for a minority of enslaved people who either served loyally or were able to buy their freedom • many enslaved people were denied the opportunity to form personal or romantic relationships with other enslaved people and could be punished for trying to do so. However, many owners did allow enslaved people to form relationships with each other as a means of preventing discontent within the household • enslaved people were often punished collectively rather than individually as a means of pressuring them to comply with the instructions of their owners and the routines of the household. Owners hoped that their individual enslaved people would not want the other enslaved people within the household being punished for their actions. Or any other relevant response.

Part B – Religion and belief

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.			Candidates make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness. Candidates may gain marks in a number of ways up to a maximum of 8 marks.	8	Award 1 mark for each evaluative comment which relates to the provenance (origin and purpose) of the source, up to a maximum of 2 marks: • who produced it and its significance • when it was produced • why it was produced. Award 1 mark for each comment which interprets the source, up to a maximum of 2 marks: • the content of the source • interpreting the meaning of the source • taking into account issues such as accuracy, bias, exaggeration, corroboration. Award 1 mark for each comment which develops a point made by the source to explain the context, or which identifies specific significant points of relevant content omitted by the source, up to a maximum of 4 marks: • the context of the source • expanding on points made in the source • through references to area(s) of specific content the source has omitted, thereby limiting its usefulness. Possible evaluative comments from the following aspects may include: Nature of source: • as a historian, Tacitus would have access to records of the military campaign to inform his comments. When it was produced: • 2nd century AD. This was during the time of Roman expansion into Britain. Purpose of source: • to record Roman achievements for his Roman readership.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Interpretation of the content of the source: • ‘This weird spectacle frightened the Roman soldiers . . . Their general encouraged them not to fear a band of females and fanatics.’ – This makes the Druids appear strange, unruly and anti-Roman when they were in fact highly respected native religious leaders • ‘The Romans charged and cut down their . . . opponents, . . . ’ – Romans did not tolerate opposition, including that led by religious leaders • ‘The general placed a guard on the island and destroyed the places sacred to the barbaric superstitions and rituals of the Druids.’ – This makes the Druids appear uncivilised as their beliefs are reduced to superstition. It also shows a lack of respect for the native Druids. Area of specific content the source has omitted: • the source does not mention what the superstitions or the rituals of the Druids were. The Romans accused them of human sacrifice and consulting their gods by means of human entrails • the source does not mention Roman attitudes to Christians who were accused of similar activities to the Druids, for example, human sacrifice and cannibalism • the source does not mention the initial tolerance of Jewish people in Rome and the subsequent lack of tolerance when the Jews revolted against the Romans in the province of Judea. This was due to ill treatment and lack of respect for Judaism • the source does not mention any of the restrictions placed on the mystery religions which arrived in Rome. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.			Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect. Candidates may gain marks in a number of ways up to a maximum of 10 marks.	10	Award up to 2 marks for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge up to a maximum of 8 marks. Award up to 2 marks where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect. Possible points from source may include: • religious symbols provide protection for the home • homes might contain religious artefacts such as prayer mats or statues • there may even be a shrine within the home • photographs can reveal the progress of family members through christenings, naming ceremonies or celebrations held for children's coming of age • photographs reveal the traditions of rites of passage • family members might wear special clothes designed for these occasions • the symbols on their jewellery can also be a clue to religious beliefs • bookshelves may display holy books such as bibles or other books of religious interest • methods used for preparing certain foods such as meat or bread • saying a prayer of thanksgiving before a meal. Points of similarity: • signs of protection, for example, statue of Janus • homes might contain religious artefacts or statues of religious figures; the Lares • there may even be a shrine within the home; the lararium • celebrations for naming ceremonies and coming of age • members might receive special clothes; toga virilis • jewellery can also be a clue; the bulla • methods used for preparing certain foods such as meat or bread; cake for Vesta • saying a prayer of thanksgiving before a meal; prayers to the Lares and Vesta at mealtimes.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Points of difference: • Roman homes mostly gave evidence of traditional Roman beliefs • bookshelves may display holy books; Romans did not have holy books • procedures for religious rites of passage; father picking up baby at naming ceremony to accept baby to the family; boys dedicating scrapings of first beard; girls giving up their toys. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	(a)		Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them. Candidates may gain marks in a number of ways up to a maximum of 12 marks.	12	Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis. Award a mark for knowledge, where points are: • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example, explain, analyse). Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks. Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show: • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). Possible points of relevant knowledge: • Romans prayed to gods to ask for their help or to thank them. Individuals could pray but prayers were also made on behalf of the state. Prayers had to conform to a set formula. This involved naming the god and their function, revealing the purpose of the prayer and using correct wording. State prayers were made by officials. One recited and another repeated. They had to pray for pardon if a mistake was made. Bells attracted the god's attention and flutes drowned out unwelcome sounds • prayers were accompanied by the promise of votive offerings. These were gifts for the god should their request be obtained • prayer was also accompanied by sacrifice, considered a gift for the god. This could be offerings of fruit or grain or blood sacrifice. As with prayer, procedure was all important. Magistrates conducted sacrifice on behalf of the state. Animals were slaughtered and their entrails examined and burnt to ensure the gods' favour

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			- festivals were held throughout the year to please and honour the gods. The Lupercalia celebrated the foundation of Rome and the rescue of the twin sons of Mars by the she-wolf, a perennial symbol of Rome. As god of war it was particularly important to the Romans to keep this god happy. The Saturnalia celebrated Saturn - Romans believed that gods communicated their will to humans through signs such as the flight of birds, the feeding of chickens and weather signs. It was crucial to observe and act on these signs to keep the gods happy and avoid their wrath - priests were appointed by the state to ensure proper interpretation of signs. Augurs observed the flight of birds, haruspices inspected animal entrails, and the fifteen men (quindecimviri) consulted the Sibylline Books - the Sibylline Books were a collection of prophecies from the Sibyl or priestess of Apollo at Cumae. They were consulted in times of crisis to learn the will of the gods and do their bidding - actions were taken against other religions perceived as a threat to the state religion of Rome such as the persecution of Christians. Possible points of analysis: - prayer and sacrifice could be ineffective. Procedure was all important in these activities. However, if procedures were not carried out properly the gods could be offended and deny requests or cause trouble for humans - interpretation of signs was important. However, it was possible to misinterpret the signs given by the gods due to their ambiguous nature. The meaning of signs was not always obvious - responding to signs from the gods was crucial. However, it was possible for priests and officials to influence actions by manipulating signs to bring about a particular outcome. Corrupt individuals could gain from this - Roman religion was considered a contract between gods and people. People had to pray and sacrifice in return for the gods' favour. They had to please their gods to be successful. However, the contract would be broken if people did not comply and neglected their religious duties. Or any other relevant response.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)		Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them. Candidates may gain marks in a number of ways up to a maximum of 12 marks.	12	Award 1 mark for each developed point of knowledge used to support analysis of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate uses no analysis. Award a mark for knowledge, where points are: • relevant to the question • developed (by providing additional detail, exemplification, reasons or evidence) • used to respond to the demands of the question (for example, explain, analyse). Award up to 3 knowledge marks for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of 8 marks. Analysis marks: award up to a maximum of 4 marks for identifying at least three relevant aspects and making analytical comments which clearly show: • analysis of the reason for an aspect and/or the effect (up to 2 marks) • establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to 2 marks). Possible points of relevant knowledge: • Epicureans believed that the gods existed but that they were not interested in the lives of men • Epicureans taught that all matter, including the human soul, was made of atoms and void. The soul disintegrated on death and so there was no afterlife • according to the Stoics the universe consisted of one creative spirit which could be described as Nature, God, Fate or Destiny. The human body was a mini version of this and formed part of the creative spirit - this idea also generated the Stoic belief that all men were equal • Stoics believed that when a person died their soul continued to exist only for a short time before being dissolved in the creative spirit of the universe • Epicureans taught that people need not fear the gods because they were not interested in humans. Nor should they fear death because there is no afterlife • the purpose of life was pleasure and the absence of pain. This meant living a simple life of contemplation separate from public life

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					- the Stoics taught that the purpose of life was to be free from anxiety and live in harmony with nature. A Stoic would comply with Fate, avoid emotional responses and allow reason to govern their actions. The Stoics preached self-discipline and duty. Romans were more receptive to these ideas as they could also be found in state religion. Possible points of analysis: - both philosophies provide alternative lifestyles. Epicureans recommended a life of contemplation, however, Stoics believed in engagement and duty - there is evidence of support for both philosophies. However, this had limited impact as the vast majority of Romans did not have the time or the inclination to indulge in this intellectual activity and the evidence is that the arrival of philosophy had little impact on religion and belief - Epicureans and Stoics offered alternatives to traditional beliefs, but Stoics continued to engage with traditional Roman practices, such as sacrifices and ownership of enslaved people - those who subscribed to philosophy enjoyed the intellectual stimulus. However, for those seeking stimulus beyond that offered by traditional religious practices, there were other alternatives, such as the mystery religions, which were more attractive than the intellectual pursuit of philosophy and which could be practised alongside state religion. Or any other relevant response.

[END OF MARKING INSTRUCTIONS]