



**S815/75/11**

**Classical Studies**

Date — Not applicable

Duration — 2 hours

**Total marks — 80**

**SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks**

Attempt ALL questions.

**SECTION 2 — CLASSICAL LITERATURE — 20 marks**

Attempt ALL questions.

**SECTION 3 — THE ROMAN WORLD — 30 marks**

Attempt ONE part, EITHER

Part A — Pompeii

*pages 05–06*

OR

Part B — Roman Britain

*pages 07–08*

Attempt ALL questions in your chosen part.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



## SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks

Attempt ALL questions

1. Describe the ways in which the Athenians honoured either the goddess Athena or the god Dionysus. 4
  
2. Explain the reasons why the Athenians thought enslaved people were necessary to the life and economy of classical Athens. 6
  
3. To what extent did all the people who lived in classical Athens have equal rights and responsibilities? 8  
You should explain **different aspects** of the rights and responsibilities different groups of people had and come to a reasoned conclusion.
  
4. Compare a trial in a court in classical Athens with a trial in a court in the modern world. 4  
You should identify **similarities** and **differences** between trials in classical Athens and trials in the modern world.

**Source A** (below) is from an ancient writer.

When I first received my wife from her father she was not yet fifteen and had lived a very sheltered life, seeing and hearing very little and asking very few questions. I would have been happy if she had just known how to take the wool and weave a dress and how her mother shared out the spinning among the enslaved women. I told her that the house is our shared property as also is the dowry she brought with her from her father.

5. Explain what **Source A** tells us about the lives of women in classical Athens. 4  
You should identify what points about **women's lives** are being made in the source and explain what they mean.

**Source B** (below) is from a party song written by the Greek poet Alcaeus in the 6<sup>th</sup> century BC.

Let us start drinking now! Why are we waiting for them to light the lamps? There is still a little daylight left. Take down the big painted cups! The son of Zeus and Semele gave men wine to help them forget their troubles. Mix one part of wine to two parts of water, pour it in right up to the top, and drink one cup after another until the morning comes.

6. Evaluate the usefulness of **Source B** for the study of parties (symposia) in Athens in the 5<sup>th</sup> century BC.

4

You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it or what it has **missed out**.

[Turn over

## SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ALL questions

7. (a) Describe the heroic actions of a character or characters from a classical text. 5
- (b) Explain what these actions tell us about heroism in the classical world. 3
- (c) Is our idea of a hero in the modern world the same as that of the classical world? 2  
Give reasons for your answer.
8. (a) Describe a situation in a classical text where a woman or women behaved in a way which was considered inappropriate in classical times. 5
- (b) Explain what this tells us about the role of women in the classical world compared to today. 5

[Turn over for next question

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## SECTION 3 — THE ROMAN WORLD — 30 marks

Attempt EITHER Part A OR Part B

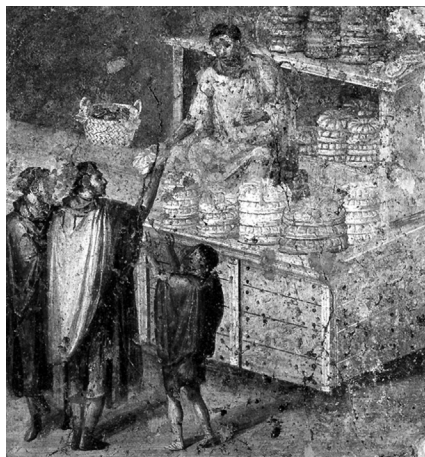
## Part A — Pompeii

9. Describe some of the different forms of entertainment enjoyed by the people of Pompeii. 4
10. Explain the reasons why so few people escaped the eruption of Vesuvius. 6
11. To what extent did religion play an important role in the lives of the people of Pompeii? 8  
You should explain **different aspects** of religion in people's lives and come to a reasoned conclusion.
12. Compare the shops and services found in the marketplace (Forum) in classical Pompeii with those found in a town centre in the modern world. 4  
You should identify **similarities** and **differences** between the shops and services found in the marketplace in classical Pompeii and a town centre in the modern world.

[Turn over

## Part A — Pompeii (continued)

**Source A** (below) is a wall painting found in a house at Pompeii. It shows a scene in a bakery.



**Source B** (below) is from a description of a bakery written by the Roman writer Apuleius in the 2<sup>nd</sup> century AD.

I was extremely tired from turning the mill; even so I took care to observe the way this unpleasant workplace was run . . .

Good gods! What wretched people they were who worked in the bakery, their skin picked out all over with dark bruises, and their backs scarred where they had been whipped. There were foreheads branded with letters, hair half shaved off, ankles in chains; their faces were yellow, their eyes damaged by the thick smoke and the clouds of steam from the ovens, so that they were barely able to see. A layer of flour, like ash, made them a dirty white colour.

13. Explain what **Sources A** and **B** tell us about bakeries in Pompeii. 4  
 You should identify the relevant pieces of information in the sources and explain what they mean.
14. Evaluate the usefulness of **Source B** for describing the working conditions in a bakery in Pompeii in the 1<sup>st</sup> century AD. 4  
 You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it or what it has **missed out**.

## Part B — Roman Britain

15. Describe a typical day in the life of a soldier at Vindolanda. 4
16. Explain the reasons why Britain was an important province for the Romans. 6
17. To what extent did Britain become Romanised during the occupation? 8  
You should explain **different aspects** of life in Roman Britain and come to a reasoned conclusion.
18. Compare Mithraism with religion(s) in the modern world. 4  
You should identify **similarities** and **differences** between Mithraism in Roman Britain and elements of religion in the modern world.

[Turn over



## Part B — Roman Britain (continued)

Source A (below) shows a model of the amphitheatre outside a Roman town in Britain.



Source B (below) was written by the Roman philosopher Seneca after attending a show in the amphitheatre at Rome in the 1<sup>st</sup> century AD.

It is pure murder. What's the use of armour or skill? They simply delay the killing. Earlier in the day men were thrown to lions and bears — now they are thrown to the spectators. The killer in one fight immediately faces another man who will kill him. The last man alive is kept to be killed another day. I'm shocked, but the rest of the crowd is screaming, 'Kill him! Beat him! Burn him! Why is he so unwilling to die?'

19. Explain what Sources A and B tell us about a visit to a show in the amphitheatre. 4  
 You should identify the relevant pieces of information in the sources and explain what they mean.
20. Evaluate the usefulness of Source B for the study of shows in the amphitheatre in Roman Britain. 4  
 You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it or what it has **missed out**.

[END OF SPECIMEN QUESTION PAPER]

*Acknowledgement of Copyright*

Section 3 Part A Source A

Roman fresco from the Praedia of Julia Felix in Pompeii.

Section 3 Part B Source A

'Reconstruction artwork showing spectators arriving at the amphitheatre for a gladiatorial contest c. AD 250. Silchester Roman City' (NO80914).  
 © Historic England Archive.



National  
Qualifications  
SPECIMEN ONLY

**S815/75/11**

**Classical Studies**

## Marking Instructions

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These marking instructions have been provided to show how SQA would mark this specimen question paper.

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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 5<sup>th</sup> century BC.

Source B is not so useful for describing the lives of women in the 5<sup>th</sup> century BC as it was written in the 8<sup>th</sup> 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 principles for this type of question	Max Mark	Detailed marking instructions for this question
1.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant point of knowledge used to describe. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points, or any combination of these.</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• details of the Parthenon or Theatre of Dionysus</li> <li>• details of the Great Panathenaia or City Dionysia</li> <li>• religious aspects of the festivals</li> <li>• athletics or drama at the festivals</li> <li>• other marks of honour, for example Athena’s head on coins.</li> </ul> <p><b>Any other valid point of knowledge used to describe.</b></p>



Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
2.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas, but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Candidates must show causal relationships.</b></p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or any combination of these.</p>	6	<p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• no modern labour-saving devices in home or workplace</li> <li>• free people would be reluctant to do ‘demeaning’ work</li> <li>• free people would be reluctant to do dangerous work</li> <li>• the labour of enslaved people allowed citizens time to take part in civic life</li> <li>• free women needed all their time to run their own households and could not go to work for anyone else</li> <li>• all other states used the labour of enslaved people.</li> </ul> <p><b>Any other valid reason.</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
3.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p><b>Candidates must show causal relationships.</b></p> <p>Up to a <b>maximum of 8 marks</b> in total, <b>1 mark</b> should be awarded for each point of knowledge used to explain the issue up to a <b>maximum of 5 marks</b>. <b>1 mark</b> should be awarded for explaining different aspects of the issue, <b>1 mark</b> should be awarded for presenting a conclusion, and <b>1 mark</b> should be awarded for giving a reason for the conclusion.</p> <p>Candidates may achieve full marks by providing five straightforward points of explanation, or a combination of straightforward and developed points.</p>	8	<p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• citizens – full rights, for example to take part in political meetings, vote, be chosen as an official or juryman, to own land. Responsibility, for example to fight for Athens, play an active part in politics</li> <li>• women – not counted as full citizens – no political rights; under the control of father/husband. Responsibility to obey father/husband, to produce children and be good housekeepers; took part in some religious ceremonies</li> <li>• enslaved people – no rights at all. Responsibility to obey their owner</li> <li>• children of citizens – any rights exercised by their father. Sons had no political rights/responsibilities until they were 18. Responsibility to be obedient to their father</li> <li>• metics – no political rights or right to own land. Responsibility to fight for Athens and pay taxes.</li> </ul> <p><b>Any other valid point of knowledge used to explain.</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
4.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must identify similarities and differences between an issue in the classical world and how it is viewed or practised in the modern world.</p> <p>There is no need for evaluating or prioritising of these points of comparison.</p> <p>Up to a <b>maximum of 4 marks</b> in total, <b>1 mark</b> should be awarded for each accurate relevant comparison made. If a comparison is developed, a further mark can be awarded.</p> <p>Candidates may achieve full marks by providing four straightforward points of comparison, by making two developed points, or any combination of these.</p> <p>Full marks should only be awarded where a candidate has given at least one similarity and at least one difference.</p>	<p><b>4</b></p> <p><b>Possible responses may include:</b></p> <p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>• both have a judge and jury</li> <li>• in both the jury is chosen randomly</li> <li>• in both the prosecution and defence make speeches</li> <li>• both use witness statements</li> <li>• both are held in public.</li> </ul> <p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>• Athenian juries were much larger</li> <li>• only men were involved in the process</li> <li>• there were no professional lawyers to speak in court</li> <li>• speeches were timed by a water-clock</li> <li>• the guilty defendant might propose their own penalty</li> <li>• the evidence of enslaved people could be taken under torture.</li> </ul> <p><b>Any other valid point of comparison.</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
5.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the source and specific events, practices or ideas in the classical world. These should be key aspects of the source and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to a <b>maximum of 4 marks, 1 mark</b> should be awarded for each accurate relevant point of explanation of something in the source.</p>	4	<p><b>Possible points in the source which may be explained include:</b></p> <ul style="list-style-type: none"> <li>• <i>‘received my wife’</i> – arranged marriages</li> <li>• <i>‘fifteen’</i> – minimum age 12; younger than today</li> <li>• <i>‘seeing... very little’</i> – girls/women largely restricted to the house</li> <li>• <i>‘weave/spinning’</i> – cloth made at home; time consuming</li> <li>• <i>‘her mother’</i> – mothers taught their daughters how to be housewives</li> <li>• <i>‘shared out’</i> – a housewife organised the work of enslaved people in the home</li> <li>• <i>‘enslaved women’</i> – many women were enslaved in warfare</li> <li>• <i>‘dowry’</i> – the sum paid to the groom by the bride’s father.</li> </ul> <p><b>Any other valid point of explanation.</b></p>

Question		General marking principles for this type of question	Max Mark	Detailed marking instructions for this question												
6.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make evaluative comments relating to different aspects of the source, making it clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Up to a <b>maximum of 4 marks, 1 mark</b> should be awarded for each evaluative comment on the usefulness of the source.</p> <p><b>A maximum of 1 mark</b> may be given for each aspect. Comments should relate to the source and not be of a generic nature.</p>	4	<p>Possible evaluative comments may include:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comments</th> </tr> </thead> <tbody> <tr> <td>Who wrote it</td> <td> <ul style="list-style-type: none"> <li>a near contemporary writer</li> <li>a man who attended parties</li> <li>a party host.</li> </ul> </td> </tr> <tr> <td>When it was written</td> <td> <ul style="list-style-type: none"> <li>in the 6<sup>th</sup> century BC – predates 5<sup>th</sup> century</li> <li>but party customs may not have changed.</li> </ul> </td> </tr> <tr> <td>Why it was written</td> <td> <ul style="list-style-type: none"> <li>to entertain at a party.</li> </ul> </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> <li>held at end of the day-oil lamps lit</li> <li>(best) painted pottery in use</li> <li>wine mixed with water</li> <li>could continue until late.</li> </ul> </td> </tr> <tr> <td>Areas of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> <li>a meal beforehand</li> <li>where in the house it was held</li> <li>that it was only for men</li> <li>guests reclined on couches</li> <li>that there might be entertainments as well as drinking.</li> </ul> </td> </tr> </tbody> </table> <p><b>Any other valid evaluative comment.</b></p>	Aspect of the source	Possible comments	Who wrote it	<ul style="list-style-type: none"> <li>a near contemporary writer</li> <li>a man who attended parties</li> <li>a party host.</li> </ul>	When it was written	<ul style="list-style-type: none"> <li>in the 6<sup>th</sup> century BC – predates 5<sup>th</sup> century</li> <li>but party customs may not have changed.</li> </ul>	Why it was written	<ul style="list-style-type: none"> <li>to entertain at a party.</li> </ul>	The content of the source	<ul style="list-style-type: none"> <li>held at end of the day-oil lamps lit</li> <li>(best) painted pottery in use</li> <li>wine mixed with water</li> <li>could continue until late.</li> </ul>	Areas of specific content the source has omitted	<ul style="list-style-type: none"> <li>a meal beforehand</li> <li>where in the house it was held</li> <li>that it was only for men</li> <li>guests reclined on couches</li> <li>that there might be entertainments as well as drinking.</li> </ul>
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SECTION 2 – Classical Literature

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

Question		General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
	(b)	<p><i>Candidates can be credited in a number of ways up to a maximum of 3 marks.</i></p> <p>Candidates must explain how the description of a universal theme from a classical text relates to how the theme was viewed, either overall or in detail, in the wider classical world.</p> <p>Up to a <b>maximum of 3 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant point of explanation.</p>	<b>3</b>	<p><b>Possible points may include:</b></p> <ul style="list-style-type: none"> <li>• heroes tended to be brave, often warriors; usually of high status</li> <li>• heroes were seeking glory for themselves</li> <li>• heroes tended to be men</li> <li>• heroes were not necessarily 'good' people or selfless.</li> </ul> <p><b>Any other valid point of knowledge used to explain.</b></p>

Question		General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
	(c)	<p><i>Candidates can be credited in a number of ways up to a maximum of 2 marks.</i></p> <p>Candidates must make comparisons between how the universal theme in the text was viewed in the classical world and how it is viewed in the modern world.</p> <p>Up to a maximum of 2 marks in total, 1 mark should be awarded for each accurate relevant point of comparison.</p> <p>There is no need to give both a similarity and a difference.</p>	2	<p><b>Possible points may include:</b></p> <ul style="list-style-type: none"> <li>• today heroes can come from all walks of life</li> <li>• modern heroes are often selfless people with little thought for themselves</li> <li>• modern heroes are not usually seeking glory – often it just happens</li> <li>• examples of modern heroes.</li> </ul> <p><b>Any other valid point of knowledge used to compare.</b></p>



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

Question		General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
	(b)	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must explain how the description of a universal theme from a classical text relates to how the theme was viewed in the wider classical world.</p> <p>Candidates must also make comparisons between how the universal theme in the text was viewed in the classical world and how it is viewed in the modern world.</p> <p>Up to a <b>maximum of 5 marks</b> in total, <b>1 mark</b> should be awarded for each accurate relevant point of explanation, up to a <b>maximum of 3 marks</b>, and <b>1 mark</b> should be awarded for each accurate relevant point of comparison, up to a <b>maximum of 2 marks</b>.</p>	5	<p><b>Possible points of explanation may include:</b></p> <ul style="list-style-type: none"> <li>• women were expected to stay inside most of the time</li> <li>• women were expected to be good wives and mothers</li> <li>• women were expected to obey their husband</li> <li>• women were expected to behave with modesty and humility.</li> </ul> <p><b>Possible points of comparison with the modern world:</b></p> <ul style="list-style-type: none"> <li>• in Scotland today, women have the same rights as men</li> <li>• today wives and mothers can also choose to have careers outside the home in some cultures, women still have few rights.</li> </ul> <p><b>Any other valid point of knowledge used to explain or compare.</b></p>

SECTION 3 – The Roman world

Part A – Pompeii

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
9.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant point of knowledge used to describe. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points, or any combination of these.</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• amphitheatre: gladiator shows; wild beast shows; free admission; crowd; atmosphere</li> <li>• theatre: comedies, tragedies, mime, pantomime; masks and costumes; audience; atmosphere</li> <li>• baths: men and women segregated; changing rooms, exercise area, warm, hot and cold rooms; activities</li> <li>• dinner parties: food/drink; dining customs; entertainment.</li> </ul> <p><b>Any other valid point of knowledge used to describe.</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
10.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas, but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Candidates must show causal relationships.</b></p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or any combination of these.</p>	6	<p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• speed of pyroclastic flow – people couldn't escape fast enough</li> <li>• many headed for boats, but the water receded and left them stranded</li> <li>• boats were smashed by the falling debris</li> <li>• some left it too late to leave because they didn't realise how serious the situation was</li> <li>• the weight of ash made roofs collapse, killing many who had tried to shelter from the ash cloud</li> <li>• people were hit by falling stones</li> <li>• there were poisonous gases, and the ash removed the moisture from the air.</li> </ul> <p><b>Any other valid reason.</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
11.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p><b>Candidates must show causal relationships.</b></p> <p>Up to a maximum of 8 marks in total, 1 mark should be awarded for each point of knowledge used to explain the issue up to a maximum of 5 marks. 1 mark should be awarded for explaining different aspects of the issue, 1 mark should be awarded for presenting a conclusion, and 1 mark should be awarded for giving a reason for the conclusion.</p> <p>Candidates may achieve full marks by providing five straightforward points of explanation, or a combination of straightforward and developed points.</p>	8	<p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• religious worship in the home at shrines (lararia)</li> <li>• representations of gods in statues and paintings</li> <li>• range of temples to gods (Apollo, Jupiter, Isis)</li> <li>• temples located in prominent places (forum or near forum)</li> <li>• political aspect to religious worship – emperor worship</li> <li>• importance of sacrifice and festivals in Roman life.</li> </ul> <p><b>Any other valid point of knowledge used to explain.</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
12.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must identify similarities and differences between an issue in the classical world and how it is viewed or practised in the modern world.</p> <p>There is no need for evaluating or prioritising of these points of comparison.</p> <p>Up to a <b>maximum of 4 marks</b> in total, <b>1 mark</b> should be awarded for each accurate relevant comparison made. If a comparison is developed, a further mark can be awarded.</p> <p>Candidates may achieve full marks by providing four straightforward points of comparison, by making two developed points, or any combination of these.</p> <p>Full marks should only be awarded where a candidate has given at least one similarity and at least one difference.</p>	4	<p><b>Possible responses may include:</b></p> <p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>• food markets selling meat, bread and local produce were found in the forum just as there are often butchers, bakers and grocers in modern town centres</li> <li>• the forum provided services such as money changing and banking just as most modern town centres also provide banking services</li> <li>• stalls were set up in the open area like a farmers’ market today.</li> </ul> <p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>• you could haggle over prices in Pompeii – today prices are normally fixed</li> <li>• shops and stalls sold a specific range of goods, unlike supermarkets today</li> <li>• the amount of choice in food and goods would be much higher in a modern town centre than in Pompeii due to wider global trade today.</li> </ul> <p><b>Any other valid point of comparison.</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
13.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the sources and specific events, practices or ideas in the classical world. These should be key aspects of the sources and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to a <b>maximum of 4 marks</b>, <b>1 mark</b> should be awarded for each accurate relevant point of explanation from the sources.</p> <p>If the candidate only refers to one source a <b>maximum of 3 marks</b> can be awarded.</p>	4	<p><b>Possible points in the sources which may be explained include:</b></p> <p><b>Source A:</b></p> <ul style="list-style-type: none"> <li>• there is a man selling bread – most Pompeiians did not make their own bread and would buy it daily</li> <li>• the picture shows lots of bread made ready for sale – bread was a staple food and in demand</li> <li>• the loaves of bread are all roughly the same shape and size – these loaves were moulded in tins to ensure that every customer got the same amount of bread for their money</li> <li>• the selling of the bread does not seem an unpleasant or difficult task.</li> </ul> <p><b>Source B:</b></p> <ul style="list-style-type: none"> <li>• <i>‘I was extremely tired from turning the mill’</i> – they used stone mills to grind wheat to make flour</li> <li>• <i>‘people who worked’</i> – many of the bakeries would have used enslaved people to do the unpleasant work</li> <li>• <i>‘Their eyes damaged by the thick smoke’</i> – most bakeries would have been dark and smoky due to the lack of windows and proper chimneys</li> <li>• <i>‘Clouds of steam’</i> – these bakeries would have been very hot because of the wood-burning ovens.</li> <li>• <i>‘A layer of flour’</i> – there would be flour in the air from the milling and the production of bread.</li> </ul> <p><b>Any other valid point of explanation.</b></p>

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14.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make evaluative comments relating to different aspects of the source, making it clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Up to a <b>maximum of 4 marks, 1 mark</b> should be awarded for each evaluative comment on the usefulness of the source.</p> <p>A <b>maximum of 1 mark</b> may be given for each aspect. Comments should relate to the source and not be of a generic nature.</p>	4	<p><b>Possible evaluative comments may include:</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comments</th> </tr> </thead> <tbody> <tr> <td>Who wrote it</td> <td> <ul style="list-style-type: none"> <li>a Roman who would buy their bread in bakeries and be familiar with them</li> <li>someone who may not be from Pompeii, but bakeries were probably similar everywhere.</li> </ul> </td> </tr> <tr> <td>When it was written</td> <td> <ul style="list-style-type: none"> <li>it was written in the century after Pompeii was destroyed</li> <li>but bakeries may not have changed much, if at all.</li> </ul> </td> </tr> <tr> <td>Why it was written</td> <td> <ul style="list-style-type: none"> <li>it was written to describe how hard the working conditions were in a bakery</li> <li>the writer might be exaggerating for effect.</li> </ul> </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> <li>it refers to the mills</li> <li>it mentions the harsh treatment of the enslaved workers</li> <li>it mentions the smoke and steam from the oven.</li> </ul> </td> </tr> <tr> <td>Areas of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> <li>the use of animals to turn the mills</li> <li>the process of kneading the dough</li> <li>easier tasks, such as serving customers.</li> </ul> </td> </tr> </tbody> </table> <p><b>Any other valid evaluative comment.</b></p>	Aspect of the source	Possible comments	Who wrote it	<ul style="list-style-type: none"> <li>a Roman who would buy their bread in bakeries and be familiar with them</li> <li>someone who may not be from Pompeii, but bakeries were probably similar everywhere.</li> </ul>	When it was written	<ul style="list-style-type: none"> <li>it was written in the century after Pompeii was destroyed</li> <li>but bakeries may not have changed much, if at all.</li> </ul>	Why it was written	<ul style="list-style-type: none"> <li>it was written to describe how hard the working conditions were in a bakery</li> <li>the writer might be exaggerating for effect.</li> </ul>	The content of the source	<ul style="list-style-type: none"> <li>it refers to the mills</li> <li>it mentions the harsh treatment of the enslaved workers</li> <li>it mentions the smoke and steam from the oven.</li> </ul>	Areas of specific content the source has omitted	<ul style="list-style-type: none"> <li>the use of animals to turn the mills</li> <li>the process of kneading the dough</li> <li>easier tasks, such as serving customers.</li> </ul>
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Part B - Roman Britain

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
15.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant point of knowledge used to describe. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks</b>.</p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points, or any combination of these.</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• listening to the morning report               <ul style="list-style-type: none"> <li>– roll call of officers and men in unit</li> <li>– fixing passwords</li> <li>– announcing security and guard duty</li> </ul> </li> <li>• offering prayers to the emperor/official gods</li> <li>• sentry duty at gates and HQ</li> <li>• cleaning: equipment, streets, bath-house etc.</li> <li>• building/maintaining roads</li> <li>• building/maintaining buildings in the fort</li> <li>• collecting rations</li> <li>• cooking/eating meals</li> <li>• transporting supplies to and from the fort</li> <li>• worshipping at temple/altar outside fort</li> <li>• visiting civil settlement (vicus) (off-duty)</li> <li>• visiting bath-house (off-duty).</li> </ul> <p><b>Any other valid point of knowledge used to describe.</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
16.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas, but there is no need for any evaluation or prioritising of these reasons.</p> <p><b>Candidates must show causal relationships.</b></p> <p>Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or any combination of these.</p>	6	<p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• a sign of imperial might</li> <li>• increased prestige of emperor</li> <li>• provided a source of people to enslave</li> <li>• provided increased trade</li> <li>• mining for tin, iron, silver, lead and gold</li> <li>• a source of wool</li> <li>• increased taxation.</li> </ul> <p><b>Any other valid reason.</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
17.	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use their knowledge to present a reasoned conclusion about a given issue.</p> <p><b>Candidates must show causal relationships.</b></p> <p>Up to a <b>maximum of 8 marks</b> in total, <b>1 mark</b> should be awarded for each point of knowledge used to explain the issue up to a <b>maximum of 5 marks</b>. <b>1 mark</b> should be awarded for explaining different aspects of the issue, <b>1 mark</b> should be awarded for presenting a conclusion, and <b>1 mark</b> should be awarded for giving a reason for the conclusion.</p> <p>Candidates may achieve full marks by providing five straightforward points of explanation, or a combination of straightforward and developed points.</p>	8	<p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• Romanised towns had street plans</li> <li>• followed Roman legal system</li> <li>• reading and writing were extended (in Latin)</li> <li>• client kings were established</li> <li>• villas were built</li> <li>• people used bath-houses</li> <li>• native religion blended with Roman religion</li> <li>• theatres were built to show plays</li> <li>• amphitheatres were built for gladiatorial shows</li> <li>• tribal systems still existed</li> <li>• native gods were still honoured</li> <li>• permanent communities were established around forts</li> <li>• large military presence was required</li> <li>• north of Hadrian's Wall remained hostile.</li> </ul> <p><b>Any other valid point of knowledge used to explain.</b></p>

Question	General marking principles for this type of question	Max Mark	Detailed marking instructions for this question
18.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must identify similarities and differences between an issue in the classical world and how it is viewed or practised in the modern world.</p> <p>There is no need for evaluating or prioritising of these points of comparison.</p> <p>Up to a <b>maximum of 4 marks</b> in total, <b>1 mark</b> should be awarded for each accurate relevant comparison made. If a comparison is developed, a further mark can be awarded.</p> <p>Candidates may achieve full marks by providing four straightforward points of comparison, by making two developed points, or any combination of these.</p> <p>Full marks should only be awarded where a candidate has given at least one similarity and at least one difference.</p>	4	<p><b>Possible responses may include:</b></p> <p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>• initiation ceremonies took place similar to ones today, for example Christian baptism</li> <li>• worshippers shared a communal meal similar to meals after Sikh worship today</li> <li>• the cult had one god as do Judaism, Islam and Christianity today.</li> </ul> <p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>• only men could join the cult; modern religions tend to be open to everyone</li> <li>• rites had to be kept secret; modern religions are more open</li> <li>• worshippers also followed the mainstream religion; today people belong to one religion.</li> </ul> <p><b>Any other valid point of comparison.</b></p>

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19.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between the sources and specific events, practices or ideas in the classical world. These should be key aspects of the sources and may include theoretical ideas. There is no need for any evaluation or prioritising of these points of explanation.</p> <p>Up to a <b>maximum of 4 marks</b>, <b>1 mark</b> should be awarded for each accurate relevant point of explanation from the sources.</p> <p>If the candidate only refers to one source a <b>maximum of 3 marks</b> can be awarded.</p>	4	<p><b>Possible points in the sources which may be explained include:</b></p> <p><b>Source A:</b></p> <ul style="list-style-type: none"> <li>• the building is large to accommodate the spectators – the shows were popular</li> <li>• the picture shows the seating rising in tiers – so people could get a good view</li> <li>• the picture shows the central arena where the action took place – gladiator shows/wild beast shows</li> <li>• the picture shows two large entrances for parades and the entry of the gladiators and the wild beasts.</li> </ul> <p><b>Source B:</b></p> <ul style="list-style-type: none"> <li>• ‘skills’ – gladiators were carefully trained</li> <li>• ‘<i>armour</i>’ – different types of gladiator had different equipment, for example retiarii, Samnites, Thracians</li> <li>• ‘<i>lions and bears</i>’ – wild beasts fought one another or fought men</li> <li>• ‘<i>Kill him . . . die?</i>’ – the sponsor of the show was influenced by the crowd in deciding the fate of a defeated man.</li> </ul> <p><b>Any other valid point of explanation.</b></p>

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20.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make evaluative comments relating to different aspects of the source, making it clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Up to a <b>maximum of 4 marks</b>, <b>1 mark</b> should be awarded for each evaluative comment on the usefulness of the source.</p> <p><b>A maximum of 1 mark</b> may be given for each aspect. Comments should relate to the source and not be of a generic nature.</p>	4	<p>Possible evaluative comments may include:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comments</th> </tr> </thead> <tbody> <tr> <td>Who wrote it</td> <td> <ul style="list-style-type: none"> <li>a Roman who attended shows in the amphitheatre</li> <li>a philosopher who might take a different view from an ordinary person</li> <li>someone in Rome, not in Britain.</li> </ul> </td> </tr> <tr> <td>When it was written</td> <td> <ul style="list-style-type: none"> <li>during the Roman occupation of Britain.</li> </ul> </td> </tr> <tr> <td>Why it was written</td> <td> <ul style="list-style-type: none"> <li>to show how brutal the shows could be</li> <li>to criticise the brutalising effect the shows had on the spectators</li> <li>to give a personal view of the shows.</li> </ul> </td> </tr> <tr> <td>The content of the source</td> <td> <ul style="list-style-type: none"> <li>it mentions the order of events – beast shows first, gladiators later</li> <li>it describes the behaviour of the spectators</li> </ul> </td> </tr> <tr> <td>Areas of specific content the source has omitted</td> <td> <ul style="list-style-type: none"> <li>the sponsor of the show and their role</li> <li>the different types of gladiator</li> <li>the awards for victorious gladiators</li> <li>less violent forms of entertainment staged in the arena.</li> </ul> </td> </tr> </tbody> </table> <p>Any other valid evaluative comment.</p>	Aspect of the source	Possible comments	Who wrote it	<ul style="list-style-type: none"> <li>a Roman who attended shows in the amphitheatre</li> <li>a philosopher who might take a different view from an ordinary person</li> <li>someone in Rome, not in Britain.</li> </ul>	When it was written	<ul style="list-style-type: none"> <li>during the Roman occupation of Britain.</li> </ul>	Why it was written	<ul style="list-style-type: none"> <li>to show how brutal the shows could be</li> <li>to criticise the brutalising effect the shows had on the spectators</li> <li>to give a personal view of the shows.</li> </ul>	The content of the source	<ul style="list-style-type: none"> <li>it mentions the order of events – beast shows first, gladiators later</li> <li>it describes the behaviour of the spectators</li> </ul>	Areas of specific content the source has omitted	<ul style="list-style-type: none"> <li>the sponsor of the show and their role</li> <li>the different types of gladiator</li> <li>the awards for victorious gladiators</li> <li>less violent forms of entertainment staged in the arena.</li> </ul>
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[END OF SPECIMEN MARKING INSTRUCTIONS]

**Published:** August 2024

**Change since last published:**

Updated to meet 2024 house style.

Changed format of Question 1.

Minor changes to the wording of questions and related sources (Questions: 5, 6, 7, 8, 9, 12, 13, 14, 19, 20)

Changes to language about slavery (Questions: 2, 5, 6, 14)

Part B – Roman Britain Source B replaced with new source

Minor formatting changes to marking instructions