



National  
Qualifications  
2024

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## 2024 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 5<sup>th</sup> century BC Athens.

### **Example response**

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

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

**Example question**

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

**Example response**

As a result of working and living in close quarters with their master and his family, a domestic slave's quality of life often benefited from the formation of personal relationships with their masters. Many of these slaves would have been considered as part of the family, for example being showered with nuts and fruits when they first entered the house to ritually welcome them into the household, just as a new bride was. **(1 mark)** As members of the household, they were also given clothing, a roof over their head, food and meals, and looked after if they fell ill. At a time when there was no possibility of state support, domestic slaves often had a better quality of life than some of the poorest citizens. **(1 mark)** However, a slave was always a piece of property owned by their master, they had no legal or political rights and could make no decisions for themselves. For some, this lack of control over their own lives would have reduced the quality of life experienced by some slaves. **(1 mark)**

iii Evaluate the usefulness of Source B for . . .

**Example question**

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

**Example response**

Source B is useful for describing democracy in classical Athens as it was written by a leading member of Athenian society, who would likely have attended the Assembly and witnessed its procedures. **(1 mark for origin)** It is a play, so it may be less useful as it was written more for entertainment rather than to show life as it really was. **(1 mark for purpose)** The source mentions specifically . . . which means . . . **(1 mark for interpretation of the content)** This point is supported by . . . **(1 mark for using knowledge to expand on a point of interpretation)** However, it fails to mention that . . . which limits how useful it is **(1 mark for knowledge used to explain its limitations)**

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

**Example question**

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

**Example response**

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

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

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

**Example question**

Compare the description of democracy in the modern world with democracy in Athens in the 5<sup>th</sup> century BC.

**Example comparison**

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

**Example conclusion**

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

Marking instructions for each question

Section 1 – LIFE IN CLASSICAL GREECE

Part A – Power and freedom

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p>Candidates make connections between the sources and specific events, practices or ideas in the classical world. They interpret points from the sources to show understanding rather than simply quoting. They do not need to prioritise any points.</p> <p>Candidates may gain marks in a number of ways up to a maximum of 8 marks.</p>	8	<p>Award up to a <b>maximum of 6 marks</b> for accurate relevant points interpreted from the sources.</p> <p>Award up to a <b>maximum of 4 marks</b> 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.</p> <p>Award a <b>maximum of 4 marks</b> where candidates refer to only one source.</p> <p><b>Possible points which candidates may develop/interpret in Source A include:</b></p> <ul style="list-style-type: none"> <li>• the tribute paid to Athens could be in the form of ships manned with crews</li> <li>• ships were initially used to defend the Delian League against the Persians</li> <li>• ships were used to maintain the authority of Athens over the allied states.</li> </ul> <p><b>Possible points which candidates may develop/interpret in Source B include:</b></p> <ul style="list-style-type: none"> <li>• the Athenians used the funds of the Delian League to pay for the acropolis building project</li> <li>• the treasury of the Delian League was originally housed on Delos because it was a central island, sacred to the gods, and had a natural harbour</li> <li>• many of the allied states were unhappy with this arrangement as the funds were being used to beautify Athens rather than defend the allied states.</li> </ul> <p><b>Possible points which candidates may develop/interpret in Source C include:</b></p> <ul style="list-style-type: none"> <li>• allied states were not happy with having legal trials in Athens as they were unfamiliar with Athenian laws</li> <li>• legal trials in Athens also meant that the members of the allied states were potential victims of Athenian prejudice from the jurors</li> <li>• Athens forced some of the states to use Athenian currency for trading and this was often not economically advantageous to the allied states but did benefit Athens.</li> </ul>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• the Athenians made the members of the allied states swear oaths of loyalty to Athens</li> <li>• the Athenians seized land from the allied states and gave it over to Athenian settlers</li> <li>• the Athenians established garrisons in towns and cities throughout Greece</li> <li>• the Athenians forced any state which rebelled to stay in the League.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/usefulness, for example, of a viewpoint</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment.</li> </ul> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks.</b></p>	<b>12</b>	<p>Award <b>1 mark</b> for each developed point of knowledge used to support an evaluation of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate provides no evaluation.</p> <p>Award a <b>mark</b> for knowledge, where points are:</p> <ul style="list-style-type: none"> <li>• relevant to the theme of the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Award <b>1 mark</b> for each evaluative comment, up to a <b>maximum of 4 marks</b>.</p> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• Athenian women were responsible for spinning and weaving</li> <li>• spinning and weaving were carried out in the women's quarters which was a female-only space within the home</li> <li>• Athenian women were responsible for managing the household finances</li> <li>• Athenian women were responsible for organising the enslaved people within the home</li> <li>• Athenian wives were responsible for supporting their husbands and providing them with legitimate heirs</li> <li>• Athenian mothers were responsible for educating their daughters to be good wives and mothers</li> <li>• Athenian women were responsible for taking care of sick family members and enslaved people</li> <li>• Athenian women were responsible for preparing the bodies of dead relatives for their passage into the Underworld.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of evaluation:</b></p> <ul style="list-style-type: none"> <li>• Athenian wives and mothers had a greater level of authority in the home in comparison with female children and unmarried women, as married women, who were able to produce children, were fulfilling the traditional role of Athenian women</li> <li>• the managing of the household finances and enslaved people helped to keep the home working efficiently and economically. In a world without the advantages of modern technologies, running a home would have been a demanding task and overseeing this was an important role</li> <li>• ensuring the bodies of relatives were prepared for their journey into the Underworld was very important as failure to follow the correct processes might result in the soul of the deceased being denied entry to the Underworld</li> <li>• many poorer Athenian women had to help their household by earning an income for the home. This meant that they were responsible for managing the home as well as working outside of it</li> <li>• spinning and weaving were important household skills for women in Athens as it enabled them to produce clothes for the family and textile furnishings for their homes thus helping maintain the family's public image.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>• the relevance/importance/ usefulness, for example, of a viewpoint</li> <li>• positive and negative aspects</li> <li>• strengths and weaknesses</li> <li>• any other relevant evaluative comment.</li> </ul> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks.</b></p>	<b>12</b>	<p>Award <b>1 mark</b> for each developed point of knowledge used to support an evaluation of the issue, up to a <b>maximum of 8 marks.</b> Award a <b>maximum of 5 marks</b> where a candidate provides no evaluation.</p> <p>Award a <b>mark</b> for knowledge, where points are:</p> <ul style="list-style-type: none"> <li>• relevant to the theme of the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks.</b></p> <p>Award <b>1 mark</b> for each evaluative comment, up to a <b>maximum of 4 marks.</b></p> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• Athenian juries were large, ranging between 201–501 members but could be over 1,000</li> <li>• 6,000 jurors were selected each year and jurors were selected on the day of the trial for the case they would be hearing</li> <li>• jurors were selected randomly by using a machine (kleroterion); each juror had a wooden or bronze token (pinakion) which they placed in the machine</li> <li>• jurors had to be over 30 years of age but there were no education or property qualifications required to serve; jury pay of 2/3 obols per day was introduced</li> <li>• non-citizens could not represent themselves in an Athenian court</li> <li>• there were no judges as such, but Archons were responsible for overseeing the proceedings</li> <li>• there were no lawyers in Athenian courts – individual citizens had to represent themselves</li> <li>• evidence presented in the courts could be highly emotional, anecdotal, or fictional, for example, evidence from plays at the trial of Socrates.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of evaluation:</b></p> <ul style="list-style-type: none"> <li>• the size of Athenian juries and the late selection for each hearing meant that it was very difficult for individual jurors to be bribed before the trial</li> <li>• receiving payment for being a juror helped ensure greater participation of poor or elderly citizens</li> <li>• many jurors had little or no knowledge of Athenian law and so their decisions might have been based on emotion or prejudice rather than the evidence</li> <li>• because non-citizens were prohibited from representing themselves in court it is difficult to know how well their views or opinions were conveyed by the citizens representing them.</li> </ul> <p><b>Or any other relevant response.</b></p>

Part B – Religion and belief

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<p>Candidates make connections between the sources and specific events, practices or ideas in the classical world. They interpret points from the sources to show understanding rather than simply quoting. They do not need to prioritise any points.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 8 marks</b>.</p>	8	<p>Award up to a <b>maximum of 6 marks</b> for accurate relevant points interpreted from the sources.</p> <p>Award up to a <b>maximum of 4 marks</b> 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.</p> <p>Award a <b>maximum of 4 marks</b> where candidates refer to only one source.</p> <p><b>Possible points which candidates may develop/interpret in Source A include:</b></p> <ul style="list-style-type: none"> <li>• this was the building where worshippers assembled on arrival at Eleusis</li> <li>• the Telesterion was also known as the Hall of Initiation and the rites of initiation into the Mysteries took place here</li> <li>• it could hold up to 3,000 people</li> <li>• it had no windows but light entered through the roof.</li> </ul> <p><b>Possible points which candidates may develop/interpret in Source B include:</b></p> <ul style="list-style-type: none"> <li>• the curse Demeter placed on the Earth to win back her daughter</li> <li>• Persephone had eaten the food of the dead and therefore could not be completely released from the Underworld</li> <li>• Hades kidnapped Persephone so that she could be his wife in the Underworld</li> <li>• Zeus was in on the plan from the start to appease his brother Hades.</li> </ul> <p><b>Possible points which candidates may be develop/interpret in Source C include:</b></p> <ul style="list-style-type: none"> <li>• many people were involved in the Mysteries – they were popular</li> <li>• there were other occasions when the Mysteries were celebrated</li> <li>• sacred objects are unknown but were probably ears of corn, symbols of Demeter’s power over nature</li> <li>• other gods besides Demeter and Persephone were worshipped</li> <li>• verbal abuse was part of the ritual.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• the Lesser Mysteries which took place in spring</li> <li>• the purification of worshippers which took place in Athens by bathing in the sea at the Piraeus before the procession to Eleusis</li> <li>• little piglets sacrificed during the purification ritual</li> <li>• the fasting and the special brew 'kykeon' taken before initiation in the Telesterion</li> <li>• no mention of what actually took place inside the Telesterion.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	(a)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>the relevance/importance/ usefulness, for example, of a viewpoint</li> <li>positive and negative aspects</li> <li>strengths and weaknesses</li> <li>any other relevant evaluative comment.</li> </ul> <p>Candidates may gain marks in a number of ways up to a maximum of 12 marks.</p>	12	<p>Award 1 mark for each developed point of knowledge used to support an evaluation of the issue, up to a maximum of 8 marks. Award a maximum of 5 marks where a candidate provides no evaluation.</p> <p>Award a mark for knowledge, where points are:</p> <ul style="list-style-type: none"> <li>relevant to the theme of the question</li> <li>developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to 3 knowledge marks for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of 8 marks.</p> <p>Award 1 mark for each evaluative comment, up to a maximum of 4 marks.</p> <p><b>Possible points of relevant knowledge:</b></p> <p><b>The Panathenaia:</b></p> <ul style="list-style-type: none"> <li>required women to weave the peplos or robe for Athena</li> <li>a priestess was appointed for Athena and she was involved in the presentation of the peplos</li> <li>women could attend the procession and ceremonies of the festival.</li> </ul> <p><b>The Skira and Thesmophoria:</b></p> <ul style="list-style-type: none"> <li>were festivals restricted to women</li> <li>women made their own sacrifices to Demeter; they were symbols of fertility such as piglets, snakes and male organs baked from dough</li> <li>women retrieved these sacrifices at sowing time and dedicated them to promote fertility in fields and in women</li> <li>women ate garlic to discourage advances from their husbands and thus avoid pollution.</li> </ul> <p><b>The Haloa:</b></p> <ul style="list-style-type: none"> <li>was a mid-winter festival during which women feasted and drank wine to honour Demeter, Persephone and Dionysus</li> <li>could result in bad behaviour, for example, obscene language.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of evaluation:</b></p> <p><b>Festivals provided women with a chance:</b></p> <ul style="list-style-type: none"> <li>• to show off and compete in their skills of weaving and baking which were otherwise restricted to the home. The festivals simply reinforced these domestic skills</li> <li>• to raise their profile and show they could behave responsibly, meet deadlines for peplos, discourage husbands</li> <li>• to meet socially, enjoy a sense of community and contribute to community</li> <li>• to relax and enjoy themselves and have something outwith the home to look forward to in the safety of their own company.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>Evaluation involves making a judgement based on criteria. Candidates make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> <li>the relevance/importance/usefulness, for example, of a viewpoint</li> <li>positive and negative aspects</li> <li>strengths and weaknesses</li> <li>any other relevant evaluative comment.</li> </ul> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p>	<b>12</b>	<p>Award <b>1 mark</b> for each developed point of knowledge used to support an evaluation of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate provides no evaluation.</p> <p>Award a <b>mark</b> for knowledge, where points are:</p> <ul style="list-style-type: none"> <li>relevant to the theme of the question</li> <li>developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect evaluated. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Award <b>1 mark</b> for each evaluative comment, up to a <b>maximum of 4 marks</b>.</p> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>Plato proposed that the gods were perfect in form and did not experience human needs such as sleep and hunger</li> <li>Plato also proposed that the gods did not experience human emotions such as anger and jealousy</li> <li>Plato's gods were not deceitful and their knowledge of ideas and concepts such as beauty and justice was perfect</li> <li>Plato proposed that the soul could be reincarnated</li> <li>Xenophanes proposed that the gods were not made in the image of man, nor were many in number</li> <li>Xenophanes believed in a single consciousness which controlled the universe through thought</li> <li>Democritus proposed that the soul was composed of atoms and died with the body</li> <li>Democritus argued there was no afterlife.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of evaluation:</b></p> <ul style="list-style-type: none"> <li>• 5<sup>th</sup> century was a time when traditional religious beliefs were challenged although there was some agreement about the nature of the gods, for example, Plato supported the idea that there were many gods, they were immortal, they had bodies and could appear and interact with humans</li> <li>• philosophers challenged the traditional beliefs that the gods existed in human form (anthropomorphism) and that they were subject to the same needs and emotions as humans</li> <li>• philosophical ideas were only accessible to an educated elite</li> <li>• philosophers were often subjected to ridicule and were regarded with suspicion.</li> </ul> <p><b>Or any other relevant response.</b></p>

Section 2 – LIFE IN THE ROMAN WORLD

Part A – Power and freedom

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	<p>Candidates make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 8 marks</b>.</p>	8	<p>Award <b>1 mark</b> for each evaluative comment which relates to the provenance (origin and purpose) of the source, up to a <b>maximum of 2 marks</b>:</p> <ul style="list-style-type: none"> <li>• who produced it and its significance</li> <li>• when it was produced</li> <li>• why it was produced.</li> </ul> <p>Award <b>1 mark</b> for each comment which interprets the source, up to a <b>maximum of 2 marks</b>:</p> <ul style="list-style-type: none"> <li>• the content of the source</li> <li>• interpreting the meaning of the source</li> <li>• taking into account issues such as accuracy, bias, exaggeration, corroboration.</li> </ul> <p>Award <b>1 mark</b> 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 <b>maximum of 4 marks</b>:</p> <ul style="list-style-type: none"> <li>• the context of the source</li> <li>• expanding on points made in the source</li> <li>• through references to area(s) of specific content the source has omitted, thereby limiting its usefulness.</li> </ul> <p><b>Possible evaluative comments from the following aspects may include:</b></p> <p><b>Nature of source:</b></p> <ul style="list-style-type: none"> <li>• the source is a piece of historical writing, written from a Roman perspective; it is likely that Tacitus would have wanted his writing to be as accurate as possible, using sources and accounts available to him at the time</li> <li>• being Roman, Tacitus may not have accurately portrayed the reality of the dynamics between the Britons and the Romans.</li> </ul> <p><b>When it was produced:</b></p> <ul style="list-style-type: none"> <li>• the source was written in the early 2<sup>nd</sup> century AD at the time when the Romans had occupied Britain. King Prasutagus died around 60 AD so Tacitus' account is significantly after the event, limiting its usefulness.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Purpose of source:</b></p> <ul style="list-style-type: none"> <li>to inform readers about actions taken by the Romans against the native Britons in the early years of Roman occupation.</li> </ul> <p><b>Interpretation of the content of the source:</b></p> <ul style="list-style-type: none"> <li>‘made his two daughters his heirs, along with the Roman emperor’ – Prasutagus did not want to come into conflict with the Romans and sought a peaceful compromise</li> <li>‘His kingdom was raided and plundered by Roman officers’ – the Romans seized all the land and property of the Iceni causing a feeling of hatred and resentment from the tribe towards the Romans</li> <li>‘His wife, Boudicca, was seized and whipped’ – the Romans used brutal methods of punishment and torture to assert their dominance and power over the Britons.</li> </ul> <p><b>Area of specific content the source has omitted:</b></p> <ul style="list-style-type: none"> <li>Boudicca’s daughters were mistreated by the Romans</li> <li>Boudicca and the Iceni rose in revolt for the return of their lands</li> <li>once Boudicca and her forces faced the full force of the Roman army, they were quickly defeated due to their lack of skill, weaponry and organisation</li> <li>the revolt occurred due to the corrupt and harsh behaviour of the Roman officials; the Romans identified this as the cause of the problem after the revolt.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.		<p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 10 marks.</b></p>	<b>10</b>	<p>Award up to <b>2 marks</b> for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge up to a <b>maximum of 8 marks.</b></p> <p>Award up to <b>2 marks</b> where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p> <p><b>Possible points from source may include:</b></p> <ul style="list-style-type: none"> <li>• gender is not considered for citizenship</li> <li>• equal voting rights in the UK</li> <li>• women in the UK can stand for political office</li> <li>• a number of political leaders in the UK are or have been women</li> <li>• the law doesn't discriminate on gender</li> <li>• some countries around the world recently allowed 'honour' killings of women</li> <li>• some women around the world are still under the control of their families</li> <li>• some women are subject to arranged marriages.</li> </ul> <p><b>Points of similarity:</b></p> <ul style="list-style-type: none"> <li>• Roman women could be considered citizens but only through their father or husband</li> <li>• Roman women could be made to suffer if they had brought shame upon their family</li> <li>• many women in the Roman world would be in arranged marriages organised by their father or family.</li> </ul> <p><b>Points of difference:</b></p> <ul style="list-style-type: none"> <li>• no women in the Roman world were eligible for political office</li> <li>• Roman women were subjected to laws which impacted their lives, for example, the Lex Iulia</li> <li>• women were not allowed to vote in the Roman world.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	(a)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p>	12	<p>Award <b>1 mark</b> for each developed point of knowledge used to support analysis of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate uses no analysis.</p> <p>Award a <b>mark</b> for knowledge, where points are:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Analysis marks: award up to a <b>maximum of 4 marks</b> for identifying at least three relevant aspects and making analytical comments which clearly show:</p> <ul style="list-style-type: none"> <li>• analysis of the reason for an aspect and/or the effect (up to <b>2 marks</b>)</li> <li>• establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to <b>2 marks</b>).</li> </ul> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• consuls could summon the senate and comitia and preside over them</li> <li>• through imperium consuls had the executive authority to conscript and command an army</li> <li>• quaestors assisted the consuls as secretaries and administrative assistants</li> <li>• quaestors looked after the state treasury and state archives</li> <li>• quaestors served in the provinces as financial officials under the praetor</li> <li>• aediles helped maintain public order by prosecuting minor offenders; controlling traffic; and supervising streets and markets</li> <li>• aediles arranged public festivals and games</li> <li>• tribunes had the power of veto to protect the interests of the people.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of analysis:</b></p> <ul style="list-style-type: none"> <li>• consuls were elected two at a time. This helped to ensure that the elected consuls were able to keep checks on each other. The restriction of the length of office, 1 year, meant that a consul could not become too powerful</li> <li>• many ambitious politicians were keen to serve as aediles because they could win popular support by putting on lavish games</li> <li>• quaestors were in control of Rome's finances and were responsible for allocating money to military and civic services, therefore many quaestors were open to possible corruption by various factions in Rome and were able to build up alliances and loyalties with military commanders</li> <li>• many Roman politicians were able to bypass the rules of the constitution, for example, not following the 'cursus honorum'.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p>	<b>12</b>	<p>Award <b>1 mark</b> for each developed point of knowledge used to support analysis of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate uses no analysis.</p> <p>Award a <b>mark</b> for knowledge, where points are:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Analysis marks: award up to a <b>maximum of 4 marks</b> for identifying at least three relevant aspects and making analytical comments which clearly show:</p> <ul style="list-style-type: none"> <li>• analysis of the reason for an aspect and/or the effect (up to <b>2 marks</b>)</li> <li>• establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to <b>2 marks</b>).</li> </ul> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• the Romans brought to the provinces ideas about improved conditions of hygiene introducing sewer networks and bathhouses</li> <li>• the introduction of aqueducts meant that fresh water could reach remote towns and cities</li> <li>• the Romans established trade routes and infrastructure throughout the provinces</li> <li>• the Romans brought with them entertainment and leisure facilities such as amphitheatres</li> <li>• many of the legal issues in the provinces were tried under Roman law with the governor presiding over the courts</li> <li>• Latin was the language of administration throughout many of the Roman provinces</li> <li>• many of the provinces gained protection from the Roman army</li> <li>• many governors exploited the provincials through taxation.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of analysis:</b></p> <ul style="list-style-type: none"> <li>• the Romans were accepting of many foreign religions within the provinces provided that the provincials incorporated worship of the Roman gods and the emperor into their religious routines; this often resulted in peaceful relations, but there were some groups who thought this was unacceptable such as the Christians and the Jews, causing religious and political upset in some provinces</li> <li>• there were many good governors who looked after the interests of the people in their provinces, for example Cicero, but there were also many governors who, through taxation, managed to make themselves wealthy and unpopular with the provincials, for example, Verres</li> <li>• Roman trade routes throughout the provinces brought material goods from across the empire into areas of the Roman empire that had never experienced products like these before</li> <li>• trials under Roman law and the use of the Latin language for administration purposes diminished provincial identity and unique cultural customs associated with different areas of the provinces.</li> </ul> <p><b>Or any other relevant response.</b></p>

Part B – Religion and belief

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	<p>Candidates make evaluative comments relating to different aspects of the source, making clear how each aspect of the source contributes to an evaluation of its usefulness.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 8 marks</b>.</p>	8	<p>Award <b>1 mark</b> for each evaluative comment which relates to the provenance (origin and purpose) of the source, up to a <b>maximum of 2 marks</b>:</p> <ul style="list-style-type: none"> <li>• who produced it and its significance</li> <li>• when it was produced</li> <li>• why it was produced.</li> </ul> <p>Award <b>1 mark</b> for each comment which interprets the source, up to a <b>maximum of 2 marks</b>:</p> <ul style="list-style-type: none"> <li>• the content of the source</li> <li>• interpreting the meaning of the source</li> <li>• taking into account issues such as accuracy, bias, exaggeration, corroboration.</li> </ul> <p>Award <b>1 mark</b> 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 <b>maximum of 4 marks</b>:</p> <ul style="list-style-type: none"> <li>• the context of the source</li> <li>• expanding on points made in the source</li> <li>• through references to area(s) of specific content the source has omitted, thereby limiting its usefulness.</li> </ul> <p><b>Possible evaluative comments from the following aspects may include:</b></p> <p><b>Nature of source:</b></p> <ul style="list-style-type: none"> <li>• Roman comedy and so might be exaggerated to get a laugh.</li> </ul> <p><b>When it was produced:</b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> century BC. This was produced before the time of study but Roman society was slow to change and household gods remained a strong feature of Roman religion throughout the Roman era so this is still relevant.</li> </ul> <p><b>Purpose of source:</b></p> <ul style="list-style-type: none"> <li>• to entertain.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Interpretation of the content of the source:</b></p> <ul style="list-style-type: none"> <li>• ‘For many years I have looked after this house, its present owner, his father and grandfather’ indicates the Lar existed through many generations of the family</li> <li>• ‘he was not respectful so I did as little as possible for him’ indicates the household gods liked to be treated with respect</li> <li>• ‘She brings me offerings every day’ indicates respect was shown through daily offerings.</li> </ul> <p><b>Area of specific content the source has omitted:</b></p> <ul style="list-style-type: none"> <li>• the lararium was the shrine in a Roman home dedicated to household gods</li> <li>• Penates were the spirits which looked after the family store cupboard</li> <li>• the family genius which was the same as the genius of the paterfamilias, the guiding spirit for the family</li> <li>• other household deities such as Janus or Vesta.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.	<p>Candidates identify similarities and differences between the modern world and classical aspect using the source provided. They develop comparisons between the source and the classical aspect.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 10 marks.</b></p>	10	<p>Award up to <b>2 marks</b> for each comparison which identifies relevant points from the source and compares them to the classical world using relevant knowledge up to a <b>maximum of 8 marks.</b></p> <p>Award up to <b>2 marks</b> where the candidate makes an overall justified conclusion on the extent of the similarity/difference between the modern and classical aspect.</p> <p><b>Possible points from source may include:</b></p> <ul style="list-style-type: none"> <li>• many people today seek peace of mind in a troubled world</li> <li>• find a way to cope with the stresses of life</li> <li>• gain an understanding of what ‘happiness’ and wellbeing truly is</li> <li>• many not finding traditional forms of religious worship satisfying</li> <li>• relationship amongst humans, the world and gods is not what traditional religion teaches</li> <li>• to use reason rather than traditional belief</li> <li>• seeking peace as an individual</li> <li>• understanding of what a human soul is</li> <li>• what will happen to them and their loved ones at the point of death and beyond.</li> </ul> <p><b>Points of similarity:</b></p> <ul style="list-style-type: none"> <li>• Epicureanism addresses the absence of pain. Stoicism suggests this is achieved by living in harmony with nature/fate</li> <li>• both Stoicism and Epicureanism question the traditional view of the nature of the gods and their interaction with humanity</li> <li>• Epicureanism states the soul, like the body, is composed of atoms and void which disperse on death. Stoicism suggests the soul is part of the divine fire and it returns to this on death.</li> </ul> <p><b>Points of difference:</b></p> <ul style="list-style-type: none"> <li>• few Romans turned to Stoicism or Epicureanism. This was considered the preserve of the wealthy or intellectuals</li> <li>• most Romans found answers to ultimate questions through traditional religious beliefs</li> <li>• most Romans did not see happiness as the purpose of life.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.	(a)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p>	12	<p>Award <b>1 mark</b> for each developed point of knowledge used to support analysis of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate uses no analysis.</p> <p>Award a <b>mark</b> for knowledge, where points are:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Analysis marks: award up to a <b>maximum of 4 marks</b> for identifying at least three relevant aspects and making analytical comments which clearly show:</p> <ul style="list-style-type: none"> <li>• analysis of the reason for an aspect and/or the effect (up to <b>2 marks</b>)</li> <li>• establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to <b>2 marks</b>).</li> </ul> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• Augustus associated himself with the cult of Roma to avoid offending the eastern provinces whose custom it was to worship their leader as a god. This enabled the eastern provinces to worship him but also helped to allay fears in Rome about his ambitions or possible hubris</li> <li>• as the son of Julius Caesar, who was deified after his death, Augustus claimed to be the son of a god but did not allow himself to be worshipped as a god in his lifetime</li> <li>• Augustus allowed the worship of his genius or guiding spirit following the acceptance of the title 'Pater Patriae', 'Father of the Fatherland'</li> <li>• Tiberius accepted the position of Emperor and was happy to be first among men but generally rejected the suggestion that he was a god</li> <li>• Tiberius granted permission for a temple for himself in Smyrna</li> <li>• Caligula enjoyed acting like many gods and once berated the Jews for sacrificing for him not to him so he clearly thought he was a god</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• Caligula encouraged his worship as a god, famously, if not insensitively, demanding his statue be erected in the Temple at Jerusalem</li> <li>• Claudius allowed worship of himself in Britain after his invasion.</li> </ul> <p><b>Possible points of analysis:</b></p> <ul style="list-style-type: none"> <li>• the response of Augustus was cautious. He was careful not to offend those from the eastern part of the empire or the Romans who would have considered his elevation to a god hubristic. Augustus was prepared to compromise to meet the needs of all the people in the empire and to keep the peace</li> <li>• Tiberius simply rejected any notion that he was a god. This added to his reputation as a morose individual and undermined his position as emperor as he was prepared to snub suggestions from the provinces. It also undermined the provinces' loyalty to Rome and the process of Romanisation</li> <li>• Caligula delighted in the prospect of being a god and his behaviour demonstrated the fact that he was not mentally stable and therefore a danger to the empire and peace</li> <li>• Augustus was deified on his death, Tiberius and Caligula were not. Emperors had to earn this status through their actions. Augustus was highly respected for establishing the Roman Peace bringing security and prosperity to the empire. Tiberius and Caligula did not achieve this status.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	<p>Candidates use their knowledge and understanding to identify the key features of an aspect of the classical world and show the links between them.</p> <p>Candidates may gain marks in a number of ways up to a <b>maximum of 12 marks</b>.</p>	<b>12</b>	<p>Award <b>1 mark</b> for each developed point of knowledge used to support analysis of the issue, up to a <b>maximum of 8 marks</b>. Award a <b>maximum of 5 marks</b> where a candidate uses no analysis.</p> <p>Award a <b>mark</b> for knowledge, where points are:</p> <ul style="list-style-type: none"> <li>• relevant to the question</li> <li>• developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>• used to respond to the demands of the question (for example explain, analyse).</li> </ul> <p>Award up to <b>3 knowledge marks</b> for each aspect analysed. Candidates must identify at least three aspects to gain the full allocation of <b>8 marks</b>.</p> <p>Analysis marks: award up to a <b>maximum of 4 marks</b> for identifying at least three relevant aspects and making analytical comments which clearly show:</p> <ul style="list-style-type: none"> <li>• analysis of the reason for an aspect and/or the effect (up to <b>2 marks</b>)</li> <li>• establishing contradiction or inconsistencies between the aspects or exploring different interpretations of these aspects (up to <b>2 marks</b>).</li> </ul> <p><b>Possible points of relevant knowledge:</b></p> <ul style="list-style-type: none"> <li>• Mithras was the Persian god of light and the sun. His cult related to the passage through life and death, light and dark, good and evil, demonstrated by Mithras slaying the bull</li> <li>• the cult of Mithras was popular with merchants and soldiers. Only men were initiated into the cult. No women were allowed. Initiation ceremonies were interesting and began the journey through the different grades associated with the cult</li> <li>• initiates met in buildings called ‘caves’ or Mithraea. Examples can be found in London and at Hadrian’s Wall</li> <li>• anyone could join the cult of Bacchus who was also recognised as a member of the Roman pantheon as the god of wine and drama</li> <li>• his cult following indulged in drunkenness and sexual promiscuity in the pursuit of ecstasy and communion with the god</li> <li>• the cult of Cybele has to be distinguished from her worship by the state. She was welcomed into the Roman pantheon following advice from the Sibylline Books and was given a temple and a festival but the state worship omitted aspects of cult worship</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> <li>• the cult included fasting, purification, communal meals, dancing, drum music and possibly castration</li> <li>• the cult of Isis was banned from time to time but always proved popular. There was a temple of Isis inside Pompeii.</li> </ul> <p><b>Possible points of analysis:</b></p> <ul style="list-style-type: none"> <li>• generally the Romans were tolerant of these cults and welcomed new religions (Mithras) but they tended to customise the worship of these cult deities (Cybele) so that they conformed with Roman practice as evidenced by the temple and festival for Cybele</li> <li>• Romans did not hesitate to take action against the cults if their practices posed any kind of threat to social cohesion. The Roman Senate took action against the cult of Bacchus and tried to ban it. Romans did not eradicate this cult as the Villa of the Mysteries at Pompeii shows. Meetings were restricted and had to comply with certain rules</li> <li>• Romans were not allowed to become priests in the cult of Cybele due to the practice of castration</li> <li>• that Mithraea spread across the empire shows Mithraism was widespread and popular.</li> </ul> <p><b>Or any other relevant response.</b></p>

[END OF MARKING INSTRUCTIONS]