

# Commentary on candidate evidence

## Candidate 1

### Question 5

The candidate was awarded **4 marks**.

First comparison about breaking of mirrors and four-leaf clovers was awarded **2 marks**. The candidate did not contextualise, but still gained 2 marks as they made a point of comparison (sneezes) and a point of contrast (interpretation by priests).

Second comparison about signs in the sky was not developed meaningfully and was awarded no marks.

The third comparison was a general point about travelling priests and was awarded **1 mark**.

Fourth comparison about attitudes to superstition was also awarded **1 mark**.

The key finding from this candidate is that although the candidate did not contextualise, and although the answer was short, there were still marks to be gained through using knowledge of the course content.

### Question 10(a)

The candidate was awarded **12 marks**.

The candidate set out in the opening paragraph their approach to the question. The answer was very well structured, and is a lesson on how full marks can be obtained much more easily with structure and a concise approach:

**3 (knowledge) marks** were awarded for the first paragraph about the Lupercalia.

**1 (knowledge) mark** was awarded for the second paragraph giving further information on the Lupercalia, and **2 (analysis) marks** – one for identifying the purpose of the festival as the promotion of fertility, and a second for giving another interpretation that it was about the foundation of Rome.

**3 (knowledge) marks** were awarded for the description of the Saturnalia.

**1 (knowledge) mark** was awarded for the final paragraph, and a further **2 (analysis) marks** were awarded – one for identifying that the celebration was about relaxation, another for contrasting this by saying that there was still fear of the gods.

## Candidate 2

### Question 2

The candidate was awarded **6 marks**.

The candidate was awarded **1 mark** for comments on sex workers/farm labourers as slaves.

Another **1 mark** was awarded for comments on sources of slaves from abroad although the candidate could have developed the point that Athenians could be enslaved.

The candidate was awarded **2 marks** for comments on the monetary value of slavery and factors influencing price.

**1 mark** was awarded for comment that slaves in Athens had no choices but that some modern-day victims of slavery believe they are going to have a better life.

The conclusion was awarded **1 mark** for comment that use of slaves as outlined in the source was in line with Athens.

### Question 8(b)

The candidate was awarded **7 marks**.

Aspect 1: Organisation – **2 knowledge marks** awarded as the role of the governor is well outlined

Aspect 2: Infrastructure – **1 knowledge mark** awarded for roads, aqueducts and water supply. **2 analysis marks awarded** for discussion of economic impact of roads and the health benefits of water supply.

Aspect 3: Romanisation/effect of army/work – **2 knowledge marks awarded** for general discussion, although comments on medicine and information sharing are weak.

The candidate did not discuss the negative side of the impact of Roman life and so does not gain any more marks for analysis and evaluation.

The candidate's answer becomes a list ('another thing...'), and loses shape. The candidate does not explicitly provide a structure to their answer.

## Candidate 3

### Question 2

The candidate was awarded **10 marks**.

The candidate was awarded **2 marks** for comments on 'in plain sight', one for the point that slavery was commonplace in Athens and one from supporting evidence from Aristotle.

A further **2 marks** were awarded for comments on gender, one for example of female jobs, one for example of male job.

**2 marks** were awarded for the discussion of sources of slaves, one for the context and one for the point that Athenians too captured in slaves in war.

The candidate was awarded **2 marks** for the detailed discussion of how slaves brought economic prosperity to slave owners.

**2 marks** were awarded for the conclusion which used the information in the main body to point out both similarities and differences with today.

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### Question 3(a)

The candidate was awarded **12 marks**.

Aspect 1: the assembly – **3 knowledge marks + 1 analysis mark awarded** for comment on the effect of age restriction.

Aspect 2: exclusion of certain classes – **3 knowledge marks + 1 analysis mark awarded** for statement that this proved not all Athenian had a role in government.

Aspect 3: the council – **2 knowledge marks** (it could have been 3 but the candidate has reached the maximum knowledge marks available), **+ 1 analysis mark awarded** for the effect of use of lottery.

Aspect 4: the generals – no knowledge marks are available, but the **1 analysis mark** left available is gained by the point that in reality generals tended to come from the elite in society.

Although the candidate made no comments at the start about the structure, nonetheless the structure was clear as the answer developed.