

Commentary on candidate evidence

The candidate evidence has achieved the following marks for each section of the assignment.

Candidate 1

Assignment title: To what extent were the women of Athens restricted within their lives?

Overall, the candidate was awarded **19 marks**.

Introducing the topic or issue

The candidate was awarded **1 mark** because they have provided an indication of how they will structure their report but did not provide a context for their topic/issue.

- context: no context of the issue/topic given
- structure: focusing on three issues – childhood, marriage, and societal status

Drawing on straightforward, mainly factual, knowledge and understanding to explain or analyse key features of the topic or issue

The candidate was awarded **6 marks** because they have made six relevant points which explain or analyse key features:

- **1 mark** was awarded for the explanation about infant exposure
- **1 mark** was awarded for the explanation about being denied the same education as boys
- **1 mark** was awarded for the explanation of arranged marriage
- **1 mark** was awarded for the explanation about domestic abuse

- **1 mark** was awarded for the explanation about denied access to voting
- **1 mark** was awarded for the explanation that women lost status for working outdoors

These points of knowledge were all explained or analysed, not merely listed as bare facts.

Reference to both supporting information and potential challenges or counter-arguments

The candidate was awarded **3 marks** because they gave one piece of supporting information and two challenges:

- challenge – girls did receive an education from their mothers
- challenge – some women worked outside, for example in the agora
- supporting information – list of household duties as examples of expectations on the part of their husbands

Commenting on the usefulness or reliability of two sources of information

The candidate was awarded **4 marks** because they made two valid points about the usefulness or reliability of each source.

Source 1 (Xenophon, *Oeconomicus*):

- it gives a first-hand view of the duties expected of women
- it was written by a man who would likely have been married and so witnessed firsthand the position of women in Athenian society

Source 2 (Thucydides, *Pericles' Funeral Speech*):

- it explains the content of the source – that women were expected to be obedient to men and viewed as lesser than men
- the fact that it is a speech suggests that it has to be truthful/based on common experience in order to ring true with the crowd listening

Comparing and contrasting the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life

The candidate was awarded **3 marks** because they have made three valid comparisons with the modern world including both similarity and difference:

- difference – personal income
- difference - inheritance
- similarity – women in Afghanistan

The candidate also compared the different attitudes to domestic abuse/violence between classical and modern times, but had already achieved full marks for this section.

Reaching a reasoned conclusion on the topic or issue

The candidate was awarded **2 marks** because they reached a valid conclusion and gave a key reason for their conclusion:

- women were very restricted with limited freedoms (conclusion)
- the lack of political power prevented them from changing their position in society (key reason)

Candidate 2

Assignment title: What does the archaeological evidence found in Pompeii tell us about people living in Pompeii?

Overall, the candidate was awarded **15 marks**.

Introducing the topic or issue

The candidate was awarded **2 marks** because they have given context and an indication of how they will structure their report:

- context: archaeology has revealed information to us about the Roman world which is sometimes better than written evidence
- structure: focusing on three issues – physical appearance, items people took with them when trying to escape, and their reactions to the eruption.

Drawing on straightforward, mainly factual, knowledge and understanding to explain or analyse key features of the topic or issue

The candidate was awarded **6 marks** because they have made six relevant points which explain or analyse key features:

- **1 mark** was awarded for the comment about information relating to the casts from x-rays/scanning
- **1 mark** was awarded for the comment about the teenager at the walls/disabled man
- **1 mark** was awarded for the comment about coins – starting a new life
- **1 mark** was awarded for the comment about amulets – superstition
- **1 mark** was awarded for the comment about jewellery – value/sentimentality
- **1 mark** was awarded for the comment about people not being left behind by others – man with broken arm

These points of knowledge were all explained or analysed, not merely listed as bare facts.

Reference to both supporting information and potential challenges or counter-arguments

The candidate was awarded **2 marks** because they gave one piece of supporting information and one challenge:

- supporting information – Some people put themselves into danger (Admiral Pliny) to prevent people falling victim to the eruption
- challenge – we can also learn information from textual sources (Pliny's *Letters*) and not just archaeological evidence

The candidate cannot be awarded marks for supporting information/challenges or counter-arguments if they have already been credited for these in the knowledge for explaining or analysing section.

Commenting on the usefulness or reliability of two sources of information

The candidate was awarded **3 marks** because they made two valid points about the usefulness or reliability of source 1 and 1 one valid point about the usefulness of source 2.

Source 1 (a plaster cast of a child from Pompeii):

- **1 mark** was awarded for the comment about the objective nature of the source
- **1 mark** was awarded for the comment about the tampering with source

Source 2 (body and jewellery from Region IX in Pompeii):

- **1 mark** was awarded for the comment about placement of object with body

Comparing and contrasting the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life

The candidate was awarded **1 mark** because, while they have made three valid comparisons with the modern world, they were all similarities:

- similarity – Mt Fuego eruption
- similarity – saving sentimental objects
- similarity – Floridians refusing to leave their homes

The candidate also compared people fleeing Pompeii to a young boy in Syria refusing to leave a toy robot given to him (similarity) and Floridians refusing to leave their homes during a hurricane being to people refusing to leave Pompeii (similarity).

Reaching a reasoned conclusion on the topic or issue

The candidate was awarded **1 mark** because they reached a valid conclusion but did not give a key reason based on their assignment:

- we can learn a lot from the archaeology in Pompeii about the lives of the people who lived there (conclusion)

The candidate presented two new points of information (graffiti and foods from Pompeii) rather than giving a key reason from what they have been discussing in the body of their assignment.

Candidate 3

Assignment title: How important were the baths to the people of Pompeii?

Overall, the candidate was awarded **20 marks**.

Introducing the topic or issue

The candidate was awarded **2 marks** because they have given context and an indication of how they will structure their report:

- context: the baths were popular in Pompeii because so many have been found
- structure: focusing on four issues – exercising, beauty treatments, socialising, and personal cleaning

Drawing on straightforward, mainly factual, knowledge and understanding to explain or analyse key features of the topic or issue

The candidate was awarded **6 marks** because they have made six relevant points which explain or analyse key features:

- people exercised at the bath – to keep themselves healthy
- a range of beauty treatments available – Romans placed importance on their appearance
- the bathhouse was a social place for both men and women – it was an opportunity for women to socialise away from their husbands
- a place to wash – limited washing facilities at home.
- business could be done in the baths – baths provided a relaxed space to help negotiations
- visiting the different rooms of the baths – a chance to relax from the pressures of daily life

These points of knowledge were all explained or analysed, not merely listed as bare facts.

Reference to both supporting information and potential challenges or counter-arguments

The candidate was awarded **3 marks** because they gave two pieces of supporting information and one challenge:

- challenge – the facilities for women in the baths were often limited
- supporting information – some food businesses operated in the baths as it was a good place to earn a living
- supporting information – the architecture of the baths supported relaxation

Commenting on the usefulness or reliability of two sources of information

The candidate was awarded **4 marks** because they made two valid points about the usefulness or reliability of each source.

Source 1 (Seneca):

- it explains that some of the beauty treatments in the baths were painful
- the Roman who wrote it would have been familiar with baths

Source 2 (Marcus Aurelius):

- it explains that some people thought that the baths were not hygienic
- it suggests that Marcus Aurelius was probably used to clean (nice) bathhouses and never actually experienced what the baths in Pompeii were like

Comparing and contrasting the Greek and/or Roman worlds with the modern world, in terms of religious, political, social, moral or cultural life

The candidate was awarded **3 marks** because they have made three valid comparisons with the modern world including both similarity and difference:

- difference – it would not be common for businesspeople to conduct business in a leisure centre
- similarity – spas today offer many different types of beauty treatments
- similarity – men and women are usually kept separate for changing in a leisure centre

Reaching a reasoned conclusion on the topic or issue

The candidate was awarded **2 marks** because they reached a valid conclusion and gave a key reason for their conclusion:

- the baths were important as they offered some respite from daily life (conclusion)
- getting clean made people feel better (key reason)