

Commentary on candidate evidence

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

Candidate 1

Assignment title: Why was the Roman army so effective?

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

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

- ◆ The professional nature of the army – it was your full-time job so you would become good at it.
- ◆ Selection of recruits – high standards meant effective soldiers.
- ◆ Good equipment – meant soldiers could fight effectively.
- ◆ Good training – commenting on training swords and shields as an effective way of making soldiers efficient.
- ◆ Superior tactics – commenting on the testudo as an effective method of attack.
- ◆ Good discipline – made soldiers want to perform effectively to avoid punishment.

Commenting on the usefulness or reliability of two sources of information

The candidate was awarded **5 marks** because they have made two valid points about the usefulness or reliability of each source and a developed point on one of the sources.

Source 1 (Vegetius, 1.11):

- ◆ The source is very late, and it is not clear that it reflects the situation in the writer's own day.
- ◆ The writer was not a soldier, so is relying on second-hand information.

Source 2 (a carving of a testudo from Trajan's Column):

- ◆ Trajan would want things shown accurately on the memorial to his campaign.
- ◆ The carver shows so much detail he must have been very familiar with this tactic and might even have been with the army.

- ◆ He even shows that the testudo's weak spot was the soldiers' legs (development).

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:

- ◆ The Roman and modern British armies are both professional (similarity).
- ◆ The Roman and modern British armies both have strict standards for recruits (similarity).
- ◆ The Roman army imposed the death penalty as a punishment, which the modern British army never does (difference).

The candidate has also compared the Roman testudo with the modern British army using armoured cars (similarity) and compared the construction skills of the Roman army with those of the Royal Engineers in the modern British army (similarity), 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 gave two valid reasons for their conclusion that the Roman army was very effective:

- ◆ The army could move very quickly.
- ◆ The soldiers were trained engineers as well as fighters.

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

The candidate was awarded **1 mark**. Although they gave two pieces of supporting information, they did not give any challenge or counter-argument:

- ◆ The soldiers carried their own equipment and rations, so did not depend on slow baggage wagons (supporting information).
- ◆ Soldiers built forts, bridges and roads (supporting information).

Candidates are awarded 1 mark for a valid piece of supporting information, 2 marks for a valid piece of supporting information and a valid challenge or counter-argument, and 3 marks where an additional piece of supporting information or challenge is given.

The candidate might, for example, have suggested that the army's effectiveness could be impaired by bad decisions made by commanders (such as led to the loss of three legions under Quinctilius Varus in Germany in 9 AD).

Overall, the candidate was awarded **17 marks** for this assignment.

Candidate 2

Assignment title: Women in classical Athens

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

The candidate was awarded **1 mark** because they have made one relevant point which explains and analyses a key feature:

- ◆ Women did not attend dinner parties – mixing with strange men would ruin their reputation.

The candidate displayed knowledge of several aspects of women's life (girls being valued less than boys; girls' education at home, not school; marriage; the household duties of a married woman; women and religion) however, these points of knowledge were given as bare facts and not used to explain and analyse. No marks are awarded for this.

Commenting on the usefulness or reliability of two sources of information

The candidate was awarded **5 marks** because they have made two valid points about the usefulness or reliability of each source and a developed point on one of the sources.

Source 1 (Euripides, *Medea*, 230-237):

- ◆ It gives a woman's point of view about marriage.
- ◆ However, it was written by a man, who would be giving a male opinion of what a woman's view would be.

Source 2 (Euripides, *Hecuba*):

- ◆ It tells us about women's work in the home.
- ◆ It shows that a woman's life depended on their status.
- ◆ However, the viewpoint is limited, being that of a newly enslaved princess (development).

On the resource sheet, the candidate gives the line numbers for the quotation from *Medea*, but not for the one from *Hecuba*. This is quite acceptable. It is likely that the candidate found the source within a secondary source which did not give line references.

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:

- ◆ Athenian girls did not attend school, which is the same as modern countries such as Afghanistan where women's education is restricted (similarity).
- ◆ The legal age for marriage for girls was lower in classical Athens than in Scotland today (difference).
- ◆ The life expectancy of women was lower in classical Athens than it is today (difference).

Reaching a reasoned conclusion on the topic or issue

The candidate was awarded **2 marks** because they gave two valid reasons for their conclusion that women in classical Athens did not have very good lives:

- ◆ Women did not have the same rights as men.
- ◆ Women did not live as long as men.

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:

- ◆ Women were not allowed to attend the Assembly or take part in politics in other ways (supporting information).
- ◆ Many women died in childbirth (supporting information).
- ◆ Girls were brought up to expect the kind of life their mother had and were probably reasonably content with it (challenge).

Overall, the candidate was awarded **14 marks** for this assignment.