

# Commentary on candidate evidence

## Candidate 1

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

### **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 included several points of knowledge that were used to explain the features of their topic:

- ◆ limitations of being a woman – not being able to vote, arranged marriages (reference to the dowry), being the property of the husband
- ◆ lack of education for women – taught to weave and look after the children compared to boys who were taught literature, music, physical sports
- ◆ limited social opportunities for women compared to men – reference to religious ceremonies, socialising when collecting water; differences for wealthy wives compared to poorer women who might have to work; men could take part in the assembly, symposia and the Olympic games

### **Commenting on the usefulness or reliability of two sources of information**

The candidate was awarded **5 marks** because they have clearly made two comments about the usefulness/reliability of both sources and included at least one developed point.

In terms of the Aristotle quote, the candidate states:

- ◆ it is a primary source
- ◆ that it is useful as it gives a view of women's relationships with men and represents a view of individual's place in society at this time
- ◆ it is not useful as it only provides a general picture of women and men in society and doesn't tell you that women couldn't vote, go to the games etc (developed point)

In terms of the Medea quote, the candidate states:

- ◆ that it is useful as it provides information about marriage, divorce and dowries
- ◆ that it is relevant as it was written for audiences of the 5<sup>th</sup> century
- ◆ it is not useful as it doesn't refer to other issues women had and as a quote from a play it could be overemphasising the point, however there is an underlying truth (developed point)

### **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 there are clearly several similarities and differences presented to contrast the ancient and modern world.

Similarities:

- ◆ In certain cultures, women are still forbidden from receiving an education, arranged marriages and limited freedoms.
- ◆ Women in the west suffer from discrimination in the work place in terms of pay gaps and limitations in promotions.

Differences:

- ◆ In the modern world women (are supposed to) have equal rights to men in terms of employment, voting and marriage (with exceptions to this in certain cultures). Women can now be involved in voting and high political positions.

### **Reaching a reasoned conclusion on the topic or issue**

The candidate was awarded **3 marks** because the conclusion alone provides three clear reasons women were inferior to men:

- ◆ They had fewer rights – no voting rights, couldn't divorce their husbands, attend games.
- ◆ They were dependent on men for income, safety and security.
- ◆ The woman's role was mainly in the home, whereas men lived a more public life.

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

The candidate was awarded **3 marks** because they provided both supporting information and challenges:

- ◆ Difficulty in hearing the woman's perspective as there is little evidence from women and therefore you don't hear their side of the story.
- ◆ The exceptions of priestesses who had more public freedom, but as a result of their position could not marry or have children.

Overall, this candidate was awarded **20/20 marks** for their assignment.

# Commentary on candidate evidence

## Candidate 2

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

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

The candidate was awarded **4 marks** because they included four relevant points which were used to explain the issue:

- ◆ mentions the threat of exposure to baby girls and how this was the decision of the kyrios
- ◆ women had arranged marriages with the father providing a dowry
- ◆ difficulty/danger of childbirth
- ◆ lack of freedom for women – forbidden to attend their husband's parties

There were several missed opportunities to provide further factual information that would have helped to explain the topic. Therefore, the candidate could not be awarded full marks.

### **Commenting on the usefulness or reliability of two sources of information**

The candidate was awarded **3 marks** because they have made two comments about the usefulness/reliability of one source and one comment on the other.

Source 1: Quote from Medea

- ◆ The candidate interprets the content of the source and states that the source is written by a man who has not experienced the pain of childbirth first hand and, therefore, is not useful.

The candidate was not awarded marks for stating that the source is useful as it was written by a husband who would have witnessed his wife giving birth.

Source 2: Hipponax (6<sup>th</sup> century satirist)

- ◆ The candidate interprets the content of the source and states that the source is primary evidence and, therefore, can be deemed reliable as it was written at the time.
- ◆ The candidate says it is not useful as it is written from the male perspective.

### **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 **2 marks** because there is one clear difference and one clear similarity made to contrast the ancient and modern world.

Similarities:

- ◆ In certain cultures, women have arranged marriages with no say in who they marry.

Differences:

- ◆ In the modern world women can choose who they marry and the father doesn't have to provide a dowry.

### **Reaching a reasoned conclusion on the topic or issue**

The candidate was awarded **2 marks** for the following:

The candidate explains that women's lives were hard because:

- ◆ They faced danger through childbirth due to the lack of medical knowledge and could be fatal (concluding paragraph).
- ◆ Women had little to look forward to as their lives were controlled (main body of the response).

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

The candidate was awarded **2 marks** because they provided a challenge with supporting information:

- ◆ Some women were priestesses and therefore had more freedom than normal wives as they were responsible for aspects of religious ceremonies and therefore were not stuck in the house.

There was no further challenge or counter argument to award further marks.

Overall, this candidate was awarded **13/20 marks** for their assignment.

# Commentary on candidate evidence

## Candidate 3

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

### **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 included several points of knowledge that were used to explain the features of their topic:

- ◆ women had to answer to men and do what they said
- ◆ fathers had the power to expose children and girls were more frequently exposed than boys
- ◆ freedom of men compared to women – socialising, affairs/sexual relationships
- ◆ women had no political rights
- ◆ women had to stay at home and were educated accordingly, whereas men were educated in several areas
- ◆ women faced arranged marriages

### **Commenting on the usefulness or reliability of two sources of information**

The candidate was awarded **2 marks** because the candidate has interpreted the sources and therefore outlines why they are useful, but has not commented on when they were written, who wrote them and any limitations associated with this.

- ◆ Source 1: Useful as it tells us women were not supposed to get involved in things and could be punished for it.
- ◆ Source 2: Useful as it tells us that the gods decided that women were made for indoor work and men for outdoors.

### **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 there are clearly several similarities and differences presented to contrast the ancient and modern world.

Similarities:

- ◆ In some cultures, women still have arranged marriages and have less rights than men.

Differences:

- ◆ Women and men are seen as equal in the modern world as they can have the same jobs and qualifications.
- ◆ It is illegal to expose children and to physically abuse your wife in the modern world.

### **Reaching a reasoned conclusion on the topic or issue**

The candidate was awarded **3 marks** because the conclusion alone provides a strong line of argument with three clear reasons:

- ◆ Men's lives were better as they had more social freedom than women.
- ◆ Men could own property and businesses while women couldn't.
- ◆ Men had the power to expose their children while the women had no say.

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

The candidate was awarded **2 marks** because they provided both supporting information and a challenge:

- ◆ Some women were not married and worked in brothels. This may have mainly been slave women.
- ◆ Women may not have been aware of the unfairness of their lives and even if they did, no one would have taken them seriously.

No further challenge or counter argument was included and therefore this candidate could not achieve full marks.

Overall, this candidate was awarded **16/20 marks** for their assignment.

# Commentary on candidate evidence

## Candidate 4

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

### **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 included a wealth of points of knowledge that were used to explain the features of their topic:

- ◆ citizens consulted at the assembly four times a month
- ◆ citizens voted on matters of law, taxation, whether to go to war
- ◆ rules of citizenship – age, birth parents, registered to a deme
- ◆ those who were exempt – women, slaves, metics
- ◆ serving on the boule – rules for inclusion
- ◆ jury duty
- ◆ membership to the army and protecting Athens
- ◆ contributing to the city by paying taxes
- ◆ treatment of women and slaves

### **Commenting on the usefulness or reliability of two sources of information**

The candidate was awarded **5 marks** because they made two comments about the usefulness/reliability of both sources and included a developed point.

Source 1 – Aristophanes

- ◆ Source might not be reliable as it is written by a playwright and therefore could be exaggerated.
- ◆ The source is useful as it was written at the time of democracy in Athens and shows that a citizen might not want to vote even if they had all the credentials to do so (developed point).

Source 2 – Aristotle

- ◆ The source is reliable as it was written by Aristotle who lived at the time and is therefore an eyewitness.
- ◆ The source is useful as it tells us that only citizens could be registered and had to be over 18.

### **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 there are at least two similarities and differences presented to contrast the ancient and modern world.

**Similarities:**

- ◆ In the modern world people still have to do jury duty, selected at random and provided with a loss of earnings to compensate the individual.
- ◆ Women in some cultures are still classed as second class citizens.

**Differences:**

- ◆ In the modern world women have equal rights to men and can do all the things men do.
- ◆ Slavery is unacceptable in the modern world. People are protected by their human rights.

**Reaching a reasoned conclusion on the topic or issue**

The candidate was awarded **2 marks** because there are mini conclusions throughout, supported by two main reasons:

Citizens were expected to contribute to the running of the city in several ways:

- ◆ voting at the assembly, taking part in the boule, jury duty
- ◆ helping to protect the city – general ship/the military

Some of the concluding remarks in the main body and concluding paragraph of the assignment are not well explained and therefore could not be awarded full marks.

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

The candidate was awarded **1 mark** because there was one point of challenge:

- ◆ Women, slaves and metics had no political power and therefore could not contribute to the city on a political level.

Overall, this candidate was awarded **17/20 marks** for their assignment.