

Commentary on candidate evidence

Candidate 1

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

Question 7 (taken from the 2017 question paper)

Describe a temple found in Pompeii (4 marks)

The candidate was awarded **3 marks**.

They have described the location of the altar (1 mark) and then expanded on it by giving an explanation for its position (1 mark). No marks are awarded for the next point as the candidate is describing the Parthenon at Athens. A correct point is made about the vault under the Temple of Jupiter (1 mark).

Candidate 2

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

Question 1 (taken from the 2017 question paper)

Explain the reasons why the education of Athenian boys and girls prepared them well for their lives as adults (6 marks)

The candidate was awarded **5 marks**.

They have given a valid reason by linking reading and writing to participation in democratic processes (1 mark) and expanded on the reason by giving ostracism as an example (1 mark). A second reason links gymnastics with military service (1 mark). The third reason links what girls learned with their adult work (1 mark) and the fourth links arithmetic with its practical use in business (1 mark).

No marks can be awarded for the references to music and cooking as they are not linked to use in adult life. This candidate has read the question carefully and included both boys and girls. Some candidates fixed on school rather than education and made no reference to girls. Without a reference to both boys and girls, full marks would not be awarded.

Candidate 3

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

Question 8 (taken from the 2017 question paper)

To what extent were the effects of the eruption of Vesuvius disastrous to the town and people of Pompeii?

You should explain different aspects of the eruption of Vesuvius and its effects and come to a reasoned conclusion (8 marks)

The candidate was awarded **6 marks**.

They have explained different aspects of the eruption and covered both the town and the people as directed by the question. A conclusion has been reached which is backed up by a valid reason. Another point of knowledge or explanation could have been made.

Candidate 4

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

Question 4 (taken from the specimen question paper)

Compare a trial in a court in classical Athens with a trial in a court in the modern world.

You should identify similarities and differences between trials in classical Athens and trials in the modern world (4 marks)

The candidate was awarded **3 marks**.

They have given a difference about the size of the jury (1 mark) and then expanded on it by giving a possible reason (1 mark). They have then given a second difference about the role of women (1 mark). The final point about torture, while correct, gets no mark, as candidates must give similarities **and** differences. There are no similarities in this answer, so full marks cannot be awarded.

Candidate 5

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

Question 3 (taken from the 2017 question paper)

Source A (below) is by an ancient Greek writer.

According to the rules we have laid down, a good wife should be the mistress of her home, having under her care all that is within it. She should allow nobody to enter without her husband's knowledge. She should remember that women are not praised for their rich clothes and expensive gold jewellery, but for their self-control. Let it be her aim to obey her husband, paying no attention to public business. She should have no part in arranging her children's marriages.

Explain what Source A tells us about the lives of women in classical Greece.

You should identify the points made in the source and explain what they mean (4 marks)

The candidate was awarded **3 marks**.

They have used quotes from the passage to highlight the points chosen. This makes it clear and focussed. However, full marks cannot be awarded, because there is no explanation of the point about clothes and jewellery. The candidate has just reworded the point made in the passage. The candidate's final statement is irrelevant to an 'Explain what the source tells us' question.

Candidate 6

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

Question 4 (taken from the 2017 question paper)

Source B (below) is from the play *Hecuba*, by the Athenian playwright Euripides, (5th century BC).

My father was a king and I was destined to be the bride of a king. I was admired among girls. But now that the enemy have captured the city, I am a slave! That word makes me long for death, it sounds so strange; and then perhaps I might fall into the hands of some cruel master, one that would buy me for money – me, a princess. This man would force me to make bread for him, or sweep his house or he might set me working at the loom, leading a life of misery.

Evaluate the usefulness of Source B for the study of slavery in classical Greece.

You could comment on who wrote it, when they wrote it, what they say, why they say it or what it has missed out (4 marks)

The candidate was awarded **3 marks**.

They have made a valid comment about who wrote the passage (1 mark). No mark is awarded for merely saying the source is a primary one. A primary source might be biased or problematic in some other way. If it were qualified appropriately it might receive a mark, eg 'this is a primary source from the period when slavery was at its height in classical Greece'.

The candidate has made a valid statement about what the source tells us (1 mark). They have then gone on to make a second valid statement about what the source tells us, however, each of the five areas of comment on the usefulness of a source given in the scaffolding below the question can only be credited once. Finally, a valid statement has been made about something the source omits (1 mark).

Candidate 7

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

Question 5 (taken from the 2017 question paper)

(a) Describe the actions of a leader in a classical text (5 marks)

The candidate was awarded **5 marks**.

They have not merely named a leader, but set him in some sort of context (1 mark). They have then mentioned the result of an action by Odysseus – ordering/getting trapped (1 mark). Next there is an example of Odysseus using his intelligence as leader – to disable the Cyclops (1 mark). The example of putting his men before himself is given as another aspect of leadership (1 mark) and finally there is an example of bad leadership which endangers the men (1 mark). This is a good answer because the candidate has done more than merely ‘tell the story’, but has put the character in context and linked all the points made clearly to the theme of leadership.

(b) Explain what this tells us about the qualities of a leader in the classical world (3 marks)

The candidate was awarded **3 marks**.

This is a good answer because the candidate has picked up on the points made in part (a) of the question and has not merely repeated them, but has linked them to what classical Greeks thought of leadership.

(c) Do the same qualities apply to a leader today? (2 marks)

Give reasons for your answer.

The candidate was awarded **2 marks**.

They have picked up on aspects of leadership from (a) and (b) and shown how they are still relevant today. They have given two concrete examples and have more than fulfilled the marking criteria.