

## **GCSE**

### **Classical Civilisation**

Unit **A353/02** Community Life in the Classical World (Higher Tier)

General Certificate of Secondary Education

### **Mark Scheme for June 2016**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.












All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Unclear
	Benefit of doubt
	Cross credit
	Cross
	
	Off page comment
	Repetition
N/A	Highlight
	Tick
	AO1
	AO2
	AO3
	Omission mark

## MARK SCHEME Option 1: Sparta

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1a	<ul style="list-style-type: none"> <li>• Made rules for the kings giving the kings special benefits.</li> <li>• Reformed the government so the parts checked on each other.</li> <li>• Shared out the land and helots equally.</li> <li>• Created the <i>agoge</i></li> <li>• Set up education system for girls.</li> <li>• Established full-time army.</li> <li>• Reformed currency with gold and silver banned</li> <li>• Established <i>syssitia</i></li> <li>• Regulations about grand housing</li> <li>• Foreigners not welcomed in Sparta</li> </ul>	[5]	<p>Candidates should show knowledge beyond what is in the passage. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p><b>AO1 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
1b	<ul style="list-style-type: none"> <li>• Commanders of the Spartan army</li> <li>• Figurehead – one would go to war while the other stayed at home</li> <li>• Religious leaders – chief priests of Sparta</li> <li>• Government – as members of the <i>gerousia</i></li> <li>• Judicial powers - made sure orphaned heiresses got married, sorted out adoptions and maintained public highways</li> </ul>	[5]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<p><b>AO2 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1c	<p><b>No</b></p> <ul style="list-style-type: none"> <li>Religion was very important as the kings had to keep the gods happy</li> <li>Descended from Heracles so important for morale</li> <li>In power for life, whereas <i>ephors</i> for only one year</li> <li>Members of the <i>gerousia</i></li> </ul> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>Political power divided between <i>ephors</i>, <i>gerousia</i> and <i>ecclesia</i></li> <li>Judicial powers limited - there can't have been that many orphaned heiresses or children needing adoption</li> <li>Checked constantly by <i>ephors</i>, who could depose them</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<p><b>AO3 = 5</b></p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>
2a	<ul style="list-style-type: none"> <li>His hair is long, well groomed and neat – Spartan soldiers took pride in their appearance</li> <li>He has a beard but no moustache – this was a Spartan rule</li> <li>His muscles are well developed in his chest and arms from his military training</li> <li>Unadorned bowl/simple robe/basic couch – no ostentation in Sparta</li> <li>Dining clubs (<i>syssitia</i>) important in Spartan society</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<p><b>AO2 = 5</b></p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
2b	<ul style="list-style-type: none"> <li>Men would have dined in the dining club with their fellow soldiers</li> <li>Women would have dined at home with their daughters and sons under the age of 7</li> <li>Boys over the age of 7 would have eaten at the <i>agoge</i> with the other boys</li> <li>Older boys often had to fend for themselves</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
2c	<ul style="list-style-type: none"> <li>The <i>perioikoi</i> were the craftsmen of Sparta and made all the weapons and art</li> <li>Spartan soldiers did not know how to make metal objects due to Lycurgus' reforms</li> <li>Spartan soldiers did not have time do anything except train, fight, dine in the mess and have sex with their wives</li> <li>Spartans were disdainful towards art – because of the reforms of Lycurgus</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question	Answer	Marks	Guidance	
			Content	Levels of Response
3a	<ul style="list-style-type: none"> <li>• They used their shields in a phalanx/shield-wall</li> <li>• Man held his shield on his left arm</li> <li>• Shield covered half of himself and half of the man next to him</li> <li>• Shields used for defence and offence</li> <li>• 3m spears</li> <li>• Spears used to thrust at enemy from behind the shield wall.</li> <li>• Short swords</li> <li>• Swords used for fighting at close quarters</li> <li>• If they lost their weapons they used their bare hands and teeth</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
3b	<ul style="list-style-type: none"> <li>• Ethos of Sparta encouraged them never to surrender or retreat</li> <li>• Famous Spartan saying of ‘return with shield or on it’</li> <li>• A Spartan would only have dropped his shield if he was dead – so would need to have been killed</li> <li>• Spartans rarely lost as they were such well-trained soldiers</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question	Answer	Marks	Guidance	
			Content	Levels of Response
3c	<p><b>Successful</b></p> <ul style="list-style-type: none"> <li>• Training allowed them to become very powerful and defeat enemies</li> <li>• They were well trained so they would stay in the phalanx and understood the musical battle commands well</li> <li>• Phalanx used effectively at Thermopylae, despite the eventual defeat</li> <li>• Their comradeship, built up over the years meant that they worked well as a team sharing the protection of their shields.</li> </ul> <p><b>Unsuccessful</b></p> <ul style="list-style-type: none"> <li>• Did not use arrows</li> <li>• Were defeated in several battles (e.g. Thermopylae)</li> <li>• Did not develop fighting methods and tactics as other city states did</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<p><b>AO3 = 5</b></p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>



Question	Answer	Marks	Guidance	
			Content	Levels of Response
4	<p>Women did have important jobs to do – exercising so as to produce healthy babies, instilling Spartan values in boys/men, making sure the <i>helots</i> produced enough food on the farm for the men and themselves.</p> <p>Others had important roles too.</p> <p>Men had to be in the army so as to be ready to defend Sparta.</p> <p><i>Perioikoi</i> had to produce the useful items needed by the Spartans.</p> <p>Helots had to do the manual labour.</p> <p>Men had to attend the <i>Apella</i> to contribute to the running of the place.</p> <p><i>Ephors</i> kept the kings in check.</p> <p>Everybody had different jobs and none could live without the others.</p>	[30]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Candidates should include factual knowledge about Spartan women, what they did for Sparta, as well as what others did for Sparta.</p> <p>Candidates should show understanding of the importance of these roles in Sparta.</p> <p>Candidates should evaluate the comparative importance of these roles.</p>	<p><b>AO1 = 11</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p><b>AO2 = 8</b></p> <p>Level 5 7 - 8 Level 4 5 - 6 Level 3 3 - 4 Level 2 2 Level 1 0 - 1</p> <p><b>AO3 = 11</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
5	<p><b>Agree</b> The Spartans began training their soldiers as boys. Details of the <i>agoge</i> and how that aimed to help the army to be perfect. The whole system was geared towards creating the ideal of a perfect soldier, who was patriotic, disciplined, obeyed orders, worked with others, fearless, strong, prepared for battle and death - cowards were ridiculed. However the men were forced into it so maybe some would be less enthusiastic as soldiers.</p> <p><b>Disagree</b> They only allowed pure blooded Spartiates in the army – this, infanticide and harshness of <i>agoge</i> meant that the army was limited on numbers but was made up of the best. Sometimes they used <i>helots</i> to help out but they were not trained so they probably were not that useful and also wouldn't have any loyalty. The army was not always successful and perhaps therefore was not perfect.</p>	[30]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Candidates should include factual information about the Spartan education and the army</p> <p>Candidates should consider how their education helped them to be a good soldier for Sparta</p> <p>Candidates should assess the extent to which the Spartans had a 'perfect army'</p>	<p><b>AO1 = 11</b> Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p><b>AO2 = 5</b> Level 5 7 - 8 Level 4 5 - 6 Level 3 3- 4 Level 2 2 Level 1 0 – 1</p> <p><b>AO3 = 5</b> Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>

## MARK SCHEME Option 2: Pompeii

Question	Answer	Marks	Guidance	
			Content	Levels of Response
6a	<ul style="list-style-type: none"> <li>• <i>palaestra</i> – exercising, weights and playing ball games</li> <li>• <i>tepidarium</i> or <i>caldarium</i> - massaging and hair plucking</li> <li>• Swimming pool/<i>frigidarium</i> - plunge pool</li> <li>• Shops in the colonnade/outside - drinks and snacks</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
6b	<ul style="list-style-type: none"> <li>• <i>apodyterium</i> - take off clothes and leave in niche, and oiled by a slave</li> <li>• <i>palaestra</i> – exercise to work up a sweat and open pores</li> <li>• <i>tepidarium</i> - acclimatise/open pores</li> <li>• <i>caldarium</i> scraped with strigil</li> <li>• <i>frigidarium</i> - plunge in cold pool</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1 .
6c	<ul style="list-style-type: none"> <li>• Both men and women had <i>apodyterium</i>, <i>tepidarium</i> and <i>caldarium</i></li> <li>• Women did not have <i>palaestra</i>, swimming pool or <i>frigidarium</i>, but had a cold bath in the changing room</li> <li>• Male baths were bigger</li> <li>• Men entered from the main street/women had to enter from the back</li> <li>• Going to the baths was considered more important for men for political, social and business reasons</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.  Candidates may consider the reasons for the structural differences	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question	Answer	Marks	Guidance	
			Content	Levels of Response
7a	<ul style="list-style-type: none"> <li>• Pliny describes the falling ash and pumice building up and burying houses</li> <li>• Pliny describes roofs collapsing and buildings shaking due to the tremors</li> <li>• Pliny describes the column of ash collapsing and the pyroclastic flow that hit the town</li> <li>• Pliny was an eyewitness so can corroborate archaeological evidence</li> </ul>	[5]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Candidates should relate their answer to Pompeii, not to the people of Pompeii.</p>	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
7b	<ul style="list-style-type: none"> <li>• Earthquake in AD 62</li> <li>• small earthquakes</li> <li>• wells dried up</li> <li>• springs stopped flowing</li> <li>• dogs howled</li> <li>• birds were silent</li> <li>• strange cloud over Vesuvius</li> <li>• sulphurous smells</li> </ul>	[5]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
7c	<ul style="list-style-type: none"> <li>• Hit by falling stones/rocks</li> <li>• Crushed by collapsing buildings, due to tremors/build-up of debris</li> <li>• Suffocation or thermal shock due to hot ash and gases from pyroclastic surges</li> </ul>	[5]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
8a	<ul style="list-style-type: none"> <li>• Clever slave</li> <li>• Grumpy and mean old man</li> <li>• Young man, often son of old man</li> <li>• Pretty girl/prostitute, unsuitable love interest of young man</li> <li>• Arrogant soldier</li> <li>• Sponger</li> <li>• Cook</li> </ul>	[5]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p>	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question	Answer	Marks	Guidance	
			Content	Levels of Response
8b	<ul style="list-style-type: none"> <li>The stage was raised, wide and long – easily visible to audience</li> <li>backdrop was usually a street with three doors - which the characters could go in and out of or slaves could prevent people entering/farce creates humour</li> <li>an altar where the slave would take refuge during humorous slapstick chases</li> <li>Scenery could create a setting of everyday life – easy to relate to</li> </ul>	[5]	Candidates must mention both commercial and political to get full marks. The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
8c	<ul style="list-style-type: none"> <li>The people would have been a bit squashed together – although VIP seating was more spacious</li> <li>Heat - but scented water sprinkled on them and the awning could be put up to keep the sun off</li> <li>The stone seats were hard – but people could bring/hire cushions</li> </ul>	[5]	The information suggested is indicative only, and any accurate points should be credited in line with the marking grid. Candidates <u>do not</u> have to argue both sides.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question	Answer	Marks	Guidance	
			Content	Levels of Response
9	<p>Inns and <i>thermopolia</i> might have been a place for poor people to socialise. They could drink wine and have a snack. Playing dice and romantic activities may also have gone on. Probably political discussions too – graffiti evidence. Also business discussions could take place.</p> <p>However there were other places to socialise such as the baths, where most men went in the afternoon.</p> <p>Also the colonnades around the forum could be used to meet and talk.</p> <p>The theatre(s) and amphitheatre also were venues for social activity.</p> <p>Richer people also entertained in their houses e.g. House of the Faun had four dining rooms.</p>	[30]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Candidates should include factual information about inns/<i>thermopolia</i> and other social venues in Pompeii</p> <p>Candidates should understand how these venues enabled socialising</p> <p>Candidates should evaluate the comparative importance of inns/<i>thermopolia</i> and other social venues in Pompeian life</p>	<p><b>AO1 = 11</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p><b>AO2 = 8</b></p> <p>Level 5 7 - 8 Level 4 5 - 6 Level 3 3 - 4 Level 2 2 Level 1 0 - 1</p> <p><b>AO3 = 11</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
10	<p>House of the Faun had two atria – one more important than the other. Main atrium led to tablinum and had dancing Faun statue and patterned mosaic floor. Alexander mosaic and Nile mosaic also impressive. Hypocaust and slave quarters. Two very big gardens. Four seasonal dining rooms.</p> <p>House of the Vettii – two atria, painting of Priapus, no shops, no tablinum, chests for wealth, large garden with fountains, Cupids frieze, Greek myth depictions – such as Ixion and Hera, Pentheus and the Bacchae, erotic paintings, stables</p> <p>Visitors might be impressed by the size, wealth, style, decoration, education and erudition, status and lifestyles of owners</p>	[30]	<p>The information suggested is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Candidates should include factual information about the two houses</p> <p>Candidates should show an understanding of how the features of the houses might impress visitors</p> <p>Candidates should evaluate the comparative impact of both houses on visitors</p>	<p><b>AO1 = 11</b>  Level 5 9 - 11  Level 4 7 - 8  Level 3 5 - 6  Level 2 3 - 4  Level 1 0 - 2</p> <p><b>AO2 = 5</b>  Level 5 7 - 8  Level 4 5 - 6  Level 3 3 - 4  Level 2 2  Level 1 0 - 1</p> <p><b>AO3 = 5</b>  Level 5 9 - 11  Level 4 7 - 8  Level 3 5 - 6  Level 2 3 - 4  Level 1 0 - 2</p>

## APPENDIX 1

	<b>AO1</b> Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	<b>AO2</b> Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	<b>AO3</b> Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
<b>Thorough</b>	<b>5</b> Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	<b>5</b> Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.	<b>5</b> <b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
<b>Sound</b>	<b>4</b> Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence. Gives a <b>sound</b> overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	<b>4</b> Demonstrates <b>sound</b> understanding of evidence with explanation.	<b>4</b> <b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.
<b>Some</b>	<b>3</b> Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>	<b>3</b> Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.	<b>3</b> <b>Some</b> evaluation with <b>some</b> analysis of evidence. Answers offer a personal response to <b>some</b> of the question.
<b>Limited</b>	<b>2</b> Demonstrates <b>limited</b> relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	<b>2</b> Demonstrates <b>limited</b> understanding of evidence.	<b>2</b> <b>Limited</b> evaluation and analysis of the evidence. Answers offer a personal response at a <b>limited</b> level.
<b>Minimal/None</b>	<b>0-1</b> Demonstrates <b>minimal or no</b> relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	<b>0-1</b> Demonstrates <b>minimal or no</b> understanding of evidence.	<b>0-1</b> <b>Minimal or no</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response, or <b>no</b> response.



## APPENDIX 2

## Essays (Section B in Higher)

	<b>AO1</b> Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	<b>AO2</b> Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	<b>AO3</b> Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
<b>Thorough</b>	<b>9-11</b> Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	<b>7-8</b> Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.	<b>9-11</b> <b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
	<b>7-8</b> Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence. Gives a <b>sound</b> overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	<b>5-6</b> Demonstrates <b>sound</b> understanding of evidence with explanation.	<b>7-8</b> <b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.
<b>Some</b>	<b>5-6</b> Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>	<b>3-4</b> Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.	<b>5-6</b> <b>Some</b> evaluation with <b>some</b> analysis of evidence. Answers offer a personal response to <b>some</b> of the question.
	<b>3-4</b> Demonstrates <b>limited</b> relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	<b>2</b> Demonstrates <b>limited</b> understanding of evidence.	<b>3-4</b> <b>Limited</b> evaluation and analysis of the evidence. Answers offer a personal response at a <b>limited</b> level.
<b>Minimal/ None</b>	<b>0-2</b> Demonstrates <b>minimal or no</b> relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	<b>0-1</b> Demonstrates <b>minimal or no</b> understanding of evidence.	<b>0-2</b> <b>Minimal or no</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response, or <b>no</b> response.

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