



GCSE (9–1)

Classical Civilisation

J199/23: War and warfare

General Certificate of Secondary Education

Mark Scheme for June 2019

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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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Annotations

Annotation	Meaning
	Blank Page
	Seen
	Tick
	Questionable idea
	Incorrect
	Unclear
	Omission
	Repetition
	Benefit Of Doubt
	Too Vague
	Spelling
Highlight	Cross credit answer to another question

Subject Specific Marking Instructions

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Using the Mark Scheme

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Question	Indicative Content	Marks (AO)	Guidance
Section A			
1	Where was Dacia located? One from: <ul style="list-style-type: none"> • (western) Romania • on the River Danube • northern frontier of the Roman empire 	1 (AO1)	Accept geographically accurate answers
2a)	What did Trajan seek to gain personally by going to war with the Dacians? Two from: <ul style="list-style-type: none"> • loyalty from the troops (1) • glory as a military emperor (1) • popularity with the people in Rome (1) • to establish his authority as a new emperor (1) • plunder (1) 	2 (AO1)	
2b)	Explain the significance of this for the Empire as a whole. One from: <ul style="list-style-type: none"> • frontier security on the outer border of the empire near the Danube • money (for the corn dole) • stability with strong, popular emperor 	1 (AO2)	
3 a)	Who was the king of the Dacians? <ul style="list-style-type: none"> • Decebalus (1) 	1 (AO1)	
3 b)	Suggest two ways in which he provoked Trajan into making war with the Dacians?	2 (AO1)	

Question	Indicative Content	Marks (AO)	Guidance
	Two from: <ul style="list-style-type: none"> • ignored peace terms (1) • made alliances with other tribes (1) • tried to extend his power (1) • was a threat to Rome (1) • recruited deserters from the Roman army (1) • pardoned deserted Roman slaves (1) 		
4 a)	What sort of buildings are being burnt in scene (i)? <ul style="list-style-type: none"> • (Dacian) homes/houses (1) • granary (1) 	1 (AO1)	
4 b)	What is Trajan doing in scene (ii)? <ul style="list-style-type: none"> • pardoning (1) a woman (1) • showing clemency (1) towards the noncombatants of the enemy (1) • presiding over a meeting (1) • dealing with captives (1) 	2 (AO1)	Accept reasonable suggestions based on the image.
c)	What are the victors doing in scene (iii)? <ul style="list-style-type: none"> • Trajan is presiding (1) / sitting down (1) • the Roman soldiers are in armour with standards on show (1) • show of Roman military might (1) • dealing with supplies (1) • pardoning Dacians (1) 	2 (AO1)	Accept reasonable suggestions based on the image.
d)	What message is being given to viewers of scene (iii) about the nature of war against the Romans? Support your answer with evidence from the source.	4 (AO1 2 AO2 2)	

Question	Indicative Content	Marks (AO)	Guidance
	<p>AO1</p> <ul style="list-style-type: none"> • Roman soldiers lined up on parade • Dacians are kneeling in surrender • Romans are dispensing mercy • Romans are receiving glory <p>AO2</p> <ul style="list-style-type: none"> • Romans had a professional army • Romans were hard to defeat/often victorious • Romans were often merciful/ civilized • War can be glorious for the winners and humiliating for the losers 		
5	<p>Explain how Greeks used their equipment and tactics to fight against enemies.</p> <p>AO1</p> <p>Candidates could include:</p> <ul style="list-style-type: none"> • spears • swords • shields • helmets • breastplate • greaves • leather boots • cavalry <p>AO2</p> <ul style="list-style-type: none"> • Thrust spears/kept enemies at a distance stabbed with swords 	6 (AO1 3 AO2 3)	

Question	Indicative Content	Marks (AO)	Guidance
	<p>interlocked their shields in the phalanx to push the enemy back</p> <ul style="list-style-type: none">• gave protection to head• breastplate protects body• greaves to protect legs• boots to protect feet• they also had cavalry to back up the hoplites and they stabbed with spears		

<p>6</p>	<p>Describe the equipment of Roman legionary soldiers and explain how it was used. Use the source as a starting point and your own knowledge in your answer.</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • wore helmets • wore segmented body armour • wore strong, thick soled sandals which covered feet well • carried short swords • carried spears • had large curved rectangular shields • wore sporrans • carried dagger • carried cooking pots and camp equipment • century standards • legionary eagle • horns <p><u>AO2</u></p> <ul style="list-style-type: none"> • helmets protected their heads from enemy weapons • armour was segmented so they were protected but could still move • strong sandals because they had to march a lot • used spears to throw at enemy. These would bend and not return • used short swords for stabbing enemies • to protect themselves and join in formation as a testudo. • to protect groin • for use in battle and general cutting • so that when they had to stop for the night they could pitch camp • had to follow standard and defend it • to guide and inspire the legionaries • to sound orders 	<p>8 (See LoR)</p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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Guidance on applying the marking grids for the 8-mark detailed response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are equally weighted, and both worth 4 marks. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 6 might reflect a balance of 3 (AO1) + 3 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 7 made up of 6 (AO1) + 1 (AO2).

Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
4	7–8	<ul style="list-style-type: none"> consistently accurate and detailed knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows very good understanding of the sources' cultural contexts and possible interpretations</i> a well-argued response to the question which is supported by a range of well-selected evidence (AO2) <i>includes critical analysis, interpretation and evaluation</i>
3	5–6	<ul style="list-style-type: none"> accurate knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows good understanding of the sources' cultural contexts and/or possible interpretations</i> a focused response to the question which is supported by a range of evidence (AO2) <i>includes relevant analysis, interpretation and evaluation</i>
2	3–4	<ul style="list-style-type: none"> sound, mostly accurate, knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows some understanding of the sources' cultural contexts and/or possible interpretations</i> engages with the general topic of the question, and is supported by limited range of evidence (AO2) <i>includes some analysis, interpretation and evaluation</i>
1	1–2	<ul style="list-style-type: none"> limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1) <i>shows limited understanding of the sources' cultural contexts and/or possible interpretations</i> little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2) <i>includes isolated analysis, interpretation and evaluation</i>
0	0	<ul style="list-style-type: none"> No response or no response worthy of credit

<p>7</p>	<p>How was the organisation of the Athenian army different to that of the Roman army? Which do you think was the most effective system? Justify your response.</p> <p><u>AO1</u></p> <p><u>Athens</u></p> <ul style="list-style-type: none"> • Athenian army made up of male citizens • Athenians were defending Athens if the majority had voted to go to war • Athenian army had voted in their own leaders • Athenians all did military service as part of citizenship • The 10 Athenian tribes formed 10 lochoi (fighting units) and each elected a strategos (general) • The Athenian generals were elected on a yearly basis and decisions were made collectively by vote if necessary. <p><u>Rome</u></p> <ul style="list-style-type: none"> • Roman army was a professional, standing army • Romans fought for Rome but also for money as they were paid by the state • Roman army had to answer to the Emperor/he needed their support • Roman soldiers were trained professionals • At the time of Augustus there were 30 legions • Each legion had 10 cohorts, each cohort had 6 centuries (except first cohort), with a commander in charge of each • Roman generals needed years of field experience <p><u>AO2</u></p> <ul style="list-style-type: none"> • Athenians would have had basic fighting skills whereas the Romans were skilled so Romans would have been more effective 	<p>15 (See LoR page x)</p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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	<ul style="list-style-type: none"> • Romans were recruited for their skills while Athenians were categorized by what equipment they could afford, Roman system more effective • Speculation as to which army would have had more pride/belief in what they were doing • Athenian cavalry might not be good cavalrymen just because they could afford a horse • Athenian generals were elected – perhaps this could ensure they were good at the job • Athenian generals (strategoï) from ten tribes would make collective decisions – would be less effective than Roman system • Roman soldiers could get promotion so they might be motivated by this • Roman legates would have had years of field experience whereas Athenian generals did not 		
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Guidance on applying the marking grids for the 15-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are **not** equally weighted, as AO1 is worth 5 marks, and AO2 10. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 11 might reflect a balance of 3 (AO1) + 8 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 10 made up of 7 (AO1) + 3 (AO2).

Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
5	13 – 15	<ul style="list-style-type: none"> very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts and possible interpretations (AO1) very good analysis and interpretation of a wide range of well-selected evidence (AO2) coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)
4	10 – 12	<ul style="list-style-type: none"> good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts and possible interpretations (AO1) good analysis and interpretation of a wide range of relevant evidence (AO2) consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)
3	7 – 9	<ul style="list-style-type: none"> reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts and/or possible interpretations (AO1) reasonable analysis and interpretation of a range of relevant evidence (AO2) argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)
2	4 – 6	<ul style="list-style-type: none"> basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts and/or possible interpretations (AO1) basic analysis and interpretation of some relevant evidence (AO2) argument has some structure, some evaluation of sources, and some credible conclusions (AO2)
1	1 – 3	<ul style="list-style-type: none"> limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts and/or possible interpretations (AO1) limited analysis and interpretation of little relevant evidence (AO2) some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)
0	0	<ul style="list-style-type: none"> no response or no response worthy of credit

<p>8</p>	<p>Which general was more worthy of praise, Leonidas at Thermopylae or Themistocles at Salamis? Justify your response.</p> <p>Thermopylae</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • Leonidas was one of the Spartan kings • knew he was going to die because of oracle • chose narrow place to defend - Thermopylae • he had 300 out of 7000 allied Greeks • chose only fathers of living sons to go with him • he held up the Persians / knew he couldn't defeat them • Leonidas' troops were betrayed and trapped • Leonidas' 300 were defeated <p>Salamis</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • Themistocles led the Greeks to victory at Salamis • chose narrow place to defend • Themistocles tricked the Persians with a false message • Themistocles prepared for the battle by making sure the Athenians had ships • Interpreted the wooden walls oracle <p><u>AO2</u></p> <ul style="list-style-type: none"> • It could be argued that Themistocles was better since he led the Greeks to victory • Both good generals, as Leonidas chose to defend the narrow pass at Thermopylae while Themistocles chose the narrow strait at Salamis • Themistocles talked the other Greeks into going along with his plan • Leonidas was hindered because he only had 300 men but they all stayed and fought to the death and he sacrificed himself • Themistocles had lots of allies but they didn't always want to go along with his 	<p style="text-align: center;">15 (See LoR page 1X)</p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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	<p>ideas but he was persuasive – especially necessary in Athenian democracy.</p> <ul style="list-style-type: none">• Whereas the Spartans had to follow Leonidas• Themistocles tricked the Persians with the false message showing cleverness• Both were outnumbered• Leonidas seems more honoured by contemporary Greeks		
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Guidance on applying the marking grids for the 15-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are **not** equally weighted, as AO1 is worth 5 marks, and AO2 10. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

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4	10 – 12	<ul style="list-style-type: none"> good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts and possible interpretations (AO1) good analysis and interpretation of a wide range of relevant evidence (AO2) consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)
3	7 – 9	<ul style="list-style-type: none"> reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts and/or possible interpretations (AO1) reasonable analysis and interpretation of a range of relevant evidence (AO2) argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)
2	4 – 6	<ul style="list-style-type: none"> basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts and/or possible interpretations (AO1) basic analysis and interpretation of some relevant evidence (AO2) argument has some structure, some evaluation of sources, and some credible conclusions (AO2)
1	1 – 3	<ul style="list-style-type: none"> limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts and/or possible interpretations (AO1) limited analysis and interpretation of little relevant evidence (AO2) some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)

0	0	<ul style="list-style-type: none">no response or no response worthy of credit
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Question	Indicative Content	Marks (AO)	Guidance
Section B			
9a)	Who are Priam and Hecuba? King and Queen (1) of Troy (1)	2 (AO1)	
9b)	What happens next? Any two: Hecuba persuades Priam to shelter at the altar (1) Pyrrhus (Neoptolemus) kills Polites in front of Priam (1) Pyrrhus kills Priam (1)	2 (AO1)	
9c)	How does it make Aeneas feel? Any one of: <ul style="list-style-type: none"> • angry • horrified • concerned for his own family 	1 (AO2)	
10 a)	What is the name of 'my wife' (line 1)? Creusa (1)	1 (AO1)	
10 b)	How is the situation resolved? Two from: <ul style="list-style-type: none"> • the flame appears on Iulus' head / a shooting star appears / thunder (1) • they are persuaded to leave/ they all leave together (1) 	2 (AO1)	
11	Give two ways that Virgil creates sympathy for the victims of war. Support your answer with reference to the passages. Two from: <ul style="list-style-type: none"> • the women are at the 'altars' presumably praying to the gods for help (2) • the doorposts falling down; Virgil refers to the 'promise of so many offspring' (2) • 'the Greeks possess what the fire spares' everything is either being burnt 	4 (AO1 2 AO2 2)	

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> or stolen (2) • old Priam still tries to fight even though he is really old 'fastened on his useless sword' (2) • 'my wife clings to threshold, clasps my foot' she is begging her husband to take care of her (2) • 'if you go to die, take us with you' she wants to die with her husband (2) 		
12	What attitude to war is the poet describing? <ul style="list-style-type: none"> • it is glorious • that is is better to die fighting (1) • than to carry on living defeated (1) 	2 (AO1)	
13 a)	How did Hector die? Two from: <ul style="list-style-type: none"> • killed with a spear (1) • by Achilles (1) • after being chased round the walls (1) • tricked by Athene (1) 	2 (AO1)	
13 b)	How consistent are his words in Source H, compared with his actions in the duel against Achilles? <ul style="list-style-type: none"> • here he is being brave and wanting to go out and fight(1) Either <ul style="list-style-type: none"> • when he was about to fight with Achilles, he ran away at first(1) Or <ul style="list-style-type: none"> • He then is brave when facing Achilles (1) 	2 (AO1 1 AO2 1)	
13 c)	In what ways is Hector behaving as an ancient Greek hero in this passage? Two from: <ul style="list-style-type: none"> • 'shamed before all the Trojans' – concern for pride/good name (2) 	4 (AO1 2 AO2 2)	

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none">• 'lacking a man like me to save you – self-confident/traditional gender roles (2)• 'shining helmet – wearing beautiful armour ready for battle (2)• 'foremost of all the horse-taming Trojans' – full of himself/boastful (2)• 'before I hear your cries' – would rather die than see his wife dishonoured (2)		

<p>14</p>	<p>How do the authors you have studied depict the effects of war on families? Use sources G and H as a starting point, and your own knowledge in your answer.</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • ‘shamed before all the Trojans’ • ‘seeking to win great glory for my father and myself’ • ‘Greeks drag you away weeping’ • ‘lacking a man like me to save you’ • ‘alarmed at sight of his father’ • Candidates should also bring in examples from elsewhere <p><u>AO2</u></p> <ul style="list-style-type: none"> • Hector must go out and fight otherwise he will be seen as a shameful coward • fighting in battle and winning brings glory onto the hero and his family • women will be made prisoners of war and slaves • women lose their husbands and protectors in war • the child is afraid of his father in the helmet; the father is saying goodbye to his son forever 	<p>8 (See LoR)</p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>As these sources are so detailed candidates can gain level 3 without reference to further sources</i></p>
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Guidance on applying the marking grids for the 8-mark detailed response

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3	5–6	<ul style="list-style-type: none"> accurate knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows good understanding of the sources' cultural contexts and/or possible interpretations</i> a focused response to the question which is supported by a range of evidence (AO2) <i>includes relevant analysis, interpretation and evaluation</i>
2	3–4	<ul style="list-style-type: none"> sound, mostly accurate, knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows some understanding of the sources' cultural contexts and/or possible interpretations</i> engages with the general topic of the question, and is supported by limited range of evidence (AO2) <i>includes some analysis, interpretation and evaluation</i>
1	1–2	<ul style="list-style-type: none"> limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1) <i>shows limited understanding of the sources' cultural contexts and/or possible interpretations</i> little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2) <i>includes isolated analysis, interpretation and evaluation</i>
0	0	<ul style="list-style-type: none"> No response or no response worthy of credit

15	<p>A leader or a follower? Which do you think is the most appropriate description of Aeneas? Justify your response.</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • when Aeneas teams up with Pandaurus he is willing to let Pandaurus drive his chariot but Pandaurus refuses (<i>Iliad</i>) • when he is wounded Aeneas is protected first by Aphrodite, then by Apollo (<i>Iliad</i>) • Hector tells Aeneas to leave Troy this advice is ignored (<i>Aeneid</i>) • it is Coroebus who has the idea to dress in the Greek armour (<i>Aeneid</i>) • Aeneas has the idea to kill Helen but Venus stops him (<i>Aeneid</i>) • When his mother tells him to leave Aeneas is going to do what she says but his father refuses • Aeneas obeys the signs of the flame, lightening and the shooting star (<i>Aeneid</i>) • the other refugees naturally come to Aeneas to lead them <p><u>AO2</u></p> <ul style="list-style-type: none"> • could be seen as a leader as he has the idea or a follower as Pandaurus overrules him • Aeneas has no choice but to be a ‘follower’ as he is wounded • choosing instead to fight Aeneas could be seen as a leader as he gathers some comrades and they go off to fight • Aeneas follows the plan of Coroebus • Aeneas is a leader in having the idea to kill Helen but a follower in doing what his mother says • Aeneas is a follower when he does what his mother says but tries to lead his father out of the city • Aeneas follows the signs from the gods and leads his family out of the city • he shows himself as a leader when the refugees are willing to follow him 	<p style="text-align: center;">15 (See LoR page x)</p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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Guidance on applying the marking grids for the 15-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are **not** equally weighted, as AO1 is worth 5 marks, and AO2 10. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 11 might reflect a balance of 3 (AO1) + 8 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 10 made up of 7 (AO1) + 3 (AO2).

Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
5	13 – 15	<ul style="list-style-type: none"> very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts and possible interpretations (AO1) very good analysis and interpretation of a wide range of well-selected evidence (AO2) coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)
4	10 – 12	<ul style="list-style-type: none"> good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts and possible interpretations (AO1) good analysis and interpretation of a wide range of relevant evidence (AO2) consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)
3	7 – 9	<ul style="list-style-type: none"> reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts and/or possible interpretations (AO1) reasonable analysis and interpretation of a range of relevant evidence (AO2) argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)
2	4 – 6	<ul style="list-style-type: none"> basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts and/or possible interpretations (AO1) basic analysis and interpretation of some relevant evidence (AO2) argument has some structure, some evaluation of sources, and some credible conclusions (AO2)
1	1 – 3	<ul style="list-style-type: none"> limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts and/or possible interpretations (AO1) limited analysis and interpretation of little relevant evidence (AO2) some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)
0	0	<ul style="list-style-type: none"> no response or no response worthy of credit

<p>16</p>	<p>How important is the theme of comradeship in the texts you have studied? Justify your response and refer to at least two texts.</p> <p><u>AO1</u></p> <p>Homer</p> <ul style="list-style-type: none"> • Aeneas and Pandaurus • Diomedes and Sthenelus • Paris and Hector • Achilles and Patroclus • Hector and ‘Deiphobus’ • Diomedes and Glaucus <p>Horace</p> <ul style="list-style-type: none"> • discourages cowardice • encourages dying for the country <p>Tyrtaeus</p> <ul style="list-style-type: none"> • refusal to fight with the others is disgraceful <p>Virgil</p> <ul style="list-style-type: none"> • Aeneas and his comrades fighting • Priam trying to join in and to defend the refugees <p><u>AO2</u></p> <ul style="list-style-type: none"> • fighting together versus personal glory/revenge • Hector thinks he has a comrade but it is a trick • is virtue more important than comradeship in Horace? • duty and piety • Aeneas rallies his friends to fight but also goes about on his own; he ends up with his family rather than his comrades 	<p style="text-align: center;">15 (See LoR page 1x)</p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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Guidance on applying the marking grids for the 15-mark extended response

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Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

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1	1 – 3	<ul style="list-style-type: none"> limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts and/or possible interpretations (AO1) limited analysis and interpretation of little relevant evidence (AO2)

		<ul style="list-style-type: none">• some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)
0	0	<ul style="list-style-type: none">• no response or no response worthy of credit

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