



Oxford Cambridge and RSA

**GCSE**

**Classical Civilisation**

**J199/21: The Homeric world**

General Certificate of Secondary Education

**Mark Scheme for June 2022**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2022

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses ('scripts') and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### **Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:












- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning
	Blank Page
	Seen
	Tick
	Questionable idea
	Incorrect
	Unclear
	Omission
	Repetition
	Benefit of Doubt
	Too Vague
	Spelling
<b>HIGHLIGHT</b>	Cross credit answer to another question

## 12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p><b>Where did this staircase lead to?</b></p> <p>The cistern</p>	1 (AO1)	<p>Accept any reasonable synonym for a cistern</p> <p>Do not allow spring</p>
1	(b)	<p><b>Apart from it being underground, give one detail of the place that this staircase led to.</b></p> <p><b>One from:</b></p> <ul style="list-style-type: none"> <li>• 18m below ground level (must have 18m) (1)</li> <li>• Clay pipes in the roof (1)</li> <li>• Supplied by a spring roughly 400m away (must have the distance)</li> </ul>	1 (AO1)	
1	(c)	<p><b>Why was this place underground?</b></p> <p><b>One from:</b></p> <ul style="list-style-type: none"> <li>• Kept the supply of water safe during a siege (1)</li> <li>• So enemies wouldn't know about it/damage (1)</li> <li>• To keep the water cool (1)</li> </ul>	1 (AO1)	
2	(a)	<p><b>Name the building technique that was used to create the roof.</b></p> <p>Corbelling</p>	1 (AO1)	
2	(b)	<p><b>What did this technique involve?</b></p> <p><b>One from:</b></p> <ul style="list-style-type: none"> <li>• Placing progressively larger blocks on top of each other (1)</li> <li>• Placing blocks in a curved manner to create an arch (1)</li> </ul>	1 (AO1)	Do not accept placing large blocks on top of each other

Question		Answer	Mark	Guidance
3	(a)	<p><b>In what part of Mycenae was this item found?</b></p> <p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>Grave Circle A (1)</li> <li>Grave IV, Grave Circle A (1)</li> </ul>	1 (AO1)	<p>Accept answer if wrong grave is given as long as Grave Circle A is given.</p> <p>Accept Grave IV on its own</p>
3	(b)	<p><b>How have archaeologists been able to date this item?</b></p> <p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>The types of shields fell out of use the later Mycenaean period / were used at this time (1)</li> <li>Grave Circle A dates from this period (1)</li> </ul>	1 (AO1)	Candidates should not be credited for giving the date of the object.
4	(a)	<p><b>State two types of shield that are being used by the hunters in Source B.</b></p> <p>Tower shield Figure of eight shield</p>	2 (AO1)	Not rectangular
4	(b)	<p><b>What does the use of these types of shields tell us about the Mycenaeans?</b></p> <p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>They felt it important to cover the majority of the body (1)</li> <li>They must have been strong to carry such big shields (1)</li> <li>They were influenced by the Minoans (1)</li> </ul>	1 (AO2)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Do not credit details about the manufacture (e.g. use of materials/skilled craftsmen).</p> <p>Candidates must discuss the use of these types of shields, not the use of shields in general.</p>



Question	Answer	Mark	Guidance
5	<p><b>Using Source B, apart from the facts that lions where hunted, why do you think hunting would have been dangerous in the Mycenaean Age? Make two points.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• The lion is be hunted at very close quarters (1), meaning hunters could not get out of the way (1)</li> <li>• The warriors do not wear much armour (1), so had little protection against injury (1)</li> <li>• A man using a bow and arrow could not hold a shield (1), meaning he had no body armour (1)</li> <li>• Weapons, like bows and spears, were not powerful (1) so they couldn't easily kill an animal quickly (1)</li> <li>• Done on chariots (1) which were unstable leading to hunters possibly falling off (1)</li> <li>• Weapons could be used at a distance (1) suggesting that the hunter would not want to be close to the animal (1)</li> </ul>	4 (AO1)	<p>Do not credit ideas about lack of guns, ferocity of lions, lack of medical treatment (unless with evidence from skulls found at Mycenae) etc. Answers must show some knowledge of Mycenaean life.</p> <p>Answer should link to Source B</p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
6	<p><b>How is this tablet useful in telling us about Mycenaean society? Make three points.</b></p> <p><b>Three</b> from:</p> <ul style="list-style-type: none"> <li>• It shows that they worshipped many gods (1) / as gods like Hera and Hermes (or any two named gods) are mentioned (1)</li> <li>• It shows that they worshipped some of the same gods as later Greeks (1) / such as Hera (1)</li> <li>• It suggests they might have performed human sacrifice (1) / as women and men are possibly offered to the gods (1)</li> <li>• It suggests that people believed they had to offer expensive items (1) / shows they were rich / as all the items listed are made of gold (1) /</li> </ul>	3 (AO1) 3 (AO2)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Do not simply accept that they were skilled to write the tablets</p>

		<ul style="list-style-type: none"> <li>• It tells us the importance of religion / by recording details on a tablet</li> <li>• There is a sense of community (1) / as the sacrifices are offered by the city (1)</li> <li>• They had a form of a calendar (1) as Plowistos is named (1)</li> <li>• A hierarchy of gods (1) as Zeus gets a human but his son doesn't (1)</li> <li>• Women were less valued (1) or alternatively seen as more important (1) as more of them were sacrificed than men (1)</li> </ul>		
7		<p><b>Why might Linear B tablets help us to understand what happened at the end of the Mycenaean Age ended?</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• They have been preserved due to a fire (1)</li> <li>• Tablets mention rowers being sent to the coast/watchmen/spears/arrows/ships (1)</li> <li>• Both/either of these suggest a violent end (1)</li> </ul>	2 (AO1)	
8		<p><b>'Level VIIa of Troy provides the best evidence that the Trojan War took place?' How far do you agree with this statement? Use Source D as a starting point and your own knowledge in your answer.</b></p> <p>AO1:</p> <p>Troy VIIa had</p> <ul style="list-style-type: none"> <li>• Large towers</li> <li>• Single-storey houses which were crowded together and rapidly built</li> <li>• Storage jars sunk deep into the ground</li> <li>• Destruction by a large fire</li> <li>• Partial human remains of individuals</li> <li>• Three bronze arrowheads</li> </ul>	8 See LoR grid	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>

		<p>AO2:</p> <p>Candidates should assess whether these facts back up the literary story of Troy:</p> <ul style="list-style-type: none"> <li>• Emergency housing for the people when the Greeks were attacking</li> <li>• The people might have stored food under siege</li> <li>• Troy was destroyed in a fire</li> <li>• Human remains and arrowheads might have been from warfare</li> <li>• The houses were crammed together, which suggests the city was not rich, unlike in Homer</li> <li>• Other interpretations are possible; the jars might not indicate a siege, but simply a lack of space that people had in which to keep food.</li> </ul> <p>Candidates should also assess whether Troy VI was the site of Troy. Ideas include:</p> <ul style="list-style-type: none"> <li>• It was destroyed around 1250BC, with the Trojan War traditionally dated to 1200BC.</li> <li>• It seems to have been rich with large houses.</li> <li>• Its stone walls were over 7m high, and the <i>Iliad</i> refers to the high walls of Troy.</li> <li>• These walls seem to have had towers, with towers a feature of Troy in the <i>Iliad</i>.</li> <li>• It extended over quite a large area with a suggested population of 10,000, which would indicate a thriving city as in the <i>Iliad</i>.</li> </ul> <p>There is also some contradictory evidence to this:</p> <ul style="list-style-type: none"> <li>• It seems to have been destroyed by an earthquake, not a fire that ancient literature suggests.</li> </ul>		
--	--	--	--	--

**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"> <li>consistently accurate and detailed knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows very good understanding of the sources' cultural contexts <b>and</b> possible interpretations</i></li> <li>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></li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>accurate knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows good understanding of the sources' cultural contexts <b>and/or</b> possible interpretations</i></li> <li>a focused response to the question which is supported by a range of evidence (AO2) <i>includes relevant analysis, interpretation and evaluation</i></li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>sound, mostly accurate, knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows some understanding of the sources' cultural contexts <b>and/or</b> possible interpretations</i></li> <li>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></li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>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 <b>and/or</b> possible interpretations</i></li> <li>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></li> </ul>
0	0	<ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>

Question	Answer	Mark	Guidance
9	<p><b>'It is clear that those who lived in Mycenaean cities had a high standard of living.'</b> Explain how far you agree with this statement.</p> <p><b>AO1:</b> Candidates should discuss objects that suggest a high standard of living. These might include:</p> <ul style="list-style-type: none"> <li>• Rare and expensive jewellery made out of gold, silver, minerals and glass</li> <li>• Finely decorated pottery and carved ivory</li> <li>• Frescoes</li> <li>• Imports from all over Europe and Africa</li> <li>• Evidence of wine consumption from Linear B tablets</li> <li>• Use of ceremonial items such as the Lion Hunt Dagger and Rhyta</li> <li>• Rulers were able to afford costly walls and a grand entrance area</li> <li>• Fresh water was often brought into the cities via pipes</li> <li>• The palace would often contain luxury areas like a bathroom</li> <li>• Grand tombs suggest great wealth</li> <li>• Feasts held at tombs</li> <li>• Colourful clothing</li> </ul> <p>Expect candidates to discuss specific items such as the gold pyxis or the rhyton in the shape of a lion's head.</p> <p>Candidates may mention some aspects that were less grand such as some of the houses/workshops.</p> <p>Some of the pottery and metalwork is much plainer and more functional</p>	15 See LoR grid	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Design of cities is not felt to really reflect on standards of living.</p>

			<p><b>AO2:</b> Candidates should assess what constituted a high standard of living. This might include:</p> <ul style="list-style-type: none"><li>• Luxury items</li><li>• Artwork</li><li>• Access to goods from overseas</li><li>• Goods that were clearly for show</li></ul> <p>Candidates may conclude that only a small number of people would live in such luxury</p> <p>The objects that are known tend to be the more spectacular discoveries which might paint a distorted picture.</p>		
--	--	--	--	--	--

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

10		<p><b>'Honouring the dead was a vital part of Mycenaean life.' Explain how far you agree with this statement.</b></p> <p><b>AO1:</b> Candidates should consider the various ways that the dead were honoured. These might include:</p> <ul style="list-style-type: none"> <li>• Tholos tombs</li> <li>• Shaft graves</li> <li>• Cist graves</li> <li>• Chamber tombs</li> <li>• Use of stelae</li> <li>• Offerings to the dead</li> <li>• Funerals and burial customs (feasts, animal sacrifices, processions)</li> </ul> <p><b>AO2:</b> Candidates should consider how we know that this was an important aspect of life. This might include:</p> <ul style="list-style-type: none"> <li>• A considerable proportion of the city and surrounding area was given over to tombs and graves</li> <li>• The size of the tholos tombs and the difficulty in creating them</li> <li>• The depth of shaft graves possibly to ensure they were less likely to be disturbed</li> <li>• Cist graves are much more basic and would be much simpler to construct with virtually no offerings; the poor who died would be less honoured than the rich</li> <li>• Images on stelae might reflect the interests of the deceased and honour their life</li> <li>• The creation of a mound to draw attention to the burial</li> <li>• The locations of the tombs near (or inside) the cities</li> <li>• Death masks might be a way of remembering how the deceased looked</li> </ul>	15 See LoR grid	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>The best answers should give precise details of the size and contents of tombs and graves and detailed descriptions of grave goods.</p> <p>References to other areas being vital is irrelevant</p>
----	--	--	--------------------------	---



			<ul style="list-style-type: none"><li>• The care the Mycenaeans seemed to take to ensure these tholos tombs were not robbed</li><li>• The expense of the gifts</li><li>• The pride the Mycenaeans had in showing burial scenes on caskets</li></ul>		
--	--	--	---	--	--

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

11	(a)	<p><b>Who had asked Odysseus to tell of his adventures?</b></p> <p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>Alcinous (1)</li> <li>The King/Lord of the Phaeacians (1)</li> </ul>	AO1 (1)	Do not accept 'the king' or "the Phaeacians"
11	(b)	<p><b>By what name is Ilium (line 1) better known?</b></p> <p>Troy (1)</p>	AO1 (1)	
12		<p><b>Odysseus took women and riches from Ismarus. Why else would Odysseus have sacked Ismarus? Make two points.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>He needed supplies for his journey back (1)</li> <li>It added to his heroic status/fame (1)</li> <li>It is normal behaviour at the time for a hero (1)</li> <li>Cicones had been allies of the Trojans (1)</li> </ul>	AO1 (2)	Do not accept ideas about getting slaves
13		<p><b>'At dawn ... doomed companions and me.' (Rieu lines 9–10); 'At dawn ... endless trouble' (Kline lines 6–8).</b></p> <p><b>Why does Odysseus describe the arrival of the Cicones in the manner that he does? Make two points.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>To create sympathy (1)</li> <li>To make it seem fate/unavoidable (1)</li> <li>To lessen the blame for himself (1)</li> <li>To stress the amount of the Cicones (1)</li> </ul>	AO1 (2)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>To create drama or tension is too vague, unless it explains why it creates drama or tension.</p> <p>Reference to chariots is irrelevant as it is not these lines.</p>
14		<p><b>'This was very much to their liking' (Rieu line 1); 'They all agreed with Antinous' (Kline line 1). What</b></p>	AO1 (2)	Do not credit a reference to the Archer god. Apollo must be named.

		<p>reason did Antinous give for postponing the contest?</p> <p><b>What reason did Antinous give for postponing the contest?</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• It was a public holiday (1)</li> <li>• In honour of Apollo (1)</li> <li>• It wasn't the time to bend bows (1)</li> <li>• They should pour a libation (1)</li> <li>• They should make a sacrifice to Apollo to win his favour on the next day (1)</li> </ul>		
15		<p><b>The crafty Odysseus came out with a wily suggestion' (Rieu line 4); 'resourceful Odysseus spoke with subtle intent' (Kline lines 3–4).</b></p> <p><b>How is Odysseus' speech in Source F wily/subtle? Make two points.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• He flatters the suitors (1) by calling Antinous godlike (1) / praising the suggestion to delay the contest (1)</li> <li>• He casually introduces his request to try the bow (1) / does not reveal why he wants the bow (1) saying it is just to test his strength (1)</li> <li>• He introduces subtle hints of his past (1) like how he had a roving life and used to have supple limbs (1)</li> <li>• He waited until the suitors had given up (1)</li> </ul>	<p>AO1 (2) AO2 (2)</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>Credit references to the passage, even if analysis is not creditable.</p>
16		<p><b>The privations of a roving life' (Rieu line 10); 'poor nourishment and endless wandering' (Kline lines 8–9).</b></p> <p><b>Why does Odysseus refer to himself in this way?'</b></p>	<p>AO1 (1)</p>	

			<p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>• Odysseus is disguised as a beggar</li> <li>• To keep up the pretence</li> <li>• To create sympathy</li> </ul>		
17	(a)		<p><b>State two details that Antinous gives of the myth of Eurytion, the Centaur.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• At a wedding (1)</li> <li>• He got drunk (1)</li> <li>• And tried to rape the bride – Rieu / behaved outrageously (1)</li> <li>• His ears/nose were sliced off (1)</li> <li>• And he was kicked out (1)</li> </ul>	AO1 (2)	<p>Do not credit what is in the passage – wine made him mad / he drunk it all at once. Do not credit he drunk the wine / drunk a lot – this is not the same as he got drunk.</p> <p>Accept any other details from Homer 21.293-304</p>
	(b)		<p><b>Give one example of irony, in terms of what happens during the battle, in what Antinous says about this myth.</b></p> <p><b>One</b> from</p> <ul style="list-style-type: none"> <li>• This punishment happens to Melanthius (1)</li> <li>• It is the suitors who are perhaps drunk (1)</li> <li>• He himself dies whilst drinking (1) – drinking essential</li> </ul>	AO2 (1)	
18			<p><b>How appropriate is the comparison of the maids to birds in Source G? Make three points.</b></p> <p><b>Three</b> of:</p> <ul style="list-style-type: none"> <li>• The maids have been caught in a trap (1) / like the birds have in a snare (1)</li> <li>• The maids struggle for a while (1) / like the birds trying to escape (1)</li> <li>• The birds had been going to roost (1) / and the maids might perhaps have been going to sleep with the suitors (1)</li> </ul>	AO1 (3) AO2 (3)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Credit references to the passage, even if analysis is not creditable.</p>

		<ul style="list-style-type: none"> <li>• The birds had not expected the trap (1) / and the maids were caught unawares (1)</li> <li>• There might be sympathy for the maids (1) / as they have a pitiable end like the birds (1)</li> <li>• Maids are compared to doves (1) but are not innocent like the doves (1)</li> <li>• Grimmer nest (1) might represent their graves (1)</li> <li>• Accept the view that the simile is not appropriate as we may feel the suffering of the maids is deserved (1), unlike the birds who have done nothing wrong (1)</li> </ul>		
19		<p><b>‘Telemachus behaves in a wholly admirable way in the <i>Odyssey</i>.’ Use Source G as a starting point and your own knowledge in your answer.</b></p> <p>Candidates should consider a range of actions that Telemachus does in the book. These include:</p> <ul style="list-style-type: none"> <li>• His decision to hang the maids</li> <li>• His role in the killing of Melanthius</li> <li>• His attempt to string the bow</li> <li>• His killing of the suitors</li> <li>• His plotting with Odysseus</li> <li>• The setting up of the axes</li> <li>• His deception of the suitors</li> <li>• His instructions to his mother and Eurycleia</li> <li>• His sparing of the loyal slaves</li> </ul> <p>Candidates should assess whether these actions are admirable. They might conclude:</p> <ul style="list-style-type: none"> <li>• The killing of the maids, and the manner of it, is seen as acceptable (Homer calls him thoughtful)</li> <li>• The murder of Melanthius shows him to be ruthless, which might be seen as a positive quality</li> </ul>	8 See LoR grid	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Credit ideas from beyond the prescribed books.</p>

		<ul style="list-style-type: none"><li>• In almost stringing the bow, he shows himself as a hero, but not a fully-fledged one.</li><li>• He exerts his authority over Penelope in a way that might be expected of a leader of a household.</li></ul> <p>Some candidates may feel that some of his actions should not be admired:</p> <ul style="list-style-type: none"><li>• His brutal vengeance to Melanthius</li><li>• His ordering of Penelope.</li><li>• He makes some mistakes (e.g. leaving the storeroom door open)</li></ul>		
--	--	--	--	--

**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"> <li>consistently accurate and detailed knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows very good understanding of the sources' cultural contexts <b>and</b> possible interpretations</i></li> <li>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></li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>accurate knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows good understanding of the sources' cultural contexts <b>and/or</b> possible interpretations</i></li> <li>a focused response to the question which is supported by a range of evidence (AO2) <i>includes relevant analysis, interpretation and evaluation</i></li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>sound, mostly accurate, knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows some understanding of the sources' cultural contexts <b>and/or</b> possible interpretations</i></li> <li>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></li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>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 <b>and/or</b> possible interpretations</i></li> <li>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></li> </ul>
0	0	<ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>



20		<p><b>'Odysseus' true character is revealed much more clearly during his time on Circe's island than during his time on Polyphemus' island.' Explain how far you agree with this statement.</b></p> <p><b>AO1:</b> Candidates should describe both stories. This might include:</p> <ul style="list-style-type: none"> <li>• The arrival of Polyphemus</li> <li>• The eating of the men</li> <li>• The blinding of Polyphemus</li> <li>• The escape from the cave and island</li>   <li>• The transformation of men into pigs</li> <li>• The meeting with Hermes</li> <li>• Odysseus' affair with Circe</li> <li>• His departure from the island</li> <li>• His return to the island</li> </ul> <p><b>AO2:</b> Candidates should consider what are the key aspects of Odysseus' character. These might include:</p> <ul style="list-style-type: none"> <li>• His intelligence</li> <li>• His arrogance</li> <li>• His leadership</li> <li>• His heroism</li> </ul> <p>Candidates should discuss which episode is more revealing about Odysseus' character. They might conclude:</p> <ul style="list-style-type: none"> <li>• We see Odysseus' enforcing his decisions over his men (for better and for worse) more clearly on Polyphemus' island</li> <li>• There are few, if any cunning plans, on Circe's island</li> <li>• We see Odysseus' speaking skills better in his exchange with Polyphemus</li> </ul>	15 See LoR grid	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Credit discussion of parts of each story that occur on the islands before Odysseus meets Polyphemus and Circe (e.g. hunting and sharing goats, hunting the deer)</p> <p>Some candidates might consider other parts of the story to assess whether his actions in books 9 and 10 are typical, but this approach should only be credited if compares to his behaviour in the title.</p>
----	--	--	--------------------------	--

		<ul style="list-style-type: none"><li>• His arrogance is revealed in this episode better than with Circe</li><li>• Much of the episode with Circe is Odysseus reacting to the gods' actions and advice.</li><li>• We see Odysseus' care for his men (e.g. hunting, splitting his crew fairly better on Circe's island)</li><li>• Odysseus loses his nostos during his affair with Circe. Does his infidelity reflect his character?</li></ul> <p>Candidates should compare qualities seen in both episodes, rather than give simply give two separate character sketches of different qualities.</p>		
--	--	--	--	--

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

21		<p><b>'Odysseus is able to defeat the Suitors only thanks to deceit and trickery.'</b> Explain how far you agree with this statement.</p> <p><b>AO1:</b> Candidates should describe the disguise and trickery in Odysseus' defeat of the suitors. These include:</p> <ul style="list-style-type: none"> <li>• The plans made in book 19</li> <li>• His disguise as a beggar</li> <li>• His lies to Penelope, the suitors and others</li> <li>• Athene's disguise as Mentor</li> <li>• Telemachus' trick of not knowing the beggar</li> </ul> <p>Candidates should also describe other events that affect the outcome. These include:</p> <ul style="list-style-type: none"> <li>• The actions of Telemachus and his loyal slaves</li> <li>• The fighting during the contest</li> <li>• The actions of the suitors in attempting to string the bow</li> </ul> <p><b>AO2:</b> Candidates should consider the relative importance of each point. They might conclude:</p> <ul style="list-style-type: none"> <li>• Without the trick of the beggar disguise, Odysseus could have been killed at any time by the suitors</li> <li>• Without his lies to the suitors, he would never have had a chance to string the bow</li> <li>• Athene uses a disguise to inspire Odysseus, but helps in other ways too (making the spears missing, raising her aegis)</li> <li>• Odysseus is unlikely to have won without the help of others in the palace in killing the suitors, locking the gate etc. His leadership of others is vital to his success</li> </ul>	15 See LoR grid	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>
----	--	--	--------------------------	--

			<ul style="list-style-type: none"><li>• The actual battle does not involve deceit and trickery on his part. He wins through his fighting skills</li></ul>		
--	--	--	---	--	--

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

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

### Alternatively, you can email us on

**support@ocr.org.uk**

### For more information visit



**ocr.org.uk/qualifications/resource-finder**



**ocr.org.uk**



**Twitter/ocrexams**



**/ocrexams**



**/company/ocr**



**/ocrexams**



**CAMBRIDGE**  
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.