



Oxford Cambridge and RSA

**GCSE**

**Classical Civilisation**

**J199/23: War and warfare**

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.

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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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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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 spaceAward 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 RM Assessor **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 RM Assessor 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
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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

Annotation	Meaning
	Omission
	Repetition
	Benefit of Doubt
	Too Vague
	Spelling
	Cross credit answer to another question

Question	Indicative Content	Marks (AO)	Guidance
<b>Section A</b>			
<b>1</b>	<p><b>What were Helots (line 1)?</b> One from:</p> <ul style="list-style-type: none"> <li>● (Spartan) slaves (1)</li> <li>● enslaved Laconians and Messenians (1)</li> </ul>	<b>1</b> <b>(AO1)</b>	<b>A knowledge in isolation</b>
<b>2</b>	<p><b>Give two reasons why the Spartans might have chosen ‘the youngest and the oldest soldiers’ (line 4) to protect Sparta while the rest marched on to fight the battle?</b> Two of e.g.</p> <ul style="list-style-type: none"> <li>● So that the experienced but still fit soldiers were available for the battle (1)</li> <li>● The younger ones might not have fathered sons yet (1)</li> <li>● Defending the city was easier than fighting in the battle (1)</li> <li>● Older or less experienced soldiers might weaken the phalanx (1)</li> <li>● Shameful for an older soldier to die on the battlefield over a younger one (1)</li> </ul>	<b>2</b> <b>(AO1)</b>	<b>B knowledge and understanding</b>
<b>3</b>	<p><b>Why did the Spartan soldiers display such ‘diligence’ (line 6)?</b> Three from:</p> <ul style="list-style-type: none"> <li>● they had trained all their lives to be soldiers (1) in the agoge (1)</li> <li>● soldiering was their full time occupation (1)</li> <li>● ‘Come back with their shields or on it’ – Spartans would be shamed if they didn’t fight (1)</li> <li>● it was against Spartan law to behave otherwise (1)</li> <li>● they believed that their lives were merely preparation for a ‘good death’ (1)</li> <li>● Spartan tactics meant that soldiers had to rely on each other (1)</li> <li>● Loyalty to Sparta (1)</li> </ul>	<b>3</b> <b>(AO1)</b>	<b>B knowledge and understanding</b>



4	<p><b>Why did Sparta have more than one king at a time?</b></p> <ul style="list-style-type: none"> <li>• So that one could rule in Sparta (1) <b>or</b> was the chief priest/in charge of religious affairs (1);</li> <li>• the other commanded the army at war (1)</li> <li>• To provide a balance power so no king had too much power (1)</li> </ul>	2 (AO1)	<b>B knowledge and understanding</b>
5	<p><b>What was the Greek word for cowards such as Aristocles and Hipponoidas (line 9)?</b></p> <ul style="list-style-type: none"> <li>• tresantes (1)</li> </ul> <p><i>There was an issue with this question that affected candidates' ability to answer it. To make sure all candidates were treated fairly, we have awarded the mark to all candidates for this question.</i></p>	1 (AO1)	<b>A knowledge in isolation</b>  Accept other Greek alternatives e.g. deilos
6	<p><b>Identify three items of the legionary's equipment shown in Source B and say how each was designed to help soldiers.</b></p> <p>Three from:</p> <p>helmet (1) plus ONE of</p> <ul style="list-style-type: none"> <li>• included cheek/face protection (1)</li> <li>• neckguard to the rear, protecting against sword blows (1)</li> <li>• reinforced strip across forehead, protecting against sword blows (1)</li> <li>• crest denotes rank (1)</li> </ul> <p>body armour/breastplate/cuirass (1) plus ONE of</p> <ul style="list-style-type: none"> <li>• interlocking panels enhanced protection (1)</li> <li>• including metal shoulder guards to ensure protection (1)</li> </ul> <p>sturdy sandals (1) plus ONE of</p> <ul style="list-style-type: none"> <li>• for marching long distances (1)</li> <li>• sure footing on the battlefield (1)</li> </ul>	6 (AO1 3) (AO2 3)	<b>D stimulus</b>

	Greaves (1) <ul style="list-style-type: none"><li>• Protecting the lower legs</li></ul>		
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7	<p><b>Identify any two of the numbered features of the fortress and describe their functions.</b> Two from:</p> <ul style="list-style-type: none"> <li>● 1 commanding officer's house (praetoria) (1) / for the commanding Officer to live in and entertain</li> <li>● 2 commanding officer's baths (1) for cleanliness (1)</li> <li>● 3 principia/ HQ (1) administration of the fort (1) / contained the standards and money (1)</li> <li>● 4 hospital (1) to care for the wounded (1)</li> <li>● 5 granaries (1) to store grain (1)</li> <li>● 6 stables (1) to house the horse (1)</li> <li>● 7 baths (1) for cleanliness (1)</li> <li>● 8 cistern/latrines (1) water storage (1) / going to the toilet (1)</li> <li>● 9 gates (1) keeping the enemies out as fortified and guarded/ checking who was entering and exiting (1)</li> <li>● 10 watchtower (1) for surveillance (1)</li> <li>● 11 workshops (1) for creating and repairing necessities (1)</li> <li>● 12 barracks (1) barrack blocks (1) for soldiers to sleep in (1)</li> <li>● 13 ditch (1) so enemies would fall in it (1)</li> <li>● 14 wall (1) /wall round the outside (1) to keep enemies out (1)</li> </ul>	4 (AO1 2) (AO2 2)	<b>D stimulus</b>
8a	<p><b>Identify two significant details about this helmet.</b> Two from:</p> <ul style="list-style-type: none"> <li>● Corinthian type (1)</li> <li>● Greek helmet (1)</li> <li>● dedicated to Zeus at Olympia (1)</li> <li>● c.460 BC (1)</li> <li>● made of bronze (1)</li> </ul>	2 (AO1)	<b>C significance</b>
8b		1 (AO2)	

	<p><b>How might wearing a helmet like this have made things difficult for a soldier?</b></p> <p>One from:</p> <ul style="list-style-type: none"><li>● It was very heavy/uncomfortable (1)</li><li>● Poor visibility (1)</li><li>● Reduced mobility/speed of reaction (1)</li><li>● Covers ears so hard to hear (1)</li></ul>		<b>C significance</b>
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<p>9</p>	<p><b>Describe the equipment and techniques that the Athenian army used in their battles against the Persians. Use the source as a starting point and your own knowledge in your answer.</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Shields, swords, spears</li> <li>● Infantry and cavalry</li> <li>● Hoplites in phalanx</li> <li>● Cavalry with spears</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● Shields for defence, long spears for thrusting, swords for close combat</li> <li>● Cavalry to support infantry</li> <li>● Phalanx to push enemy back and prevent them moving forward</li> <li>● The cavalry fought on horses with their spears to kill Persians</li> </ul> <p>Allow references to the Athenian navy /&amp; Salamis</p>	<p><b>8</b> <b>(See LoR)</b></p>	<p><b>E detailed response</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>
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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"> <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><b>accurate knowledge</b> 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><b>sound, mostly accurate</b>, 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)</li> </ul>

		<i>includes isolated analysis, interpretation and evaluation</i>
0	0	<ul style="list-style-type: none"><li>• No response or no response worthy of credit</li></ul>

10	<p><b>‘Octavian’s side won the battle of Actium because it was better organised.’ How far do you agree with this statement? Justify your response.</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Numbers of troops and ships mobilised by each side (Antony 100,000 infantry, 12,000 cavalry, ‘hundreds’ of ships; Octavian 80,000 infantry, 12,000 cavalry, 260 ships)</li> <li>● Blockade of supplies by Octavian</li> <li>● Capture of Leukas by Octavian</li> <li>● Antony and Cleopatra put treasure on ships</li> <li>● Number and type of ships on each side</li> <li>● Formation of ships</li> <li>● Engagement by Antony</li> <li>● Actions of Cleopatra</li> <li>● Antony follows Cleopatra while troops stay to fight</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● discussion of whether forces were evenly matched</li> <li>● Antony’s troops were starved by the blockade so forced to fight</li> <li>● Cleopatra did not want to fight but Antony agreed to fight at sea</li> <li>● Treasure on ships made them heavier</li> <li>● Strategies may have affected who won</li> <li>● Actions of Cleopatra – organised/disorganised</li> <li>● Leaving troops to fight without Antony – disorganised</li> </ul>	<p><b>15</b> <b>(See LoR page x)</b></p>	<p><b>F extended response</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>
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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"> <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	<p><b>‘The Athenians won battles only by being lucky.’ How far do you agree with this statement? Justify your response.</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Composition of army and navy</li> <li>● All Athenians had to do two years of military training to become full citizens</li> <li>● Organisation of the army</li> <li>● Strategies applied by generals</li> <li>● Funding of army and navy</li> <li>● Choosing battle locations</li> <li>● Oracles etc.</li> <li>● Luck - Artemisia ramming her own ships/Xerxes falling for the trick</li> <li>● Credit details from key battles – eg Marathon</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● Organised society so that army and navy were ready in case needed – planning not luck</li> <li>● Elected generals who planned what to do e.g. Themistocles</li> <li>● Funding of navy with silver mines – foresight not luck</li> <li>● Forcing Persians to fight at Salamis – strategy not luck</li> <li>● All different forms of intelligence used to help win – eg Themistocles used trickery, decided on the straits, argued to use the silver mines for the fleet</li> </ul>	<p><b>15</b> <b>(See LoR page 1x)</b></p>	<p><b>F extended response</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>
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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"> <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>

Question	Indicative Content	Marks (AO)	Guidance
<b>Section B</b>			
12	<p><b>What was Apollo (line 2) the god of?</b> One from:</p> <ul style="list-style-type: none"> <li>prophecy (1)</li> <li>music/literature/the Arts (1)</li> <li>sun (1)</li> <li>archery (1)</li> <li>Healing (1)</li> </ul>	1 (AO1)	<b>A knowledge in isolation</b>
13	<p><b>Why does Diomedes want to strip Aeneas of his shining armour (lines 2-3)?</b></p> <ul style="list-style-type: none"> <li>kleos (1)</li> <li>tîmê(1)</li> <li>Spoils of war (geras) /war prizes (1)</li> <li>Increase status (1)</li> <li>For glory/honour (1)</li> <li>Increase his fame (1)</li> </ul>	1 (AO1)	<b>B knowledge and understanding</b>
14	<p><b>Why is the epithet 'far-striking' suitable for Apollo?</b></p> <ul style="list-style-type: none"> <li>Link Apollo to bow and arrow, used at a distance (1)</li> </ul>	1 (AO1)	<b>B knowledge and understanding</b>

Question	Indicative Content	Marks (AO)	Guidance
15a	<b>Identify two more epithets from the passage.</b> Two from: <ul style="list-style-type: none"><li>● Of the loud war-cry</li><li>● Son of Tydeus</li><li>● The Huntress</li><li>● Lord of the Silver Bow</li><li>● Phoebus</li><li>● Destroyer of men</li><li>● Bloody sacker of cities</li><li>● Father Zeus</li></ul>	2 (AO1)	<b>C significance</b>

15b	<p><b>Choose one of the epithets and explain why it is suitable for that character.</b> One from:</p> <ul style="list-style-type: none"> <li>● Of the loud war-cry – Diomedes has a loud voice and shouts a lot</li> <li>● Son of Tydeus – shows he has noble parentage</li> <li>● The Huntress – she is goddess of hunting</li> <li>● Lord of the Silver Bow – his weapon is a bow and arrows; he is a god so he has a luxury one</li> <li>● Phoebus – means shining and he is god of the sun</li> <li>● Destroyer of men – Ares personifies war and that is one of its effects</li> <li>● Bloody sacker of cities – Ares personifies war and that is one of its effects</li> <li>● Father Zeus – he is the king of the gods and in charge of them all</li> </ul>	1 (AO2)	<p><b>C significance</b></p> <p><b>Accept any sensible explanations of the epithets</b></p>
16	<p><b>Why do Leto and Artemis help Apollo to take care of Aeneas (line 8ff.)?</b> Two from:</p> <ul style="list-style-type: none"> <li>● Leto is Apollo's mother (1)</li> <li>● Artemis is Apollo's sister (1)</li> <li>● because they support the Trojan side rather than the Greek (1)</li> </ul>	2 (AO1)	<p><b>B knowledge and understanding</b></p>
17	<p><b>What does Homer tell us about Aphrodite after her wrist was wounded (line 14)?</b> Two from:</p> <ul style="list-style-type: none"> <li>● blood/ichor flowed (1)</li> <li>● she cried/was distraught (1)</li> <li>● she dropped Aeneas (1)</li> <li>● begged brother Ares for help (1)</li> <li>● She returns to Olympus (1)</li> <li>● Iris helps her to return to Olympus (1)</li> <li>● She goes to her mother (Dione) and is comforted (1)</li> <li>● She is mocked by the other gods (1)</li> </ul>	2 (AO1)	<p><b>B knowledge and understanding</b></p>

18	<p><b>Give two ways in which Homer makes this passage a vivid description.</b></p> <p>Two from:</p> <ul style="list-style-type: none"> <li>• three times ... three times (1) repetition/anaphora heightens tension (1)</li> <li>• like a demon (1) simile emphasises ferocity (1)</li> <li>• bull's hide ... bucklers (1) detailed description of equipment (1)</li> <li>• 'Take thought ...' (1) direct speech gives immediacy (1)</li> </ul>	<p><b>4</b> (AO1 2) (AO2 2)</p>	<p><b>D stimulus</b></p>
19	<p><b>Why does Virgil say that the Trojans are hurling missiles 'in vain' (line 2)?</b></p> <ul style="list-style-type: none"> <li>• it does not matter what they do, they will lose anyway (1)</li> </ul>	<p><b>1</b> (AO1)</p>	<p><b>B knowledge and understanding</b></p>
20	<p><b>Who is the father of Pyrrhus (line 13)?</b></p> <ul style="list-style-type: none"> <li>• Achilles (1)</li> </ul>	<p><b>1</b> (AO1)</p>	<p><b>A knowledge in isolation</b></p>
21	<p><b>Give three ways in which Virgil makes this an exciting depiction of the scene.</b></p> <p>Three from:</p> <ul style="list-style-type: none"> <li>• rising from the roof to the sky (1) hyperbole (1)</li> <li>• wrenched ... dragged .... shattered (1) dynamic verbs (1)</li> <li>• like a snake (1) simile emphasises threat posed by Pyrrhus</li> <li>• glittering/gleaming/slimy (1) detailed descriptions (1)</li> <li>• roar (1) noise as well as visual (1)</li> </ul>	<p><b>6</b> (AO1 3) (AO2 3)</p>	<p><b>D stimulus</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>

22	<p><b>How do the authors you have studied depict the effects of honour and shame? Use the source as a starting point, and your own knowledge in your answer.</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Achilles' behaviour towards the corpse of Hector</li> <li>● Hector decides to fight Achilles only when he thinks his brother is there to help him</li> <li>● Tyrtaeus views panic as shameful</li> <li>● Horace disapproves of cowardly behaviour</li> <li>● Andromache and Hecuba begging Hector not to fight</li> <li>● Priam trying to fight Pyrrhus</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● Achilles behaves dishonourably at first but later is honourable</li> <li>● Importance of comradeship/opinions of others</li> <li>● Heroes are not supposed to be afraid – Spartans would look down on them</li> <li>● It is right and fitting to die for one's country</li> <li>● Women will become slaves and children will become orphans</li> <li>● Even an old man will fight</li> </ul>	<p style="text-align: center;"><b>8</b> <b>(See LoR)</b></p>	<p style="color: red;"><b>E detailed response</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>
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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"> <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><b>accurate knowledge</b> 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><b>sound, mostly accurate</b>, 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)</li> </ul>

		<i>includes isolated analysis, interpretation and evaluation</i>
0	0	<ul style="list-style-type: none"><li>• No response or no response worthy of credit</li></ul>

23	<p><b>‘Women were of no importance where war was concerned.’ How far do you agree that this statement applies to the texts you have studied? Justify your response and refer to at least two authors.</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Andromache</li> <li>● Helen both in <i>Iliad</i> and <i>Aeneid</i></li> <li>● Creusa</li> <li>● Cassandra</li> <li>● Hecabe – both in <i>Iliad</i> and <i>Aeneid</i></li> <li>● dear mother and wedded wife in Tyrtaeus</li> <li>● tyrant’s wife and grown up daughter in Horace</li> <li>● Women hurl tiles at the Greeks in Virgil</li> <li>● Women’s role in burial and preparations</li> <li>● Women as victims</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● The whole Trojan war was about a woman so they have an effect on war</li> <li>● Aeneas is moved by his wife and distraught when she is lost so women provoke actions in war in men</li> <li>● Hecuba tries to stop Hector from fighting Achilles again showing the influence of women</li> <li>● Hector tells the Trojan women to pray – showing a religious role that was important during the war</li> <li>● The horrors of war are shown through the consequences of the war on women</li> <li>● Women as a literary device to add pathos and break up battle scenes</li> </ul>	<p><b>15</b> <b>(See LoR page x)</b></p>	<p><b>F extended response</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> <p><b>Only examples of mortal women should be accepted</b></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"> <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>

24	<p><b>‘All ancient heroes were unacceptably arrogant (hubristic).’ How far do you agree that this statement applies to the texts you have studied? Justify your response and refer to at least two authors.</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Diomedes</li> <li>● Pandaurus</li> <li>● Hector</li> <li>● Paris</li> <li>● Achilles</li> <li>● Aeneas</li> <li>● Pyrrhus</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● Diomedes attacks the gods and wounding a goddess is hubristic</li> <li>● Anger and arrogance of Achilles – such as his refusal to allow Hector a burial</li> <li>● Piety of Aeneas</li> <li>● Paris stole Helen</li> <li>● Hector with Andromache and with his parents</li> <li>● Pyrrhus thinks he can ignore the sanctity of the altar which is hubristic</li> </ul>	<p><b>15</b> <b>(See LoR page 1x)</b></p>	<p><b>F extended response</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>
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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"> <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>

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