

GCSE

Classical Civilisation

J199/23: War and warfare

General Certificate of Secondary Education

Mark Scheme for June 2024

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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 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 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 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:
 - 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 response
	Incorrect
	Unclear
	Omission
	Repetition
	Benefit of doubt
	Too vague
	Spelling

12. Subject Specific Marking Instructions

Introduction

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

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

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

Using the Mark Scheme

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

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

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

Question			Answer	Mark	Guidance
Section A					Students taking J199/11 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
1	(a)		Figure Z personifies which river? Danube	AO1 1	
1	(b)		How does the figure represent a river? Two from: <ul style="list-style-type: none"> • Old man (1) • Surrounded by boats (1) • Coming out of / standing in the water (1) • Hair like weeds (or sim) (1) • Cloak like water / waves (1) • It looks like Neptune (God of the sea) (1) 	AO1 2	Accept other reasonable observations.
1	(c)		What is happening on the right-hand side of the river? Three from: <ul style="list-style-type: none"> • Troops/soldiers are about to fight Dacians (1) • Soldiers are crossing a bridge/boats (1) • Soldiers are marching (1) • Soldiers are carrying equipment/helmets/shields (1) • Soldiers are wearing armour (1) • Soldiers are communicating (1) 	AO1 3	Do not allow: Preparing for war; Boarding boats.

Question			Answer	Mark	Guidance
Section A					Students taking J199/11 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
			<ul style="list-style-type: none"> Boats are floating on the river / forming a bridge (1) 		

Question			Answer	Mark	Guidance
2	(a)		What is the name of the Dacian king labelled Y? Decebalus	AO1 1	Candidates should not be penalised for misspelling Decebalus where it is clear what word they are attempting to write. Deiphobus would be wrong.
2	(b)		How did he die? took his own life (or sim) (1)	AO1 1	Do not accept: He was killed; He was executed.
2	(c)		Identify two items of military equipment being used in the scene and state how each was important to the soldier in battle. Two from: <ul style="list-style-type: none"> horse (1) <ul style="list-style-type: none"> to charge down/chase the enemy (1) helmet (1) <ul style="list-style-type: none"> to protect the head (1) shield (1) <ul style="list-style-type: none"> for defence/pushing the enemy back (1) sword (1) <ul style="list-style-type: none"> for fighting at close quarters (1) spear (1) <ul style="list-style-type: none"> to throw or thrust at the enemy (1) curved knife (1) <ul style="list-style-type: none"> used by Dacian king to kill himself (1) greaves (1) <ul style="list-style-type: none"> to protect shins (1) 	AO1 2 AO2 2	Accept: gladius for sword; scutum for shield; galea/cassis for helmet; falx for curved sword / sickle. Accept spear because the position of the soldiers' arms show that spears would have originally been there.

Question			Answer	Mark	Guidance
3			Identify three features of the depiction of Trajan and say what impression of him each one was intended to convey.	AO1 3	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Candidates can get marks A01 without a valid AO2 impression. Candidates can get AO2 marks without AO1 references. Do not award the same characteristic twice.
			Three from: <ul style="list-style-type: none"> • Trajan is wearing a toga/robe (1) <ul style="list-style-type: none"> ○ Shows he is a political leader (1) ○ Favoured by the senate (1) ○ He is civilised • Trajan is bigger than the other figures (1) <ul style="list-style-type: none"> ○ showing his importance/power (1) • Trajan is in the centre (1) <ul style="list-style-type: none"> ○ Showing his importance (1) • Trajan holds his hands out (1) <ul style="list-style-type: none"> ○ In a gesture of kindness/ mercy (1) • the man behind Trajan's left shoulder is carrying fasces (1) <ul style="list-style-type: none"> ○ showing his political authority (1) • A look of concentration (1) <ul style="list-style-type: none"> ○ considering whether to show mercy • people looking at him (1) <ul style="list-style-type: none"> ○ shows he is the leader (or sim) (1) 	AO2 3	

Question			Answer	Mark	Guidance
4	(a)		Which ancient culture used ships like the one shown in Source D? <ul style="list-style-type: none"> • Greek • Any Greek city-state • Persians/Persia • Romans/Rome • Egyptians/Egypt 	AO1 1	Except any other valid Mediterranean cultures such as Carthaginians, Phoenicians, etc.
	(b)		Name two items of naval equipment shown in Source D. Two from: <ul style="list-style-type: none"> • (multiple) oars/rowers (1) • hypozomata / cables wrapped around the hull (1) • bronze prow/ram (1) • rudder (1) • trireme (1) 	AO1 2	
4	(c)		State how one of them was used. State how one of them was useful in a sea battle. One from: <ul style="list-style-type: none"> • oars/rowers to move ship (at speed) (1) • bronze prow/ ram to hit/sink enemy ships (1) • cable to help keep ship stable when ramming (1) • rudder for steering (1) 	AO2 1	

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none">• trireme for naval warfare (1)		

Question		Answer	Mark	Guidance
5		<p>Describe how Spartan soldiers were prepared for warfare and battles. Use Source E as a starting point and your own knowledge in your answer.</p> <p>AO1</p> <ul style="list-style-type: none"> • punish them severely ..for bad behaviour • a squad of youths • going without shoes • wearing one garment throughout the year <p>AO2</p> <ul style="list-style-type: none"> • punishment led to obedience which is important for following orders • feet would be hardened for marching on campaign and fighting • one garment to get them used to harsh conditions on campaign <p>Own knowledge</p> <ul style="list-style-type: none"> • Agoge <ul style="list-style-type: none"> ○ Attended from age 7 so training for battle all their lives/ giving strength and stamina in battle. • dining clubs <ul style="list-style-type: none"> ○ built camaraderie for sharing tent on campaign ○ effectiveness of phalanx 	<p>AO1 4</p> <p>AO2 4 (See LoR)</p>	<p>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</p> <p>The 'describe' command word may not elicit the explanation, analysis, interpretation and evaluation specified in the LOR MS as a characteristic of performance.</p> <p>Although explanation, analysis, interpretation and evaluation must be credited, its absence must not limit a student's progression through the levels.</p> <p>Where students have provided a descriptive response and there is an absence of explanation, analysis, interpretation and evaluation, responses will be credited for AO2 for how well the question is addressed and for selecting relevant evidence from the sources.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • taught music and dance <ul style="list-style-type: none"> ○ orders given by sound and effectiveness of phalanx • expected to steal <ul style="list-style-type: none"> ○ get used to survival on campaign • krypteia <ul style="list-style-type: none"> ○ got them used to killing 		

Guidance on applying the marking grids for the 8-mark detailed response

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

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

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

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

Question			Answer	Mark	Guidance
6			<p>‘Trajan’s column tells us everything there is to know about Trajan’s campaign against the Dacians.’ How far do you agree with this statement? Justify your response.</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • Crossing Danube • Battle/seige scenes • Dacian surrender • Dacian settlements • Decebalus’ death • Camp/bridge building • Torture by women • Sacrifices • Trajan being merciful • Trajan addressing troops • Image of victory • Roman religious imagery • Arch of Trajan at Benevento <p><u>AO2</u></p> <ul style="list-style-type: none"> • Roman standards, weapons, armour, war machinery are all clearly depicted • Compare Dacian and Roman soldiers • We can see evidence of Romans building trophies and camps, bridges etc. • Some key events • Trajan depicted as military, political and religious leader 	15 (See LoR page X)	<p>Extended response</p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • Dacian king shown killing himself • Evidence of Roman victory • Trajan's column is not a narrative account • Names and dates are not indicated on the column • Does not show causes and consequences of the campaign except victory • Column built as a form of propaganda to promote Trajan as great military leader and cement his reputation as Emperor • Does not give Dacian side - huge bias towards the Roman / victorious point of view • Roman religious beliefs depicted • Other things are depicted on the arch at Benevento e.g. triumphal procession after victory over Dacia (also biased and put up by Trajan) 		

Question		Answer	Mark	Guidance
7		<p>Which battle do you think holds the greatest significance for its society: Thermopylae, or Actium? Justify your response</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • _Memorials of Thermopylae erected in situ and in Sparta • Nicopolis founded to commemorate Actium • Relief with boat and crocodile to commemorate Actium <p>Candidates may consider the following points in their arguments</p> <p><u>AO2</u></p> <p>Thermopylae</p> <ul style="list-style-type: none"> • Fought by Greeks against Persians • Bravery, resilience and sacrifice of Spartans under Leonidas significant upholding of Spartan ideals • Significant to Sparta as lost so many men and their King • Inspired other Greeks • Held up Persian advance but did not defeat them • Was a defeat for the Greeks • More significant in the outcome of the war were Salamis and Plataea 	<p>15 (See LoR page X)</p>	<p>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</p>

Question			Answer	Mark	Guidance
			<p>Actium</p> <ul style="list-style-type: none"> • Actium was a victory for Octavian • Brought an end to years of civil war • Gave Octavian control of Roman government • United East and west provinces of empire • Egypt became a province not a client state • Defeat of Antony and Cleopatra seen as victory over foreign/barbarian power • Historians count it as the end of the Republic and beginning of the Principate with Augustus as first emperor 		

Guidance on applying the marking grids for the 15-mark extended response

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

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

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

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

Question			Answer	Mark	Guidance
Section B					Students taking J199/11 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
8	(a)		‘You, young men’ (line 1): where are the young men and the poet from? Sparta	AO1 1	
8	(b)		What three attitudes to battle are expressed by the poet in these lines? <ul style="list-style-type: none"> • Support comrades (or sim) (1) • Shameful to flee (1) • Fight bravely (1) • younger men should defend older men (1) • accept death willingly (1) 	AO1 3	
9	(a)		Who is the author of this poem? Horace	AO1 1	
9	(b)		‘axes’: (line 3) what axes does the poet depict here? One of <ul style="list-style-type: none"> • fasces (1) • bundles of rods (round an axe) • authority (1) • power (1) 	AO1 1	

			<ul style="list-style-type: none"> political office (1) 		
9	(c)		<p>Quote one example of a literary technique from these lines and state the name of it.</p> <ul style="list-style-type: none"> Personification of 'Virtue' Personification of 'Punishment' Enjambement: lines 1-2,2-3,3-4,5-6,6-7,7-8 (candidates must give a specific example) Metaphor: whims and breezes of popular opinion 	AO1 1	<p>Accept other suitable suggestions.</p> <p>Do not accept epithet as there are none in this source</p>
9	(d)		<p>What do you think the poet means when he says 'never takes up the axes or puts them down at the whims and breezes of popular opinion'?</p> <ul style="list-style-type: none"> Good character/virtue is constant (1) You should not be swayed by others' opinion but always act honourably (1) 	AO1 1	Accept answers which convey the same meaning.
10	(a)		<p>Identify two epithets from the passage.</p> <p>Two from:</p> <ul style="list-style-type: none"> bronze-clad husband (1) Cicilian Thebe (1) many-peopled city (1) aegis-bearing Zeus (1) swift-footed mighty Achilles (1) Artemis of the bow (1) Brave Diomedes (1) Great Idomeneus (1) 	AO1 2	Accept the epithet without the person.

10	(b)		<p>Choose one of the epithets and say why it is suitable.</p> <ul style="list-style-type: none"> • bronze-clad husband - Hector is wearing his bronze armour • Cicilian Thebe - Andromache came from Thebe, which is a city in Cicilia • many-peopled city - lots of people lived in the city • aegis-bearing Zeus - Zeus has a magical weapon called the Aegis and he wears it for war • swift-footed mighty Achilles - Achilles is a great warrior and can run very fast • Artemis of the bow - Artemis is the goddess of hunting 	AO2 1	
10	(c)		<p>‘If I lose you I were better dead’: (line 7) what will happen to Andromache and the other women when the Achaeans take Troy?</p> <p>One from</p> <ul style="list-style-type: none"> • they will become spoils of war (or sim) (1) • made into slaves (1) • become concubines (1) 	AO1 1	Accept captured.
10	(d)		<p>Give two ways in which Homer makes this passage an emotionally moving scene.</p> <p>Two from:</p>	4 (AO1) (2)	There are other quotations that could be used: credit all sensible suggestions if properly explained.

			<ul style="list-style-type: none"> ● ‘Andromache crept weeping to his side, and clasped his hand’ ○ we see her emotions in her tears and clasping his hand is a sign of supplication ● ‘You show no pity for your little son or your wretched wife, ○ whom you’ll soon make a widow.’ <p>Andromache knows that her husband is going to die in battle so she is begging him to defend the city rather than go out and fight</p> <ul style="list-style-type: none"> ● ‘If I lose you I were better dead, for should you meet your fate, there will be no more joy for me only sorrow.’ ○ Andromache knows that the women will become spoils of war if the city is taken. ● ‘seven brothers of mine, swift-footed mighty Achilles sent to Hades, all on a day, killing them there among their shambling-gaited cattle and white fleecy sheep’ ○ all seven brothers killed at one time and not even in the context of battle, but while they were looking after the flocks. ● ‘Hector you are parent, brother, husband to me. Take pity on me now, and stay here on the battlements, don’t make your son an orphan your wife a widow.’ ○ Andromache reminds him that he is everything to her and that she will be lost without him as she begs him to defend the city from inside, not go out and fight. 	<p>(AO2) (2)</p>	<p>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</p>
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Question			Answer	Mark	Guidance
11			<p>Give three ways in which Virgil makes this passage an exciting description.</p> <ul style="list-style-type: none"> ● ‘virgin daughter dragged ...streaming hair ...’ ○ Image of mistreatment of young woman motivates Coroebus ● ‘temple ... burning eyes ... heaven in vain’ ○ frightening image of the abandonment by the gods / futility of prayer ● Coroebus ... maddened ... hurled ...death ○ His reaction to his fiancée's treatment and how he immediately seeks death ● ‘overwhelmed by Trojan spears’ ○ The confusion because Aeneas and his comrades are dressed as Greeks and they are attacked by their own side ● ‘Peneleus and Ripheus ... Dymas ... Panthus’ ○ Listing the names of the dead and saying different things about each character and what happens heightens to pressure of the battle ● ‘just as at the onset of a tempest ... 	<p>6</p> <p>(AO1) (3)</p> <p>(AO2) (3)</p>	<p>There is a huge number of quotations that could be used: credit all sensible suggestions if properly explained.</p> <p>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> ○ Storm simile shows how epic and violent the battle is ● ‘Ashes of Ilium, death flames of my people ...’ ○ Aeneas’ address to the Ashes of Ilium shows his desperation as a hero to show that he did fight and did not walk away like a coward 		

Question		Answer	Mark	Guidance
12		<p>How do the authors you have studied depict the behaviour of comrades? Use Source I as a starting point and your own knowledge in your answer.</p> <p>Virgil</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • Trojan reactions to treatment of Cassandra • Trojans dressed in Greek armour to trick enemies • Deaths of different comrades of Aeneas • Aeneas and his comrades band together to fight the Greeks as Troy falls <p><u>AO2</u></p> <ul style="list-style-type: none"> • Trojans can not stand to see the bad treatment of the priestess by the Greeks; Coroebus is her fiancé and hurls himself towards death when he sees her and his comrades follow • Aeneas and his comrades are at first overwhelmed by Trojan spears because they are dressed in Greek armour • Fierce descriptions of Greeks fighting and pathos at deaths of Trojans • Even though they know the city is lost, the Trojan soldiers keep fighting together <p>Homer</p>	<p>8</p> <p>(AO1) (4)</p> <p>(AO2) (4)</p> <p>(See LoR page X)</p>	<p>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</p>

Question		Answer	Mark	Guidance
		<p><u>AO1</u></p> <ul style="list-style-type: none"> • Aeneas / Pandarus /Diomedes • Hector and Paris <p><u>AO2</u></p> <ul style="list-style-type: none"> • Comrades Aeneas and Pandarus versus Diomedes; death of Pandarus • Hector and Paris are on the same side but Hector disapproves of Paris <p>Tyrtaeus</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • comrades stand side by side in the battle line and die <p><u>AO2</u></p> <ul style="list-style-type: none"> • it is noble to die with your comrades fighting for your country; the younger men should die before the older ones <p>Horace</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • It is right and fitting to die for your country <p><u>AO2</u></p> <ul style="list-style-type: none"> • Good soldiers should fight for their country, which may result in death, but people will have more respect for a good fighter 		

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

Question			Answer	Mark	Guidance
13			‘Every soldier is fighting either for freedom or for love.’ How far do you agree that this statement applies to the texts you have	15 (AO1)	The candidates may decide to interpret freedom and love in any way they choose.

Question			Answer	Mark	Guidance
			<p>studied? Justify your response and refer to at least two authors.</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • Love of country / homeland • love of family • Paris and Helen • Freedom of city from being sacked by enemies • boy toughened by military service fighting for love of country • Spartans in Tyrtaeus love comrades / Sparta <p><u>AO2</u></p> <ul style="list-style-type: none"> • The Trojans are fighting for their city not to be sacked by the Greeks • The Greeks are fighting over Menelaus' love for his wife / her love for Paris • Are the Greeks just fighting for revenge / plunder • The Trojans are besieged, so they are fighting to be free from the Greeks • Aeneas escapes in the end and gets freedom another way • boy toughened by military service fighting for love of country or even just love of fighting generally 	<p>(5)</p> <p>(AO2)</p> <p>(10)</p> <p>(SeeLoR)</p>	<p>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none">Spartans in Tyrtaios love comrades / Sparta so they are encouraged to die fighting nobly		

Question			Answer	Mark	Guidance
14			<p>‘Greeks and Romans had completely different attitudes towards wars and warfare.’ How far do you agree with this statement based on the texts you have studied? Justify your response and refer to at least two authors.</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • Attitudes to heroic behaviour e.g. Diomedes, Pandarus, Aeneas, Hector • Attitudes to dying in battle e.g. Hector • Opinions on surrender / retreat e.g. Spartans • Escape from falling city by Aeneas • boy toughened by military service fighting for love of country • Spartans in Tyrtaios fight for comrades / Sparta <p><u>AO2</u></p> <ul style="list-style-type: none"> • Greek and Roman heroes are similar, but there are differences • Hector knows he will die in the fight with Achilles, but he goes to fight anyway; family beg Hector not to go to fight • Spartans never retreat / surrender • Aeneas escapes as Troy falls but he has a higher purpose 	<p>15</p> <p>(AO1) (5)</p> <p>(AO2) (10)</p> <p>(See LoR page X)</p>	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> boy toughened by military service fighting for love of country or even just love of fighting generally 		

Guidance on applying the marking grids for the 15-mark extended response

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

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

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

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

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