

GCSE

Classical Civilisation

J199/12: Women in the ancient world

General Certificate of Secondary Education

Mark Scheme for June 2025

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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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**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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response: Not applicable in F501

To determine the level – start at the highest level and work down until you reach the level that matches the answer

To determine the mark within the level, consider the following

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

11. Annotations

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

12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
					Students taking J199/12 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
1			Identify the goddess <u>labelled X</u> in <u>Source A</u>. Aphrodite	1 (AO1)	Accept goddess of love
2			Why is this goddess visiting Helen? One from: - Aphrodite is persuading her to go with Paris [1] - Paris had been promised Helen as he had chosen Aphrodite as the most beautiful goddess [1]	1 (AO1)	Credit relevant discussion of the Egypt version of the myth (e.g. to take her to Egypt) Do not credit that she is comforting her without a reference as to why she needs comforting
3			Who was Helen's first husband? Menelaus	1 (AO1)	
4			Why did the Trojans want Helen to go back to Sparta? Make <u>two</u> points. Two from: - They saw her as the cause of the war [1] - Troy was being destroyed/threatened [1]	2 (AO2)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Do not credit that were dying in the war or there were hardships if war is already credited.

Question			Answer	Mark	Guidance
			- The Trojans know it will not end until Helen has left [1] - No one except Priam/Hector liked her [1]		Credit discussion of preventing war.as candidates may interpret the question as referring to the time when Helen was in Troy and the Greeks were gathering forces.
5			Identify <u>two</u> ways that Medea feels life is difficult for Greek wives. Two from: - They are dependent upon their husbands [1] - They have to adapt to the husband's home / expectations [1]. - They cannot easily divorce [1] - Greek men can have an affair, but wives cannot [1] – <u>both parts essential for the mark</u> - Wives must face the dangers of childbirth [1] - Cannot refuse their husbands / they must obey [1] - No control over the husband they get [1]	2 (AO1)	A quotation is fine, but it does not have to be a quotation to gain a mark Do not simply credit “divorce” without some further clarification.
6			Who were the two members of the royal family of Corinth killed by Medea? - Glauce [1] - Creon [1]	2 (AO1)	Do not accept “king” or “princess” as there are a very limited number of positions in a royal family.
7			Why had Jason and Medea's marriage broken down? Make <u>two</u> points.	2 (AO1)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

Question			Answer	Mark	Guidance
			Two from: • Jason was ambitious to become king of Corinth [1] • He could not do this while married to a foreigner [1] • Jason wanted to marry the princess Glauce [1] • Jason had only used Medea as she was powerful / she was no longer useful to him [1] • Ruined their / his reputation as Medea was a murderer and foreigner [1] • He wanted <u>royal</u> sons [1]		Do not credit that Jason wanted more sons unless it mentions royal children
8	(a)		State <u>two</u> ways that Medea's behaviour was different to Athenian women. Two from: • Medea was not submissive to men [1] • She had powers/was a witch [1] • She defied her father / chose her husband [1] • She was a murderess [1] • She sought revenge [1] • Put her needs first [1] • Ran away with Jason / abandoned her family [1] • Spoke about her hardships / outspoken [1]	2 (AO1)	Do not credit that she didn't weave Do not credit that she was clever
8	(b)		Choose one of these differences. Why would it be threatening to Athenian men? One from: • She does not respect the rule of law [1]	1 (AO2)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately

Question			Answer	Mark	Guidance
			• She is willing to kill for her goals [1] • She was independent [1] • Her powers make her impossible to control [1] • Children were the main reason why Greek men would marry [1] • Children were needed to pass on wealth [1] • She could influence other women to disobey [1]		If an incorrect response in (a) is used in (b) and the explanation why the response in (a) is important or significant is valid, then the mark should be awarded in (b). Credit ideas as to why she is a threatening character within the play and not just threatening on an individual basis to those watching.
9			Why would Athenians have been surprised by this description of Spartan women? Make <u>two</u> points and refer to Source C in your answer. Two from: • The women were told not to mourn / be silent [1] • The bereaved acted the following day as if they had not lost a relative [1] • Those who had not been bereaved looked upset / did not appear [1] • The women were allowed to be out in public [1] • They went about with bright and cheerful faces. [1]	2 (AO1)	A quotation is fine without analysis
10			Give <u>two</u> examples of freedoms Spartan women enjoyed that Athenian women didn't.	2 (AO1)	

Question			Answer	Mark	Guidance
			Two from: • Spartan women could inherit property [1] • They did not work wool [1] • They were not confined indoors [1] • They were not confined to one sexual partner [1] • They were outspoken in criticising male relatives [1] • They could exercise [1] • Own houses / land / manage farm [1] • Dress immodestly / wear short clothing [1]		
11			How old were Spartan boys when their mothers gave them up for training? Seven	1 (AO1)	
12	a		Give <u>two</u> duties of a Spartan wife in addition to the care of children. Two from: • Physical training [1] • Manage the household / slaves [1] • Manage the farm [1] • Have children [1] • Provide food for dining club [1] • To instil a love of Sparta / nationalistic pride [1]	2 (AO1)	Not criticising male relatives
12	b		Choose one of these duties. What does it tell us about how women were viewed in Sparta? One from:	1 (AO2)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

Question			Answer	Mark	Guidance
			• Spartan women were trusted [1] • They had considerable autonomy / status in Sparta [1] • Vital as soldiers were crucial to Sparta [1] • Vital to provide food for the state [1] • Viewed highly as they had to produce many children in Sparta [1] • Needed to be athletic so they could give birth to healthy children [1] • Men cared what women thought of them [1] • They have an important role in the household [1]		If an incorrect response in (a) is used in (b) and the explanation why the response in (a) is important or significant is valid, then the mark should be awarded in (b)
13			‘Women did not have a significant role in public life in Athens.’ How far do you agree with this assessment? Use <u>Source D</u> as a starting point <u>and</u> your own knowledge in your answer. AO1: Candidates might show knowledge and understanding of: • Source D suggests that Aspasia had considerable influence over Athens and Athenians • Source D says that Aspasia ‘targeted the most important men’ • She associated with Pericles and Socrates	8 See LoR grid	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Do not credit detailed discussion of women’s roles within a house Do not credit worship of Dionysus as a public role Accept references to hetairai in the public sphere Credit that the Pythia could influence military policy in Athens (although she was not Athenian)

Question			Answer	Mark	Guidance
			• Women had important roles in the Panathenaia • Women led mourning at funeral processions • Women were excluded from most important political roles in Athens • Women were confined to the home except for a limited number of religious festivals and positions (arrephoroi, ergastinai) • Agnodice became the first female doctor AO2: Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • Women's roles in politics were very limited, and Aspasia is an anomaly. Arguably she was only influential because she was associated with Pericles. • Women's roles in public were often for a specific and brief event • The making of a robe was seen as vital to gaining the favour of their patron goddess, Athene • The majority of a woman's life was in the home because of the demands of running the home and restrictions created by men. • Women had no rights to own or control property in their own right		

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	- consistently accurate and detailed knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows very good understanding of the sources' cultural contexts and possible interpretations</i> - a well-argued response to the question which is supported by a range of well-selected evidence (AO2) <i>includes critical analysis, interpretation and evaluation</i>
3	5–6	- accurate knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows good understanding of the sources' cultural contexts and/or possible interpretations</i> - a focused response to the question which is supported by a range of evidence (AO2) <i>includes relevant analysis, interpretation and evaluation</i>
2	3–4	- sound, mostly accurate, knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows some understanding of the sources' cultural contexts and/or possible interpretations</i> - engages with the general topic of the question, and is supported by limited range of evidence (AO2) <i>includes some analysis, interpretation and evaluation</i>
1	1–2	- limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1) <i>shows limited understanding of the sources' cultural contexts and/or possible interpretations</i> - little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2) <i>includes isolated analysis, interpretation and evaluation</i>
0	0	No response or no response worthy of credit

Question			Answer	Mark	Guidance
14			What had Clodia accused Caelius Rufus of trying to do to her? Trying to kill / poison her [1]	1 (AO1)	If the wrong method of murder is stated (e.g. attempting to kill her with a knife), do not credit as the additional information makes the answer wrong
15			What was Cicero hoping to achieve by attacking Clodia's behaviour? Two from: • Discredit her evidence / undermine her trustworthiness [1] • Caelius would be found innocent / Cicero would win the case [1] • Shame Clodia / destroy her reputation / portray her as a prostitute / show she wasn't modest [1]	2 (AO1)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. To gain two marks, candidates must show some awareness of the speech being in a trial.
16	a		State <u>two</u> things that a Roman matrona might be expected to do to promote her husband's public reputation. Two from: • Organise dinner parties [1] • Attend dinner parties [1] • Manage the public affairs of the household if her husband was away [1] • Ensure household was well run [1] • Weaving [1] • Present herself as modest [1] • Dress well / have fancy jewellery [1]	2 (AO1)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

Question			Answer	Mark	Guidance
			• Have heirs/children [1] • Taking part in religious activities [1]		
16	b		Choose one of these things. Why was important for her husband's public reputation? One from: • Social events would generate/develop patronage links [1] • The wife would ensure that the party was successful [1] • Modesty/legitimate heirs shows her loyalty and faithfulness to her husband / reflects on the character of her husband [1] • Husbands had to be away from home on occasions, and so the household needed to be maintained [1] • Taking part in religious activities shows piety [1] • Weaving showed a traditional role [1]	1 (AO2)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. If an incorrect response in (a) is used in (b) and the explanation why the response in (a) is important or significant is valid, then the mark should be awarded in (b)
17			Why might a Roman woman reject a proposed fiancé? Make <u>two</u> points. Two from: • If he was of bad character / behaved immorally / adulterous [1] / • If he was a criminal [1]	2 (AO1)	Do not credit parental disapproval as parents would have arranged the marriage Do not credit that she might not like the man unless it says why with a reason in the mark scheme Do not credit that he was poor or too old as they would not be typical reasons.

Question			Answer	Mark	Guidance
			If he was not of an appropriate social status [1]		
18			How prepared do you think a Roman girl would be for married life? Make <u>three</u> points. Three from: - Marriage might have been arranged for years allowing them time to get used to the idea [1] - Learned useful skills for a wife like weaving / cooking [1] - Would possibly have learned financial management [1] - Too young to be emotionally ready [1] - They might barely know / not know their husband [1] - It was difficult for a young wife to control slaves [1] - Unprepared for sex [1] - Used to being controlled by a man [1]	3 (AO1)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Credit that financial management would be hard (even with some training for her)
19			What were the <u>three</u> ways of being married in Rome? - The bride symbolically 'sold' to her husband / coemptio [1] - Ceremony involving a cake offering to Jupiter / confarreatio [1] - Bride and groom just move in together / usus [1]	3 (AO1)	Accept cum manu and sine manu (a mark each) or an explanation of each If a candidate muddles the terms (e.g. saying coemptio but then adding it involved a cake, award the mark)

Question			Answer	Mark	Guidance
20			Why might the head of a Roman family arrange for his daughter to be married? Make <u>two</u> points. • To confirm a business relationship with the other family [1] • To boost social status [1] • For political advantage [1] • His daughter was a financial burden to him / to make sure she is financially supported [1] • To keep wealth in the family by marriage to a relative [1]	2 (AO1)	Not to strengthen friendship ties Credit to create an heir as some politicians married off daughters for that reason
21			Why would the presence of Mark Antony's wife on this coin be a surprise to the Romans? Make <u>two</u> points. • Women did not have a role in politics in Rome [1] • Fulvia is portrayed as a leader / the main figure [1] • She is representing victory [1] • Living women did not appear on coins [1] • No depiction of a man on the coin [1] • More regular for men to be shown with divine attributes [1]	2 (AO1)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Do not credit references to him being married to Cleopatra as he did not know her at this point

Question			Answer	Mark	Guidance
			- Women were supposed to be in the private sphere [1] - A woman as the face of Rome / representing Rome is unusual [1]		
22			Name Rome's governing body that oversaw the participation of women in politics. Senate	1 (AO1)	
23	a		State <u>two</u> ways that women were affected by the Oppian Law of 215 BC. Two from: <u>Some of</u> their jewellery had to be donated to the city [1] - Forbidden to own more half an ounce of gold jewellery / not allowed to own too much gold jewellery [1] - They could not make public shows of wealth / wear purple / multi-coloured clothing [1] - They were not allowed to ride in carriages [1] - Donations to fund the military [1]	2 (AO1)	Do not credit they weren't allowed to wear jewellery / had to give up their gold Do not credit if all their jewellery is stated or insinuated.
23	b		Choose <u>one</u> of these ways. What does it tell us about the nature of women's lives in Rome at that time? One from: Women had considerable wealth [1]	1 (AO2)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

Question			Answer	Mark	Guidance
			• They liked to display their wealth publicly [1] • Women maintained a high status as they were used to being in carriages [1] • Women were also loyal citizens as the law was used to defend Rome [1] • They had to play their part in the war effort [1] • They don't get a say in what happens [1] • Their lives could be restricted by men [1] • Could no longer live in luxury / enjoy their riches [1]		If an incorrect response in (a) is used in (b) and the explanation why the response in (a) is important or significant is valid, then the mark should be awarded in (b)
24			‘Roman women considered honour to be more important than their personal concerns.’ How far do you agree with this assessment? Use <u>Source H</u> as a starting point <u>and</u> your own knowledge to answer the question. AO1: Candidates might show knowledge and understanding of: • Source H shows that Lucretia is devastated by the loss of her virtue • Source H demonstrates that though Lucretia is innocent, she felt that her reputation was tarnished ‘only my body has been violated; my heart is innocent’	8 See LoR grid	Do not accept Cleopatra as non-Roman unless candidates use her as an example for Roman women how not to behave. Do not credit Camilla as Roman Accept discussion of prostitution as some might have been Roman. Candidates may see living in Rome as making them Roman.

Question			Answer	Mark	Guidance
			• Source H also details how Lucretia is aware that female honour has been tainted: 'No shameless woman will ever live by the example of Lucretia' • Turia protected her husband during the civil war, even enduring a beating to secure his safety. She also offered to divorce him because they could not conceive a child • Tarpeia betrayed Rome for shields (or accept the alternative version of the story) • Sabine women stepped on to the battlefield • Role of the Matrona was to promote the husband's family and their honour • Matrona stayed in the home and let the man pursue his interests • Concept of pudicitia • Oppian law shows women's concerns AO2: Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • Marriages were arranged by the paterfamilias on the basis of political/economic advantage, not personal interest • Roman women prioritised loyalty and obedience in their marriages • Funeral inscriptions lauded the image of the family		

Question			Answer	Mark	Guidance
			• The most common reason for divorce was a lack of children, showing the importance of the honour of the man's family • Though the repeal of the Oppian law shows that women still had their own interests • Women in myth often showed an ideal but may not reflect reality • Some historical examples such as Tarpeia were shown as having their own goals or agenda		

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

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

Level	Mark	Characteristics of Performance
4	7–8	- consistently accurate and detailed knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows very good understanding of the sources' cultural contexts and possible interpretations</i> - a well-argued response to the question which is supported by a range of well-selected evidence (AO2) <i>includes critical analysis, interpretation and evaluation</i>
3	5–6	- accurate knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows good understanding of the sources' cultural contexts and/or possible interpretations</i> - a focused response to the question which is supported by a range of evidence (AO2) <i>includes relevant analysis, interpretation and evaluation</i>
2	3–4	- sound, mostly accurate, knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows some understanding of the sources' cultural contexts and/or possible interpretations</i> - engages with the general topic of the question, and is supported by limited range of evidence (AO2) <i>includes some analysis, interpretation and evaluation</i>
1	1–2	- limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1) <i>shows limited understanding of the sources' cultural contexts and/or possible interpretations</i> - little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2) <i>includes isolated analysis, interpretation and evaluation</i>
0	0	No response or no response worthy of credit

Question			Answer	Mark	Guidance
25			Explain how the author of <u>Source 1</u> shows that Turia is an outstanding wife. One from: • Loyalty [1] • Companionship [1] • Kindness [1] • Wool-working [1] • Generosity / giving dowries [1] • Duty to family [1] • Religiosity [1] • Dress-sense [1] • Moderation [1] • Enduring difficulties [1] Two from: • The author writes a list [1] • Dedication to her marriage [1] • She went beyond the normal expectations of a wife's responsibilities [1] • Fulfils the role of a matrona [1] • She was able to overcome unusual challenges [1] • She treated her husband with the utmost respect [1]	1 (AO1) 2 (AO2)	AO1 marks are awarded for the selection of material from the sources, AO2 marks for the interpretation, analysis and evaluation of this. The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Additional guidance . . . The maximum of 2 AO2 marks can be credited either for discussion relating to one detail from the source or for discussion relating to more than one detail. However, only one AO1 mark can be awarded. Credit discussion of rhetorical features (rhetorical question, repetition of "why mention"). 1 mark for each if used.

Question			Answer	Mark	Guidance
			• She shared everything with him [1] • Writing so much on a gravestone [1] • Domestic good qualities are mentioned first showing how important these were [1]		
26			Explain how Source I and Source J highlight the social status of Turia and Hegeso. Refer to both Source I and Source J in your answer. Source I one from: • Married matrona [1] • Has inherited property [1] • Has been responsible for guarding her husband's property 'you would undertake the care of mine' [1] • Raising female relatives [1] • Provided dowries for her female relatives [1] • Generosity to many in need [1] Plus Source J one from: • Seated on a grand chair [1] • With a slave attending her [1] • Jewellery box [1] • Carefully arranged hairstyle [1] • Covered up [1] Four from:	2 (AO1) 4 (AO2)	AO1 marks are awarded for the selection of material from the sources, AO2 marks for the interpretation, analysis and evaluation of this. The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Both sources must be discussed and marks should be awarded as follows: • AO1: one mark only awarded for a detail from each source • AO2: maximum of 3 marks for analysis of one source Additional guidance . . . The maximum of 3 AO2 marks can be credited either for discussion relating to one detail from each source or for discussion relating to more than one detail. However, only one AO1 mark can be awarded for each source.

Question			Answer	Mark	Guidance
			Source I • Many women would not have a gravestone [1] • The huge size of the Laudatio Turiae suggests considerable significance [1] • The central role that Turia had as a matrona [1] • Turia clearly is rich owns considerable property of her own/provide dowries [1] • Turia is clearly wealthy [1] • Dowries were very expensive to give [1] • She was rich enough to give dowries to multiple people [1] • Turia is also entrusted with the guardianship of her husband's property [1] Source J • Grave stele is a costly piece of sculpture [1] • Quality of the sculpture must have been expensive [1] • Hegeso's wealth is shown by the jewellery box / clothes / presence of a slave [1] • It shows Hegeso in a position of authority over her slave [1] • Her hairstyle is sophisticated compared to the plain hairstyle of the slave [1]		
27			Explain whether <u>Source I</u> or <u>Source J</u> is more reliable in portraying the daily lives of Greek and Roman wives.	2 (AO1) 4	AO1 marks are awarded for the selection of material from the sources, AO2 marks for the interpretation, analysis and evaluation of this.

Question			Answer	Mark	Guidance
			<u>Refer to both Source I and Source J in your answer.</u> Source I one from: - The 'domestic qualities' listed - loyalty/companionship/good nature/wool-working/religiosity/dress-sense/moderation [1] - Looking after family [1] 'brought up your female relatives' [1] 'generosity to those in need' [1]. Plus Source J one from: - The stele portrays a woman who has an elaborate hairstyle [1] - Picking jewellery out of a box [1] - Seated in a grand chair [1] - The woman is dressed in fine robes/covered up [1] - And has a slave attending her [1] Four from: Source I - A funeral oration may be offering a positive gloss on Turia / it is a eulogy [1] - The range of activities do not pertain so directly to the daily life of a Roman wife [1] - More detailed than the sculpture [1]	(AO2)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Both sources must be discussed and marks should be awarded as follows: - AO1: one mark only awarded for a detail from each source - AO2: maximum of 3 marks for analysis of one source Additional guidance . . . The maximum of 3 AO2 marks can be credited either for discussion relating to one detail from each source or for discussion relating to more than one detail. However, only one AO1 mark can be awarded for each source.

Question			Answer	Mark	Guidance
			- Compares her to other people so it adds corroboration to the ideas of her virtue [1] Source J - The stele is designed to project an image [1] - It has the context of being a permanent memorial to Hegeso [1] - This may affect the accuracy of how she is portrayed [1] - It is difficult to say that this is an image of daily life, as Hegeso's family may be wishing to portray an 'ideal' image of her life [1] - However, it offers a very clear visual summary of Hegeso [1] - It must have been reasonably accurate because it would be in a public cemetery [1] - Offers a narrow but detailed picture [1] - Her clothing reflects the typical female clothing [1]		
28			'Athenian and Roman women were never important in religious activities.' How far do you agree with this assessment? AO1: Candidates might show knowledge and understanding of:	15 See LoR grid	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

Question			Answer	Mark	Guidance
			Greece • Greek women could be priestesses • The Pythia at Delphi • Athenian girls could be Arrephoroi and Bears • Ergastinai sewing the peplos • Participation in the Thesmophoria and worship of Dionysus • Role in funeral rites Rome • Vestal Virgins • Cult of Pudicitia • Bona Dea • The role of the Sibyl • Flaminica Dialis AO2: Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • There were priestess roles in both Greece and Rome for women, though these were limited • Women tended to be priestesses for female deities in Greece, so it may be felt women had a greater role in Greek religion • Women had a number of secret / women-only cults that excluded men showing their importance • The control of religion remained largely male, especially in Rome		

Question			Answer	Mark	Guidance
			• The female roles in religion were often subservient to men (e.g. the Pythia had male priests, the peplos was passed over to men, the Sibyl didn't interpret prophecies) • The survival of societies was seen to depend on women (e.g. fertility in the Thesmophoria, survival of Rome with Vestal Virgins) • Some roles had great powers (e.g. Pythia's pronouncements could cause wars to start) • In festivals where men and women had roles, men's roles seem much greater • Flaminica Dialis / Bona Dea priesthoods were tied to a husband		

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	• 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	• 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	• 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	• 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	• 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	• no response or no response worthy of credit

29		‘Roman women enjoyed much more freedom than Greek women.’ How far do you agree with this assessment? AO1: Candidates might show knowledge and understanding of: Rome • Roman girls were educated and had a say in their betrothal • Roman women could own property and cum manu/sine manu marriage decided on relative levels of the control of wealth • Roman women managed their husband’s property • Meretrix could either be controlled or enjoy some autonomy • Women could leave the house • Women could make wills, own and inherit property • They could attend entertainment shows • They had some say in their wedding and could get divorced Greece • Marriage was arranged by the kyrios • Athenian women stayed in the home • Spartan women owned property and exercised their freedom	15 See LoR grid	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Credit discussion of individual historical or mythical figures who displayed freedom (or a lack of it) such as Helen, Agnodice, Clodia etc.
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			• They were not confined indoors or to manual tasks • Hetairai may have had some independence • Pornai were owned by men • Athenian women could not own wealth or inherit • Might not be allowed to go to the theatre In no society could they vote, stand for public office etc. AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • Athenian men controlled their women more through a fear of legitimacy • Though Spartan women were very independent • Greek women enjoyed greater levels of freedom in religion owing to their stronger leadership roles • Roman women could initiate divorce and were more free because of the ability to control their own wealth • Roman women had greater independence than Athenian women. They were allowed to do more things. • Poor women in Athens would have more freedom than rich as they might need to work, fetch water etc.		
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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

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0	0	• no response or no response worthy of credit

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