



GCSE (9–1)

Classical Civilisation

J199/11: Myth and religion

General Certificate of Secondary Education

Mark Scheme for June 2019

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

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

| Annotation | Meaning |
|---|-----------------------|
|  | Blank Page |
|  | Seen |
|  | Tick |
|  | Questionable response |
|  | Incorrect |
|  | Unclear |
|  | Omission |
|  | Repetition |
|  | Benefit Of Doubt |
|  | Too Vague |
|  | Spelling |

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| Highlight | |
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SUBJECT–SPECIFIC MARKING INSTRUCTIONS

Introduction

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

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

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

Using the Mark Scheme

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

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

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

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

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

| Question | Indicative Content | Marks (AO) | Guidance |
|------------------|--|----------------|---|
| Section A | | | |
| 1a | Who helped Theseus complete the task shown in Source A? Ariadne (1) | 1 (AO1) | |
| b | State two things this person did to help Theseus. She gave him a sword/weapon (1), ball of string/thread/wool (1) | 2 (AO1) | |
| 2a | What was Theseus meant to do to his ship as he returned from Crete? Put up white sails/change the black sails for white ones (1) | 1 (AO1) | Do not accept flag |
| b | Why was it important for Theseus to do this? So the king/his father would know he/Theseus had survived/wasn't dead/was successful (1), or sim. | 1 (AO1) | It must be clear that the king knows Theseus survived |
| 3a | State two reforms Theseus made to Attica once he became king of Athens. Two from: He made alliances/united all the surrounding towns (1), He destroyed all the town halls in the smaller cities (1), and built a single town hall/council chamber in Athens (1), He started the Panathenaic Games (1), he gave them democracy (1) | 2 (AO1) | |
| b | Why were these reforms important to Athens? The reforms united Attica under the control of Athens/ made Athens the most powerful city in Attica (1), (democracy) gave people a say in how the city was run (1), or sim. | 1 (AO2) | |
| 4 | To what does the 'lovely treat' (line 1) refer? The (Narcissus) flower (1) | 1 (AO1) | |
| 5 | Who was Persephone with immediately before Hades abducted her? Nymphs/Daughters of Oceanus/Friends/maidens (1) | 1 (AO1) | Accept any character mentioned by Persephone in lines 417-424 |

| Question | Indicative Content | Marks (AO) | Guidance |
|----------|--|------------|---|
| | | | 'she was alone' = BOD |
| 6a | 'The Son of Cronus, the highest and best' (line 5). Who was Persephone's father? Zeus (1) | 1 (AO1) | Accept Jupiter |
| b | Who did this person send to the Underworld to demand the return of Persephone? Hermes (1) | 1 (AO1) | Accept Mercury |
| 7a | What did Hades give Persephone to eat in the Underworld? Pomegranate seeds/pomegranate (1) | 1 (AO1) | |
| 7b | What conditions were placed on Persephone after Hades returned her to Demeter? She would spend one third/half/part of the year with Hades (1) and two thirds/half/part of the year with Demeter. (1) | 2 (AO1) | Response only mentions staying with one god (1/2) |
| c | What did these conditions explain for the Greeks? The seasons (1), or sim. | 1 (AO2) | |
| 8a | Who is shown on the amphora in Source C? Athena (1) | 1 (AO1) | |
| b | Give one way you know this. One from: (She) is wearing armour (1), wearing a snakes cloak/aegis (1), holding a spear (1) | 1 (AO1) | Answers must refer to the image of Athena. If the wrong god has been identified in 8a marks can still be awarded for correct recognition of iconography. |
| c | What was shown on the other side of a Panathenaic amphora? The event it was being awarded for (1), or sim. | 1 (AO1) | Allow specific example of an event |

| Question | Indicative Content | Marks (AO) | Guidance |
|----------|---|-------------|--|
| 9a | What was put in a Panathenaic amphora? Olive oil (1) | 1 (AO1) | Insist on 'olive' |
| b | What did the Greeks use this material for? One from: It was used for cooking (1), cleaning (1), lighting (1), as a reward/gift at the Panathenaic games (1), trade (1) | 1 (AO1) | |
| 10 | What item was given as a gift to the goddess worshipped during the Panathenaia? A peplos/dress/cloth (1), a sacrifice (1) | 1 (AO1) | Accept an accurate description of the peplos |
| 11 | Which would have been more important in ancient Greek times, attending a sacrifice or visiting a temple? Use Source D and Source E as a starting point and your own knowledge in your answer. <u>AO1</u> Candidates might show knowledge and understanding of: Sacrifices <ul style="list-style-type: none"> • “sacrifice a dozen yearling heifers” – blood sacrifices were used as gifts to the gods; sacrifices could be expensive events dependent on the type and amount of animals sacrificed e.g hecatomb; sacrifices took place at the altar which was often built at a sanctuary before a temple e.g altar of Zeus at Olympia. • “gather the women on the Acropolis” – lots of people could take part in a sacrifice, either directly as a priest or as a spectator. • “so that she may take pity on Troy. . . women and children” - To ask a favour/honour the gods; different gods could offer help with different things e.g Athena for war. • Candidates may use examples from others literary and visual sources they have studied to support their analysis of Source D and Source E. Temples | 8 (see LoR) | <i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i> |

| Question | Indicative Content | Marks (AO) | Guidance |
|----------|---|------------|----------|
| | <ul style="list-style-type: none"> • “the largest and loveliest robe” – offerings could be left in the temple. • The temple housed the cult statue e.g Zeus at Olympia. • Zeus’ statue was made from gold and ivory • Zeus’ temple at Olympia contained stories relating to heroes and gods e.g Heracles’ labours, centauromachy, Pelops and Oinomaos, Zeus as a judge. • Candidates may use examples from others literary and visual sources they have studied to support their analysis of Source D and Source E. <p><u>AO2</u> Candidates might demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Sacrifice was an opportunity to eat and drink things they usually wouldn’t • Sacrifice had a communal aspect. This was important for women who usually stayed at home. • Temples gave the god/goddess a physical home on earth. • Temples could show of the wealth and/or power of a city. • Temples and their decoration were permanent reminders of a god/hero, sacrifices were an individual event. • Candidates may wish to argue that sacrifices/temples may vary in importance depending on the situation e.g. if they city was at war, experiencing famine etc. | | |

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

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

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

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

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

| Section B Question | Indicative Content | Marks (AO) | Guidance |
|--------------------|---|------------|--------------|
| 12a | Where is Orpheus when he is giving this speech? The Underworld/Hades (1) | 1 (AO1) | |
| b | What caused Eurydice's 'swift death' (line 3)? She was bitten by a snake (on the ankle) (1) | 1 (AO1) | |
| c | Who holds 'the longest reign over the human race' (lines 4-5)? Pluto (1) | 1 (AO1) | Accept Hades |
| d | Why do they hold the 'longest reign' (line 4)? Everyone will eventually die and end up in Hades/the underworld (1), or sim. | 1 (AO1) | |
| 13 | What item did Orpheus use to help him argue for Eurydice's freedom? A lyre (1) | 1 (AO1) | |
| 14a | What was Orpheus not allowed to do in order for Eurydice to be freed? Turn around (and look at her/Eurydice) (1) | 1 (AO1) | |
| b | Why did he fail to do this? One from: (He could not hear Eurydice so) checked to see if she was still there (1), he feared for the safety of Eurydice (1), or sim. | 1 (AO1) | |
| 15a | 'He appointed. . . Rhea Silvia, a Vestal as an apparent act of honour' (lines 2-3). What was Amulius' real reason for making Rhea Silvia a Vestal Virgin? So she could not have children (1) or sim. | 1 (AO1) | |
| b | State two acts of 'cruelty' (line 7) Amulius showed towards Rhea Silvia and her sons. He locked Rhea Silvia away (1), took/stole the boys from Rhea Silvia (1), he | 2 (AO1) | |

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| | ordered the boys to be drowned/killed (1) | | |
| 16a | State two reasons why Romulus and Remus fought each other. One from: They wanted to build a city on different hills (1), they disagreed over what the augury meant (1), both wanted to rule/be king (1), Remus leapt over Romulus' walls (1), they did not know who was the elder (1) | 2 (AO1) | |
| b | Why was the outcome of the fight significant to the Romans? One from: It explained how Rome was founded (1), it explained why Rome was called Rome (1), Romulus founded Rome (1) | 1 (AO2) | |
| 17a | State one responsibility Mars held. God of war/ success in battle (1), or sim. | 1 (AO1) | Accept agriculture responsibilities |
| b | What was the name of the area in Rome associated with Mars? Field of Mars/Campus Martius (1) | 1 (AO1) | |
| c | Why was this area important for the Romans? One from: Where the army met/trained before going on campaign (1), where elections/political meetings took place (1), where they could sacrifice to Mars before going to war (1) | 1 (AO2) | |
| 18 | Of what was Portunus the god? Harbours (1), key and locks (1), livestock (1) | 1 (AO1) | |
| 19a | In which forum was Portunus' temple located? (forum) Boarium/cattle market (1) | 1 (AO1) | |
| b | Why was this location suitable for Portunus' temple? It was next to the (main) harbour in Rome (1), the cattle market (1) | 1 (AO1) | |
| 20a | State two ways in which the design of this building was typical of Roman temples. Two from: It was built on a raised plinth (1), it had a single cella/naos (1), it | 2 (AO1) | |

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| | had columns/semi engaged columns (1), it could only be entered from the front (1), it had a pediment (1), it had a colonnade (1), a frieze (1) | | |
| b | <p>State one thing you may have found inside the temple shown in Source H.</p> <p>A cult statue (of Portunus) (1), offerings (to the god) (1)</p> | 1 (AO1) | |
| 21 | <p>‘The Saturnalia was more important for its entertainment value than its religious aspects.’ To what extent do you think a person living in Rome would agree with this statement? Use Source I and Source J as a starting point and your own knowledge in your answer.</p> <p><u>AO1</u> Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> ○ “winter nourishes the seed” The festival was held in winter for Saturn god of sowing, Saturn reigned during the Golden Age, a time of equality/peace and abundance. • The participants and events <ul style="list-style-type: none"> ○ “Now you, slave, are allowed to play with your master” – role reversal of slaves and their master; all levels of society took part; businesses and courts were closed; public events such as sacrifice, feasting; private events such as sacrifice to the household gods. ○ Dice on the table, mask - games, gift giving <p><u>AO2</u> Candidates might demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Different people would have different opinions: • The role reversal of slaves and master was unique to the Saturnalia. • Farmers or landowner may believe that Saturn played a vital role in ensuring a good crop. • Lots of games for children. • Masters may not have approved as they lost power | 8 (See LoR) | <i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i> |

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.

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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 | <ul style="list-style-type: none"> consistently accurate and detailed knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows very good understanding of the sources' cultural contexts and possible interpretations</i> a well-argued response to the question which is supported by a range of well-selected evidence (AO2) <i>includes critical analysis, interpretation and evaluation</i> |
| 3 | 5–6 | <ul style="list-style-type: none"> accurate knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows good understanding of the sources' cultural contexts and/or possible interpretations</i> a focused response to the question which is supported by a range of evidence (AO2) <i>includes relevant analysis, interpretation and evaluation</i> |
| 2 | 3–4 | <ul style="list-style-type: none"> sound, mostly accurate, knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <i>shows some understanding of the sources' cultural contexts and/or possible interpretations</i> engages with the general topic of the question, and is supported by limited range of evidence (AO2) <i>includes some analysis, interpretation and evaluation</i> |
| 1 | 1–2 | <ul style="list-style-type: none"> limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1) <i>shows limited understanding of the sources' cultural contexts and/or possible interpretations</i> little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2) <i>includes isolated analysis, interpretation and evaluation</i> |

| | | |
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| 0 | 0 | • No response or no response worthy of credit |
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| Question | Indicative Content | Marks (AO) | Guidance |
|------------------|--|---|--|
| Section C | | | |
| 22 | <p>Explain two reasons why events before the funeral procession were important.</p> <p>Two from:</p> <ul style="list-style-type: none"> • Bodies could be laid out (1) • Offerings could be given by families and friends (1) <p>Four from:</p> <ul style="list-style-type: none"> • So that friends could pay their respects to the deceased/the deceased's family (1) which would enable them to have closure/show their regard for the deceased/deceased's family (1) • So that friends/family could give offerings to the deceased person (1) which would aid them in the Underworld (1) • So that the family could wash/perfume the body (1) which would prepare them for visitors/ make the body presentable for the next stage of the funeral/ reduce pollution (1) <p>Also accept:</p> <ul style="list-style-type: none"> • Coin would be placed on the mouth of the deceased (1) which would pay the ferryman (1) to allow them to cross the Styx/river/ enter the Underworld (1) • Make a funerary mask of the deceased's face (1) which would be placed in the atrium/future funerary processions (1) so they could be remembered (1) | <p>2 (AO1)</p> <p>4 (AO2)</p> | <p><i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this. The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>When explaining one reason:</p> <p>AO1: only one mark awarded for correct detail.</p> <p>AO2: maximum of three marks for analysis of one detail.</p> |
| 23 | <p>Explain two reasons why the funeral procession was important for the dead person and their families</p> | | <p><i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the</i></p> |

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| | <p>Two from:</p> <ul style="list-style-type: none"> Members of the public can join in (1) state processions remembered those whose bodies could be recovered (1) the deceased was carried through the streets (1) mourners could weep for the dead (1) the public can watch (1) <p>Four from:</p> <ul style="list-style-type: none"> So that the wealth of an individual/family could be shown off (1) which was an important status symbol for Romans/Greeks (1) So that popularity of an individual/family could be shown off (1) which was an important status symbol for Romans/Greeks (1) So that the public could pay their respects to the deceased (1) which would show their support for the family/ deceased (1) So that the state could highlight the importance of fighting for their city (1) as both Greeks and Romans relied on citizens for their armies (1) So that the family could publically express their love for the dead (1) which showed off their wealth/status (1) <p>Also accept:</p> <ul style="list-style-type: none"> The family could hire musicians and mimics (1) as a symbol of wealth (1) The family could wear funerary masks (1) to show that the deceased had been accepted by their ancestors (1) | <p>2 (AO1)</p> <p>4 (AO2)</p> | <p><i>interpretation, analysis and evaluation of this. The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>When explaining one reason:</p> <p>AO1: only one mark awarded for correct detail.</p> <p>AO2: maximum of three marks for analysis of one detail.</p> |
| 24 | <p>Explain the role played by the deceased's family after they had been buried.</p> <p>One from:</p> <ul style="list-style-type: none"> Visit a (special) graveyard (1), visit a tomb/family tomb (by the road) (1) <p>Two from:</p> <ul style="list-style-type: none"> So that they could leave offerings (1) which could help the deceased in the afterlife (1) show passers-by how popular/ important the deceased was (1) | <p>1 (AO1)</p> <p>2</p> | <p><i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this. The following is a description of possible content only; all legitimate answers and approaches must be credited</i></p> |

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| | <ul style="list-style-type: none">• So that the family could gather there to remember the dead (1) at the Anthesteria/Genesia/Parentalia (1) <p>Also accept:</p> <ul style="list-style-type: none">• The family could erect grave stele (1) which could be sculpted to show off the deceased's/family's status (1) provide a permanent monument to the deceased's memory (1) | (AO2) | <i>appropriately.</i> |
|--|--|--------------|-----------------------|

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| 25 | <p>‘We can learn more about Heracles/Hercules from Roman written sources than we can from Greek visual sources.’ How far do you agree?</p> <p><u>AO1</u> Candidates might show knowledge and understanding of: Greek Sources</p> <ul style="list-style-type: none"> • Pottery showing the 12 labours of Heracles • Pottery showing lesser adventures of Heracles • The metopes from the Temple of Zeus at Olympia • The Amazonomachy frieze on Apollo’s temple at Bassae <p>Roman Sources</p> <ul style="list-style-type: none"> • Ovid’s <i>Metamorphosis</i>: Achelous and Hercules; Hercules and Nessus; The death of Hercules • Virgil’s <i>Aeneid</i>: Hercules and Cacus <p><u>AO2</u> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Pottery/architecture is visual and therefore we do not learn about Heracles’ character from these sources. • Pottery can show us what Heracles/Hercules did and in some instances how he did it. • Written sources provide a narrative and therefore we learn more about the man Heracles/Hercules was. • Although the metopes only show snap shots of Heracles’ labours it does show what the Greeks saw as most important about his life. | <p>15 (See LofR grid)</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>Weaker arguments may simply focus on AO1 and state what we learn from Greek sources and Roman sources.</p> <p>Stronger arguments should be focused on analysing the quality of what we can infer Greek sources and compare this to the Roman.</p> |
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Guidance on applying the marking grids for the 15-mark extended response

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

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

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

| Level | Mark | Characteristics of Performance |
|----------|----------------|--|
| 5 | 13 – 15 | <ul style="list-style-type: none"> very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts and possible interpretations (AO1) very good analysis and interpretation of a wide range of well-selected evidence (AO2) coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2) |
| 4 | 10 – 12 | <ul style="list-style-type: none"> good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts and possible interpretations (AO1) good analysis and interpretation of a wide range of relevant evidence (AO2) consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2) |
| 3 | 7 – 9 | <ul style="list-style-type: none"> reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts and/or possible interpretations (AO1) reasonable analysis and interpretation of a range of relevant evidence (AO2) argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2) |
| 2 | 4 – 6 | <ul style="list-style-type: none"> basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts and/or possible interpretations (AO1) basic analysis and interpretation of some relevant evidence (AO2) argument has some structure, some evaluation of sources, and some credible conclusions (AO2) |
| 1 | 1 – 3 | <ul style="list-style-type: none"> limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts and/or possible interpretations (AO1) limited analysis and interpretation of little relevant evidence (AO2) |

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

| Question | Indicative Content | Marks (AO) | Guidance |
|----------|---|--|---|
| 26 | <p>‘The Ara Pacis was a far greater expression of power than the Parthenon.’ How far do you agree with this statement?</p> <p><u>AO1</u> Candidates might show knowledge and understanding of:</p> <p>Greece</p> <ul style="list-style-type: none"> Location The Parthenon – the Acropolis Function Sculpture The Parthenon – (chryselephantine) statue of Athena, Panathenaic frieze, metopes, pediments <p>Rome</p> <ul style="list-style-type: none"> Location The Ara Pacis – Field of Mars Function Sculpture The Ara Pacis – Romulus and Remus, Roma, Procession, Tellus, Numa/Aeneas <p><u>AO2</u> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: Candidates may compare;</p> <ul style="list-style-type: none"> the purpose of these monuments/buildings. who saw these monuments/buildings. where these monuments/buildings were placed. the mythology shown on the monuments/buildings and what this | <p>15 (See Levels of 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> |

| | | | |
|--|-------------|--|--|
| | symbolised. | | |
|--|-------------|--|--|

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) |

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

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