



GCSE (9–1)

Classical Civilisation

J199/21: The Homeric world

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
BP	Blank Page
SEEN	Seen
✓	Tick
~~~~	Questionable idea
—	Incorrect
?	Unclear
^	Omission
REP	Repetition
BOD	Benefit Of Doubt
TV	Too Vague
S	Spelling
Highlight	Cross credit answer to another question

## 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.

Question		Answer	Mark	Guidance
1		<b>By what name is this burial site known?</b>  Grave Circle A	1 (AO1)	
2		<b>What types of graves did it contain?</b>  Shaft	1 (AO1)	Accept any combination of grave types that includes shaft graves among the list.
3		<b>Explain the location of Mycenaean graves in relation to the city walls? Make two points.</b>  <b>Two pairs of ideas from:</b> <ul style="list-style-type: none"> <li>• (Shaft) graves usually outside the city walls (1) to save space for living areas (1) / for hygiene (1)</li> <li>• Grave Circle A inside city walls (1) / city walls expanded in later building phase to encompass Grave Circle A (1)</li> <li>• Tholos tombs easier to build up outside city (1) / to mark off the power of the deceased (1) / not enough space inside cities (1)</li> <li>• Graves close to the walls (1) / so they were easier to protect (1)</li> </ul>	2 (AO1) 2 (AO2)	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>  <i>One mark is awarded for identification of a relevant location fact (AO1), and one for suitable analysis of it (AO2). There must be two different AO1 facts.</i>
4		<b>Suggest three reasons why it would have been hard for an invader to approach the gate?</b>  <b>Three ideas from:</b> <ul style="list-style-type: none"> <li>• Bastion allowed defenders to hurl down missiles on attackers (1)</li> <li>• Uphill approach to entrance would tire out attackers (1)</li> <li>• Narrow entrance meant soldiers could not attack in large numbers (1)</li> </ul>	3 (AO1)	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>  Uphill essential if candidates talk about the approach  Accept facts (e.g. it was on a hill), without analysis

		<ul style="list-style-type: none"> <li>Mycenaean is on a hill which would make attackers more visible (1)</li> <li>The lions on the gate might intimidate attackers (1)</li> <li>Area in front of gate was like a funnel for a killing zone (1)</li> </ul>		
5		<p><b>Explain how two other features of Mycenae, not shown in the picture, made it easier for the inhabitants to defend the city? Make two points.</b></p> <p>Two pairs of ideas from:</p> <ul style="list-style-type: none"> <li>Cistern/water tank (1) / allowed Mycenaeans to hold out in a siege (1)</li> <li>Sally port (1) / allowed Mycenaeans to make a surprise attack in a siege</li> <li>Postern/Northern Gate (1) / only one other entrance to city for attackers (1) / defenders did not have to spread out forces (1)</li> <li>Megaron/palace (1) / situated high for good vantage point (1) / in centre, further away from initial attacks (1)</li> <li>Hill (1) / would enable defenders to see attackers (1)</li> </ul>	2 (AO1) 2 (AO2)	<p><i>One mark is awarded for identification of a relevant part of Mycenae (AO1), and one for suitable analysis of it (AO2).</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Credit discussion of ravines on three sides.</p>
6		<p><b>What do you think were the main difficulties in doing trade in Mycenaean times? Justify your response. Use the map as a starting point and your own knowledge in your answer.</b></p> <p><u>AO1</u></p> <p>Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>Trade routes, sailing seasons and boats. Ships would stop off at islands to pick up and drop off cargo</li> </ul>	4 (AO1) 4 (AO2)  (See LoR page 7)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

		<ul style="list-style-type: none"><li>• Shipwrecks (e.g. Ulu Burun)</li><li>• Roads</li><li>• Chariots</li><li>• Lack of currency</li><li>• Geography of Greece and beyond</li></ul> <p><u>AO2</u></p> <p>Candidates should assess how these factors created difficulties. This might include:</p> <ul style="list-style-type: none"><li>• Some areas were located far from each other</li><li>• Very dangerous to sail at end and start of year – goods possibly only were imported in spring and autumn. No way of knowing if a storm would occur whatever the season</li><li>• Impossible to know in advance when goods would arrive or exactly what would arrive</li><li>• Boats small and flimsy by modern standards</li><li>• Roads barely existed and would be very hard to use in poor weather</li><li>• Chariots were light and not designed for transporting goods</li><li>• Bartering system meant you could only buy if you had something that was wanted</li><li>• Likelihood of banditry or piracy</li><li>• Mountainous/hilly areas would slow down travel by land, as would rocky coastlines</li><li>• Animals and chariots couldn't carry much</li></ul>	
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**Guidance on applying the marking grids for the 8-mark detailed response**

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

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

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

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

7		What is the name for this type of Mycenaean jar?  Stirrup jar	1 (AO1)	
8		Suggest what it might have originally contained?  One from: <ul style="list-style-type: none"><li>• Oil</li><li>• Wine</li><li>• Water</li></ul>	1 (AO1)	Liquid too vague
9	(i)	Identify two features of the decoration of this vessel that are typical of Mycenaean pottery.  Two from: <ul style="list-style-type: none"><li>• Slip/clay and iron mix on vessel</li><li>• Red colour</li><li>• Geometric design (1)</li><li>• Swirls (1)</li><li>• Stripes (1)</li><li>• False spout (1)</li><li>• Circular design on top (1)</li><li>• Different thickness of bands (1)</li></ul>	2 (AO1)	Do not accept discussion of handles or the size Patterns, spout etc too vague
9	(ii)	Suggest one reason why it was decorated in this way.  One from: <ul style="list-style-type: none"><li>• Attractive (1)</li><li>• To make it distinctive/not plain (1)</li><li>• Shows precision (1)</li><li>• Fashionable (1)</li></ul>	1 (AO2)	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>  Do not accept references to wealth
10		Identify one design feature of this vessel and suggest its purpose.  One pair of ideas from: <ul style="list-style-type: none"><li>• Double handle (1) to make it easier to transport</li></ul>	1 (AO1) 1 (AO2)	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>  Accept ideas such as a handle (1) made it easier to

		<p>(1)</p> <ul style="list-style-type: none"> <li>• Small size (1) to make it lighter (1)</li> <li>• Position of spout (at side) (1) to make it easier to pour accurately (1)</li> <li>• Narrowness of spout (1) made flow of liquid steady (1)</li> <li>• False spout (1) made it perhaps easier to carry in the palm (1) or stronger (1)</li> </ul>		carry (1)
11		<p><b>Suggest two reasons why the Mycenaeans made vessels out of clay.</b></p> <p><b>Two from:</b></p> <ul style="list-style-type: none"> <li>• Cheap (1)</li> <li>• Naturally occurring (1)</li> <li>• Easy to shape (1)</li> <li>• Waterproof (1)</li> <li>• Fireproof (1)</li> <li>• Kept contents fresh (1)</li> <li>• Long-lasting (1)</li> </ul>	2 (AO1)	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>
12		<p><b>“The Linear B tablets tell us more about the lives of the Mycenaeans than any other type of evidence.” How far do you agree with this statement?</b></p> <p><b><u>AO1</u></b></p> <p>Candidates should show knowledge and understanding of Linear B tablets:</p> <ul style="list-style-type: none"> <li>• Food as indicated by Linear B tablets (olive oil, wheat, figs, wine, coriander, honey)</li> <li>• Jobs (corn grinders, bath attendants, nurses, headbandmakers, sweepers, bakers, fire kindlers, perfume makers)</li> <li>• Animals (goats, horses, donkeys)</li> <li>• Military (rowers, watchers guarding the coast)</li> <li>• Rulers (wanax, lawagetas, hequetai)</li> </ul>	5 (AO1) 10 (AO2)  (See LoR page 11)	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>

		<ul style="list-style-type: none"><li>Religion (offerings of bowls, gods worshipped, sacrifices)</li></ul> <p>Candidates should show knowledge as provided by other types of evidence:</p> <ul style="list-style-type: none"><li>Frescoes (show hunting, clothing, jewellery, ship fresco, boxers etc)</li><li>Metalwork (Tiryns rings showing worship and hunting, death masks showing burial customs)</li><li>War (defences of city show universality of war, war increasingly problematic as defences increased, Warrior Vase shows weaponry and armour)</li></ul> <p><u>AO2</u></p> <p>Candidates might conclude:</p> <ul style="list-style-type: none"><li>Linear B tablets only give a snapshot of a moment in time.</li><li>Many tablets are unclear as to the significance (e.g. were rowers needed for defence, were people sacrificed etc?)</li><li>Some parts of tablets have not been deciphered</li><li>But we would know little of jobs, where workers came from otherwise.</li><li>Tablets are an accurate representation. Frescoes and jewellery may give an idealised picture or show the elite.</li><li>Lots of objects raise lots of questions (figurines, cult images etc)</li></ul>	
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**Guidance on applying the marking grids for the 15-mark extended response**

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

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

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

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

13	<p><b>"The items that the Mycenaeans created were designed more to be useful than to look attractive."</b>  <b>How far do you agree with this statement?</b></p> <p><u>AO1</u></p> <p>Candidates should show knowledge and understanding of items that were useful:</p> <ul style="list-style-type: none"> <li>• Plain/undecorated cups, pots (e.g. pithoi)</li> <li>• Swords (without inlays, gold pommels etc), spears</li> <li>• Breast-plates</li> <li>• Linear B tablets</li> <li>• Combs, bronze mirrors</li> <li>• Stelai marked graves (some plain, some decorated)</li> </ul> <p>Candidates should show knowledge and understanding of items that were more decorative:</p> <ul style="list-style-type: none"> <li>• Golden cups (e.g. Vapheio cups, cup of Nestor)</li> <li>• Rhyta</li> <li>• Decorated vessels (e.g. Warrior Vase)</li> <li>• Figurines</li> <li>• Ivory carvings</li> <li>• Frescoes</li> <li>• Rings</li> <li>• Sealstones</li> <li>• Death masks</li> </ul> <p><u>AO2</u></p> <p>Candidates might conclude:</p> <ul style="list-style-type: none"> <li>• Items that were associated with war were often</li> </ul>	<p>5 (AO1)</p> <p>10 (AO2)</p> <p>(See LoR page 14)</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><i>Candidates may discuss a small number of items in considerable detail or a greater range of items in less detail. Both approaches should be credited equally.</i></p>
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		<p>more functional, but weapons that seem more for show were more decorative and used softer materials such as gold</p> <ul style="list-style-type: none"><li>• Linear B records are very simply designed as they were not designed to be long-lasting</li><li>• Pottery is often practical, with simple and sensibly placed spouts, lack of decoration.</li><li>• Rhyta would seem to be very impractical and for show. Some in unusual designs (e.g. shoe rhyton)</li><li>• Some items have little practical use (e.g. ivory carvings, frescoes – more about showing off the power of the owners)</li><li>• Items that were more basic are perhaps less likely to survive, and hence it might seem a higher proportion of items were more decorative than they actually were.</li></ul>		
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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.

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

Question		Answer	Mark	Guidance
14		<p><b>Explain why Odysseus chose to escape in the manner that he did?</b></p> <p><b>Two ideas from:</b></p> <ul style="list-style-type: none"> <li>• The door stone prevented he leaving normally (1)</li> <li>• If he left normally, Polyphemus could feel him running out (1)</li> <li>• If he was on top of the sheep, Polyphemus would have felt them (1)</li> <li>• He chose to escape under the ram as it was fitting he should be under the best animal (1)</li> <li>• He knew he would have to let out the ram at some point (1)</li> <li>• So he wouldn't make any noise (1)</li> </ul>	2 (AO1)	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>
15		<p><b>What happened to the ram after Odysseus and his crew had left Polyphemus' island?</b></p> <p><b>Two ideas from:</b></p> <ul style="list-style-type: none"> <li>• It was awarded to Odysseus (1)</li> <li>• It is killed/sacrificed (1)</li> <li>• To Zeus (1)</li> <li>• It is eaten (1)</li> </ul>	2 (AO1)	
16		<p><b>What impression do you get of Polyphemus from this passage? Make two points.</b></p> <p><b>Two pairs of ideas of:</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable (1) / he knows the ram individually</li> <li>• Caring towards the ram (1) / talks directly to it (1)</li> <li>• Foolish (1) / assumes the slowness of the ram is due to it acting out of sympathy (1) / still</li> </ul>	2 (AO1) 2 (AO2)	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>

		<p>believes Odysseus is nobody / doesn't check sheep</p> <ul style="list-style-type: none"> <li>Violent or vengeful (1) / final comment suggests he wants revenge (1)</li> </ul>		
17	(a)	<p><b>Odysseus' crew believed there was gold and silver in the bag. State two other things that they said while Odysseus was asleep.</b></p> <p>Two ideas of:</p> <ul style="list-style-type: none"> <li>It wasn't fair (1)</li> <li>He was welcomed in every port (1)</li> <li>He didn't share treasure with them (1)</li> <li>He was coming back with treasure from Troy (1)</li> <li>Aeolus had given him the bag (1)</li> <li>He had been given the bag from friendship (1)</li> <li>They should open the bag (1)</li> </ul>	2 (AO1)	
	(b)	<p><b>Give evidence to suggest one way in which what they said was not true.</b></p> <p>One idea of:</p> <ul style="list-style-type: none"> <li>He wasn't welcomed by Polyphemus (1)</li> <li>He had shared the treasure of the Cicones (1) / the flock of Polyphemus (1)</li> <li>There was only wind in the bag (1)</li> </ul>	1 (AO1)	<p>It is not enough to say "he wasn't welcomed in every port" or "he did share treasure". There must be an example to back up the idea.</p>
18		<p><b>Explain three ways that Aeolia and its inhabitants interest the readers in this passage.</b></p> <p>Two pairs of ideas of:</p> <ul style="list-style-type: none"> <li>Island is floating (1) or bag of winds (1) / suggests magic/fantasy (1)</li> <li>Wall of bronze (1) / suggests wealth/importance (1)</li> <li>Sons married to daughters (1) / might create feelings of disgust/intrigue (1)</li> </ul>	3 (AO1) 3 (AO2)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Quotations are not necessary, but for each AO1 mark, there must be a clear reference to the passage.</p> <p>Credit references to xenia</p>

		<ul style="list-style-type: none"> <li>• Aeolus is a favourite of the gods (1) / shows he is special (1)</li> <li>• Daily feasting on roasted meat (1) / suggests riches/luxury (1)</li> <li>• Sheer cliffs (1) / make it sound dangerous (1)</li> <li>• They offer hospitality (1) / which shows xenia (1)</li> </ul>		
19		<p><b>Give one detail that the stranger had told Penelope about his background.</b></p> <ul style="list-style-type: none"> <li>• He was from Crete (1)</li> <li>• His name was Aethon (1)</li> <li>• He had fought at Troy (1)</li> <li>• His brother was Idomeneus (1)</li> <li>• He was of noble birth (1)</li> <li>• He had met Odysseus/was friends with Odysseus (1)</li> </ul>	1 (AO1)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
20		<p><b>Why do you think Penelope is regarded as an admirable character? Use the passage as a starting point and your own knowledge in your answer.</b></p> <p><u>AO1</u></p> <p>Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Penelope offers gifts in the passage</li> <li>• She tells the suitors about their improper conduct</li> <li>• She also arranges a bed and washing for Odysseus</li> <li>• She looks like Aphrodite or Artemis</li> <li>• Her epithet is "wise" and she devised the tapestry delaying tactic.</li> <li>• She is reluctant to marry the suitors and still loves Odysseus, bursting into tears at his tale</li> <li>• She tells off Melantho for her abuse of Odysseus</li> </ul>	4 (AO1) 4 (AO2) (See LoR page 18)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Credit candidates who show relevant knowledge outside the set books.</p> <p>Credit candidates who discuss this from the perspective of the characters in the story (e.g. why the suitors might have admired her).</p>

		<ul style="list-style-type: none"><li>• She says she neglects her guests due to the actions of the suitors</li><li>• She devises the bow task</li><li>• She wears a veil to hide her tears before the suitors</li></ul> <p><u>AO2</u></p> <ul style="list-style-type: none"><li>• Penelope is generous and hospitable.</li><li>• She is not afraid to speak her mind, even if she cannot do anything about the suitors.</li><li>• She commands her maids with authority, a key role for an ancient wife.</li><li>• She is beautiful, being compared to the goddess of beauty and the goddess of pure conduct</li><li>• She is clever in her methods of delaying</li><li>• She is very modest and is self-deprecating</li><li>• She comes up with a clever task, possibly knowing that none will do it, possibly recognising Odysseus, or at least knowing the winner will be his equal</li><li>• She is clearly totally loyal to Odysseus</li></ul>		
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**Guidance on applying the marking grids for the 8-mark detailed response**

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

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

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

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

21	(i)		Eurycleia is called “sensible” (Rieu) “wise” (Kline). What Homeric literary technique is this an example	AO1 (1)	
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		<b>of?</b>  Epithet		
	(ii)	<p><b>Why do you think Eurykleia is called “sensible” (Rieu) “wise” (Kline) on this occasion?</b></p> <p>One idea of:</p> <ul style="list-style-type: none"> <li>• She is sensible in this passage in helping Odysseus (1) / promising to keep quiet (1)</li> <li>• Right to fear Odysseus (1)</li> <li>• It fills up the space in the line (1)</li> </ul>	AO2 (1)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Do not accept “she is sensible/wise in this passage” without an explanation of how she is sensible/wise.</p>
22		<p><b>Eurykleia calls Odysseus “my child”. Why do you think she does this? Make two points.</b></p> <ul style="list-style-type: none"> <li>• She has a close bond (1)</li> <li>• She suckled him when he was a baby (1)</li> <li>• It is a term of affection / cares for him (1)</li> <li>• She feels some responsibility towards him (1)</li> <li>• She is like a mother to him (1)</li> <li>• She is reassuring him (1)</li> </ul>	AO1 (2)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

23	<p><b>"The Odyssey would be better without the gods."</b>  <b>How far do you agree with this statement?</b></p> <p><u>AO1</u></p> <p>Candidates should show knowledge and understanding of what the gods do:</p> <ul style="list-style-type: none"> <li>• Circe turns men into pigs, but then sleeps with Odysseus, gives hospitality and advice about the underworld</li> <li>• Hermes advises Odysseus how to overcome Circe</li> <li>• Odysseus is disguised as a beggar due to Athene</li> <li>• Athene creates a bright light as she guides Odysseus and Telemachus in the hall</li> <li>• Athene sends Penelope to sleep</li> <li>• Athene gives Penelope the idea of the contest</li> <li>• Zeus gives a thunderclap when Odysseus strings the bow</li> <li>• Athene encourages Odysseus, in the guise of Mentor, but did not grant him decisive victory</li> <li>• Athene makes enemy spears miss</li> <li>• Athene raises her aegis to terrify the suitors</li> <li>• Odysseus is fated to return home late, with no crew, trouble at home, in a foreign ship and in a wretched state</li> </ul> <p><u>AO2</u></p> <p>Candidates should evaluate to what extent the story would be better without the gods. They may conclude:</p> <ul style="list-style-type: none"> <li>• The transformation caused by Circe is very unexpected and therefore dramatic</li> <li>• She exemplifies xenia, an important concept in the poem</li> </ul>	<p>5 (AO1) 10 (AO2) (See LoR page 22)</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><i>Credit candidates who show relevant knowledge outside the set books (e.g. Poseidon's storm, Calypso)</i></p> <p>Allow discussion of Aeolus as a god</p>
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			<ul style="list-style-type: none"><li>• She moves the plot on and sets up the book of the underworld</li><li>• The assistance of the gods might seem to make Odysseus more heroic in being worthy of the gods' help, or it might be felt he gets too much help and seems less heroic as a result</li><li>• Athene (as Mentor) doesn't give him victory then which prolongs the drama</li><li>• The gods in general reward those who are good and punish the wicked. They therefore are agents of justice which satisfies us.</li></ul>		
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### Guidance on applying the marking grids for the 15-mark extended response

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

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

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

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

	<p><b>Odyssey.” How far do you agree with this statement?</b></p> <p>Candidates should show knowledge and understanding of books 21 and 22. This may include:</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• The setting up of the contest</li> <li>• Odysseus’ revealing himself to his slaves</li> <li>• The attempts of the suitors and Telemachus to string the bow</li> <li>• Odysseus’ stringing of the bow</li> <li>• The death of Antinous</li> <li>• The rest of the battle in the hall</li> <li>• The punishment of the guilty slaves and the sparing of the loyal slaves</li> </ul> <p><u>AO2</u></p> <p>Candidates may argue that the books are a fitting climax as:</p> <ul style="list-style-type: none"> <li>• The build up to the contest is slow and tense</li> <li>• We see Telemachus’ character develop in the books, and have a sense of satisfaction in seeing him like his father and fighting alongside him</li> <li>• Regularly occurring themes (e.g. xenia) are explored</li> <li>• Justice has been done in the wicked suitors and slaves are killed</li> <li>• The deaths of the suitors are very gory and exciting</li> <li>• We finally see Odysseus fighting heroically</li> </ul> <p>Candidates may argue that the books are not a fitting conclusion as:</p>	<p>(AO1) 10 (AO2)</p> <p>(See LoR page 25)</p> <p><i>content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Credit candidates who show relevant knowledge outside the set books</i></p>
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		<ul style="list-style-type: none"><li>• There are still 2 books left, and Odysseus and Penelope are yet to be re-united</li><li>• We may feel the torture of Melanthius and the hanging of the maids to be excessively brutal.</li></ul>		
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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	<b>13 – 15</b>	<ul style="list-style-type: none"> <li>very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li> <li>coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li> </ul>
4	<b>10 – 12</b>	<ul style="list-style-type: none"> <li>good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
3	<b>7 – 9</b>	<ul style="list-style-type: none"> <li>reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
2	<b>4 – 6</b>	<ul style="list-style-type: none"> <li>basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
1	<b>1 – 3</b>	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>limited analysis and interpretation of little relevant evidence (AO2)</li> <li>some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li> </ul>
0	<b>0</b>	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>

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