

**GCSE (9–1)**

**Classical Civilisation**

**J199/21: The Homeric world**

General Certificate of Secondary Education

**Mark Scheme for Autumn 2021**

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
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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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Annotation	Meaning
	Blank Page
	Seen
	Tick
	Questionable idea
	Incorrect
	Unclear
	Omission
	Repetition
	Benefit of Doubt
	Too Vague
	Spelling
<b>Highlight</b>	Cross credit answer to another question

Question	Indicative Content	Marks (AO)	Guidance
<b>Section A</b>			
<b>1</b>	<b>Which Mycenaean building is shown in Source A?</b>  <b>One</b> from: <ul style="list-style-type: none"> <li>• The palace (1)</li> <li>• The megaron (1)</li> </ul>	<b>1 (AO1)</b>	
<b>2a</b>	<b>Describe the precise location of this building within the city of Mycenae.</b>  <ul style="list-style-type: none"> <li>• It was situated high up</li> <li>• It was central / It was away from the walls</li> </ul>	<b>2 (AO1)</b>	
<b>2b</b>	<b>Give two reasons why it was situated here.</b>  <b>Two</b> from: <ul style="list-style-type: none"> <li>• Attackers would be tired when attacking (1)</li> <li>• Defenders could have a good view of attackers (1)</li> <li>• It symbolised the importance of those who lived there (1)</li> <li>• Attackers would take longer to get to it (1)</li> <li>• Easier to throw projectiles from above (1)</li> </ul>	<b>2 (AO2)</b>	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately</i>
<b>3</b>	<b>State two different uses for this area.</b>  <b>Two</b> from: <ul style="list-style-type: none"> <li>• Religious activities (1)</li> <li>• Feasts / Cooking (1)</li> <li>• Throne room (1)</li> <li>• Poetry performance (1)</li> <li>• Meetings (1)</li> </ul>	<b>2 (AO1)</b>	Accept other uses from centres other than Mycenae:  Archive room Waiting room Store-room Bathroom

Question	Indicative Content	Marks (AO)	Guidance
4	<p><b>Describe two ways in which the woman in Source B is typical of Mycenaean women.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• Many layered skirt (1)</li> <li>• Thin blouse (1)</li> <li>• Breasts revealed (1)</li> <li>• Necklace (1)</li> <li>• Bodice (1)</li> </ul>	<p><b>2</b> <b>(AO1)</b></p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
5	<p><b>Name one material that the Mycenaeans used to make clothes.</b></p> <p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>• Wool (1)</li> <li>• Linen (1)</li> </ul>	<p><b>1</b> <b>(AO1)</b></p>	<p>Accept silk</p>
6a	<p><b>Describe two other features of the clothing or appearance of Mycenaean women that are not shown in this image.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• Multicoloured (1)</li> <li>• Underskirt (1)</li> <li>• Short skirts (1)</li> <li>• Robes (1)</li> <li>• Shawls (1)</li> <li>• Headbands (1)</li> <li>• Head covering (1)</li> <li>• Bracelets/Anklets (1)</li> <li>• Hair in strands (1)</li> <li>• Bracelets (1)</li> </ul>	<p><b>2</b> <b>(AO1)</b></p>	<p>Do not accept “jewellery” without a specific example as there is a necklace visible.</p>

Question	Indicative Content	Marks (AO)	Guidance
6b	<p><b>What can we tell about Mycenaean culture from this piece of sculpture?</b></p> <p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>• Use of trade (1)</li> <li>• Wealth (1)</li> <li>• Partial nudity seen as acceptable (1)</li> <li>• Liked to wear jewellery (1)</li> <li>• Skilled craftsmen (1)</li> </ul>	<p><b>1</b> <b>(AO2)</b></p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
7	<p><b>What type of burial site is shown in Source C?</b></p> <p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>• Tholos tomb (1)</li> <li>• Beehive tomb (1)</li> </ul>	<p><b>1</b> <b>(AO1)</b></p>	
8	<p><b>Describe three customs that would have been part of a Mycenaean burial.</b></p> <p><b>Three</b> pairs from:</p> <ul style="list-style-type: none"> <li>• The body would be adorned (1) with jewellery (1) / death mask / to show the wealth of the individual (1)</li> <li>• The grave would have contained precious objects (1) such as gold (1) / possibly for the deceased to use in the afterlife (1)</li> <li>• A funeral feast (1) / drink offering (1) / sacrifice (1) would have been had to honour the deceased (1) / gods (1)</li> <li>• A stele would have been placed (1) to mark the position of the deceased (1) / to honour the deceased (1)</li> <li>• Female mourners (1) wore elaborate clothing (1) as a sign of respect (1) / wealth (1)</li> <li>• Animals might be killed (1) and put in the grave (1) as respect (1) / company in the afterlife (1)</li> </ul>	<p><b>3</b> <b>(AO1)</b> <b>3</b> <b>(AO2)</b></p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Do not credit how graves were dug or how tombs were built. Discussion should only be about the act of burial.</i></p>

Question	Indicative Content	Marks (AO)	Guidance
9	<p><b>How were burial sites like the one shown in Source C created by the Mycenaeans?</b></p> <p><b>Three</b> from:</p> <ul style="list-style-type: none"> <li>• Dug (1)</li> <li>• Used the natural shape of a hill (1)</li> <li>• Corbelled roof (1)</li> <li>• Covered with earth (1)</li> <li>• Lintel / Triangular stone relieved pressure from the weight of the roof (1)</li> <li>• Blocks raised using ramps and rollers (1)</li> <li>• Creation of a dromos (1)</li> </ul>	<p><b>2</b> <b>(AO1)</b></p>	
10	<p><b>“The Mycenaeans were excellent craftsmen.” How far do you agree with this assessment? In your response you should use Source D as a starting point and consider one other piece of metalwork.</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Item shown is a pyxis</li> <li>• It shows lions chasing deer and antelopes among palm trees, cattle, spirals</li> <li>• It is a wooden box covered in gold plates</li> <li>• Other items likely to be chosen for discussion include the Mask of Agamemnon, Lion hunt Dagger, Rhyta, Vapheio cups, signet rings etc</li> </ul> <p>Candidates should describe in detail the appearance of another piece of metalwork</p> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• Pyxis shows repoussé technique and filigree</li> </ul>	<p><b>8</b> <b>(See LoR page 11)</b></p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Expect precise discussion of what the chosen object shows for a mark in the top band.</p> <p>Credit appropriate discussion of where craftsmanship is not seen as excellent.</p> <p>If no other piece of pottery or metalwork is discussed, candidates should be awarded 4 marks if there is excellent discussion and analysis of the pyxis.</p>

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"><li>• It shows minute details, has dynamic presentation, uniformity of design etc.</li><li>• Expect discussion of manufacturing techniques (e.g. granulation, inlay, repoussé) used in making metal objects and discussion of shape, decoration and practicality on pottery items.</li></ul>		



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

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

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

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

Level	Mark	Characteristics of Performance
4	7–8	<ul style="list-style-type: none"> <li>consistently accurate and detailed knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1) <i>shows very good understanding of the sources' cultural contexts <b>and</b> possible interpretations</i></li> <li>a well-argued response to the question which is supported by a range of well-selected evidence (AO2) <i>includes critical analysis, interpretation and evaluation</i></li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>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 <b>and/or</b> possible interpretations</i></li> <li>a focused response to the question which is supported by a range of evidence (AO2) <i>includes relevant analysis, interpretation and evaluation</i></li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>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 <b>and/or</b> possible interpretations</i></li> <li>engages with the general topic of the question, and is supported by limited range of evidence (AO2) <i>includes some analysis, interpretation and evaluation</i></li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1) <i>shows limited understanding of the sources' cultural contexts <b>and/or</b> possible interpretations</i></li> <li>little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2) <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>

11	<p><b>“We gain a clearer idea of what warfare was like from the design of Mycenaean cities than from the objects that have been found within them.”</b>  <b>How far do you agree with this assessment?</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Mycenae and Tiryns were surrounded by Cyclopean Walls, suggesting a need to keep out invaders.</li> <li>• Troy was famed for its walls, towers and gates in Homer.</li> <li>• Huge entrance gates (e.g. Lion Gate) back this up</li> <li>• Mycenae was built on a hill that was surrounded by ravines on three sides</li> <li>• Mycenae and Tiryns had long entrance ramps to tire attackers</li> <li>• The killing boxes of Tiryns show attacks through the main gate were expected</li> <li>• Sally ports and cisterns suggest evidence of siege warfare</li> <li>• The Silver Siege rhyton shows a siege in action</li> <li>• Linear B tablets suggest preparations against a naval attack</li> <li>• The Warrior Vase shows appearance of soldiers</li> <li>• The Dendra panoply, boars tusk helmets, swords, daggers and spears show equipment used in warfare</li> <li>• Frescos and The Lion Hunt dagger show figure of eight shields, tower shields and bows</li> <li>• A gold Signet ring shows use of bows and chariots</li> <li>• The Pylos Combat Agate shows a warrior plunging a spear into a helmeted foe.</li> </ul> <p><u>AO2</u></p> <p>Candidates may conclude that cities show a clearer picture of warfare:</p> <ul style="list-style-type: none"> <li>• Defences would have been a monumental construction which would only be done if there was a major threat of war</li> <li>• A major factor in where to site a city was often how the topography helped the defenders</li> <li>• Some objects are open to interpretation (e.g. dating of Warrior Vase,</li> </ul>	<p><b>15</b>  <b>(See LoR page 14)</b></p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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	<p>objects showing hunting may not be accurate for war situations)</p> <p>Candidates may conclude that objects show a clearer picture of warfare:</p> <ul style="list-style-type: none"><li>• Cities only show there was a threat and do not give any indication of how soldiers were equipped</li><li>• As cities constantly changed it is hard to evaluate the threat of war at the start of the period</li><li>• Objects show the changing nature of warfare (e.g. the different shields shown in frescoes from early in the period to the later shields of the Warrior Vase)</li><li>• Some cities have few defences (e.g. Pylos had no walls)</li><li>• Some defence aspects of cities are far from clear (e.g. Sally ports seem too narrow and visible to be very effective)</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
<b>5</b>	<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>
<b>4</b>	<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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<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>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>

12	<p><b>“We can gain a full understanding of Mycenaean life by studying only frescoes.”</b>  <b>How far do you agree with this assessment?</b></p> <p><u>AO1</u></p> <p>Candidates should discuss a variety of frescoes. These may include ones depicting:</p> <ul style="list-style-type: none"> <li>• Hunting</li> <li>• Women</li> <li>• Fisherman fresco</li> <li>• Ship fresco</li> <li>• Boxers</li> <li>• Saffron gatherers</li> <li>• Shields</li> <li>• Patterns</li> <li>• Chariot frescoes</li> <li>• Religious scenes</li> <li>• Animals</li> </ul> <p><u>AO2</u></p> <p>Candidates should discuss what we can learn from these frescoes. This may include:</p> <ul style="list-style-type: none"> <li>• How and what the Mycenaeans hunted</li> <li>• Garments of men and women</li> <li>• What jobs were done</li> <li>• What equipment was used in warfare</li> <li>• How the Mycenaeans travelled</li> <li>• How frescoes were made/their craftsmanship</li> </ul> <p>Candidates should discuss the limitations of frescoes for our understanding of life. This may include:</p> <ul style="list-style-type: none"> <li>• Frescoes can be hard to interpret (e.g. are women goddesses, what does the ship fresco show)</li> <li>• They often seem to highlight the elite or idealised images</li> <li>• Relatively few frescoes survive in excellent preservation and detail</li> </ul>	<p><b>15</b>  <b>(See LoR page 16)</b></p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Candidates may discuss what other areas are needed to discuss to gain a full understanding (e.g. armour and weapons more useful for assessing warfare), but this should not be the main focus.</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
<b>5</b>	<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>
<b>4</b>	<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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<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>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>

Question	Indicative Content	Marks (AO)	Guidance
<b>Section A</b>			
<b>13</b>	<p><b>Describe how a “bard” (line 1) would have entertained guests at a banquet? Make two points.</b></p> <ul style="list-style-type: none"> <li>• By reciting stories / singing (1)</li> <li>• To the accompaniment of a lyre (1)</li> </ul>	<p><b>2</b> <b>(AO1)</b></p>	
<b>14</b>	<p><b>What impression do you get of Odysseus from this passage? Make two points.</b></p> <p><b>Two</b> pairs from:</p> <ul style="list-style-type: none"> <li>• Arrogant (1) as he says the whole world knows his name (1)</li> <li>• Polite (1) / flattering (1) as he calls Alcinous “most illustrious” (1)</li> <li>• Eloquent (1) as he conveys the pleasures of feasting (1)</li> <li>• Self-pitying (1) as he talks of his troubles (1)</li> <li>• Patriotic (1) as he talks fondly of Ithaca (1)</li> </ul>	<p><b>2</b> <b>(AO1)</b></p> <p><b>2</b> <b>(AO2)</b></p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Two marks are awarded for identification of suitable parts of the passage (AO1), and two for suitable analysis of them (AO2).</i></p>
<b>15</b>	<p><b>Name two typical features of epic poetry used in Source E. Quote an example of each feature.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• Epithet – most illustrious (1)</li> <li>• Patronym – son of Laertes (1)</li> <li>• Listing – names of islands (1)</li> <li>• Personification – “quivering leaves” (1)</li> <li>• Use of direct speech (1)</li> </ul>	<p><b>2</b> <b>(AO1)</b></p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Literary terms not essential, but the answer must contain a quotation and a term/explanation of the term for each mark.</p>
<b>16</b>	<p><b>How does Homer create a memorable description of the death of Antinous in Source F. Make three points.</b></p> <p><b>Three</b> pairs from:</p> <ul style="list-style-type: none"> <li>• Dramatic start (1) as Odysseus throws off his rags (1) / sprang (1)</li> </ul>	<p><b>3</b> <b>(AO1)</b></p> <p><b>3</b></p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> <li>• Foreshadowing (1) as the arrow is described as deadly (1)</li> <li>• Precise detail (1) of the golden, two-handled cup (1)</li> <li>• Rhetorical question (1) to show how unexpected Antinous' death was (1)</li> <li>• Sympathy for Antinous (1) / reminder of his inferiority (1) as he has a tender throat (1)</li> <li>• Violence of his death (1) as blood gushes from his nostrils (1)</li> <li>• Symbolism (1) of him kicking his food onto the floor (1)</li> </ul>	(AO2)	<i>Three marks are awarded for identification of suitable parts of the passage (AO1), and three for suitable analysis of them (AO2).</i>
17	<p><b>Why do you think Antinous is the first suitor to be killed? Make two points.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• He is the leading suitor (1)</li> <li>• His was the greatest offence (1)</li> <li>• He had been the rudest to the beggar (1)</li> <li>• It is the most shocking killing (1)</li> </ul>	2 (AO1)	Accept answers that discuss the killing from Odysseus' point of view (e.g. if he takes out the leader, it will be easier to kill the rest).
18a	<p><b>How did the Suitors react to the death of Antinous in the lines that immediately follow Source F? Do not discuss what Eurymachus said.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• There was uproar (1)</li> <li>• They tried to grab weapons (1)</li> <li>• They threatened to kill Odysseus (1)</li> <li>• They thought it had been an accident (1)</li> </ul>	2 (AO1)	No credit for discussing Eurymachus trying to blame the behaviour of the suitors on Antinous.
18b	<p><b>Suggest one impression that you form of the Suitors from their reaction.</b></p> <p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>• They are foolish (1)</li> <li>• They are enraged (1)</li> <li>• They are violent (1)</li> </ul>	1 (AO2)	Candidates do not need to justify their opinion of the suitors.



Question	Indicative Content	Marks (AO)	Guidance
19	<b>What was Eumaeus' job?</b> <ul style="list-style-type: none"> <li>Swineherd / in charge of the pigs</li> </ul>	1 (AO1)	Accept "to give Odysseus the bow" from the passage
20	<b>What had Odysseus promised to Eumaeus and Philoetius if they were to help him? Give two details.</b> <ul style="list-style-type: none"> <li>A wife (1)</li> <li>Goods (1)</li> <li>Build a house for them (1)</li> <li>Regard them as friends / brothers of Telemachus (1)</li> </ul>	2 (AO2)	
21	<b>How important are Odysseus' loyal slaves to the story of the Odyssey? Use Source G as a starting point and your own knowledge in your answer</b>  <u>AO1</u>  Candidates should discuss what his slaves do in the Odyssey. This might include: <ul style="list-style-type: none"> <li>In the passage, Eumaeus gives Odysseus the bow</li> <li>In the passage, Philoetius bars the courtyard gate</li> <li>Both kill suitors in the battle</li> <li>Both catch Melanthius getting weapons for the suitors and tie him up</li> <li>Eurycleia washes Odysseus and recognises him</li> <li>She promises not to reveal his identity</li> <li>She closes the doors of the hall</li> <li>She reveals that 12 maids had been disloyal</li> <li>Phemius the bard and Medon the herald are spared on Telemachus' orders.</li> </ul> <u>AO2</u>  Candidates should discuss what contribution they make to the Odyssey.	8 (See p21)	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>  Do not credit discussion of disloyal slaves.

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> <li>Slaves are central to the idea of justice. Those that are loyal and helpful are saved and rewarded.</li> <li>Without the help of his loyal slaves, it would have been hard for Odysseus to have done everything he needed to do to win.</li> <li>The recognition by Eurycleia adds to the story by providing tension</li> <li>Phemius and Medon are used to show the villainy of the suitors</li> </ul> <p>Some may feel the slaves are not important:</p> <ul style="list-style-type: none"> <li>Eumaeus and Philoetius do not kill many suitors</li> <li>Eurycleia does little apart from closing the door.</li> <li>We don't see Phemius and Medon doing anything</li> </ul>		

### 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>

22	<p><b>“Books 9 and 10 of the <i>Odyssey</i> are thoroughly enjoyable for a modern reader”. How far do you agree with this assessment?</b></p> <p><u>AO1</u></p> <p>Candidates should discuss a variety of episodes from books 9 and 10. These may include:</p> <ul style="list-style-type: none"> <li>• The introduction to the tales by Odysseus</li> <li>• The Cicones</li> <li>• The Lotus eaters</li> <li>• The build-up to the meeting with Polyphemus</li> <li>• Polyphemus eating members of the crew</li> <li>• The blinding and escape from Polyphemus’ island</li> <li>• Aeolus</li> <li>• The Laestrygonians</li> <li>• The arrival on Aeaea and the transformation of the men</li> <li>• Odysseus overcoming Circe</li> <li>• The hospitality of Circe towards the crew and her instructions</li> </ul> <p><u>AO2</u></p> <p>Candidates should discuss to what extent the episodes are thoroughly enjoyable. This may include:</p> <ul style="list-style-type: none"> <li>• Use of magic and monsters</li> <li>• Use of gore</li> <li>• Creation of tension</li> <li>• Variety of interesting characters and settings</li> <li>• The characters of Odysseus and the crew</li> <li>• Narrative features such as similes and formulae</li> <li>• Themes such as xenia and love</li> <li>• Some parts might be felt to be slower (arrival on Polyphemus’ island), predictable (sleeping with Circe) or less memorable (Circe’s instructions)</li> </ul>	15 (See LoR page 23)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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### Guidance on applying the marking grids for the 15-mark extended response

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

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

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

Level	Mark	Characteristics of Performance
<b>5</b>	<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>
<b>4</b>	<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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<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>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>

23	<p><b>“In books 19, 21 and 22, we see Odysseus as a perfect hero.” How far do you agree with this assessment?</b></p> <p><u>AO1</u></p> <p>Candidates should discuss a variety of episodes from books 19, 21 and 22. These may include:</p> <ul style="list-style-type: none"> <li>• The plans of Odysseus for the contest</li> <li>• His meeting with Penelope</li> <li>• His actions on being discovered by Eurycleia</li> <li>• His request to string the bow</li> <li>• The stringing of the bow</li> <li>• The killing of the suitors and the disloyal slaves</li> <li>• The sparing of the loyal slaves</li> </ul> <p><u>AO2</u></p> <p>Candidates should discuss to what extent he is a perfect hero. This may include:</p> <ul style="list-style-type: none"> <li>• Carefully planning how to get the bow and ensure the suitors cannot escape</li> <li>• Being steadfast and not revealing his identity to Penelope for fear it would ruin the punishment of the suitors</li> <li>• His patience and composure as the suitors try the bow and abuse him</li> <li>• His fighting skills in killing the suitors</li> <li>• His leadership skills over Telemachus, Eumaeus and Philoetius</li> <li>• His decision to kill all the suitors and disloyal maids. Candidates may feel that as a Greek king, he has to deal with disloyalty in a brutal way to send out a message</li> <li>• His sense of mercy and affection towards his loyal slaves</li> <li>• His lack of gloating over his victory</li> <li>• Candidates may feel that he is not a perfect hero as the suitors are killed mercilessly. There is no trial for any of them, nor any concept of a degree of guilt (e.g. Leodes and Amphinomus).</li> <li>• The maids and Melanthius are brutally killed which we may feel is</li> </ul>	15 (See LoR page 24)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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	barbaric. However, Odysseus did plan to give the maids a decent death, and the actual killing of Melanthius is not done by Odysseus. Would ancient listeners have felt sympathy?		
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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
<b>5</b>	<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>
<b>4</b>	<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>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<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>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>



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