

**GCSE (9–1)**

**Classical Civilisation**

**J199/23: War and warfare**

General Certificate of Secondary Education

**Mark Scheme for Autumn 2021**

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

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

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

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## Annotations

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

Question	Indicative Content	Marks (AO)	Guidance
<b>Section A</b>			
<b>1a</b>	<b>Where do the two fighters labelled X and Y come from?</b> <ul style="list-style-type: none"> <li>• X is from Persia (1)</li> <li>• Y is from Greece (1)</li> </ul>	<b>2 (AO1)</b>	
<b>1b</b>	<b>What was the cause of their conflict?</b> <ul style="list-style-type: none"> <li>• The Persians wanted to conquer Greece and the Greeks didn't want them to (1)</li> <li>• revenge for Marathon (1)</li> </ul>	<b>1 (AO1.1a)</b>	
<b>1c</b>	<b>What weapon, not shown in Source A, would you expect Y to be carrying?</b> <ul style="list-style-type: none"> <li>• spear (1)</li> </ul>	<b>1 (AO1.1a)</b>	
<b>1d</b>	Give <b>two</b> items or tactics that X and Y may have used in battle.  <b>Two</b> from: <ul style="list-style-type: none"> <li>• Greek hoplites wore heavy armour (1) AO1</li> <li>• Persians did not have armour (1) AO1</li> <li>• Greeks used a long spear (1) AO1</li> <li>• Greeks fought in a phalanx formation (1) AO1</li> <li>• Greeks wore helmets (1) AO1</li> <li>• Persians wore hats (1) AO1</li> <li>• Persians used archers (1) AO1</li> </ul>	<b>2 (AO1)</b>	
<b>2a</b>	<b>Who is the figure labelled Z?</b> <ul style="list-style-type: none"> <li>• Victory (1)</li> </ul>	<b>1 (AO1)</b>	
<b>2b</b>	<b>What is this figure doing?</b> <ul style="list-style-type: none"> <li>• sacrificing/killing an animal (1)</li> </ul>	<b>1 (AO1)</b>	
<b>3</b>	<b>Give two reasons why the figure marked A can be correctly identified as Trajan.</b>  Two from:	<b>2 (AO2)</b>	

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> <li>• He is the biggest (1)</li> <li>• He is the most prominent (1)</li> <li>• All the others are looking at him (1)</li> <li>• His appearance is familiar from other representations (1)</li> </ul>		
4a	<b>What sort of clothes are the figures wearing?</b> One from: <ul style="list-style-type: none"> <li>• civilian (1)</li> <li>• togas (1)</li> <li>• ordinary Roman clothes (1)</li> </ul>	1 (AO1)	
4b	<b>Why is this?</b> One from: <ul style="list-style-type: none"> <li>• signifies Roman citizenship (1)</li> <li>• civilian context (1)</li> <li>• not at war (1)</li> <li>• peacetime activity (1)</li> </ul>	1 (AO1)	
5a	<b>Where was the Battle of Actium fought?</b> One from: <ul style="list-style-type: none"> <li>• Greece (1)</li> <li>• at sea (1)</li> </ul>	1 (AO1)	
5b	<b>What actions were taken during the battle and what impact did they have?</b> <b>Make three points.</b> Three actions and three impacts from: <ul style="list-style-type: none"> <li>• Octavian sailed out to try to engage Antony's ships (1) this had no impact as Antony did not engage (1)</li> <li>• Octavian formed a crescent (to surround or break Antony's formation) (1) Antony reluctantly joined battle (1)</li> <li>• Octavian's ships rammed Antony's (1) some of them sank/rowers did a lot</li> </ul>	3 (AO1) 3 (AO2)	3 marks for deeds (AO1) + 3 marks for analysis of impact (AO2)

Question	Indicative Content	Marks (AO)	Guidance
	<p>of the work (1)</p> <ul style="list-style-type: none"> <li>• Antony's troops threw grappling hooks onto Octavian's /showered them with arrows/stones (1) the marines did most of the work /got tired (1)</li> <li>• Cleopatra escaped with her ships (1) Antony followed her / they lost the battle (1)</li> </ul>		
6a	<p><b>Identify two duties being carried out by any of the figures shown in Source D.</b></p> <p>Two from:</p> <ul style="list-style-type: none"> <li>• building walls (1)</li> <li>• digging ditches/ramparts (1)</li> <li>• carrying timber (1)</li> <li>• supervising work (1)</li> <li>• removing waste/rubble (1)</li> <li>• marching to the standards (bottom panel of image) (1)</li> <li>• carrying equipment (bottom panel of image) (1)</li> </ul>	<p><b>2</b> <b>(AO1)</b></p>	<p><i>1 mark (AO2) for aspect of image; 2 marks (AO1) for basis in detailed observation of sculpture.</i></p>
6b	<p><b>Why was one of these duties so important?</b></p> <p>Explanation of one from:</p> <ul style="list-style-type: none"> <li>• building/digging/carrying timber: strengthening defences (1)</li> <li>• supervising work: maintaining order/discipline (1)</li> <li>• removing waste: efficient work (1)</li> <li>• marching to the standards: encouraging morale (1)</li> <li>• carrying equipment: the army self-sufficient (1)</li> </ul>	<p><b>1</b> <b>(AO2)</b></p>	

7	<p><b>How far do you agree that winning battles was the only thing Trajan was good at? Use the sources as a starting point and your own knowledge in your answer.</b></p> <p><b><u>AO1</u></b></p> <ul style="list-style-type: none"> <li>• He was a professional soldier and served as military tribune</li> <li>• Helped put down rebellion against Domitian</li> <li>• Conquered Dacia and Parthia</li> <li>• Took care of the soldiers</li> <li>• Treated senate and upper class with respect</li> <li>• Built forum, baths and canal</li> <li>• Extended corn dole</li> <li>• 'better than Trajan' used to greet new emperors</li> </ul> <p><b><u>AO2</u></b></p> <ul style="list-style-type: none"> <li>• Experienced at leading soldiers and military strategy</li> <li>• Led soldiers to victory both over rebels and foreigners</li> <li>• Formed new legions and marched with the men – huge popularity with soldiers</li> <li>• Won over senate and upper classes to his side</li> <li>• Building projects pleased people and helped them e.g. prevented Tiber from flooding</li> <li>• Poor people liked him as he fed them</li> <li>• Used booty from military campaigns to help the poor</li> </ul>	8 (See LoR)	<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 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><b>accurate knowledge</b> 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><b>sound, mostly accurate</b>, 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>



8	<p><b>'It was only because they were outnumbered that no Spartans survived the battle at Thermopylae.' How far do you agree with this statement? Justify your response.</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• The Spartans were great soldiers – much better than most of the Persians</li> <li>• The Spartans chose to hold the pass at Thermopylae</li> <li>• Persians had superior number of troops but could only deploy a certain number at a time</li> <li>• The Spartans sent their allies away</li> <li>• The Spartans were betrayed when Ephialtes told the Persians about the mountain pass</li> <li>• The troops guarding the mountain pass could not hold it</li> <li>• The Spartans were surrounded</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• The Spartans had trained for their whole lives to be warriors: they were fearless and worked as a team</li> <li>• The narrow pass could be held by a few soldiers and reduced the effect of the Persian numerical advantage</li> <li>• Spartan culture did not allow them to retreat so they sent their allies away so that the allies could survive but the Spartans had to fight to the death</li> <li>• If the Spartans had survived but not won the battle, it would have been shameful for them to return home</li> <li>• The Spartans knew they would die at Thermopylae and went to fight there anyway</li> </ul>	<p><b>15</b> <b>(See LoR page x)</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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### 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>

9	<p><b>‘The Athenian army and navy were not well organised enough to be very successful.’ How far do you agree with this statement? Justify your response.</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Was not professional – made up of citizens</li> <li>• Rank was decided by someone’s wealth rather than skills</li> <li>• Generals were elected each year by the tribes</li> <li>• There were ten generals and they had to make decisions between them, sometimes by voting</li> <li>• Soldiers were divided into <i>lochoi</i></li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• Although there was some kind of training, it was not for long continuous – soldiers could be old/out of shape</li> <li>• Just because rich people could afford horses did not mean they would make good cavalry</li> <li>• Men who could not afford armour had to use improvised weapons</li> <li>• The skill and experience of the generals could be hit or miss</li> <li>• The generals might keep each other in line or waste time arguing between themselves</li> <li>• The Athenians did win some land battles but they were better with the navy in sea battles</li> </ul>	<p><b>15</b> <b>(See LoR page 1x)</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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### 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 B</b>			
<b>10a</b>	<b>What is Aphrodite the goddess of?</b>  Love (1)	<b>1</b> <b>(AO1.1a)</b>	
<b>10b</b>	<b>What is Ares the god of?</b>  War (1)	<b>1</b> <b>(AO1.1a)</b>	
<b>11</b>	<b>How does Homer show Aphrodite as unsuited to battle?</b> Two from: <ul style="list-style-type: none"> <li>• Aphrodite is unsuited because she has lovely flesh (1)</li> <li>• She is unsuited because she becomes distraught (1)</li> </ul>	<b>2</b> <b>(AO1)</b>	
<b>12</b>	<b>Pick out two epithets from the passage and explain why one of these is appropriate for the character concerned.</b> Two from: <ul style="list-style-type: none"> <li>• swift-footed Iris (AO1) because she acts as a messenger/she moves fast/she flies through the air making rainbows (AO2)</li> <li>• fierce Ares (AO1) because he is the god of war and likes fighting etc. (AO2)</li> <li>• father Zeus (AO1) because he is the king of the gods and according to one genealogy her father; he is the father of Ares (AO2)</li> <li>• son of Tydeus (AO1) tells people who Diomedes is/acts like a modern surname (AO2)</li> </ul>	<b>2</b> <b>(AO1)</b> <b>1</b> <b>(AO2)</b>	
<b>13a</b>	<b>What is Aeneas's aim in this passage, and how does he try to achieve it?</b> Protect Pandarus' body <ul style="list-style-type: none"> <li>○ leaps down after him (1)</li> <li>○ bestrides the corpse (1)</li> <li>○ uses shield and spear to defend it (1)</li> <li>○ gives a war cry (1)</li> </ul>	<b>2</b> <b>(AO1)</b>	
<b>13b</b>	<b>Why is this important to him?</b> One from:	<b>1</b> <b>(AO1)</b>	

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> <li>the Greeks will want to strip the armour for plunder(1)</li> <li>he wants to make sure Pandaurus gets a proper burial (1)</li> </ul>		
14	<p><b>Pick out one simile from the passage and explain why it is appropriate.</b></p> <p>One from:</p> <ul style="list-style-type: none"> <li>like a lion confident in his own strength (AO1) Aeneas is fierce and brave like a lion (AO2)</li> <li>heavier than any two men of our time might carry (AO1) shows how incredibly strong Diomedes is (AO2)</li> </ul>	<p>1 (AO1)</p> <p>1 (AO2)</p>	
15	<p><b>How does Homer make this piece of writing graphic? Do <u>not</u> write about similes.</b></p> <p>Two from:</p> <ul style="list-style-type: none"> <li>struck Aeneas (1)</li> <li>crushed the bone (1)</li> <li>sheared the sinews (1)</li> <li>ripped the skin away (1)</li> <li>description of hip joint (1)</li> <li>action verbs (1)</li> <li>anatomical details (1)</li> </ul>	<p>2 (AO1)</p> <p>2 (AO2)</p>	<p><i>One mark is awarded for identification of relevant quotation (AO1), and one for suitable analysis of it (AO2).</i></p>
16	<p><b>Give two ways in which Aeneas is behaving like a hero in this passage.</b></p> <p>Two from:</p> <ul style="list-style-type: none"> <li>instinctively goes for his weapons (1)</li> <li>thinks it is beautiful to die fighting (1)</li> <li>asks Panthus where they should be fighting (1)</li> </ul>	<p>2 (AO1)</p>	

17	<p><b>How does Virgil show that Panthus is in despair in this passage?</b></p> <p>Two from:</p> <ul style="list-style-type: none"> <li>• he is trying to escape (1)</li> <li>• dragging sacred relics (1)</li> <li>• dragging grandchild (1)</li> <li>• running frantically (1)</li> <li>• groan (1)</li> <li>• states that it is over for Troy (1)</li> <li>• speaks in a dramatic way (1)</li> </ul>	<p>2 (AO1)</p> <p>2 (AO2)</p>	<p><i>One mark is awarded for identification of a relevant feature (AO1), and one for suitable analysis of it (AO2).</i></p>
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18	<p><b>How do the authors you have studied depict the effects of fear and courage? Use the source as a starting point, and your own knowledge in your answer.</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Hector is usually shown as courageous as he is the best Trojan hero but here he is scared of Achilles and runs away</li> <li>• Hector only decides to fight Achilles when he thinks his brother is there to help him</li> <li>• Tyrtaeus views panic as shameful</li> <li>• Horace disapproves of cowardly behaviour</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• Even brave heroes get scared sometimes – compared to a dove</li> <li>• Importance of comradeship/opinions of others</li> <li>• Heroes are not supposed to be afraid – Spartans would look down on them</li> <li>• It is right and fitting to die for one's country</li> </ul>	<p><b>8</b> <b>(See LoR)</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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### 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><b>accurate knowledge</b> 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><b>sound, mostly accurate</b>, 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>

19	<p><b>'The narrative and descriptive techniques are more important than the events of the stories.'</b> How far do you agree that this statement applies to the texts you have studied? Justify your response and refer to at least two authors.</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• similes</li> <li>• vivid descriptions</li> <li>• epithets</li> <li>• exciting events</li> <li>• interesting characters</li> <li>• gods/supernatural</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• similes bring the action to life but there has to be something happening to make a simile about</li> <li>• vivid descriptions are usually about battles or adventures</li> <li>• epithets as well as actions help us to engage with the characters so we want to hear their story</li> <li>• having gods as characters adds another dimension to what is going on</li> </ul>	<p><b>15</b> (See LoR page <a href="#">x</a>)</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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### 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>

20	<p><b>How important is the theme of family and ancestors in the texts you have studied? Justify your response and refer to at least two authors.</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• heroes often have their heritage described</li> <li>• Aeneas/Anchises/Ascanius/Creusa</li> <li>• Priam/Hector/Paris</li> <li>• Glaucus and Diomedes</li> <li>• Tyrtaeus mentions shame on the lineage of a coward</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• Family defined who a hero was e.g. son of Priam</li> <li>• Aeneas is very attached to his Dad and son</li> <li>• Priam tries to stop Hector from fighting Achilles</li> <li>• Links between families were important</li> <li>• Spartans valued the family name and did not want to dishonor it</li> </ul>	<p><b>15</b> <b>(See LoR page 1x)</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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### 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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