



Oxford Cambridge and RSA

**GCSE**

**Classical Civilisation**

**J199/23: War and warfare**

General Certificate of Secondary Education

**Mark Scheme for June 2023**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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

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

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

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**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which

will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

1. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
2. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:












- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

- The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
- Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
- For answers marked by levels of response:
  - To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following

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

## 6. Annotations

Annotation	Meaning
	Blank page
	Seen
	<b>Tick</b>
	Questionable response
	Incorrect
	Unclear
	Omission
	Repetition
	Benefit of Doubt
	Too Vague
	Spelling

## 7. 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.

Question		Answer	Mark	Guidance
1	(a)	<p><b>How many generals were there in the Athenian military service?</b></p> <p>10</p>	1 AO1	K in isolation
1	(b) (i)	<p><b>Give one way in which an Athenian man would have been assigned to his role in the army.</b></p> <ul style="list-style-type: none"> <li>• Wealth</li> <li>• Elected</li> <li>• Status</li> </ul>	1 AO1	K and U
1	(b)(ii)	<p><b>How was this good or bad for Athens?</b></p> <p><b>Good:</b></p> <ul style="list-style-type: none"> <li>• Good value for the State (1)</li> <li>• Had popular support by default (1)</li> <li>• A role for everyone, which is just (1)</li> <li>• Loyalty, identity from being with their tribe (1)</li> </ul> <p><b>Bad:</b></p> <ul style="list-style-type: none"> <li>• Equipment may have been of poor quality (1)</li> <li>• Rich men not necessarily skilful cavalrymen (1)</li> </ul>	1 AO1	



Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• Ambitious orators not necessarily best strategic soldiers (1)</li> <li>• the poor get the 'worst' job (1)</li> <li>• Less skilful men make poor soldiers – who jeopardise chances of success (1)</li> <li>• Men are denied choice of regiment (1)</li> </ul>		
1	(c)	<p><b>What was the battle formation used by the heavy infantry?</b></p> <p>Phalanx / description of phalanx (Greek word not compulsory)</p>	1 AO1	K in isolation
1	(d)	<p><b>Give two ways in which the Athenians made the formation so effective in battle.</b></p> <p>Hoplites locked their shields together to make a strong unit: offensive/defensive</p> <p>Used long spears to thrust at enemy over shield wall to push them back</p> <p>Military training was compulsory for all Athenian men so that they could serve the army well</p>	2 AO1	K and U

Question		Answer	Mark	Guidance
2	(a)	<p><b>Who is the figure labelled Z?</b></p> <p>Victory</p>	<p>1 AO1</p>	K and U
2	(b)	<p><b>What makes this image appropriate for the celebration it commemorates?</b></p> <p>She is a personification of Victory (1) and this commemorates the Roman victory (1) in the (first) Dacian campaign (1)            She is writing on a shield (1) warlike imagery (1)            Next to her are piles of weapons and armour made into trophies = spoils of war (1)</p>	<p>2 AO1</p>	K and U
3		<p><b>Identify two features of the scene and suggest what each might tell us about how Trajan wanted the Romans to view the Dacians.</b></p> <ul style="list-style-type: none"> <li>• Dacian women torturing (1) – Dacians are wild and fierce and barbaric – they let their women torture prisoners (1) even their women are not kind (1)</li> <li>• Roman soldiers – treated badly by Dacians (1) so Dacians deserve to be defeated (1)</li> </ul>	<p>2 AO1</p> <p>2 AO2</p>	Stimulus

Question		Answer	Mark	Guidance
4	(a)	<p><b>Name two pieces of Roman military equipment shown on the coin.</b></p> <p>Two from: Eagle standard warship</p>	2 AO1	<p>Significance</p> <p>Latin terms accepted Eg <i>aquila</i> but no expectation to know them.</p>
4	(b)	<p><b>State how one of them was used.</b></p> <p>eagle/standard: as a mascot to lead the soldiers into battle (1) keep cohorts together in formation (1) show soldiers where to go (1) maintain morale/honour (1)</p> <p>warship: in a sea battle to ram other ships (1) disable other ships (1) board enemy ships and fight (1) could put siege towers on boats (1) use boat as transport to get troops to war (1)</p>	1 AO2	Significance

Question		Answer	Mark	Guidance
5		<p><b>Identify three of the labelled office holders in a Roman legion and state how each was important to the legion.</b></p> <p>Three from:</p> <ul style="list-style-type: none"> <li>● legatus - commanded the legion</li> <li>● camp prefect right hand man to legatus, responsible for equipment and transport</li> <li>● tribunes - admin work, welfare and daily routine of troops</li> <li>● standard bearers/eagle carrier - carried the emblems - led the soldiers into battle, helped keep the century where it should be, looked after their pay and savings</li> <li>● cornicen - horn player - sounded orders</li> <li>● tesserarius - in charge of guards and passwords</li> <li>● centurion - leader of the century, in charge of discipline</li> <li>● optio – centurion’s deputy</li> </ul>	<p>3 AO1</p> <p>3 AO2</p>	Stimulus

Question	Answer	Mark	Guidance
6	<p><b>What factors contributed to the Greek victory at Salamis? Use Source F 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>● Athens evacuated and men on ships at Salamis</li> <li>● Themistocles chose Salamis to defend and persuaded allies to stay there</li> <li>● Artemisia told Xerxes he would lose in a sea battle</li> <li>● Themistocles sent fake message to Persians</li> <li>● Persians did not understand currents</li> <li>● Narrow channel, shallow water</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● Persians forced into sea battle after looting empty city</li> <li>● Narrow strait easier to defend with fewer ships</li> <li>● Xerxes ignored Artemisia's advice and engaged the Greeks</li> <li>● Xerxes moved fleet to stop Greeks 'sailing away'</li> <li>● as per fake message</li> <li>● It was easy for Greeks to ram Persians</li> </ul>	8 (SeeLoR)	<p>Detailed response</p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>Easier for Greeks with smaller numbers to fight</li> </ul>		

#### 6t^i) Guidance on applying the marking grids for the 8-mark detailed response

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

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

Question		Answer	Mark	Guidance
7		<p><b>‘Sparta had the perfect system for creating an unstoppable fighting force.’ 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>● weak babies not allowed to live</li> <li>● agoge</li> <li>● krypteia</li> <li>● sysitia</li> <li>● men lived in barracks</li> <li>● married later</li> <li>● women and helots farming</li> <li>● outnumbered by helots</li> <li>● only citizens could be in the army</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● only strong survived, but low population so lack of citizen soldiers</li> <li>● boys trained to be soldiers from young age so they are good fighters</li> <li>● secret police trained men to kill and be stealthy</li> <li>● dining clubs promoted comradeship and discouraged cowards</li> </ul>	15 (See LoR page X)	Extended response <i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>



Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>● women had babies when they were a bit older than in other places – stronger – stronger babies</li> <li>● women ran farms with helots, leaving men free to train</li> <li>● vast number of helots created internal threat – weakness</li> <li>● lack of numbers of fighting men</li> </ul>		

Question		Answer	Mark	Guidance
8		<p><b>‘Romans won battles because they always had more soldiers than everyone else.’ How far do you agree with this statement? Justify your response.</b></p> <p><u>AO1</u></p>	15 (See LoR page X)	<p>Extended response</p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>● Numbers were roughly even between Octavian and Antony</li> <li>● In Dacia the Romans might be outnumbered by Dacians</li> <li>● Use of spears</li> <li>● Shields</li> <li>● Helmets</li> <li>● Organisation into centuries and cohorts</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● Battle of Actium was Romans against Romans so they were evenly matched – tactics were more important</li> <li>● The Romans were professional soldiers, well trained, well fed and with good equipment, while Dacians would be ordinary men defending their homeland with whatever they had: the Romans won by being organised, disciplined and having strategies</li> <li>● End bent on thrown spear so it could not be thrown back; spear stuck in shield was hard to remove – loss of shield as a result</li> <li>● Shields were large to protect the soldier; could also be used for a testudo</li> <li>● Helmets protected heads, neck and cheeks – could prevent soldier being killed by enemy</li> </ul>		

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>The organisation of the Roman army meant that the soldiers worked well as a team and orders could be given to the centurions to pass to the soldiers</li> </ul>		

### 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 and 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 and 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 and/or 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 and/or 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 and/or 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>

Question		Answer	Mark	Guidance
9	(a)	Who was 'Almighty Zeus' daughter' (line 1)?  Athene	1 AO1	K and U
9	(b)	<b>What sort of 'fine handiwork' were ancient Greek women usually shown doing?</b>  weaving/spinning/wool work	1 AO1	K in Isolation
9	(c)	<b>How do the different weapons used by Hector and Paris draw attention to their contrasting characters?</b>  <ul style="list-style-type: none"> <li>• Hector is ready for war with his spear in his hand: this weapon was used in close up fighting (1)</li> <li>• Paris has a bow – which was for far off rather than close combat: he is reluctant to fight (1)</li> </ul>	2 AO1	K and U
9	(d)	<b>Give two ways in which Homer makes this passage a vivid description.</b>  Two from: <ul style="list-style-type: none"> <li>• Details given of house: 'court, hall, sleeping chambers ...' (1) helps the reader to picture where the scene takes place.(1)</li> <li>• Describes what each character is doing (1): Paris is 'busy with his splendid weapons' (1) and Helen and the women are doing 'handiwork' (1)</li> </ul>	2 AO1  2 AO2	Stimulus

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>● Direct speech 'so rouse yourself ...' (1) gives Paris a telling off (1)</li> <li>● 'friends die'(1) emotive language (1)</li> <li>● 'shirking the field of battle' (1) shameful image (1)</li> </ul>		

Question		Answer	Mark	Guidance
10	(a)	<p><b>So I was alone ... by the altars (line 1-8) what impressions of Helen does this part of the speech create?</b></p> <ul style="list-style-type: none"> <li>● she is hiding (1)</li> <li>● she is scared of being found (1)</li> <li>● she thinks everyone hates her (1)</li> <li>● cowardly (1)</li> <li>● betrayer (1)</li> <li>● guilty (1)</li> <li>● no way out of the situation (1)</li> </ul>	4 AO1	K and U
10	(b)	<p><b>'Priam has been put to the sword' who killed Priam?</b></p> <p>Pyrrhus (1)/ Neoptolemus(1)</p>	1 AO1	K in isolation

Question		Answer	Mark	Guidance
10	(c)	<p><b>Give three ways in which Virgil shows how angry Aeneas is with Helen.</b></p> <p>Three from:</p> <ul style="list-style-type: none"> <li>• 'Fire blazed in my spirit' (1)/filled my soul with the flame of revenge (1) – fire imagery shows his anger (1)</li> <li>• he calls her the 'mutual curse' (1) – metaphor highlights what he thinks of her (1)</li> <li>• he calls her 'a hated thing' (1) – does not even see her as human (1)</li> <li>• he thinks she needs 'punishment for her wickedness' (1) – sees everything as her fault (1)</li> <li>• 'shall she unharmed ... ' (1) he pictures her getting away with what she has done and going home safely, while Priam is dead (1) 'put to the sword – two images juxtaposed (1)</li> <li>• he refers to the 'delight' (1) in his soul if he took revenge on her (1)</li> </ul>	<p>3 AO1</p> <p>3 AO2</p>	Stimulus

Question		Answer	Mark	Guidance
11	(a)	<p>Give <b>two</b> types of male characters depicted by Horace in the poem.</p> <p>Two from:</p> <ul style="list-style-type: none"> <li>• boy toughened by military service</li> <li>• the fleeing soldier</li> <li>• royal bridegroom unskilled in war</li> <li>• warring tyrant</li> </ul>	2 AO1	Significance
11	(b)	<p><b>Choose one of the male characters and state why you think Horace approves or disapproves of him.</b></p> <ul style="list-style-type: none"> <li>• boy toughened by military service – approves – portrays him as a hero ‘fearsome with his lance’; lion metaphor</li> <li>• the fleeing soldier – disapproves – calls him cowardly, says death will chase him</li> <li>• royal bridegroom unskilled in war – disapproves - unskilled; wife has no faith in his skills</li> <li>• warring tyrant – disapproves – calls him a tyrant possibly also unskilled in war</li> </ul>	1 AO2	Significance



Question		Answer	Mark	Guidance
12		<p><b>How do the authors you have studied depict the effects of war on non-combatants? Use Source J as a starting point and your own knowledge in your answer.</b></p> <p>Virgil</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Anchises is being carried from his home by his son</li> <li>● Creusa was being led from the city by her husband</li> <li>● Earlier in the story, Creusa begs her husband not to go back out fighting but to defend her and their child</li> <li>● Earlier in the story, Anchises refused to leave his home</li> <li>● Death of Priam</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● Anchises is old and weak and frightened by the enemies</li> <li>● Creusa is an innocent victim lost during the fall and looting of the city</li> <li>● Creusa and the child are scared and vulnerable during the fall of Troy</li> </ul>	8 (SeeLoR)	Detailed response

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>● Anchises is an old man seeing everything he loves destroyed, but then there is a sign from the gods – hope</li> <li>● Pathos – old man tries to be combatant</li> </ul> <p>Homer</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Hecabe and the women, worried about Hector told to pray</li> <li>● Helen</li> <li>● Andromache</li> <li>● Priam</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● The women do not take an active role in fighting but have to see loved ones suffer/die; praying is how they can try to help</li> <li>● Caused the war; feels guilt (?)</li> <li>● Hector's wife – left behind with child: loses everything</li> <li>● Hector's father goes to get son's body back from Achilles: huge grief</li> </ul> <p>Tyrtaeus</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● wife and children</li> <li>● women</li> </ul> <p><u>AO2</u></p>		

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• will be shamed if young man fails to fight</li> <li>• don't desire cowards</li> </ul> <p>Horace</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Princess</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• Does not want her partner to be killed fighting the brave soldier</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 both those given in assessment and own wider knowledge (AO1) shows very good understanding of the sources' cultural contexts and possible interpretations</li> <li>• a well-argued response to the question which is supported by a range of well-selected evidence (AO2) includes critical analysis, interpretation and evaluation</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• accurate knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) shows good understanding of the sources' cultural contexts and/or possible interpretations</li> <li>• a focused response to the question which is supported by a range of evidence (AO2) includes relevant analysis, interpretation and evaluation</li> </ul>
2	3-4	<p>sound, mostly accurate, knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) shows some understanding of the sources' cultural contexts and/or possible interpretations</p> <ul style="list-style-type: none"> <li>• engages with the general topic of the question, and is supported by limited range of evidence (AO2) includes some analysis, interpretation and evaluation</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) shows limited understanding of the sources' cultural contexts and/or possible interpretations</li> <li>• little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2) includes isolated analysis, interpretation and evaluation</li> </ul>
0	0	<ul style="list-style-type: none"> <li>• No response or no response worthy of credit</li> </ul>

Question		Answer	Mark	Guidance
13		<p><b>How far do you agree that Hector is an ideal Greek hero? Justify your response.</b></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Noble birth</li> <li>● Good fighter</li> <li>● Good leader/responsible</li> <li>● Honourable</li> <li>● Good father (has fathered son)</li> <li>● Runs away from Achilles</li> <li>● Tricked by goddess</li> <li>● Fights bravely and dies in battle</li> <li>● Attempts honour pact at end</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● son of king Priam = prince of Troy</li> <li>● The Trojans are depending on him</li> <li>● Goes to Paris and tells him to come and fight</li> <li>● Tells Andromache he has to go out and fight even though he might die</li> <li>● Takes helmet off when it scares his son</li> <li>● Could be seen as cowardly</li> <li>● Athena pretends to be Deiphobus and tricks him into stopping running</li> </ul>	15 (See LoR page X)	Extended response

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"><li>• Faces Achilles eventually and fights – dies fighting</li><li>• Asks Achilles to agree that the loser's body will be returned to family (rejected by Achilles but later honoured)</li></ul>		

Question		Answer	Mark	Guidance
14		<p><b>How important are the themes of fear and courage in the texts you have studied? Justify your response and refer to at least two authors.</b></p> <p>Virgil</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Aeneas wants to fight to the death even though he knows it is useless</li> <li>● Creusa begs her husband not to go back out fighting but to defend her and their child</li> <li>● Anchises refuses to leave his home until there is a sign from the gods</li> <li>● Priam puts on armour even though he is old and bravely stands up to Pyrrhus</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● heroic instinct to die in battle = courage</li> <li>● Creusa and the child are frightened and vulnerable during the fall of Troy</li> <li>● Fear or stubbornness makes him not want to leave; signs from the gods give him courage/certainty</li> <li>● Priam shows no fear at the end and dies fighting even though he is too weak; he is courageous enough to tell Achilles' son he is not a credit to his father</li> </ul>	15 (See LoR page X)	Extended response

Question		Answer	Mark	Guidance
		<p>Homer</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Heroes fighting e.g. Diomedes</li> <li>● Hecabe</li> <li>● Andromache</li> <li>● Hector</li> <li>● Priam</li> <li>● Paris</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>● In general, the heroes in the Iliad show no fear to fight – they are courageous. Diomedes even has the ‘courage’/cheek to wound a goddess</li> <li>● Hecabe is scared to lose another son</li> <li>● Andromache is scared to be left behind with child</li> <li>● Hector is courageous when talking to Andromache, terrified of Achilles – runs away, given false courage by Athene in form of Deiphobus</li> <li>● Priam has the courage to go to the Greek camp to ask Achilles for his son’s body back</li> <li>● Paris is reluctant to fight</li> </ul> <p>Tyrtaeus</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● lack of courage is shameful</li> <li>● women don’t desire cowards</li> </ul>		



Question		Answer	Mark	Guidance
		<p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• cowards will be ostracized</li> <li>• it is beautiful to have the courage to die fighting and dirty and horrible to be afraid</li> </ul> <p>Horace</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Cowards die shamefully</li> </ul> <p><u>AO2</u></p> <ul style="list-style-type: none"> <li>• so it is better to die with courage</li> </ul>		

#### 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 and 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 and 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 and/or 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 and/or 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 and/or 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>

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