

GCSE

Classical Civilisation

J199/11: Myth and religion

General Certificate of Secondary Education

Mark Scheme for June 2024

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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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MARKING INSTRUCTIONS

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.

6. 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.
7. 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.

8. 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.
9. 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.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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

11. Annotations

Annotation	Meaning
	Blank page
	Seen
	Tick
	Questionable response
	Incorrect
	Unclear
	Omission
	Repetition
	Benefit of doubt
	Too vague
	Spelling

12. 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
Section A				Students taking J199/11 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
1	(a)	<p>Give one detail from Source A that identifies this god as Poseidon.</p> <p>One from:</p> <ul style="list-style-type: none"> • Trident (1) • Hippocampus (1) • Horse (1) 	<p>1 (AO1)</p>	Do not accept 'seahorse'
1	(b)	<p>Give one responsibility that Poseidon had.</p> <p>One from:</p> <ul style="list-style-type: none"> • The seas (1) • Earthquakes (1) • Horses (1) 	<p>1 (AO1)</p>	
1	(c)	<p>Why was this responsibility important to the Greeks?</p> <ul style="list-style-type: none"> • The Greeks engaged in sea battles (1) • A lot of trade required sea travel (1) • The Greek world was made up of lots of islands (1) • The Greek world was prone to earthquakes (1) • The Greeks relied on horses for lots of uses (1) • Or sim 	<p>1 (AO1)</p>	The 'indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.
2		With which goddess did Poseidon compete for the naming of Athens?	<p>1 (AO1)</p>	Accept misspellings of Athena but do not accept 'Athens'

		Athena (1)		
3	(a)	What gift did each god give to try and win the competition? <ul style="list-style-type: none"> Poseidon gave seawater/saltwater spring (1) Athena gave the olive tree (1) 	2 (AO1)	The key ideas here are ‘saltwater’ and ‘olive tree’ – do not accept ‘spring’ or ‘tree’ on their own.
3	(b)	Why was the goddess’s gift more useful? One from: <ul style="list-style-type: none"> The olive tree can be used for food/oil/wood (1) Saltwater had no use/couldn’t be drunk (1) 	1 (AO2)	
4	(a)	What is the name of the hero Plutarch is writing about in the account shown in Source B? Theseus (1)	1 (AO1)	Students taking J199/11 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
4	(b)	Give two details about the place that the hero ‘voluntarily sailed’ to (line 2). Three from: <ul style="list-style-type: none"> An island/Crete (1) Ruled by [king] Minos (1) It had a labyrinth (1) It had a minotaur (1) 	2 (AO1)	Insist on minotaur, do not accept ‘wild beast’ Do not accept information that is within the source The ‘indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

Question		Answer	Mark	Guidance
4	(c)	<p>How did the hero manage to survive against the 'wild beast' (line 2)?</p> <ul style="list-style-type: none"> Ariadne gave him (help) (1) a sword (to kill the Minotaur) (1) and rope/string/thread/ or sim (to escape the labyrinth) (1) 	3 (AO1)	
5	(a)	<p>To which god is the temple shown in Source C dedicated?</p> <p>Zeus</p>	1 (AO1)	
5	(b)	<p>Where in Greece is this temple located?</p> <p>One from:</p> <ul style="list-style-type: none"> Olympia (1) Elis (1) 	1 (AO1)	<p>If Q5(a) is answered incorrectly, students can still be awarded a mark here for a correct answer referring to their answer for Q5(a).</p> <p>If they have answered Athena for Q5(a), allow Acropolis/Athens for Q5(b)</p> <p>If they have answered Apollo for Q5(a), allow Bassae for Q5(b)</p> <p>Do not accept 'Peloponnese' here for the Temple of Zeus</p>
6		<p>How is the plan of the temple shown in Source B typical of Greek temples? Give four details.</p> <p>Four from:</p> <ul style="list-style-type: none"> It is surrounded by columns (1) It has a porch or sim(1) It has a room for the cult statue/cella/naos (1) It has an treasury/opisthodomos (1) Open room at the back (1) 	4 (AO1)	<p>Do not accept 'there was a cult statue'</p> <p>Do not accept 'pediments/friezes'</p> <p>These are not shown on the plan</p> <p>Accept technical terms here</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> It has a stepped base (1) It can be approached from any direction (1) Orientated east to west (1) Rectangular (1) 		
7	(a)	<p>Name two mythological stories sculpted onto the temple shown in Source C.</p> <p>Two from:</p> <ul style="list-style-type: none"> Centauromachy (1) Pelops and Oenomaus (1) Labours of Heracles (1) 	2 (AO1)	<p>Students taking J199/11 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.</p> <p>Accept correct stories from Parthenon / Temple of Apollo as consequential errors from Q5(a)</p> <p>Birth of Athena/ contest between Athena and Poseidon / Amazonomachy / Centauromachy / Gigantomachy / Fall of Troy for Parthenon</p> <p>Centauromachy / Amazonomachy for Temple of Apollo</p> <p>Do not accept 'foundation story' for the contest between Athena and Poseidon</p> <p>Do not accept 'Panathenaic frieze' as it isn't mythological</p>

On

Question		Answer	Mark	Guidance
7	(b)	<p>Choose one of these stories and state why it was significant for the Greeks that built that temple.</p> <p>One from:</p> <ul style="list-style-type: none"> • The labours of Heracles linked to one of the mythical founders, or sim (1) • Heracles was Zeus' son and therefore appropriate for him to be on the temple (1) • The chariot race linked to the founding of the Olympics (1) • The Centauromachy linked to the greatness of the Greeks (1) • Civilisation's victory over barbarism (1) 	1 (AO2)	<p>Accept correct answers for consequential errors from Q5(a)</p> <p>Athena was the patron god of Athens and therefore showed their patriotism</p> <p>The Amazonomachy/Gigantomachy/Fall of Troy linked to the greatness of the Greeks / civilisation's victory over barbarism/ Greek victories over Persians</p>
8		<p>'Heracles deserved his heroic status.' How far do you agree with this statement? Use Source D and Source E as a starting point and your own knowledge to answer the question. Do not include discussion of Cacus.</p> <p>AO1 Candidates may show knowledge and understanding through some of the following:</p> <p>Source D</p> <ul style="list-style-type: none"> • Heracles, Zeus' son • by lands and seas . . . he wandered • Many things he did that were reckless • In . . . snowy Olympus he dwells <p>Source E</p> <ul style="list-style-type: none"> • Fighting the Amazons • Depicted on a temple 	<p>4 (AO1)</p> <p>4 (AO2)</p>	<p>The 'indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Wears the lion skin <p>Defeated the snakes sent by Hera</p> <p>Defeated Acheolus and Nessus</p> <p>AO2</p> <p>Candidates may show analysis through some of the following arguments.</p> <p>In agreement with the statement:</p> <ul style="list-style-type: none"> • He showed determination to completed twelve labours • He showed bravery/skill/strength when completing the labours • He was deified after he died • He suffered tragedy which was typical of heroes • He had divine parentage • Comparisons to other heroes. <p>Against the statement</p> <ul style="list-style-type: none"> • He killed his family • He received help for some of his labours 		

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

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

Examiners must use a **best fit approach** when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that

knowledge in reasonably equal measure. In this way, a total mark of 6 might reflect a balance of 3 (AO1) + 3 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 7 made up of 6 (AO1) + 1 (AO2).

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

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

Question		Answer	Mark	Guidance
Section B				Students taking J199/11 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
9	(a)	What is the name of the city Aeneas has been driven from? One from: <ul style="list-style-type: none"> • Troy (1) • Ilium (1) 	1 (AO1)	
9	(b)	What religious objects did Aeneas bring with him from this city? One from: <ul style="list-style-type: none"> • Penates (1) • Statues of gods (1) • Gods of Troy (1) • Household gods (1) • Sacred objects (1) 	1 (AO1)	Accept 'sacred headbands and 'flame of Vesta' as these are mentioned in Aeneid given by Hector to Aeneas
9	(c)	According to Livy, what happened after Aeneas and his men had been 'driving spoils from the fields' that led to him founding Lavinium? Give three details. Three from: <ul style="list-style-type: none"> • King Latinus/ native king attacked Aeneas/Aeneas' men/ the Trojans (1) • Aeneas defeated the king in battle (1) • Latinus called before fighting (1) • A peace treaty was made between the two armies (1) • Latinus asks Aeneas questions (1) • Aeneas replies to the questions (1) 	3 (AO1)	Accept any of Latinus' questions and Aeneas' replies as worth 1 mark each

		<ul style="list-style-type: none"> • They make a pledge of eternal friendship (1) • Latinus gives Aeneas hospitality (1) • Latinus/the king gave his daughter to Aeneas / Aeneas married Lavinia (1) 		
10	(a)	What is the name of Aeneas' son? Ascanius / Iulus / Julius (1)	1 (AO1)	Students taking J199/11 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write. Do not accept 'Iulius / Julius'
10	(b)	What is the name of the city Aeneas' son founded? Alba Longa (1)	1 (AO1)	
11	(a)	Name the person this altar was built in honour of. Augustus (1)	1 (AO1)	Accept Octavian
11	(b)	Give two details about where in Rome this altar was located. Two from: <ul style="list-style-type: none"> • On the Campus Martius/ field of Mars (1) • Next to the Via Flaminia/main road in and out of the city (1) • Next to the Mausoleum of Augustus (1) • Next to the river Tiber (1) • Northwest Rome (1) • Outskirts of Rome (1) 	2 (AO1)	Accept 'NE corner of Campus Martius' as 2 marks Accept 'elections/military training' as a second point developing Campus Martius
11	(c)	Name three gods shown on this altar. Three from: <ul style="list-style-type: none"> • Mars (1) 	3 (AO1)	Do not accept 'gods of the sky/sea' as these are not named

		<ul style="list-style-type: none"> • Venus / Ceres / Tellus / Pax (1) • Roma (1) 		Do not accept defied humans like Aeneas/Augustus as on the altar they aren't shown as gods in that context
12	(a)	<p>What would happen at an altar during a sacrifice. Give two details.</p> <p>Two from:</p> <ul style="list-style-type: none"> • Music was played (1) • mola salsa sprinkled on the animal's head (1) • the priest said prayers (1) • libations poured (1) • the animal was stunned (1) • the animal throat would be cut (1) • the bones would be burnt the gods (1) • meat would be divided among the participants (1) • blood would be poured on the altar (1) • the animal was cut up (1) • the entrails were inspected (1) 	2 (AO1)	<p>Do not accept:</p> <p>Events that happen before the animal reaches the altar: preparation and procession</p> <p>The animal was sacrificed / killed</p> <p>Events that happen after the altar: distribution of meat and feasting</p>
12	(b)	<p>State why one of these things was an important part of the sacrifice.</p> <ul style="list-style-type: none"> • Music drowned out unwanted noise, or sim (1) • To maintain the pax deorum/peace of the gods/keep the gods happy (1) • The division of meat highlighted the status of the participants (1) • It was important for the animal to nod and consent to the sacrifice (1) • They predicted the future based on the appearance of the entrails (1) 	1 (AO2)	

13	(a)	<p>What was the type of priest called who was the ‘supervisor of the holy virgins’ (line 1)?</p> <p>The Pontifex Maximus (1)</p>	1 (AO1)	Do not accept ‘pontifex’ on its own
13	(b)	<p>Give two details about the selection process of a Vestal Virgin.</p> <p>Two from:</p> <ul style="list-style-type: none"> • Six were selected (1) From a larger group (1) • From aristocratic families (1) • Have two living parents (1) • Between the age of six and ten (1) • Female (1) • Healthy (1) 	2 (AO1)	<p>Accept any age range between 6 and 10 but do not accept ‘young’</p> <p>Do not accept ‘wealthy’ or sim as this was different to ‘aristocratic’ in Rome</p>
14	(a)	<p>Give two details about the location of the Vestal Virgin’s flame.</p> <p>Two from:</p> <ul style="list-style-type: none"> • In the centre of (1) temple of Vesta (1) • In the (Roman) forum (1) • Next to the House of the Vestals (1) • In Rome (1) 	2 (AO1)	<p>Accept ‘circular’ as a development of Temple of Vesta</p> <p>Do not accept developments of forum or Rome as location for second mark.</p>
14	(b)	<p>How did this location reflect the importance of the flame?</p> <p>One from:</p> <ul style="list-style-type: none"> • It was sacred to the goddess Vesta, or sim (1) • Vesta was a protector of the state, or sim (1) • The forum was the social/political/religious hub of Rome, or sim (1) • Rome was the capital/centre of the empire, or sim (1) 	1 (AO2)	

15	<p>‘Mars was the most important god to the Romans.’ How far do you agree with this statement? Use Source I and Source J as a starting point and your own knowledge to answer the question.</p> <p>AO1 Candidates may show knowledge and understanding through some of the following:</p> <ul style="list-style-type: none"> • Mars was the god of war (source J) • Source J is a Roman statue • ‘by mixing human actions with divine ones, they might make the origins of cities more sacred’ (source K) • ‘nation to claim its beginnings are sacred’ (source K) • ‘Her military fame is so great’ (source K) • ‘her founder and her father’s founder was Mars’ (source K) • ‘I will give no particular importance to stories such as these’ (source K) • Candidates may draw on the roles and responsibilities of any other gods. <p>AO2 Candidates may show analysis through some of the following arguments. In agreement with the statement:</p> <ul style="list-style-type: none"> • Rome was a military civilisation focused on expansion • Most males would fight in the army • Sacrifice to gods was common before important events such as war • Space and money was spent on statues and monuments either directly or indirectly linked with Mars (such as source J, the Campus Martius and the Ara Pacis) <p>Against the statement:</p> <ul style="list-style-type: none"> • Many other gods served important roles such as Venus as mother of Aeneas, Vesta and the eternal flame, Neptune with naval warfare and travel and trade via sea. <p>Candidates may discuss importance in terms of the individual Roman and the Roman state.</p>	<p>4 (AO1)</p> <p>4 (AO2)</p>	<p>Candidates may take up part of their discussion with other gods. However, to achieve the higher levels they must address the role Mars played in Roman society.</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"> 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 a well-argued response to the question which is supported by a range of well-selected evidence (AO2) includes critical analysis, interpretation and evaluation
3	5-6	<ul style="list-style-type: none"> accurate knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) shows good understanding of the sources' cultural contexts and/or possible interpretations a focused response to the question which is supported by a range of evidence (AO2) includes relevant analysis, interpretation and evaluation
2	3-4	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 <ul style="list-style-type: none"> engages with the general topic of the question, and is supported by limited range of evidence (AO2) includes some analysis, interpretation and evaluation
1	1-2	<ul style="list-style-type: none"> limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1) shows limited understanding of the sources' cultural contexts and/or possible interpretations

		• 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
0	0	• No response or no response worthy of credit

Question	Answer	Mark	Guidance
Section C			
16	<p>Explain why Hermes/Mercury and Hades/Pluto were important to the Greeks and Romans. Use source K and Source L.</p> <p>Two from:</p> <p>Source L:</p> <ul style="list-style-type: none"> (Hades) who rules those who have died (1) Here you will rule all that lives and moves (1) Those who do wrong and do not appease your power will have punishment for all their days (1) Father Zeus ordered me (Hermes) to lead noble Persephone out of Erebus (1) <p>Source M:</p> <ul style="list-style-type: none"> Hades/Mercury is depicted on a sarcophagus (1) Hades takes Persephone to the underworld (1) Hermes stands in front of Hades' chariot (1) <p>Four from:</p> <ul style="list-style-type: none"> Hades was the king of the underworld (1) Everyone eventually died therefore everyone would eventually be ruled by Hades (1) If they did not honour Hades they may have an unhappy afterlife (1) Hermes could travel between the world of the living and the dead (1) Hermes could be seen as a mediator between the living and the dead (1) 	<p>1 (AO1)</p> <p>1 (AO1)</p> <p>4 (AO2)</p>	<p><i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this. The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Both sources must be discussed and marks should be awarded as follows:</p> <ul style="list-style-type: none"> • AO1: one mark only awarded for a detail from each source • AO2: maximum of 2 marks for analysis of one source

17	<p>Explain why this myth was important to the Greeks and Romans. Use Source K and Source L.</p> <p>Two from:</p> <p>Source L:</p> <ul style="list-style-type: none"> • Father Zeus ordered me to lead noble Persephone out of Erebus so that her mother can see her with her eyes (1) • Her (Demeter's) anger is terrible (1) • Go, Persephone, to your dark-veiled mother (1) • But he secretly gave her one seed of a honey-sweet pomegranate to eat . . . for fear that she would stay for all her days elsewhere alongside dark-veiled and revered Demeter (1) • Sits far away in her fragrant shrine at Eleusis with its rocky city. (1) <p>Source M:</p> <ul style="list-style-type: none"> • This is sculpted on a sarcophagus (1) • Hades takes Persephone (1) <p>Four from:</p> <ul style="list-style-type: none"> • When Persephone returned to Demeter it was spring and summer and crops would grow, or sim (1) • Despite their best efforts the gods could still punish humans (1) showing that their power exceeded that of humans, or sim. (1) • Demeter's loss mirrors that of the family (1) all hope to be reunited their loved ones (1), unlike Demeter their loss cannot be reversed (1) highlighting the difference between humans and gods, or sim. (1) • Persephone represents a bride who gets taken away from the family through no choice of her own (1) Hades represents the husband who could be in a position to benefit the woman (1) Zeus represents the father who has the power to make decision on behalf of the women in the family (1) 	<p>1 (AO1)</p> <p>1 (AO1)</p> <p>4 (AO2)</p>	<p><i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this. The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Both sources must be discussed and marks should be awarded as follows:</p> <ul style="list-style-type: none"> • AO1: one mark only awarded for a detail from each source • AO2: maximum of 2 marks for analysis of one source
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		<ul style="list-style-type: none"> Demeter shared her rites with the Eleusinians (1) who set up the Mysteries (1) which promised people a better afterlife (1) 		
18		<p>Explain how the actions of Demeter suggest that the gods needed humans just as much as humans needed gods. Use Source K.</p> <p>One from:</p> <ul style="list-style-type: none"> She is devising some great scheme to make the feeble tribe of earth-born men perish by hiding seeds below the ground (1) Bring an end to worship of the immortals (1) <p>Two from:</p> <ul style="list-style-type: none"> The gods required offering from humans to show their power over them/ maintain a hierarchy (1) In return for helping humans so that humans could ask for favours from the gods (1) 	<p>1 (AO1)</p> <p>2 (AO2)</p>	
19		<p>‘The best way to show off the wealth and social status during a Greek and Roman funeral was during the funeral procession.’ How far do you agree?</p> <p>AO1 Candidates might show knowledge and understanding of:</p> <p>Preparation of the body, procession, burial of the body and remembering the dead in Greek and Roman funerals.</p> <p>Greece:</p> <ul style="list-style-type: none"> prothesis ekphora grave steles Anthesteria and Genisia <p>Rome:</p>	<p>5 (AO1) 10 (AO2) (see LoR)</p>	<p>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this. The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately</p>

		<ul style="list-style-type: none"> • funeral clubs • laying out of the deceased • funeral procession • sarcophagi, grave stelae, tombs • Parentalia and Lemuria • funerary masks and statues of ancestors <p>AO2</p> <p>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>In agreement:</p> <ul style="list-style-type: none"> • the procession was a public event that allowed the families to show off their wealth and social status. • the entourage that joined the procession was a very good way to show of wealth and social status. • Roman funerary clubs could use the procession to show off the status and wealth of the individual and the club. <p>In disagreement:</p> <ul style="list-style-type: none"> • the laying out of the body lasted several days and allowed visitors to pay their respects. More popular/important families would have more visitors. This gave the family a chance to show off their residence to visitors. Candidates may argue that in Rome families could also show off their family status through ancestor busts and/or funerary masks. • Based on the surviving evidence the Romans appear to have more elaborate processions than the Greeks. • The procession was a one-day event however the stele/tomb was meant to last forever so was a better way to show of wealth and status. • The burial of the body was an opportunity to construct elaborate tombs or grave stelae showing off the wealth and social status of the family. Candidates may argue that the size and location of Roman tombs (such as those in Pompeii) as opposed to Greek stele (such as those found in Athens) make the grave more important for Romans than Greeks. 		
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		<ul style="list-style-type: none"> Festivals allowed for remembrance of the dead. The offerings left could be good indication of wealth and/or social status. Whether a tomb/stele was visited during a festival was also a sign of wealth and social status. A poorly maintained tomb/stele was a sign of a poor family, end of a family to care for their dead, or a lack of respect for the dead. 		
20		<p>‘Greek and Roman festivals were more important for the cities than for the people that lived in them.’ How far do you agree?</p> <p>AO1 Candidates might show knowledge and understanding of: The purpose, location, events, participants and prizes in</p> <p>Greece</p> <ul style="list-style-type: none"> The Panathenaia The City Dionysia Anthesteria and Genisia <p>Rome</p> <ul style="list-style-type: none"> The Saturnalia The Lupercalia Parentalia and Lemuria <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>In agreement:</p> <ul style="list-style-type: none"> All the festivals were undertaken to gain the favour of the gods on behalf of the city. All the festivals sought to bring the city together in joint celebration of the god. 	<p>5 (AO1) 10 (AO2) (see LoR)</p>	

		<ul style="list-style-type: none"> Some of the Greek and Roman festivals (City Dionysia, Panathenaia and Saturnalia) had elements that showed off the wealth of the city such as the prizes and cost of the feast/sacrifice, buildings. Some of the Greek and Roman festivals (Panathenaia, City Dionysia and to a lesser extent the Lupercalia) had competitive events that showed off the skill a of a city's citizens. <p>In disagreement:</p> <ul style="list-style-type: none"> Some of the Greek and Roman festivals (Panathenaia, City Dionysia and to a lesser extent the Lupercalia) had competitive events that gave individuals the opportunity to show off their superiority over their fellow citizens. In the case of the Lupercalia it could be argued that the whipping benefited the individual. Some of the Greek and Roman festivals (Panathenaia and Saturnalia) more personally beneficial due to the food they provided. Greek festivals had prizes that benefited the individual rather than the city. The Saturnalia had gift-giving, role-reversal, private feasts that benefited the individual/family. Some of the festivals to the dead focused on the family. 		
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Guidance on applying the marking grids for the 15-mark extended response

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

Examiners must use a best fit approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically responses demonstrate both knowledge and understanding and analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 11 might reflect a balance of 3 (AO1) + 8 (AO2), for example. However, an

overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 10 made up of 7 (AO1) + 3 (AO2).

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

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

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