



Oxford Cambridge and RSA

GCSE

Classical Civilisation

J199/11: Myth and religion

General Certificate of Secondary Education

Mark Scheme for June 2023

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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.

- 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

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
1	(a)	<p>Name the temple shown in Source A.</p> <p>The Parthenon (1)</p>	1 (AO1)	
1	(b)	<p>Who was this temple dedicated to?</p> <p>Athena</p>	1 (AO1)	
2		<p>Name two of the mythological stories sculpted on this temple.</p> <p>Two from: The birth of Athena (1), The contest/battle between Poseidon and Athena/the naming of Athens, or sim (1), The centaumachy (1), Amazonomachy (1), Gigantomachy (1), The battle of Troy (1)</p>	2 (AO1)	<p>Allow a description of any of the mythological stories if a name has not been given.</p> <p>Do not accept 'founding of Athens'</p>
3	(a)	<p>Give the technical name for two areas on a temple that the Greeks sculpted mythological stories.</p> <p>Two from: pediment (1), frieze/continuous frieze/Ionic frieze (1), Doric frieze/metope (1)</p>	2 (AO1)	If 'frieze' has been awarded, do not allow second mark for any description of an Ionic or Doric frieze
3	(b)	<p>Why might a Greek city decide to put mythological stories on their temples?</p> <p>One from: Honour the god whose temple it was, or sim (1), show of their skill/wealth, or sim (1), to symbolise the military power/strength of the city, or sim (1) to explain the origins/history of the city (1)</p>	1 (AO2)	

Question		Answer	Mark	Guidance
4		<p>In what direction would the entrance of a typical Greek temple face?</p> <p>East (to west)(1)</p>	1 (AO1)	
5	(a)	<p>What type of statue is being described by Pausanias in Source B?</p> <p>Cult statue (1)</p>	1 (AO1)	
5	(b)	<p>Who was the statue dedicated to?</p> <p>Zeus (1)</p>	1 (AO1)	
5	(c)	<p>Give three details about the location of the statue being described in Source B.</p> <p>Three from: next to a pool of oil (1) in the naos/cella (1) of the temple (1) designed by Libon (1) made of limestone (1) Doric columns/colonnades (1) a three stepped base (1) a ramp (1) pediment had the chariot race between Pelops and Oinomaos, or sim. (1) pediment had the centauromachy, or sim (1) the metopes had the labours of Heracles, or sim (1) the temple was it was next to/near the altar (of Zeus), or sim (1) in the sanctuary/Altis (1) at Olympia (1)</p>	3 (AO1)	
6		<p>What part of the sacrificial process is being shown in Source C? Give two details.</p> <p>Preparation of the animal (1) tying ribbons/garlands/stemmata on the horns (1)</p>	2 (AO1)	<p>Accept 'gilding the horns' in addition to other decorations; 'flower' garland; 'around the neck'.</p> <p>'Decorating the animal' = 1 mark if no other creditable decorations given.</p>

Question		Answer	Mark	Guidance
7	(a)	<p>Give two details about what happened to the sacrificial animal after it had been killed.</p> <p>Two from: The entrails were removed (1) and read (1), blood was collected (1) and poured on the altar/ground (1) the meat was cooked (1) divided among the participants (and eaten) (1) fat was wrapped around the (thigh) bones (1) and offered to the gods (1) it was skinned (1)</p>	2 (AO1)	
7	(b)	<p>Why was one of these things important for the Greek community?</p> <p>One from: so that decisions about the future could be made (1) so that the people could eat meat (which was a rare part of their diet) (1) to appease/ask a favour/honour the gods, or sim (1) to come together and share food, or sim (1)</p>	1 (AO2)	<p>Response to part (b) must be in relation to the answer given in part (a).</p> <p>Do not accept 'feel closer to the gods' without further explanation.</p>
8	(a)	<p>Describe what a hecatomb was.</p> <p>The largest/most expensive (1) sacrifice (1) of 100 (or more) oxen/cows/heifers/animals (1)</p>	2 (AO1)	Accept 'killing' for sacrifice
8	(b)	<p>Name two Greek festivals that contained a hecatomb.</p> <p>(Great) Panathenaia (1), the Olympics (1)</p>	2 (AO1)	
9		<p>'Theseus was worthy of his heroic status'. To what extent do you agree with this statement? Use Source D and Source E as a starting point and your own knowledge to answer the question.</p> <p>AO1 Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> • 'the tokens caused Aegeas to recongise him (Source D) • 'he grappled with the Marathonian Bull' (Source D) 	8 (see LofR grid)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • 'the Minotaur which was slain by Theseus (Source D) • Any specific reference and discussion of a labour shown in source E • Theseus parentage • Theseus' desire to be like Heracles • Ariadne helping Theseus • Theseus' treatment of Ariadne after leaving Crete • The death of Aegeus <p>AO2</p> <p>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Theseus' family tree mirrors that other heroes • Theseus undertook deeds that a normal human would/could not. • Theseus' deeds improved the lives of other Greeks, be it through killing bandits or monsters, or through his strengthening of Athenian power. • Ariadne helped Theseus escape the labyrinth but he abandoned Ariadne in Naxos. • He could be blamed for the death of Aegeus 		

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	<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"> 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
10	(a)	<p>What is the name of the 'great city' (line 1) Livy is referring to in Source F?</p> <p>Rome (1)</p>	1 (AO1)	
10	(b)	<p>What is the name of the 'Vestal' (line 2) that had been abducted?</p> <p>Rhea Silvia (1)</p>	1 (AO1)	
10	(c)	<p>What is the name of the king (line 5) who is acting cruelly?</p> <p>Amulius (1)</p>	1 (AO1)	
11		<p>Give three details of what happened to the twins after the events described in Source F but before they were discovered by the shepherd Faustulus.</p> <p>THREE from: The boys were taken away from their mother (1) (Amulius ordered) that the boys be thrown/drowned in the river (1) the boys were placed in a basket (1) in/by the river/ overflow pool (1) the basket floated down river (1) found by the she-wolf (1) who suckled/fed the boys (1)</p>	3 (AO1)	
12	(a)	<p>Name the two hills that Romulus and Remus wanted to found their city on.</p> <p>The Palatine (1) the Aventine (1)</p>	2 (AO1)	
12	(b)	<p>How did Romulus and Remus decide which hill should be chosen?</p> <p>An augury/ interpreting the flight of birds (1)</p>	1 (AO2)	

Question		Answer	Mark	Guidance
13		<p>Give three reasons why the Romans chose this location in a town to bury their dead.</p> <p>Three from: It was outside the town to reduce religious pollution, or sim. (1) It was outside the town to reduce the spread of disease, or sim. (1) It was on a road so that passers-by could pay their respects, or sim. (1) It was at the gate of the town so more people would see it (1) By the road made it easy to transport/visit the dead (1) To show off the wealth/size of the family (1)</p>	3 (AO1)	
14		<p>State two ways a wealthy Roman might make a funeral procession more impressive.</p> <p>Two from: Pay for professional mourners (1), have musicians (1), hired actors (1)</p>	2 (AO1)	Accept any Roman/Greek instrument when discussing musicians
15	(a)	<p>Describe a Roman funerary mask. Make two points.</p> <p>Made from wax (1) moulded/sculpted in the image of the deceased, or sim. (1) neutral/plain facial expression (1) depicted ancestors, or sim (1)</p>	2 (AO1)	Insist on 'the deceased/dead person. Do not accept 'a person'
15	(b)	<p>What role did a funerary mask play in the Roman burial process?</p> <p>One from: Made during the laying out ceremony (1) It was worn by the family/actor during the procession (1) it was displayed/stored in the atrium (1) symbolised the acceptance of the deceased into the afterlife by the dead ancestors (1) promoted the deceased lineage (1)</p>	1 (AO2)	
16	(a)	<p>What is the name of this religious structure?</p> <p>Ara Pacis/Altar of Peace (1)</p>	1 (AO1)	
16	(b)	<p>Where in Rome was the structure shown in Source K originally located?</p>	1 (AO1)	

Question		Answer	Mark	Guidance
		The Campus Martius/Field of Mars (1)		
16	(c)	<p>Why was this an appropriate place for this structure?</p> <p>It was where the army gathered and the altar symbolised the peace brought by Augustus, or sim. (1) it was by the main road in and out of Rome so many people would see it, or sim (1) it was where elections took place so many people would see it, or sim (1)</p>	1 (AO1)	Do not accept 'lots of people would see it' without a reason given.
17		<p>State two ways that this structure was decorated to promote fertility and prosperity of the Roman empire.</p> <p>Two from:</p> <ul style="list-style-type: none"> - The images of nature/plants , or sim (1) - Tellus/Pax/Venus holding babies/surrounded by animals (1) - Roma sitting on weapons to show military prosperity/prosperity of the empire, or sim. (1) - Images of the imperial family/children to show stability/fertility of Augustus/his family, or sim (1) 	2 (AO1)	For 'nature/plants' accept any category of plant.
18		<p>'The focus of the Augustus of Prima Porta was on his military achievements.' To what extent do you agree? Use Source I and Source J as a starting point and your own knowledge to answer the question.</p> <ul style="list-style-type: none"> • Promotion of military skill (AO2) <ul style="list-style-type: none"> ○ Hand raised to address troops (Source J) (AO1) ○ He is wearing a breastplate (Source J) (AO1) ○ "I compelled the Parthians to restore to me the spoils and standards of three Roman armies" (Source I) this may be shown on the breastplate. 	8 (see LofR grid)	<p>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</p> <p>To achieve a Level 4 for AO2 candidates should make links between what is said in Source I and what is shown in Source J.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • Promotion of family <ul style="list-style-type: none"> ○ Cupid riding a dolphin at his feet links to Venus (AO1) • Promotion of religious authority (AO2) <ul style="list-style-type: none"> ○ Apollo and Artemis on the breastplate (AO1) ○ Sol, Aurora and Caelus on the breastplate (AO1) ○ Bare feet highlighting his possible divinity (AO1) • Promotion of political authority (AO2) <ul style="list-style-type: none"> ○ Senatorial toga (AO1) ○ Possibly held a consular baton (AO1) 		

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

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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).

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Level	Mark	Characteristics of Performance
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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	<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"> • 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

Section C Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • Despite facing the wrath of Juno/ a goddess (1) Heracles successfully achieved all his labours (1) never gave up (1) • Heracles' labours helped other Greeks (1) who were being killed by the person/animal/monster (1) • Heracles' labours took him to the underworld (1) which was only entered by heroes and some gods (1) • Heracles fought monsters (1) who required super-human strength to defeat (1) and/or required him to go to places normal humans could not go to (1) 		
20		<p>Explain how both sources show the roles the gods played in the life of Heracles.</p> <p>Two from:</p> <p>Source K:</p> <ul style="list-style-type: none"> • Athena is pointing to the ditch (1) <p>Source L:</p> <ul style="list-style-type: none"> • <i>Juno, Saturnia, feed on my ruin</i> (1) • <i>Jupiter's cruel consort is tired of giving commands</i> (1) <p>Four from:</p> <p>Source K:</p> <ul style="list-style-type: none"> • Athena helped/ gave advice to Heracles throughout his labours (1) because she was his patron goddess (1) <p>Source L:</p> <ul style="list-style-type: none"> • Juno sent Heracles mad (1) which led him to kill his family (1) leading to him to complete the labours as recompense (1) 	<p>2 (AO1)</p> <p>4 (AO2)</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 following is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</p> <p>Candidates must discuss both sources to gain full marks. Candidates who only explain one source can achieve a maximum of 4 marks (1 AO1, 3 AO2)</p> <p>If the candidate has identified Athena for Q19 they can receive 1 AO1 mark for mentioning it again for</p>

Section C Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> Juno corrupted the oracle (1) that led Heracles to go to Eurystheus (1) who told him to complete the labours (1) 		Q20, however the AO2 explanation will need to be different.
21		<p>Explain one limitation of using Source K to learn about Heracles.</p> <p>One from:</p> <ul style="list-style-type: none"> There is no writing on the metope (1) Metope is damaged (1) This is one of Heracles' labours (1) one scene from one of Heracles' labours (1) This was originally displayed on Zeus temple at Olympia (1) <p>Two from:</p> <p>From an ancient and modern perspective you must know the story already (1) as it doesn't give you an idea of how or why Heracles is doing it (1) it gives you no clear sense of his character (1) it does not tell us about the rest of Heracles' life (1) From an ancient perspective you would have to travel to Olympia to see it (1)</p>	<p>1 (AO1)</p> <p>2 (AO2)</p>	AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this. The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately.
22		<p>'Greek and Roman festivals were far more about fun than they were about worshipping the gods.' To what extent do you agree with this statement?</p> <p>AO1</p> <p>Candidates may show knowledge and understanding of some of the following points:</p> <p>Greece Panathenaia</p>	15 (see LofR grid)	AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this. The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

Section C Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Celebration of Athena’s birthday • Sporting events • Tribal events • Religious events: Procession, torch race, sacrifice <p>City Dionysia</p> <ul style="list-style-type: none"> • Origins of the festival • Theatrical events • Dithyramb contest • Procession • Komos <p>Rome</p> <p>Lupercalia</p> <ul style="list-style-type: none"> • Association to Romulus • Foot race • Sacrifice and feasting <p>Saturnalia</p> <ul style="list-style-type: none"> • Public and private feasting • Sacrifice • Gift exchanging • Role reversal between slave and master <p>AO2</p> <p>Candidates may explore some of the following arguments:</p> <ul style="list-style-type: none"> • Greek festivals appear to have a greater number of entertaining activities. <p>Most of the events in both Greek and Roman festivals could be associated with the god’s responsibilities, The size of the</p>		

Section C Question		Answer	Mark	Guidance
		<p>sacrifices in Greek and Roman festivals suggest a primary focus was the gods.</p> <ul style="list-style-type: none"> The processions could have been both religiously focused and enjoyable at the same time. Candidates may consider who participated as an indication of fun, for example the Lupercalia the race may have been fun to all who watched but the physical whipping was important for women. 		
23		<p>'The Homeric Hymn to Demeter is far more entertaining than Ovid's story about Orpheus and Eurydice.' To what extent do you agree with this statement?</p> <p>AO1 Candidates may show knowledge and understanding of some of the following points:</p> <ul style="list-style-type: none"> The plot of each myth The characters involved, both gods and mortals The events that take place The setting in which the myths take place The descriptive techniques of Homer and Ovid <p>AO2 Candidates may explore some of the following arguments:</p> <ul style="list-style-type: none"> The way in which Persephone and Eurydice were taken to the Underworld The way in which Demeter and Orpheus went about retrieving Persephone and Eurydice The outcome of each myth 	15 (see LofR grid)	AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this. The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

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	• No response or no response worthy of credit

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