



Oxford Cambridge and RSA

**GCSE**

**Classical Civilisation**

**J199/21: The Homeric world**

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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**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.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Question		Answer	Mark	Guidance
1	(a)	<p><b>What type of grave is shown in Source A?</b></p> <p>Cist (1)</p>	1 (AO1)	
1	(b)	<p><b>Describe how the Mycenaeans buried their dead in this type of grave.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• Dug a <u>shallow</u> pit / hole (1)</li> <li>• In a curled position (1)</li> <li>• On stones (1)</li> <li>• With grave goods (1)</li> <li>• Lined with stones (1)</li> <li>• Multiple bodies (1)</li> </ul>	2 (AO1)	Not lying on their backs, dug a hole
2		<p><b>Why were there different types of burials and graves in the Mycenaean Age. Make two points.</b></p> <p><b>Two pairs</b> from:</p> <ul style="list-style-type: none"> <li>• Cist graves were basic (1) as those in them were often poor (1)</li> <li>• Shaft graves were deeper (1) to protect the grave goods (1) / to allow more people to be buried (1)</li> <li>• Grave goods became more impressive (1) to reflect the wealth of the deceased (1)</li> <li>• Tholos tombs were very grand (1) to reflect the greater wealth of the deceased (1)</li> </ul>	2 (AO1)  2 (AO2)	<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>Return to cist graves/chamber tombs/mass graves (1) shows the decline in prosperity of the Mycenaeans/possible lack of space (1)</li> <li>Shaft graves could be reused (1) to save space as more than one person could be buried (1)</li> <li>Improvements in architecture/technology (1) (such as better corbelling) allowed the building of tholos tombs (1)</li> <li>Differentiation by gender (1) men had decorated stele, but women had plain ones (1)</li> <li>Differentiation by wealth (1) as rich had big tholos tombs and poor had basic cist graves (1)</li> </ul>		
3	(a)	<p><b>What type of storage jar is shown in Source B?</b></p> <p>Pithos (1)</p>	1 (AO1)	
3	(b)	<p><b>Select two features of this vessel, and suggest the problems these features might have caused?</b></p> <p><b>Two</b> pairs from:</p> <ul style="list-style-type: none"> <li>It is heavy / tall / big (1) so hard to move (1)</li> <li>No spout / wide neck (1) so hard to pour (1)</li> <li>It is deep (1) so hard to get contents from the bottom (1)</li> <li>It has no lid (1), so harder to preserve contents (1)</li> <li>Small handles (1), so hard to pick up / hold (1)</li> </ul>	2 (AO1)  2 (AO2)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>If the same analysis (e.g.) “hard to move” is given twice with two separate AO1 ideas (e.g. heavy and small handled), award only one of the two available AO2 marks. The AO2 ideas must be different.</p> <p>Do not credit that it would contain oil and be a potential fire hazard. Do not credit it took up a lot of space.</p>

Question		Answer	Mark	Guidance
3	(c) (i)	<p><b>How was this type of vessel stored?</b></p> <p>It was buried in the ground (1)</p>	1 (AO1)	Accept in the ground / underground
3	(c) (ii)	<p><b>Why was it stored in this way?</b></p> <ul style="list-style-type: none"> <li>To keep the contents cool / to help preserve the contents (1)</li> </ul>	1 (AO2)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Do not accept to take up less space</p>
4	(a)	<p><b>Describe two aspects of the clothing in Source C that are typically Mycenaean.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>Colourful / red / yellow (1)</li> <li>Revealing (1)</li> <li>Short-sleeved (1)</li> <li>Bodice / blouse (1)</li> <li>Patterned (1)</li> </ul>	2 (AO1)	
4	(b)	<p><b>Suggest one thing this tells us about the Mycenaean.</b></p> <p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>Not ashamed of nudity (1)</li> <li>Liked bright / fashionable clothes / extravagant (1)</li> <li>Wealthy (1)</li> <li>Engaged in trade to get the colours (1)</li> <li>Skilled at making clothes (1)</li> </ul>	AO2 (1)	<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
5		<p><b>Apart from the clothing, in what ways is this a typical representation of a Mycenaean woman?</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• Wearing jewellery (1)</li> <li>• Pale skin (1)</li> <li>• Intricate hair (1)</li> <li>• Headband (1)</li> <li>• In profile (1)</li> </ul>	AO1 (2)	Do not accept references to clothing that accentuated the breasts.
6		<p><b>Describe the clothes that a Mycenaean man would have worn?</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• Tunic / chiton (1)</li> <li>• Robe / cloak (1)</li> <li>• Kilt / skirt (1)</li> <li>• Loincloth (1)</li> <li>• Boots / sandals (1)</li> <li>• Plain / uncoloured clothing (1)</li> <li>• Linen (1)</li> <li>• Wool (1)</li> <li>• Leather (1)</li> </ul>	AO1 (2)	Accept toga for cloak
7	(a)	<p><b>From where did the Mycenaean obtain their gold?</b></p> <p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>• Macedonia (1)</li> <li>• Egypt (1)</li> </ul>	AO1 (1)	Accept Africa Accept from trading

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• Thasos (1)</li> </ul>		
7	(b)	<p><b>‘Masters of metalworking.’ How far do you agree with this description of the way the Mycenaeans created metal objects? You should refer to individual metal objects.</b></p> <p>AO1:</p> <p>Candidates should discuss a variety of specified metal objects. These may include:</p> <ul style="list-style-type: none"> <li>• Rings</li> <li>• Weaponry and armour</li> <li>• Rhyta</li> <li>• Pyxeis</li> <li>• Diadems</li> <li>• Death masks</li> </ul> <p>AO2:</p> <p>Candidates should evaluate to what extent they show skill in metalwork. This might include:</p> <ul style="list-style-type: none"> <li>• Use of the techniques of repousse, inlay, filigree, cloisonne</li> <li>• Variety in types of metals and alloys used</li> <li>• Ability to shape metal using thin sheets</li> </ul>	8 See LoR grid	<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>• Creation of minute details in objects and thinness of metal</li></ul>		

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

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

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

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

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

Question		Answer	Mark	Guidance
8		<p><b>'A society where everything was focused on war.'</b> To what extent do you agree with this description of the Mycenaean Age?</p> <p>AO1:</p> <p>Candidates should describe some of the evidence for warfare in the Mycenaean Age. This might include:</p> <ul style="list-style-type: none"> <li>• Scenes of warfare on pottery, metalwork and frescoes</li> <li>• Weaponry and armour</li> <li>• The design of Mycenaean sites and their defences</li> <li>• Evidence from Linear B of military matters</li> </ul> <p>Candidates might describe some of the other areas of Mycenaean life. This might include:</p> <ul style="list-style-type: none"> <li>• Other designs or uses of pottery, metalwork and frescoes</li> <li>• Linear B tablets</li> <li>• Trade</li> <li>• Religion and burial</li> </ul> <p>AO2:</p> <p>Candidates should discuss how central warfare was to life in the Mycenaean Age: They might conclude:</p> <ul style="list-style-type: none"> <li>• The siting and design of cities was heavily based on their defensive aspects, but water and food supply and trade were also key factors</li> <li>• The design of cities focused more on military matters through the centuries, suggesting perhaps this became increasingly important over time</li> </ul>	<p>15 See LoR grid</p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Cap at level 3 if the answer is only on cities.</p> <p>Do not credit discussion of the lion hunt dagger or the hunting signet ring as these do not show war (unless the candidate says that hunting helped them practise with weapons)</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"><li>• Mycenaeans spent on a lot of time and effort on artistic matters</li><li>• The importance of warfare is shown by how regularly it appeared on objects</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 <b>and</b> possible interpretations (AO1)</li> <li>very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li> <li>coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li> </ul>
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 <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
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 <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
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 <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
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 <b>and/or</b> possible interpretations (AO1)</li> <li>limited analysis and interpretation of little relevant evidence (AO2)</li> <li>some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li> </ul>
0	0	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>

9		<p><b>‘From the evidence of the cities and the structures within them, it is clear that the Mycenaeans were excellent architects and builders.’ To what extent do you agree with this assessment?</b></p> <p><b>AO1:</b></p> <p>Candidates should discuss a variety of things that the Mycenaeans built. This might include:</p> <ul style="list-style-type: none"> <li>• Cyclopean walls</li> <li>• Tholos tombs</li> <li>• Passages/galleries</li> <li>• Palaces</li> <li>• Gates</li> <li>• Underground cistern</li> <li>• Killing boxes</li> <li>• Sally ports</li> </ul> <p>Candidates might also discuss the ways that the Mycenaeans built structures, e.g. corbelling.</p> <p><b>AO2:</b></p> <p>Candidates should discuss to what extent these show skilful design. This might include:</p>	15 See LoR grid	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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			<ul style="list-style-type: none"><li>• Creation of huge domes, the biggest for 1,000 years through the corbelling technique</li><li>• Ability to quarry and move blocks of stone weighing many tonnes</li><li>• The construction of ramps to enable high buildings.</li><li>• Creation of triangle at the top of the Lion Gate takes the weight of the structure</li><li>• Creation of attractive designs, such as the columns at the front of the treasury of Atreus</li><li>• Ability to channel water via pipes</li></ul>		
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**Guidance on applying the marking grids for the 15-mark extended response**

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

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

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

Level	Mark	Characteristics of Performance
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 <b>and</b> possible interpretations (AO1)</li> <li>very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li> <li>coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li> </ul>
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 <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
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 <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
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 <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
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 <b>and/or</b> possible interpretations (AO1)</li> <li>limited analysis and interpretation of little relevant evidence (AO2)</li> <li>some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li> </ul>
0	0	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>

10	(a)	<p><b>State two things that Odysseus had just done after he had left the hall.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• He had followed Eumaeus and Philoetius (1)</li> <li>• He has asked if they would help Odysseus / tested their loyalty (1)</li> <li>• He had revealed his identity to them (1)</li> <li>• He had shown them the scar on his leg (1)</li> <li>• He had promised them rewards for helping him (1)</li> <li>• Told Eumaeus and Philoetius to stop crying (1)</li> <li>• He had given them instructions (1)</li> <li>• He had told Eumaeus to give him the bow (1)</li> <li>• He had to Philoetius to bar the gate (1)</li> <li>• He had told them to ensure the maids kept to their rooms (1)</li> </ul>	2 (AO1)	
10	(b)	<p><b>Suggest one reason why he did either of these things.</b></p> <ul style="list-style-type: none"> <li>• He needed to make sure that they would be on his side (1)</li> <li>• He realised he would need assistance in the battle (1)</li> <li>• To beat the suitors (1)</li> <li>• He didn't want them helping the suitors (1)</li> </ul>	1 (AO2)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

			<ul style="list-style-type: none"> <li>• He wanted to reward their loyalty (1)</li> <li>• His offer might have been a bribe to secure their loyalty (1)</li> <li>• So the suitors could not escape (1)</li> </ul>		
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Question		Answer	Mark	Guidance
11		<p><b>Who was the first Suitor to try to string the bow?</b></p> <p>Leodes (1)</p>	1 (AO2)	Accept “the priest”
12		<p><b>Why do you think Penelope asked the suitors to string the bow as part of her challenge. Make two points.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• To ensure the winner is the equal of Odysseus / a true hero (1)</li> <li>• It was a difficult task (1)</li> <li>• She realised Odysseus was back and wanted him to get control of it (1)</li> <li>• She didn’t think any of them could really do it / wouldn’t have to marry one of them / playing for time (1)</li> </ul>	2 (AO1)	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>
13		<p><b>What impressions do you gain of Eurymachus in this passage? Make two points.</b></p> <p><b>Two</b> pairs from:</p>	2 (AO1) 2 (AO2)	<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>• He is clever / knows it will be difficult (1) as he warms the bow (1)</li> <li>• He is weak (1) as he cannot string the bow (1)</li> <li>• He doesn't love Penelope / He is acting as if he isn't bothered (1) as he suggests that there are lots of other women (1)</li> <li>• He is concerned about his reputation (1) as he says the disgrace will stick to their names forever (1)</li> <li>• He is upset / gives up easily (1) as he groans (1)</li> <li>• Respect for Odysseus / polite towards Penelope (1) in calling Odysseus "godlike"</li> </ul>		Give a mark for a relevant AO1 reference/quotation, even if the analysis is incorrect
14		<p><b>'Wise Penelope, who had listened, rounded on the maid with a rebuke' (Rieu line 1) / 'Wise Penelope heard his words, and turned on the handmaid.'</b> (Kline line 1).</p> <p><b>Name the slave-girl that Penelope criticises.</b></p> <p>Melantho (1)</p>	1 (AO1)	Not Melanthius
15		<p><b>Why is 'resourceful' (Rieu line 11) or 'subtle' (Kline line 8) an appropriate description of Odysseus in this source. Make three points.</b></p> <p><b>Three</b> pairs from:</p> <ul style="list-style-type: none"> <li>• He is ambiguous (1) as he calls her lady, which is the same word for wife in Greek (1)</li> </ul>	3 (AO1) 3 (AO2)	<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>• He is flattering/polite (1) as he says no one could find fault with her (1)</li> <li>• He talks of a great king (1) which makes us think of him (1)</li> <li>• He is clever in his ability to turn down her request in an inoffensive way (1) as it will cause him pain (1)</li> <li>• He claims to be open (1) in his willingness to talk about other matters (1)</li> <li>• He is disguised as a beggar (1) shown when Penelope says she needs to question the stranger (1)</li> </ul>		
16		<p><b>Why is the identity of Odysseus not openly revealed at this point in poem. Make two points.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• It creates tension (1)</li> <li>• To create dramatic irony (1)</li> <li>• To create a dramatic revelation later (1)</li> <li>• It might spoil his plans (1) / checking things are safe (1)</li> <li>• Makes the revelation more dramatic when it happens (1)</li> <li>• He might not be able to punish the Suitors in the manner that he does / The suitors would kill him (1)</li> <li>• Needs to check the loyalty of Penelope and his slaves (1)</li> </ul>	2 (AO1)	<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
17		<p><b>Apart from the fact that his men were killed by Polyphemus, why might it be fair to call Odysseus ‘fool-hardy’ (Rieu line 6) or ‘reckless’ (Kline line 5) for entering Polyphemus’ cave? Make two points.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• His men told him not to enter (1)</li> <li>• He had a bad instinct before he entered (1)</li> <li>• They were not in need of food/supplies at that point / it was unnecessary to enter it (1)</li> <li>• He assumed he would get xenia (1)</li> <li>• He did not think of the dangers of getting trapped (1)</li> <li>• Someone living in a cave was unlikely to be civilised (1)</li> <li>• Should be wary based on past experiences (1)</li> </ul>	2 (AO1)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Do not credit ideas about stealing cheese. Answer must refer to the decision to enter the cave.</p>
18		<p><b>What did Eurylochus do immediately after this passage?</b></p> <p>He went back to Circe’s house (1)</p>	1 (AO1)	
19		<p><b>‘Disloyal and incompetent.’ How far do you agree with this assessment of Odysseus’ crew? Use Source G as a starting point and your own knowledge in your answer.</b></p> <p>AO1</p>	8 See LoR grid	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Credit other references from outside the set-books (e.g. the cattle of the Sun-god)</i></p>

Question	Answer	Mark	Guidance
	<p>Candidates should consider the actions of Odysseus' crew. These may include:</p> <ul style="list-style-type: none"> <li>• Eurylochus' behaviour in the passage and the crew's restraint of Odysseus</li> <li>• Their actions before entering Polyphemus' cave, their role in the blinding and their actions when back on the boat</li> <li>• The actions of Polites and Elpenor at Circe's and the rest of the crew prompting Odysseus to leave</li> <li>• They don't moor their boat in the best area at the Laestrygonian harbour</li> <li>• Their propensity to lose heart in the Circe episode</li> <li>• Their refusal to leave the land of the Cicones</li> <li>• Occasions when they follow Odysseus' orders when told to investigate areas</li> <li>• Their suspicion of Odysseus causes them to open the bag of winds.</li> </ul> <p>AO2:</p> <p>Candidates should consider to what extent they are disloyal and incompetent. This might include:</p> <ul style="list-style-type: none"> <li>• They generally follow Odysseus' orders</li> <li>• Their restraint prevents a worse situation here and on leaving Polyphemus' island</li> </ul>		<p>Do not credit their actions with the Lotus-eaters as disloyalty.</p> <p>Ignore attempts to blame Odysseus for what happened.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• They are occasionally mutinous, such as with the Cicones, but are competent in getting out of the situation</li> <li>• Some decisions are ill-advised (Laestrygonians, eating lotus, entering Circe's house, Elpenor), but might not be seen as incompetent</li> <li>• Eurylochus might be regarded as an incompetent leader for not stopping the men enter Circe's house when he was suspicious</li> </ul>		

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

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

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

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

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

20		<p><b>How important are Homer’s story-telling techniques to our enjoyment of the <i>Odyssey</i>?</b></p> <p>AO1:</p> <p>Candidates should discuss a variety of episodes that occur in the <i>Odyssey</i>. This may include:</p> <ul style="list-style-type: none"> <li>• The Cyclops</li> <li>• Circe</li> <li>• The smaller episodes of books 9 and 10</li> <li>• The meeting of Penelope and Odysseus</li> <li>• The build up to the battle in the hall</li> <li>• The battle in the hall</li> </ul> <p>AO2:</p> <p>Candidates should consider the techniques that Homer uses and how they affect our enjoyment. This may include:</p> <ul style="list-style-type: none"> <li>• The use of flashback and first person narrative allows us to see Odysseus’ character</li> <li>• Epithets help us to appreciate the characters more, but may be felt to sometimes add little to our enjoyment</li> <li>• Similes highlight key aspects of character, such as Odysseus’ violence in the battle or Polyphemus’ brutality.</li> <li>• Gory detail helps create shock and revulsion at times and highlight the brutality of character</li> </ul>	<p>15 See LoR grid</p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Candidates may discuss other areas that contribute to the <i>Odyssey</i> such as characterisation and themes. However this should not be the major focus of the response. This might include discussion of character and themes</p>
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			<ul style="list-style-type: none"><li>• Repeated references to Fate mean the survival of Odysseus in the battle is never really in doubt. The outcomes may be felt to be predictable</li><li>• Dramatic irony makes us engage more with the story, feeling we know what some of the characters don't</li><li>• Detailed description alerts us to key moments or objects in the poem</li></ul>		
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**Guidance on applying the marking grids for the 15-mark extended response**

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

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

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

Level	Mark	Characteristics of Performance
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 <b>and</b> possible interpretations (AO1)</li> <li>very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li> <li>coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li> </ul>
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 <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
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 <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
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 <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
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 <b>and/or</b> possible interpretations (AO1)</li> <li>limited analysis and interpretation of little relevant evidence (AO2)</li> <li>some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li> </ul>
0	0	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>

21		<p><b>‘Everyone gets what they deserve for their actions in the <i>Odyssey</i>.’ How far do you agree with this statement?</b></p> <p>AO1:</p> <p>Candidates should consider a range of episodes where characters are rewarded or punished for their actions. This might include:</p> <ul style="list-style-type: none"> <li>• The death of Odysseus’ crew</li> <li>• The blinding of Polyphemus</li> <li>• The return home of Odysseus</li> <li>• Penelope and Telemachus being reunited with Odysseus</li> <li>• What happens to the Cicones, Circe and the Lotus-eaters</li> <li>• The deaths of the Suitors</li> <li>• The fates of Eumaeus, Philoetius, Melanthius and the maids</li> </ul> <p>Candidates should discuss to what extent the outcomes of the episodes are fair. They might conclude:</p> <ul style="list-style-type: none"> <li>• Odysseus deserves to suffer for trespassing and theft in Polyphemus’ cave and Polyphemus deserves to suffer for eating the men. Odysseus’ men might be regarded as innocent victims.</li> </ul>	15 See LoR grid	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
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		<ul style="list-style-type: none"> <li>• The men are all cursed to die for Odysseus' actions with Polyphemos, but may not be felt to deserve their deaths in some episodes (e.g. Elpenor)</li> <li>• However they may be felt to bring about their own deaths with the Cicones, but their recklessness.</li> <li>• Despite killing nearly 500 men, nothing happens to the Laestrygonians. Circe (partially redeemed by her later actions) is not punished for what she did to Odysseus' men.</li> <li>• The Suitors' deaths are largely merited by their greed and treatment of the beggar, but some Suitors may be felt to be less guilty (e.g. Leodes and Amphinomus)</li> <li>• The disloyal maids and Melanthius might be felt to suffer justly, but some might feel the actions of the maids do not deserve death or that the modes of death are too brutal</li> <li>• Loyal slaves are well rewarded for helping Odysseus</li> </ul>		
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**Guidance on applying the marking grids for the 15-mark extended response**

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

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

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

Level	Mark	Characteristics of Performance
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 <b>and</b> possible interpretations (AO1)</li> <li>very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li> <li>coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li> </ul>
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 <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
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 <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
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 <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
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 <b>and/or</b> possible interpretations (AO1)</li> <li>limited analysis and interpretation of little relevant evidence (AO2)</li> <li>some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li> </ul>
0	0	<ul style="list-style-type: none"> <li>no response or no response worthy of credit</li> </ul>

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