GCSE

Classical Civilisation

J199/11: Myth and religion

General Certificate of Secondary Education

Mark Scheme for June 2025

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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 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 available in RM Assessor

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
   - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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: Not applicable in F501
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
BP	Blank Page
SEEN	Seen
	Tick
	Questionable response
	Incorrect
	Unclear
	Omission
REP	Repetition
BOD	Benefit Of Doubt
TV	Too Vague
S	Spelling
Highlight	Cross credit answer to another question

12. **Subject Specific Marking Instructions**

Question			Answer	Mark	Guidance
					Students taking J199/11 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
1			**Why did Heracles have to carry out labours?** **One** from: • As punishment for killing his wife and children/his family [1] • The oracle at Delphi told him to serve King Eurystheus/his cousin [1] • Hera made the oracle tell him to serve King Eurystheus/his cousin [1]	1 (AO1)	Credit even if the name, 'Eurystheus', is not given
2			**What problems did Heracles face in the labour shown in <u>Source A</u>?** **Make <u>three</u> points.** **Three** from: • The hydra had many heads [1] • Its blood was poisonous [1] • [Two] more heads would grow if he cut one off [1] • One head was immortal [1] • Hera sent a giant crab to attack him [1] • The crab bit his foot [1] • It was in a swamp	3 (AO1)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately Accept 'it was poisonous'

Question			Answer	Mark	Guidance
3	(a)		**How did Heracles manage to defeat the Stymphalian birds?** **Make <u>two</u> points.** **Two from:** • Athene gave him help/a rattle to scare them [1] • He shot them with arrows [1] • He shot them with a sling shot [1]	2 (AO1)	Accept 'he made noise' Accept alternative instruments for 'rattle'
3	(b)		**Choose <u>one</u> of these points. What does it tell you about Heracles?** **One** from: • He was favoured by the gods [1] • He was a skilled hunter [1] • He was clever [1] • He was resourceful [1]	1 (AO2)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately If an incorrect response in (a) is used in (b) and the explanation why the response in (a) is important or significant is valid, then the mark should be awarded in (b)
4	(a)		**Who is Persephone talking to in <u>Source B</u>?** **One** from: • Demeter [1] • Her mother [1] • Goddess of agriculture [1]	1 (AO1)	
4	(b)		**What is another name for 'Erebus' (line 3)?** • Hades [1] • Underworld [1]	1 (AO1)	

Question			Answer	Mark	Guidance
			• Tartarus [1]		
4	(c)		**Why was Persephone in Erebus?** **Make <u>two</u> points.** **Two** from: • She had been abducted/snatched by Hades [1] • Zeus had given her to Hades [1] • Earth had snared her/tricked her/captured her with a flower/Narcissus [1] • She was now married to Hades [1]	2 (AO1)	
5	(a)		**How were gods affected by the 'dreadful rage and anger' mentioned by Persephone in the passage (line 4)?** **Make <u>two</u> points.** **Two** from: • She (Demeter/her mother) abandoned/left Olympus [1] • She wandered the earth/cities and fields of men [1]/ • (for a long time) in disguise [1] • Gods would have been deprived of gifts and sacrifices [1] • She ignored Zeus' order to return to Olympus [1]	2 (AO1)	Direct quotation from the translation is not required.

Question			Answer	Mark	Guidance
			• She refused the gods' gifts and offers of honours [1] • She would not return to Olympus [1]		
5	**(b)**		**How were mortals affected by the 'dreadful rage and anger' (line 4)?** **Make <u>two</u> points.** **Two** from: • She would have destroyed the whole mortal race (through hunger/famine) [1] • She caused a terrible year for men/mortals/ made the grimmest and most brutal year for men [1] • She hid the seeds [1] • Mortals ploughed the fields/ put in a lot of effort for no results [1] • Nothing planted would grow/ white barley fell upon the ground with no purpose [1] • Livestock died • There was a (powerful) famine [1]	2 (AO1)	Direct quotation from the translation is not required.
6	**(a)**		**What is the name of the theatrical festival celebrated in Athens in honour of Dionysus?** City/Great Dionysia [1]	1 (AO1)	Accept 'Dionysia' Accept 'city of Dionysia' Do not accept 'city of Dionysus'

Question			Answer	Mark	Guidance
6	(b)		**Why do you think the <u>first</u> day of this festival would have been impressive to watch**. **Three** from: • Pompe/grand/big procession [1] • (wooden) Statue of Dionysus brought in a boat [1] • From the city gates to the sanctuary (of Dionysus) [1] • Dancing in the procession [1] • People would carry sacrifices [1]/ fruits and breads [1]/ model phalluses [1] • Dithyramb/choral song and dance competition [1] • Komos [1] • Men would offer leather phalluses to the god [1]	3 (AO1)	
7	(a)		**State <u>two</u> ways in which the sanctuary of Dionysus was similar to other Greek sanctuaries.** **Two** from: • Contained a temple [1] • Altar(s) [1] • Surrounded by a short wall [1] • There was a statue [1] • There was a theatre [1] • There was a water supply [1] • Had to wash before entering [1] • Dedicated to a god [1] • It was a large site	2 (AO1)	If a candidate has named two features of a temple, e.g. 'pediment' and 'frieze', they should be awarded 1 mark

Question			Answer	Mark	Guidance
7	(b)		**Choose <u>one</u> of these ways. Why was it an important feature in a sanctuary?** **One** from: • Temples were 'homes' of the gods [1] • Sacrifices and offerings to the god took place at the altar [1] • Sacrifices brought people together [1] • The short wall marked the clear boundary around the god(s)'s holy space [1] • The statue showed respect to the god [1] • You had to get rid of religious pollution [1]	1 (AO2)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately If an incorrect response in (a) is used in (b) and the explanation why the response in (a) is important or significant is valid, then the mark should be awarded in (b)

Question			Answer	Mark	Guidance
8			**'The Amazonomachy on the Temple of Apollo at Bassae is more impressive than the Centauromachy on the Parthenon in Athens.'** **How far do you agree with this assessment?** **Use <u>Source D</u> as a starting point <u>and</u> your own knowledge in your answer.**	8 (see LofR grid)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately Students may approach this from an artistic perspective while others may look at the context of the sculptures. Both approaches are equally valid.

Question			Answer	Mark	Guidance
			AO1 Candidates may show knowledge and understanding of the following points: The Amazonomachy • A Greek pulls an Amazon off her horse (by her hair), showing power over a mounted warrior. • This metope depicts a lot of movement and violent action with raised fist/ rearing horse/ close attention to detail of costume and/or weaponry. The Centauromachy • The centaurs fill more space than human figures and are able to be depicted with more movement due to horse's legs and men's arms. • Both are muscular and powerful, but the Greek is more slender/beautiful/ youthful in contrast to the stocky centaur. AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: **In agreement with the assessment** • The Amazonomachy suggests Greek (male) power and strength over the Amazons. The mounted Amazon's reaction of grasping her hair		

Question			Answer	Mark	Guidance
			suggests pain and helplessness and powerlessness. • Amazons come from the East and are more identifiable with the Persians who threatened Athenian civilisation. It has a political message making Amazon defeat at Greek hands more impressive. **Against the assessment** • On both temples, the complicated sculptures and friezes display the wealth and power of the sanctuaries and the skill of the artists, making each equally impressive. • The subject matter of both friezes is enough to fill the spaces provided on the temple and is easily recognisable to visitors of all backgrounds. • The Parthenon/ Athens is much more accessible to visit than Bassae, so more people are likely to have viewed the Parthenon's centauromachy and been impressed by it.		

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**	• 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**	• accurate knowledge and understanding of classical sources, using **both** those given in assessment **and** own wider knowledge (AO1) *shows good understanding of the sources' cultural contexts **and/or** possible interpretations* • a focused response to the question which is supported by a range of evidence (AO2) *includes relevant analysis, interpretation and evaluation*
2	**3–4**	• sound, mostly accurate, knowledge and understanding of classical sources, using **both** those given in assessment **and** own wider knowledge (AO1) *shows some understanding of the sources' cultural contexts **and/or** possible interpretations* • 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**	• limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1) *shows limited understanding of the sources' cultural contexts **and/or** possible interpretations* • little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2) *includes isolated analysis, interpretation and evaluation*
0	**0**	• No response or no response worthy of credit

Question			Answer	Mark	Guidance
					Students taking J199/11 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
9			**Where in Rome is the temple in <u>Source E</u> located?** **One** from: • Forum Boarium/ Cattle market [1] • Between the Palatine and Aventine hills [1] • Next to the Tiber/river [1] • Next to the temple of Hercules [1] • Near the Roman harbour [1]	1 (AO1)	
10	**(a)**		**What was the function of a Roman temple.** **Make <u>two</u> points.** **Two** from: • To house the cult statue of the god [1] • As a house of the god [1] on earth [1] • To show the power of Rome [1] • Treasury [1]	2 (AO1)	Accept as a place for worship
10	**(b)**		**In what ways is the Temple of Portunus typical of Roman temple design?** **Make three points and refer to <u>Source E</u> in your answer**. **Three** from: • Podium/steps [1] • Porch [1]	3 (AO1)	Columns in isolation too vague Do not allow ‘frieze’ or ‘treasury’ as the Temple of Portunus didn’t have them Do not allow ‘semi-engaged colonnade’

Question			Answer	Mark	Guidance
			• Free standing columns at the front of the temple / colonnade [1] • Semi engaged columns (attached to the cella) [1] • Rectangular [1] • Orientated east to west/west to east [1] • Statue inside [1] • Pediment [1] • Cella [1]		

Question			Answer	Mark	Guidance
11			**Where would the altar for this temple have stood?** **One** from: • In front of the temple steps [1] • Outside the temple [1]	1 (AO1)	
12			**Describe the circumstances in which Eurydice died.** **Two** from: • Walking through grass [1] • Accompanied by a crowd of friends/companions [1] • Killed/poisoned by a snake bite [1] • On her ankle [1] • On her wedding day [1]	2 (AO1)	Accept fleeing from someone

Question			Answer	Mark	Guidance
13	(a)		**Give <u>two</u> ways the Romans prepared their dead for burial.** **Two** from: • Call out the deceased's name [1] • Wash [1] and perfume the body [1] • Dress the deceased in their best clothes [1] • Place a coin on the mouth for the ferryman [1] • Display the body in the atrium [1] for eight days [1]	2 (AO1)	Accept capture a person's last breath with a kiss
13	(b)		**Choose <u>one</u> of these ways. What does it tell us about the importance of burial to the Romans?** **One** from: • Ensure the dead stayed peaceful [1] • Allow the dead to cross into the Underworld [1] • Show respect to loved ones [1 • Ensure they did not cause pollution/miasma [1] • So as not to anger the gods [1]	1 (AO2)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately If an incorrect response in (a) is used in (b) and the explanation why the response in (a) is important or significant is valid, then the mark should be awarded in (b)
14			**What does Orpheus say so that he may be allowed to enter the Underworld?** **Make <u>three</u> points and refer to Source F in your answer.** **Three** from: • He has not come to see Tartarus [1] • He has not come to bind/steal Cerberus [1] • He has come for his wife [1]. • He asks permission 'if you allow me'	3 (AO1)	Direct quotation is **not** required. Accept 'he will die eventually anyway so should be allowed in' Accept he doesn't say anything [2] However, for full marks response must cite/make reference to the source

Question			Answer	Mark	Guidance
			• He is law abiding [1] • He is truthful [1]		
15	**(a)**		**What is the name of the festival that is described in <u>Source G</u>?** Lemuria	1 (AO1)	Do not accept 'festival for the dead' or similar. Must give the correct name of the festival
15	**(b)**		**In which month did this festival take place?** May	1 (AO1)	Accept correct answers for consequential errors from Q15(a) if answer given is an incorrect festival for the dead Parentalia – February Genesia – September Anthesteria - January
15	**(c)**		**Give <u>two</u> examples of daily life that did <u>not</u> take place during this festival.** **Two** from**:** • Marriages/ weddings [1] • Temples were closed [1] • No public/official business [1] • Work	2 (AO1)	Accept correct answers for consequential errors from Q15(a) if answer given is an incorrect festival for the dead Credit reasonable/specific responses such as no work, no elections, law courts, building projects, new military campaigns, triumphs (or any answer that suggests festive celebrations) etc

Question			Answer	Mark	Guidance
16	(a)		**Why were the black beans mentioned in <u>Source G</u> thrown?** **Make <u>two</u> points.** **Two** from: • The ghost or spirit (lemur) was thought to gather the beans up [1] • This kept the ghost behind the living person [1] • They thought the ghost would accept the beans [1] and not cause the living harm [1] • The living person believes with the beans they 'redeem me and mine'/ make the ghost/spirit happy [1] • The ghost/spirit would leave the house/not haunt them after the beans were thrown [1] • Purification / removing pollution [1]	2 (AO1)	Do **not** require the word 'lemur'
16	(b)		**Choose <u>one</u> of these points. Why was this important to the Romans?** **One** from: • Unburied dead or the angry dead could not find peace [1] • These spirits wanted to harm family/people/the living [1] • They would bring bad luck to a family or person [1]	1 (AO2)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately. If an incorrect response in (a) is used in (b) and the explanation why the response in (a) is important or significant is valid, then the mark should be awarded in (b)

Question			Answer	Mark	Guidance
17			**'Romans would <u>not</u> have viewed the Lupercalia as a serious religious festival.'** **How far do you agree with this assessment?** **Use Source H as a starting point <u>and</u> your own knowledge in your answer.** AO1 Candidates may show knowledge and understanding of the following points: **Source H** • it's their custom, this running … recall the memory of old customs • why do they strip their bodies naked? • the god himself loves to run … naked and orders his servants naked … the naked priests recall the memory • their race is older than the moon • People lived in the open and went about nude hardened to heavy downpours AO2 Candidates may show analysis and understanding through some of the following arguments. **Serious** • Ancient nature of the festival predating Rome itself • Links to Mars, god of war • Links to the Romulus	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
			• Links to Augustus and his 'refoundation of Rome' • Dedicated and mysterious religious space (Lupercal cave) with altar • Sacrifice and ceremony • Luperci chosen from nobility • Race goes through the forum – business and political centre of Rome • Links to fertility and prosperity **Not serious** • Nobody really knows its origins • Rome is no longer an agrarian settlement • Associated with drunkenness • Naked racers cannot be taken seriously • Links to fertility encourages promiscuity • Choose **one** of these points. Why was this important to Romans? Whipping women with goat hide is difficult to take seriously in any context		

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

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3	**5–6**	• accurate knowledge and understanding of classical sources, using **both** those given in assessment **and** own wider knowledge (AO1) *shows good understanding of the sources' cultural contexts **and/or** possible interpretations* • a focused response to the question which is supported by a range of evidence (AO2) *includes relevant analysis, interpretation and evaluation*
2	**3–4**	• sound, mostly accurate, knowledge and understanding of classical sources, using **both** those given in assessment **and** own wider knowledge (AO1) *shows some understanding of the sources' cultural contexts **and/or** possible interpretations* • 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**	• limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1) *shows limited understanding of the sources' cultural contexts **and/or** possible interpretations* • little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2) *includes isolated analysis, interpretation and evaluation*
0	**0**	• No response or no response worthy of credit

Question			Answer	Mark	Guidance
					Students taking J199/11 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
18			**Explain how <u>Source I</u> and <u>Source J</u> show the ways gods and men were believed to have communicated with each other in ancient Greece and Rome.** **Refer to both <u>Source I</u> and <u>Source J</u> in your answer.** **Source I one** from: • you hear the signs sent to me through my art', • 'where I read the signs of the birds [1] • I heard a strange sound from birds that cried with a shrill voice. All tangled, incomprehensible as if with an evil intent [1] • they tore at each other with their sharp talons. The clashing of their wings created a most terrible din [1] • check the burnt offerings on the altars which were covered with fires [1] • But among all the meats which were burning I could not see Hephaistos' bright light. [1] • Meats were left there, heavy and soaked in the melted fat. [1] **Plus Source J one** from**:** • Augustus is depicted • There is a man with his head covered [1] • In his left hand he holds a scroll maybe a volume of religious instruction/ and in his right he holds a lituus (wand) [1]	2 (AO1) 4 (AO2)	AO1 marks are awarded for the selection of material from the sources, AO2 marks for the interpretation, analysis and evaluation of this. The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Both sources must be discussed and marks should be awarded as follows: • AO1: one mark only awarded for a detail from each source • AO2: maximum of 3 marks for analysis of one source Additional guidance . . . The maximum of 3 AO2 marks can be credited **either** for discussion relating to one detail from each source **or** for discussion relating to more than one detail. However, only one AO1 mark can be awarded for each source.

Question			Answer	Mark	Guidance
			• chickens pecking was part of the military auspices/omens taken before a campaign [1] • accompanies or assisted by two other religious persons/ members of his family [1] **Four from:** **Source I:** • Seer (mantis) is sent signs from the gods/is able to recognise signs from the gods [1] • Signs and omens could come from birds' flight/sound behaviour [1] • Signs could be difficult to interpret [1] so would need a third party such as a priest or seer (mantis) to interpret [1] • Sacrifices communicate messages from the gods [1] • Where the entrails would be inspected for [1] for good or bad omens [1] **Source J:** • Official priests, here the emperor, required for interpretation of signs [1] • Augustus is descended from/related to gods [1] so has special relationship with gods [1] • Taking auspices was common in state and private spheres [1] • Auspices usually taken before battles, marriages, and business deals. [1] • Augurs studied flight and behaviour of birds [1]		accept *prophet*

Question			Answer	Mark	Guidance
			• Rome founded on augury [1] where Romulus and Remus looked at bird signs/different numbers of birds [1]		
19			**Explain how <u>Source I</u> and <u>Source J</u> show the importance of birds and animals in the religious rituals of the Greeks and the Romans.** **Refer to both <u>Source I</u> and <u>Source J</u> in your answer.** **Source I one** from: • sitting at the seat from where I read the signs of the birds –a real haven of every divination [1] • I heard a strange sound from birds that cried with a shrill voice [1] • I understood then that they tore at each other with their sharp talons [1] • I was frightened and immediately went to check the burnt offerings on the altars [1] • the meats which were burning [1] • bile spread wide through the air/ whereas the meats were left there, heavy and soaked in the melted fat [1] **Plus Source J one** from:	2 (AO1)	AO1 marks are awarded for the selection of material from the sources, AO2 marks for the interpretation, analysis and evaluation of this. The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Both sources must be discussed and marks should be awarded as follows: • AO1: one mark only awarded for a detail from each source • AO2: maximum of 3 marks for analysis of one source Additional guidance . . .

Question			Answer	Mark	Guidance
			• This is an altar on which animal sacrifices would be performed [1] • The central figure is an augur [1] • The central figure may be the emperor who is an augur [1] • The chicken/bird at the bottom might be a sacred bird/ or a sacrifice [1] • The three figures might be watching the chicken/bird for omens/auspices/signs [1] **Four from:** **Source I** • He has a special place just to observe the birds [1] • The sounds the birds make is significant [1] especially if they are different or unusual [1] • The behaviour of the birds [1] suggests bad omen coming from the gods [1] or danger coming [1] • The meat burning on the altar is a vital part of blood sacrifice [1] • The meat is not burning suggesting the gods have rejected the offering [1] due to their anger or that it was not good enough [1] • Bile and poison were present suggesting that the sacrifice was not accepted [1] and the gods were 'poisoned' against making [1] **Source J** • Altars or designated areas were essential for blood sacrifice [1].	4 (AO2)	The maximum of 3 AO2 marks can be credited **either** for discussion relating to one detail from each source **or** for discussion relating to more than one detail. However, only one AO1 mark can be awarded for each source. .

Question			Answer	Mark	Guidance
			• This is an expensive and artistic example of an altar suggesting its purpose was significant [1] • The emperor Augustus with two priests/ family members are present in the ritual concerning a chicken [1] suggesting important people used animals in their rituals [1] • The central figure/emperor is an augur whose duty is to watch the flight of birds for signs [1] to interpret the will of the gods [1] to foreshadow events [1] • The covered heads of the figures suggest a serious and solemn ritual [1]		
20			**Explain one problem of communicating with the gods in the way shown in <u>Source J</u>.** **One** from: • There is a bird shown [1] • This shows an augury [1] • This shows Augustus as an augur [1] **Two** from: • Augurs might misinterpret the signs [1] • Augurs might be bribed/ accused of being bribed or favouring allies or favoured parties [1] • Birds, animals, signs from nature are very unreliable [1] • If you misinterpreted the signs you could bring down the anger of the gods [1] anger of the emperor or political parties, or the people of Rome [1] • If an augur was wrong, battles, elections, campaigns etc could be lost [1] • Romulus and Remus interpreted the same augury differently [1]	1 (AO1) 2 (AO2)	AO1 marks are awarded for the selection of material from the sources, AO2 marks for the interpretation, analysis and evaluation of this. The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Additional guidance . . . The maximum of 2 AO2 marks can be credited **either** for discussion relating to one detail from the source **or** for discussion relating to more than one detail. However, only one AO1 mark can be awarded.

Question			Answer	Mark	Guidance
21			**'The real purpose behind Greek and Roman religious buildings was to impress visitors rather than actual religious worship.'** **How far do you agree with this assessment?** AO1 Candidates may show knowledge and understanding of some of the following points: **Greeks** • Parthenon and its decoration: pediments, Doric frieze, Ionic frieze, cult statue • Bassae frieze (Amazonomachy and Centauromachy) • Temple of Zeus at Olympia and its decoration: pediments, metopes showing the labours of Heracles **Romans** • Pantheon: decoration, innovative design, pediment inscription, Hadrian's renovation • Temple of Fortuna Virilis (Portunus): location, construction/combination of Greek and Etruscan styles, position of the altar • Ara Pacis: location, decorations: friezes and sculptures of Romulus and Remus, Roma, Procession, Tellus, Numa/Aeneas AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:	15 (See LofR grid)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Candidates may offer examples of source material not on the prescribed list. All relevant examples must be credited appropriately. Although not strictly a temple, accept discussion of the Ara Pacis as a 'religious building'.

Question			Answer	Mark	Guidance
			• the purpose of these monuments/buildings/sculptures and why/for whom they were commissioned/built. • who saw and used these monuments/buildings/sculptures • where these monuments/buildings/sculptures were placed/seen/used • the mythology shown on the monuments/buildings/sculptures and what this symbolised		

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**	• 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**	• 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**	• 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**	• 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**	• 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

Question			Answer	Mark	Guidance
22			**'Theseus was a better hero and king than Romulus'** **How far do you agree with this assessment?** AO1 Candidates might show knowledge and understanding of: • Deeds and accomplishments each man achieved as a king and as a hero • The quality of their leadership • Reforms and laws given to their cities • Relationships with other characters involved: gods, men and women • Relationships with their families • Misdeeds and reasons for their downfall AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:	15 (See LofR grid)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Candidates may offer examples of source material not on the prescribed list. All relevant examples must be credited appropriately Look for a comparison between the two characters/ Discussion of only one hero may not gain higher than Level 3

Question			Answer	Mark	Guidance
			Theseus was better than Romulus, or vice versa due to: • The lives each man led prior to becoming king: Theseus defeated monsters, but Romulus only had to contend with human threats. Both improved the land for the common man. • Both came from royal backgrounds, but Romulus lived as a peasant/slave in his early years • Both had divine fathers, but Romulus' full father was a god, but Theseus' half father was the second most powerful god, Poseidon • Theseus brought political, social, and religious reforms to Athens and laid the foundation for democracy. Romulus created a whole new city for the marginalised that later went onto rule the world including Athens/ Greece • Theseus did not have positive relations with women and may have raped Ariadne then abandoned her. He abducted the child Helen. He married several times and created conflict. Romulus abducted 800 Sabine women for his new city but married one. He made marriage a means of alliance and an honourable institution. • Theseus was responsible for the death of his father. Romulus avenged his mother's mistreatment and loss of his birthright • Theseus deserted his mother and was responsible for the death of his son over the lies of a woman. Romulus killed his brother.		

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.

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3	**7 – 9**	• 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)
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1	**1 – 3**	• 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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