GCSE

Classical Civilisation

J199/21: The Homeric world

General Certificate of Secondary Education

Mark Scheme for June 2024

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

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

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

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

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

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

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

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

   Rubric Error Responses – Optional Questions
   Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses
When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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

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

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

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
    - there is nothing written in the answer space

    Award Zero '0' if:
    - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

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

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following

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

11. **Annotations**

Annotation	Meaning
	Blank Page
	Seen
	Tick
	Questionable response
	Incorrect
	Unclear
	Omission
	Repetition
	Benefit Of Doubt
	Too Vague
	Spelling
Highlight	Cross credit answer to another question

12. **Subject Specific Marking Instructions**

Question			Answer	Mark	Guidance
Section A					Students taking J199/21 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
1			**Which city is shown in this plan?** Tiryns	1 (AO1)	Accept Tyrins, Tiruns etc.
2			**Area 1 is known as the Killing Boxes.** **How did the design of the Killing Boxes make it easier for the inhabitants to defend the city? Make two points.** **Two** from: • Enemies were trapped in the area (1) • The area was narrow (1) • Between two gates (1) • Defenders on the walls/bastions (1) • Defenders would throw missiles/fire arrows (1)	2 (AO1)	Do not credit reference to the walls themselves (e.g. they were high). The answer must only refer to the possible defenders on the walls.
3	**(a)**		**Give two details about the area marked by number 2**. **Two** from: • Galleries (1) • These were corridors (1) • Rooms led off these (1) • Used to store items (1)	(AO1) 2	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately* . As the number 2 is on the outer side of the galleries, credit walls and one precise fact about them (it is not enough to say that the walls are high).

			• Were possibly armouries (1) • Had corbelled rooves/walls were corbelled (1) • Galleries were up to 30m long (1) • Walls (1) • 7-12m high (1)		Give two marks for naming two different storage items (weapons and food) Do not credit they sheltered in them when under attack
3	**(b)**		**Why do you think this area was located near the walls?** **One** from**:** • If the walls were attacked, weapons were where they were needed (1) • Items did not need to be taken far into the city (1) • Easier to defend/protect (1)	(AO2) 1	The answer must focus on the galleries, not the walls as the question makes it clear that they should not discuss the walls.
4			**Why would it have been difficult for enemies to attack and capture this city? Make three points.** **You should not refer to the Killing Boxes.** **Examples might include any two pairs of:** • Uphill ramp/18m above sea level (AO1) o might tire out attackers a little (AO2) • Tiryns is near the coast (AO1) o meaning attackers could get closer to the city (1) • Western Wall was strengthened (AO1)	AO1 (3) AO2 (3)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* Do not credit firing arrows out of sally ports Do not credit it only had one entrance (as it had two).

			○ suggesting this was a vulnerable area / making it harder to attack (AO2) • Cyclopean Walls (AO1) ○ were high / hard for enemies to scale (AO2) • Megaron is in the centre/elevated (AO1) ○ giving it greater protection from enemies (AO2) • Sally port (AO1) ○ meant a counter-attack could be launched on the enemy (AO2) • Gate (AO1) ○ was narrow to mean attackers couldn't get in easily (AO2) • Underground cistern (AO1) ○ so it could hold out in a siege (AO2) • Hill (AO1) ○ meant enemies could be seen attacking (AO2) • Towers (AO1) ○ meant enemies could be seen attacking (AO2)		
5			**What is the name of the vessel shown in Source B?** **One** from: • The Warrior Vase (1)	AO1 (1)	

			• Krater (1)		
6			**What was the original purpose of this item?** **One** from • Mixing bowl (1) • To mix wine and water (1)	AO1 (1)	Idea of mixing is essential If the wrong type of vessel is given in 5, credit the correct use of the vessel in 6 (e.g. rhyton in 5 and pouring vessel in 6 or amphora in 5 and storing liquid in 6 would get a mark in 6) as this is a consequential error.
7	**a**		**Look at the shields shown in Source B.** **Give one reason why these shields are more effective than tower shields or figure of eight shields.** **One** from: • Lighter (1) • Less cumbersome (1)	AO1 (1)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.*
	b		**Give one reason why these shields are less effective than tower shield or figure of eight shields.** Covered less of the body (1)	AO1 (1)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.*
8			**What does the appearance of the soldiers, apart from their shields, tell us about Mycenaean armies?** Make **two** points. **Examples might include any two pairs of:**	AO1 (2) AO2 (2)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.*

			• The soldiers are carrying knapsacks (AO1) ○ suggesting that they are going on a long journey (AO2) • The soldiers are alike (AO1) ○ suggesting being equipped in the same way was important (AO2) • Helmets (AO1) ○ showing that they needed to protect their heads / create an imposing look / that they were skilled hunters / well equipped (AO2) • The soldiers have bare legs (AO1) ○ so had no protection on their thighs (AO2) • Spears (AO1) ○ suggest what weapons they used / and hand to hand combat (AO2) • Linen/tunics (AO1) ○ gave little protection (AO2)		Do not give an AO2 mark for spears suggesting long range fights
9			**Why might the figure on the left have her arm raised?** **One** from: • Waving farewell to the soldiers (1) • Giving support/raising morale (1) • Offering a prayer or blessing (1) • In despair/grief (1)	AO1 (1)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* Accept that she is a goddess giving protection

10			**Name one technique that was used in the manufacture of this ring.** **One** from: • Repoussé (1) • Hammering (1) • Chasing (1)	AO1 (1)	Accept repusse, repouse etc
11			**'This ring is our best piece of evidence about hunting in the Mycenaean Age.'** **How far do you agree with this assessment?** **Use Source D as a starting point and your own knowledge in your answer.** AO1: This ring shows: • Use of chariots • Bow and arrows used as weapons • Hunting of deer Other aspects of hunting not shown on the ring include: • Use of dogs • Use of spears • Hunting of lions, boars and bulls Candidates should also discuss at least one other piece of evidence that shows hunting, such as the Lion Hunt Dagger or the hunting fresco involving dogs, a fresco	AO1 (4) AO2 (4)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* Candidates may interpret "best" in various ways. Accept arguments that discuss best in term of best designed (i.e. manufacturing skill, materials used etc) Credit discussion of the boar hunt in the Odyssey.

			involving a chariot, the Vapheio cups, or the stele showing hunting. AO2: Candidates should assess whether this ring is the best evidence. Ideas might include: • This ring shows a simple hunt. Other hunts were much bigger and more varied • The proximity of the hunters to the deer implies hunting was not difficult. The lion hunt danger shows the danger more clearly • The image does not highlight the roughness of the terrain or flimsiness of the chariots		

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

12			**'The people who designed and painted the frescoes of Mycenae were the most skilful and imaginative of all the Mycenaean craftsmen.'** **To what extent do you agree with this assessment?** AO1: Candidates should discuss how frescoes were created. This might include: • Layers of plaster put on wall and painted when wet • Colours created using minerals (haematite for red, malachite for green, ochre for yellow, copper compound for blue and carbon for black) Candidates should discuss the appearance of Mycenaean frescoes. Frescoes under discussion might include: • The Mycenaean Lady • Town fresco from Akrotiri (see guidance column) • Boxing fresco • Fisherman fresco Candidates should also discuss what has been produced by other craftsmen. This might include: • Pottery objects (specific item types such as stirrup jars, pithoi, decorative figures, linear B tablets)	AO1 (5) AO2 (10)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* *Credit discussion of builders or tomb designers being craftsmen* Do not penalise candidates for discussing evidence from Tiryns, Akrotiri etc. This is perfectly acceptable. Credit discussion of builders, tomb designers, clothes makers etc being craftsmen

			• Metal objects (military items, rings, cups, manufacturing techniques) • Carvings of ivory and gemstones AO2 Candidates should assess how far these craftsmen were skilled and imaginative. Ideas might include: • Creation of colour was challenging as some of the minerals had to be imported • Level of detail in many of the frescoes (e.g. ship fresco) • Lack of realism in frescoes (e.g. blue monkeys, bodies out of proportion) • Limitations (e.g. faces shown side on, lack of perspective leads to some elements of fresco being disproportionate to others in size) • Metalwork and gemstones show craftsmen working in tiny detail (e.g. Pylos Combat Agate) • Pottery shows precision in creation of lines and shapes, though some of the decorative figures are not very realistic • Linear B tablets do not require too much skill to create Candidates should try to compare the different artistic areas. Answers might conclude: • Greater range of colours in frescoes than in pottery		

			• Greater range of objects made from metal or pottery than frescoes which are purely for decoration		

13			**'The dead in Mycenae were treated with great respect and honour.'** **To what extent do you agree with this assessment?** **In your response you should write about both the rituals associated with burial and the places in which people were buried** AO1: Candidates should discuss the evidence from burial sites that we have about Mycenaean life. This might include: • the types of burial the Mycenaeans had (cist graves, shaft graves, tholos tombs and chamber tombs) • how these were constructed • a variety of the grave goods (e.g. death masks, jewellery, weapons, rhyta, pottery, figurines) • the funeral procession • the use of burial goods for all levels of society, especially the rich AO2:	AO1 (5) AO2 (10)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* Candidates should be credited if they discuss the human remains found in graves Do not credit ideas from later burials (e.g. hired mourners, coin in mouth etc) that apply to the Myth and Religion topic

			Candidates should assess whether the dead were treated with great honour. This might include: • The rich were honoured with a shaft or tholos tomb • These tombs took a great deal of skill, time and resources to construct • The creation of a visible memorial through stelai, tumuli and the size of tholos tombs • The value of the objects in the tomb shows how rich the deceased was • The grand processions indicate the respect the deceased was held in • The items the deceased was placed with would add to their honour • A funeral feast might be held at larger tombs • Ordinary citizens were buried in more basic ways – perhaps indicative of less respect and honour Candidates might conclude: • The Mycenaeans placed a lot of importance on burial • The rich were buried with more honour than the poor • The lengths that Mycenaeans went to protect graves and goods show the respect the deceased were given		

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

Section B					Students taking J199/11 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
14			**Where had Odysseus spent the month immediately before this passage begins?** Aeolia / the home of Aeolus (1)	AO1 (1)	Accept Aolia, Aelia etc, but not answers that look closer to Aeaea than Aeolia. Accept "at sea" as presumably it took him some time to sail from Aeolia to the Laestrygonians.
15			**Odysseus chose three men to investigate. Why was this a sensible decision?** Make **two** points. **Two from:** • In sending three men, he would not lose huge numbers of forces (1) • He himself needs to survive to lead his men (1) • He has learned from other episodes not to take many men (1) • In choosing the men he can choose the best men for the job (1) • Three men more likely to survive than one or two (1) • One could report back (without having to leave one by himself) (1) • Taking more would seem hostile (1) • It allowed the ships to be protected (1) • He was not risking his own life (1)		*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* Answer must consider the number of men sent, not the sending of men per se.

16			**What impressions of the Laestrygonians and their society does Homer create in the passage? Make three points.** **Examples might include any three pairs of:** • The lack of cattle and visible buildings (AO1) ○ suggest a barbaric/primitive society (AO2) • The appearance of smoke (AO1) ○ suggests the inhabitants might be dangerous/something bad will happen (AO2) • The waggons (AO1) ○ suggests building skills (AO2) • The sturdy/strong daughter (AO1) ○ suggests she is powerful/dangerous/works hard/tall (AO2) • The fetching of water (AO1) ○ shows they adhere to traditional gender roles (AO2) • The high roof (AO1) ○ shows they were skilled builders (AO2) • Evidence of a palace (AO1) ○ shows a hierarchical society/wealthy (AO2) • There were no animals or people where they were/bubbling spring (AO1)	AO1 (3) AO2 (3)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* Credit each literary reference for an AO1 mark, even if the analysis is not correct. Do not accept that it is mysterious due to smoke being seen – this would only get one AO1 mark for the mention of smoke.

			○ suggests calm/nothing around (AO2)		
17			**What happened to the fleet in the harbour of the Laestrygonians?** Make **two** points. **Two** from: • It was destroyed (1) • The boats were pelted with rocks (1) • Men were killed / eaten (1) • The men were speared like fish (1)	AO1 (2)	Do not credit that Odysseus' ship escaped as this is not in the harbour Do not credit that the boats got damaged as this is too vague
18	**(a)**		**State two of the lies that the beggar had just told Penelope.** **Two** from: • He was from Crete (1) • His name was Aethon (1) • He had met Odysseus (1) • He was the brother of Idomeneus (1) • He was the grandson of Minos (1) • He had entertained Odysseus (1)	AO1 (2)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* Accept any detail of the beggar's speech which is untrue that occur before this passage Do not credit he was coming home as this occurs after the passage
18	**(b)**		**Give one way that Odysseus had made one of his lies more believable.** **One** from:	AO2 (1)	Credit that he gives a <u>detailed</u> description of his clothing, but not that he just describes his clothing as this is suggested in q19

			• Some of the lies are based on truths • He puts a lot of detail into his lies • Some of the lies are based on things that happened to Odysseus		
19			**'Tell me … with him" (Rieu) / "So describe … with him' (Kline)** **Give two details that Odysseus gave in reply to Penelope.** **Two** from: • (Purple) cloak/robe (1) • Brooch (1) • Showing a dog / **(**attacking) a fawn (1) • Tunic gleamed like an onion skin (1) • He was accompanied by Eurybates/a squire/a loyal companion (1) • He was dark-skinned/curly haired/round shouldered (1) • Odysseus honoured him above everyone else (1)	AO1 (2)	
20			**'Seizing the … burning wood' (Rieu) / 'They held … the heat (Kline).** **How appropriate do you find the simile of the drill? Make two points.** **Examples might include any two pairs of:**	AO1 (2) AO2 (2)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* Credit each literary reference for an AO1 mark, even if the analysis is not correct.

			• The twisting of the drill (AO1) ○ suggests the twisting of the stake in Polyphemus' eye (AO2) • The others aiding the man in twisting the drill (AO1) ○ represents the help given by the crew (AO2) • The drill is sharp (AO1) ○ like the stake (AO2) • The drill creates a hole in the wood (AO1) ○ as Polyphemus eye would have had a hole in it (AO2) • Eye is being burned (AO1) ○ and the end of a drill does involve heat (AO2) • The wood is drilled in a ship's timber (AO1) ○ and they are sailors (AO2) • A large timber is being drilled (AO1) ○ and he is a large Cyclops (AO2)		Credit appropriate discussion of explanation that the simile is not felt to be appropriate Do not credit that many would have seen an ancient drill and ships / helps us to visualise the scene as this is true of all similes Do not credit that the simile is gory or that it evokes pathos Do not credit the blood boiling up as AO1 as this is not part of the simile
21			**Apart from the fact that he ate humans, why would the Greeks have considered Polyphemus to be barbaric?** **Two** from: • He **l**ived in a cave (1) • He drank immoderately (1)	AO1 (2)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* Do not accept that he threw boulders, had superhuman strength etc. Do not credit that he had only one eye

			• He thought he was better than Zeus (1) • He didn't follow the rules of xenia (1) • Didn't use the land (1) • Lived in isolation (1) • Lived on a lawless island (1) • He had trapped the men (1)		
22			**'During his time in Polyphemus's cave, Odysseus displays only good qualities.'** **How far do you agree with this assessment?** **Use Source F as a starting point and your own knowledge in your answer.** AO1: In the passage: • Odysseus inspires his men with his words • He blinds the Cyclops Elsewhere: • He makes the stake from Polyphemus' club • He lies to Polyphemus about the rest of his crew • He comes up with the plan to get himself out of the cave • He gets Polyphemus drunk and he calls himself nobody • He speaks up to Polyphemus when the rest of the men are silent • He comes up with the escape plan and ties his men under the sheep		*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* Candidates should only discuss events in the cave (i.e. not the arrival on the island nor his revealing his name)

			But: • He insists on staying to get gifts from the owner AO2: Candidates should discuss what positive and negative qualities he shows. These might include: • He shows good teamwork and inspirational words in the blinding • He is brave in speaking to Polyphemus • He is resourceful in using what is at hand to blind Polyphemus • He sees through Polyphemus' questions • He is clever in his creation of an escape plan • He is a good leader is ensuring his men get out of the cave before he gets out himself • He is greedy to expect gifts • He foolishly overrules his men		

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

23			**'Fate and the gods are the most important factor in shaping the plot of the Odyssey.'** **To what extent do you agree with this assessment?** AO1: Candidates should describe what happens in the Odyssey and what Fate and the gods do. This might include: • Poseidon's curse • Athene's disguise and help in the battle • Circe's turning the men to pigs and giving of xenia • The moly given by Hermes • Storms sent by the gods They might also discuss events that happen where Fate and the gods are not involved. This might include: • Polyphemus' island • Cicones, Laestrygonians, Lotus-eaters AO2: Candidates should discuss to what extent Fate and the gods shape the plot. This might include:	AO1 (5) AO2 (10)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* Accept discussion of Aeolus as a god Answers need to primarily focus on shaping of the plot, not the other reasons for the gods (e.g. they add to heroic status).

			• Without the curse, Odysseus may have returned home, much sooner, with his crew and there would have been no trouble at home • Without Hermes and Athene, Odysseus may have been turned into a pig or killed in the battle • Polyphemus, Cicones and Lotus-Eaters episodes occur before the curse and are not part of Fate • The characters make their own mistakes leading to their deaths (e.g. no one forces the suitors to abuse hospitality, Odysseus could have told his men about the bag of winds) Candidates may reflect on other reasons for the development of the plots. This may include: • Development of character • Creation of tension • Plot is shaped to reflect Greek values (e.g. xenia)		

Question			Answer	Mark	Guidance
24			**'The build up to Odysseus' recovery of his kingdom is more exciting and interesting to read about than the battle in the hall.'** **To what extent do you agree with this assessment?** AO1: Candidates should discuss the events both before and during the battle. This may include: • Odysseus' and Telemachus' plans to defeat the suitors • The meeting of Odysseus and Penelope • The recognition scenes with the loyal slaves • The attempts of the suitors to string the bow • Odysseus string the bow • The killing of the suitors • The revenge taken against the slaves AO2: Candidates should assess which parts are more interesting and exciting and the reasons for it: They may conclude: • The tension before the battle that Odysseus' identity might be revealed is perhaps the greatest threat to the plan being successful	AO1 (5) AO2 (10)	*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.* Answers should primarily focus on books 19, 21 and 22. Give some credit to discussion of earlier events (i.e. books 10 and 19), but the response should not turn into a discussion comparing books 9 and 10 with books 19, 21 and 22. Such answers are likely to be self-limiting in not saying enough about the key events of the later books.

Question			Answer	Mark	Guidance
			• We get to see his skills of planning before the battle and his fighting skills in the battle. Candidates may prefer either of these • The battle, despite the unevenness in the sides, seems a foregone conclusion • Penelope plays a significant role in the build-up, but is absent from the battle. • The gore and violence of book 22 might appeal more to candidates than the threat of it. • Candidates might enjoy the gory details of the torture and killing of the slaves or might be repelled by it • Book 22 is where his son finally becomes a man • The feeling that justice is served in book 22 by the deaths of the suitors and evil slaves		

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

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