



Oxford Cambridge and RSA

GCSE

Classical Civilisation

J199/12: Women in the ancient 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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**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris 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 scoris 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 scoris 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 scoris **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 scoris 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: Not applicable in F501
- 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 Instruction

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	Indicative Content	Marks (AO)	Guidance
Section A			
1	<p>Why was Helen’s husband miserable?</p> <p>Any one from:</p> <ul style="list-style-type: none"> • She had left him (1) / betrayed him (1) • She had been abducted (1) 	1 (AO1)	Not to “get his wife back” without further clarification.
2	<p>What is another name for the city of Ilium?</p> <p>Troy</p>	1 (AO1)	
3a	<p>Helen states she is in ‘Proteus’ house’ (line 3). Where is Proteus’ house situated?</p> <p>Egypt</p>	1 (AO1)	
3b	<p>Where does her husband think she is?</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Troy / Ilium (1) • With Paris (1) 	1 (AO1)	When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct. (e.g. Troy/Rome)
4	<p>Why is it important to Helen that she keeps her bed ‘undefiled’ (line 5)? Give two reasons</p> <p>Any two from:</p> <ul style="list-style-type: none"> • To remain loyal to her husband / so she does not commit adultery / to be chaste (1) • To remain modest (1) 	2 (AO1)	Do not credit pudicitia (or other Roman terms that appear in Greek questions and vice versa)

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> • To ensure the legitimacy of her children (1) • To protect her reputation / to be respectable (1) • To protect any inheritance (1) 		
5	<p>What is the name of the woman who opened the jar?</p> <p>Pandora (1)</p>	1 (AO1)	
6	<p>What is the meaning of her name?</p> <p>Any one from:</p> <ul style="list-style-type: none"> • All gifts (1) • All gifted (1) • All giving (1) 	1 (AO1)	
7a	<p>What gifts had the gods given her, besides the jar? Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Crafts (1) • Weaving (1) • Beauty (1) • Charm (1) • Desire (1) • Suffering (1) • Shameless mind / bitch's nature (1) • Crafty words / Deceit (1) • Thievish nature (1) • Fine clothing (1) • Trinkets / Jewellery (1) 	2 (AO1)	Not curiosity (not in the text)

Question	Indicative Content	Marks (AO)	Guidance
7b	<p>Describe how one of these gifts is significant.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Handicraft skills/beauty/trinkets/clothing would make her more desirable to Epimetheus / seem less threatening (1) • Shame/deceit/lies/thievish nature would show how dangerous women could be (1) • Her beauty made Epimetheus forget the warnings of Prometheus (1) 	<p>1 (AO2)</p>	<p>Do not accept the idea that she could manipulate Epimetheus</p>
8	<p>What type of monument is shown?</p> <p>Stele / gravestone (1)</p>	<p>1 (AO1)</p>	
9a	<p>Select two details from Source C that tell us about Hegeso's social status.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • She is seated (1) • She is modestly dressed (1) • A slave attends her (1) • She owns jewellery (1) / has a pyxis (1) • She is indoors (1) • She has a neat hairstyle (1) 	<p>2 (AO1)</p>	
9b	<p>Why would it have been important to Athenians to put these details on a monument?</p> <p>Any one from:</p> <ul style="list-style-type: none"> • So that the family could be highly thought of (1) / that they were virtuous (1) 	<p>1 (AO2)</p>	<p><i>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> • So that people could remember she or the family was important / she or the family was respectable / modest / the family was rich / she did not work / she and the family had high social status (1) • To show what was valued most about her (1) • To show the close relationship she had with her slave (1) 		Do not accept “so that people could remember her” (i.e. a general description of the purpose of a stele)
10	<p>Give two household duties of a kyria.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • To run the household / manage slaves (1) • To store / manage food (1) • To spin wool (1) • To weave / make clothes (1) • To organise <i>symposia</i> (1) • To educate her daughter(s) (1) • Look after children (1) • Cooking (1) • Cleaning (1) • Caring for sick family members (1) 	2 (AO1)	
11	<p>Why would it have been hard for a kyria to carry out these duties? Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Physicality/difficulty/quantity of some tasks (1) • Problems inherent with managing slaves, who might not always be totally obedient (1) • Lack of support from husband (1) • Being young (1) • Little academic education to aid her in carrying out her duties (1) 	2 (AO1)	<i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> • Knowing what her husband might get up to in symposia (1) • She would be answerable to the kyrios (1) • Poverty / having to work as well / did not have slaves (1) • Could not legally spend much, so might be difficult to purchase anything beyond the basics (1) 		
12	<p>What responsibility did a kyria have in a symposium (drinking party)?</p> <ul style="list-style-type: none"> • To prepare/decorate the room (1) • Organising the food and drinks (1) • Clearing up (1) • Managed the food (1) 	1 (AO1)	Getting things ready is too vague
13	<p>Why were Athenian women expected to stay inside? Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Respectability / to keep their reputation / Not to be talked about (1) • To retain pale skin (1) • Modesty (1) • So they could not be seduced (or even seen) by men (1) 	2 (AO1)	Remain in the private sphere is too vague without an explanation as to why
14	<p>‘Neaira was a typical <i>hetaira</i>.’ How far do you agree with this statement? Use Source D as a starting point and your own knowledge in your answer.</p> <p>AO1 Candidates should show knowledge and understanding of: <i>Hetairai</i></p> <ul style="list-style-type: none"> • Usually metics • Trained to sing, dance, entertain men • Educated to discuss politics, philosophy etc. 	4 (AO1) 4 (AO2) (See Levels of Response grid)	<i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> • Employed at symposia • Could command high fees <p>Neaira</p> <ul style="list-style-type: none"> • Owned and trained as a <i>hetaira</i> by Nicarete, a brothel keeper • Taken to various festivals and events as a young woman • Bought by two of her clients • Then sold to an Phrynion, where she was badly treated and forced to have sex in public with him and when drunk at parties she was sexually assaulted by guests and slaves. • Lived with the Athenian Stephanus with his three children [textbook states they were her children] • Alleged to have acted as a prostitute in Athens ... • ... and that Stephanus blackmailed her clients • A man caught sleeping with an Athenian citizen woman could be punished • Stephanus' daughter Phano [accusers say Neaira's daughter] twice married Athenian citizens <p>AO2</p> <p>Candidates might demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>Typical</p> <ul style="list-style-type: none"> • "Drank and dined with men" • Taken on expensive trips to festivals • She, like hetairai, could have multiple owners • Physical and sexual abuse seems to have been common • Lack of protection from the law or freedom to make her own decisions • Other hetairai could become rich <p>A-typical</p>		

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none">• Alleged to have “worked as a prostitute”• Most hetairai were not slaves• Owned by two individuals at the same time and treated like a <i>porne</i>• Lived with Stephanus as his wife• Married her [step-]daughter (twice) to Athenian citizens• Little evidence of rhetorical skills		

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

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

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

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

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

Question	Indicative Content	Marks (AO)	Guidance
15	<p>What was the ‘grievance [that] had caused the war’ (line 1)? Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Romans invited the Sabines (to a festival) (1) • They tricked the Sabines (1) • And stole their women (1) 	2 (AO1)	Do not credit that the Sabines wanted to get the women back – this is a consequence of their action, rather than a cause
16a	<p>List two outcomes of the action of the women described in Source E</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Stopped the fighting (1) • The women stayed permanently with their husbands (1) • Brought peace between the cities (1) • Sabines and Romans became one people (1) • Their parents were granted Roman citizenship in time (1) • Women are given the privileges of Roman citizenship, as were their children (1) • Roman curiae were named after the women who were taken (1) 	2 (AO1)	
16b	<p>Describe why one was significant.</p> <p>Any one from</p> <ul style="list-style-type: none"> • It helped the population increase (1) • It allowed Rome to grow (1) • Women could influence their husbands in matters of state (1) • The privileges of citizenship soothed the anger of the women (1) 	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>Rome got a population is too vague</p>
17	<p>Who was king of Rome at this time?</p> <p>Romulus</p>	1 (AO1)	

18	<p>Why is Turia worthy of praise in this passage? Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • She is putting her husband's interests ahead of hers / didn't want her husband to remain in an unhappy marriage (1) • She is prepared to suffer the shame of divorce if it helps her husband's family (1) • She views her fertility as the most important aspect of the marriage (1) • She offered to divorce him so he could remarry/have children (1) • She offers to find him a new wife (1) • She offers to vacate their house (1) 	2 (AO1)	Accept summaries of the passage without analysis
19	<p>Give two reasons why it was important for a Roman woman to have children.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • To advance the wealth of the household (1) • To increase the status / prestige of the family (1) • To continue the family line / household (1) • To ensure family alliances in the future (1) 	2 (AO1)	
20	<p>Give one duty of a female household slave other than cooking and cleaning:</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Childcare (1) • Making clothes/wool working (1) • Hairdressing (1) • Working in the master's business (1) • Running errands (1) • Fetching water (1) 	1 (AO1)	

	<ul style="list-style-type: none"> • Accompanying the mistress (1) • Serving food (1) • Entertaining after dinner (1) 		
21a	<p>Give two household duties of a Roman matrona. Do not include producing children.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • To run the household / manage slaves (1) • To store / manage food (1) • To spin wool (1) • To weave / make clothes (1) • To organise dinner parties (1) • To educate her daughter(s) (1) • Look after children (1) • Cooking (1) • Cleaning (1) • Caring for sick family members (1) • Manage public affairs of the household and its business when the husband was away <u>for extended periods</u> (1) 	2 (AO1)	
21b	<p>Why was one of these duties important?</p> <p>Any one from:</p> <ul style="list-style-type: none"> • To ensure the household was clean / ran efficiently (1) • To promote the family wealth / reputation (1) • Self-sufficiency (1) • So her daughter could be a good matrona (1) 	1 (AO2)	<i>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>
22	<p>If a Roman married couple divorced, who had custody of the children</p> <ul style="list-style-type: none"> • The husband/father/paterfamilias (1) 	1 (AO1)	

23	<p>Why was it easy for a woman in a sine manu marriage to get divorced?</p> <ul style="list-style-type: none"> • There was no dowry to return (1) • The wife was never under the legal control of the husband's family (1) • They just had to return to their father's home (1) • They only had to declare themselves divorced (1) 	2 (AO1)	
24	<p>List three activities that a rich Roman woman could do that a poor woman would be unable to. Make three points.</p> <p>Any three from:</p> <ul style="list-style-type: none"> • Manage slaves (1) • Reading/writing/learning literature (1) • Visiting friends (1) • Buying luxuries (1) • Put up buildings for the city (1) • Be priestesses (1) • Attend/host dinner parties (1) • Keeping up with politics (1) • Visiting public gardens (1) • Staying at home (1) 	3 (AO1)	
25	<p>What public events were Roman women allowed to attend? Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Chariot racing (1) • Gladiator shows (1) • Religious festivals (1) • Theatre shows (1) • Triumphs (1) • Listening to speeches in the forum (1) 	2 (AO1)	Do not accept Greek festivals (e.g. Dionysus)

26	<p>What was the punishment for a married Roman woman who was found to have had an affair with a slave?</p> <p>Death</p>	1 (AO1)	Do not accept buried alive
27	<p>‘Roman women who had sexual relationships with men outside their own marriage were treated worse than prostitutes.’ How far do you agree with this statement? Use Source G as a starting point and your own knowledge in your answer.</p> <p>AO1: Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Source G refers to Clodia – a married woman having an affair • Clodia’s actions lead to accusations of being a ‘promiscuous tart’ • Description of Clodia equates her behaviour with that of a prostitute • Illustrious women, like Clodia, would be scandalised. • Married women would lose custody of children. • Women would lose dowries if divorced in cum manu marriages. • No dowry to lose if in a sine manu marriage. • They might be forced to get a divorce if they had an affair • Such a woman would become infamis (she could not inherit, marry a senator or his son etc). • Prostitutes also belonged to the infamis class and were slaves • They were often controlled by a pimp and had no legal protection. • They would often not be in control of their living conditions, clients, their own money etc. • Some prostitutes were more like hetairai and could be well treated and grow rich. Some were invited as a guest to dinner parties. • They would wear a toga as a badge of shame. <p>AO2 Candidates might demonstrate evaluation and analysis through the use of some of the following arguments:</p>	<p>4 (AO1) 4 (AO2)</p> <p>(See Levels of Response 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>

	<ul style="list-style-type: none">• Roman women who had an affair could be considered <i>infamis</i>, similar to a prostitute• Punishment for a married woman to have an affair with a slave was death – this did not apply to prostitutes• Roman women who had an affair were considered to have chosen to do so, and were therefore in disgrace• Cytheris' career blurs the distinction between prostitute and Roman wife• The toga worn by a prostitute marked her out more clearly than anything an adulterous woman would wear.• Adultery could result in serious punishments (even death) for a woman. A prostitute would not be killed for such reasons (having an affair with a slave).• The scandal caused by an adulterous woman would be more significant than that of a prostitute.• There was far more to lose for an adulterous woman (e.g. her children, marriage). Prostitutes would not be forced to give up children.• Some illustrious women joined the ranks of prostitutes and the law had to be amended to prevent this. There were clearly some attractions in the positions.		
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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.

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

Question	Indicative Content	Marks (AO)	Guidance
Section C			
28	<p>Study Source H. Explain why these women are shown on the Parthenon frieze.</p> <p>Any one idea from:</p> <ul style="list-style-type: none"> • These women are <i>ergastinai</i> / they wove the peplos of Athene (1) • These are young Athenian women (1) • The frieze represents the Panathenaic procession (1) • They are holding sacred objects (1) • They are wearing peploi (1) <p>Any one pair from:</p> <ul style="list-style-type: none"> • They show how women can contribute to the greatness of Athens (1) by doing traditional tasks (1) • The sacred objects would be used in the ceremonies / the robe would be used as an offering (1), which shows they had an important role (1) • They would honour Athene (1), which was a key part of the festival (1) • They are dressed traditionally (1), similarly to how the goddess would be dressed (1) 	<p>1 (AO1)</p> <p>2 (AO2)</p>	<p><i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of source material.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>
29	<p>Study Source I. Explain why the women were so upset by Clodius' actions.</p> <p>Any one idea from:</p> <ul style="list-style-type: none"> • They were upset because it was a female only festival (1) • They were upset because he disrupted the festival (1) • He had dressed as a woman (1) 	<p>1 (AO1)</p> <p>2 (AO2)</p>	<p><i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of source material.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and</i></p>

	<p>Any one pair from:</p> <ul style="list-style-type: none"> • Clodius was a man which would offend the gods (1), and his presence would break the law (1) • He might witness the secret rites (1) which would offend the goddess (1) • The worshippers would have been illustrious women (1) and the presence of Clodius among them would have affected their reputation (1) • The festival had to be restarted (1), which meant more time, expense and inconvenience (1) 		<p><i>approaches must be credited appropriately.</i></p> <p><i>For each idea, there is one mark for use of the source, and two marks for opinions on this.</i></p>
30	<p>Study Sources H and I. Explain what these sources tell us about the importance of women in religion in both Athens and Rome.</p> <p>Any two ideas (one from each source) from:</p> <ul style="list-style-type: none"> • Women carried sacred objects for the festival (1) • Women are taking part in the Panathenaic procession (1) • Women are in good clothing (1) • Women only were involved in the worship of the Bona Dea (1) • It was held at the house of a very illustrious woman (1) <p>Any two pairs (one from each source) from:</p> <ul style="list-style-type: none"> • Women are on an important monument in Athens (1), which would be seen by all the city and foreign visitors to show their role (1) • The objects/robe would be vital for the correct worship (1), and without them the worship could not performed correctly (1) • Women are placed on a frieze / near the front of the procession (1) showing their importance at this is a key position (1) • Women were seen as more important than men for worshipping the Bona Dea (1) as it was a festival for women and fertility / men are forced out of the house (1) • Higher status women had a greater role in religion (1) as they had the means/ability to worship the goddess in an appropriate fashion (1) 	<p>2 (AO1)</p> <p>4 (AO2)</p>	<p><i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this. The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

31	<p>Explain why there are so few sources from Athens and Rome that refer to the religious roles of women.</p> <p>Any one idea from:</p> <ul style="list-style-type: none"> • Weaving the robe was one of the few activities for women in the festival (1) • In the passage the festival is secret (1) <p>Any one pair from:</p> <ul style="list-style-type: none"> • women had a very limited role in major state religious festivals in Rome (1), so this reflects the reality of women in religion (1) • most festivals for women were held in secret (1),so no images were made / accounts written (1) • little survives about the roles of women in religion (1) as there were few female authors/artists (1) 	<p>1 (AO1)</p> <p>2 (AO2)</p>	<p>As candidates seem not have used the instruction to study the Sources at the top of the page, allow answers do not have to have an AO1 reference to these printed sources. However, they must have an AO1 fact to get the mark.</p> <p><i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this. The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

<p>32</p>	<p>‘Camilla’s lifestyle and actions are very different to those of the Amazons’ . Explain how far you agree with this statement. You should refer to any appropriate Classical sources you have studied to support your argument and make comparisons between Greece and Rome.</p> <p>Answers might include reference to some of the following:</p> <p><u>AO1</u> Camilla</p> <ul style="list-style-type: none"> • Volscian princess • Described as having godlike abilities • Proficient in use of weapons • Described as an ‘Amazon’ by Virgil • Proud of her virginity • Lived alone (with her father) • Killed in battle – betrayed by her own greed • Fought impressively in battle <p>Amazons</p> <ul style="list-style-type: none"> • Lived in a matriarchal society • Not virginal, but sex was seen as necessary to have daughters • Proficient in the use of weapons • Led by Queen Penthesilea • Penthesilea chose to die in battle • Always defeated by men in battle • Removed one breast to increase their strength in right arm • Fought as a group <p><u>AO2</u> Similarities include:</p> <ul style="list-style-type: none"> • Use of weapons • Unmarried status • Not under control of men • Death in battle • Excellence as warriors 	<p>15 (See Levels of Response 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>
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	<ul style="list-style-type: none">• Feared by men Differences include: <ul style="list-style-type: none">• Camilla lived a solitary existence, Amazons in a society• Camilla remained a virgin, Amazons had children• Camilla died because of greed, Penthesilea due to fate/her own choice• Amazons removed their right breast, Camilla did not• Camilla protected by Diana unlike the Amazons• Amazons raised in a society of warriors, Camilla moved from 'normal' society to solitary existence• Camilla taught by her father in order to hunt and survive, Amazons trained for war		
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Guidance on applying the marking grids for the 15-mark extended response

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

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

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

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

Question	Indicative Content	Marks (AO)	Guidance
33	<p>‘Although they were despised, Medea and Cleopatra were also respected.’ Explain how far you agree with this statement. You should refer to any appropriate Classical sources you have studied to support your argument and make comparisons between Greece and Rome.</p> <p>Answers might include reference to some of the following:</p> <p>AO1 <u>Medea</u></p> <ul style="list-style-type: none"> • Descended from Hekate and sun god • From ‘the east’ - a barbarian • Helped Jason find the Golden Fleece • Murdered her brother • Restored the youth of Jason’s father • Tricked Pelias’ daughters to murder him • Tricks Aegeus into giving her protection • Murders Glauce (and Creon indirectly) • Murdered her sons <p><u>Cleopatra</u></p> <ul style="list-style-type: none"> • Ruled with father Ptolemy XII, then brother Ptolemy XIII • Convinced/seduced Caesar to side with her in the Civil War • Cleopatra visited Rome with Caesarion, her son by Caesar • Stayed in one of Caesar’s houses • On the death of Caesar she returned to Alexandria and allegedly poisoned her younger brother • Met/seduced Mark Antony – had twins • Given various honours by him and suspicions that he would transfer further control to her • Defeated by Octavian • Committed suicide 	<p style="text-align: center;">15 (See Levels of Response 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>AO2</p> <p><u>Medea</u></p> <p>Despised because:</p> <ul style="list-style-type: none">• She was a foreigner/non-Greek/barbarian• She murdered relatives• She used poison/witchcraft/magic• She chose her own husband• She manipulated men <p>Respected because:</p> <ul style="list-style-type: none">• Stood up for herself when abandoned by Jason• She was clever/cunning• She was linked to the gods <p><u>Cleopatra</u></p> <p>Despised because:</p> <ul style="list-style-type: none">• She was a foreigner/non-Roman/barbarian• She had various family members including two brothers and her sister Arsinoe allegedly killed• She had affairs with Julius Caesar and Mark Antony – both married to Roman wives• Both affairs apparently were instigated by Cleopatra• She had children with both Julius Caesar and Mark Antony• She lived in Rome whilst having an affair with a married Roman• She insisted on being called ‘queen’ whilst in Rome• She was associated with foreign cult of Isis (statue in the forum)• She had a decadent lifestyle• ‘Donations of Alexandria’ implied moving the of the empire away from Rome <p>Respected because:</p> <ul style="list-style-type: none">• She was powerful		
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	<ul style="list-style-type: none">• She was queen of Egypt• She was linked to the cult of Isis• Of the heroic manner of her death• She was intelligent, manipulative and beautiful• She was perceived as partner to Julius Caesar and then Mark Antony		
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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.

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4	10 – 12	<ul style="list-style-type: none"> good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts and possible interpretations (AO1) good analysis and interpretation of a wide range of relevant evidence (AO2) consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)
3	7 – 9	<ul style="list-style-type: none"> reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts and/or possible interpretations (AO1) reasonable analysis and interpretation of a range of relevant evidence (AO2) argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)
2	4 – 6	<ul style="list-style-type: none"> basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts and/or possible interpretations (AO1) basic analysis and interpretation of some relevant evidence (AO2) argument has some structure, some evaluation of sources, and some credible conclusions (AO2)
1	1 – 3	<ul style="list-style-type: none"> limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts and/or possible interpretations (AO1) limited analysis and interpretation of little relevant evidence (AO2)

		<ul style="list-style-type: none">• some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)
0	0	<ul style="list-style-type: none">• no response or no response worthy of credit

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