



Oxford Cambridge and RSA

GCSE (9–1)

Classical Civilisation

J199/12: Women in the ancient world

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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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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Annotations

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

SUBJECT–SPECIFIC MARKING INSTRUCTIONS

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Using the Mark Scheme

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

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

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

Question	Indicative Content	Marks (AO)	Guidance
Section A			
1	<p>Source A shows a scene in a temple. Where in Greece was the temple located?</p> <p>Delphi (1)</p>	1 (AO1)	
2a	<p>What role within the temple did the woman shown in Source A have?</p> <p>One from:</p> <ul style="list-style-type: none"> • Pythia (1) • Priestess (1) 	1 (AO1)	
2b	<p>How can you tell? Make two points.</p> <p>Two from:</p> <ul style="list-style-type: none"> • Seated on tripod (1) • Shown in temple (1) • Holding laurel leaves (1) • Being consulted (by Croesus) (1) 	2 (AO1)	
3a	<p>Describe the role of the woman shown. Make two points.</p> <p>Two from:</p> <ul style="list-style-type: none"> • Consult the oracle (1) • Mouthpiece of Apollo/gods (1) • Dispense advice on behalf of the gods (1) • Give advice on how to remove religious pollution (1) • Deliver prophecies (1) • Burned barley and laurel leaves (1) 	2 (AO1)	
3b	<p>Why was her role significant?</p> <p>One from:</p> <ul style="list-style-type: none"> • Influence worshippers to make a decision (1) 	1 (AO2)	<i>The indicative content is a description of possible content only; all legitimate answers</i>

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> Believed to be the best prophet in the world (1) 		<i>and approaches must be credited appropriately</i>
4	<p>What type of women were allowed to participate in the Panathenaia? Make two points.</p> <p>Two from:</p> <ul style="list-style-type: none"> Athenian (1) Citizens (1) Arrephoroi (1) Ergastinai (1) 	2 (AO1)	
5	<p>Name an Athenian religious festival that was only open to women.</p> <p>Thesmophoria (1)</p>	1 (AO1)	Allow reference to maenads and Bacchae linked to Dionysus.
6	<p>What name was given to Athenian dinner parties where men were entertained by women?</p> <p>Symposium (1)</p>	1 (AO1)	Accept plural
7	<p>What evidence is there in Source B to show that the woman is a <i>hetaira</i>? Make two points.</p> <p>Two from:</p> <ul style="list-style-type: none"> Playing flute (1) Man reclining on couch (1) Wine cup/<i>kylix</i> (1) Bare armed (1) Close to a semi-naked man (1) 	2 (AO1)	
8	<p>List two main differences between the <i>hetairai</i> and the <i>pornai</i>.</p> <p>Two from:</p>	2 (AO1)	

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> • <i>Pornai</i> were low class, but <i>hetairai</i> were high class (1) • <i>Pornai</i> were slaves, but <i>hetairai</i> were <i>metics</i>/free (1) • <i>Pornai</i> were hired for sex, but <i>hetairai</i> were hired for entertainment (1) • <i>Pornai</i> were not educated, but <i>hetairai</i> were (1) • <i>Hetairai</i> would cost more (1) 		<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately</i></p>
9a	<p>What were the most important skills of a <i>hetaira</i>? Make two points.</p> <p>Two from:</p> <ul style="list-style-type: none"> • Singing (1) • Dancing (1) • Playing musical instrument (1) • Conversation skills / debating / philosophy (1) • Presentation (looks – hair, make up, dress sense etc.) (1) 	2 (AO1)	
9b	<p>Explain why one of these skills was important.</p> <p>One from:</p> <ul style="list-style-type: none"> • To entertain (1) • To impress (1) • To amuse (1) • To show level of education (1) • To charge higher fees (1) 	1 (AO2)	
10	<p>What can we tell about Neaira’s profession from the way she is described in Source C? Make two points.</p> <p><i>Hetaira</i> (1) In company (1)</p>	2 (AO1)	
11a	<p>Who did Aspasia live with?</p> <p>Pericles (1)</p>	1 (AO1)	

Question	Indicative Content	Marks (AO)	Guidance
11b	<p>Why was this considered scandalous?</p> <p>One from:</p> <ul style="list-style-type: none"> • She was a foreigner/<i>metic</i> (1) • He was a citizen (1) • Lived together as if married (1) • She was a <i>hetaira</i> (1) 	1 (AO2)	
12	<p>“Women had no power in Athens except in their own homes”. How far do you agree with this statement? Use Source D as a starting point and your own knowledge in your answer.</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • Source refers to women as ‘stewards and treasurers’ at home • Assembly only open to male citizens • No political power for women • Women could be involved in the Panathenaia, Thesmophoria, Dionysus worship • Couldn’t inherit, make wills, have wealth • Women were responsible for budget, food and clothing in the <i>oikos</i> • Males would decide exposure and education of children <p><u>AO2</u></p> <ul style="list-style-type: none"> • Women had no power over some aspects of the home, e.g. symposia • Religious roles gave women very limited power • Women had no choice in who they married, and no (official) power over their husbands • Aristophanes suggests women had power over their husbands within the household • Source is a comedy which may impact its reliability • Could influence husbands/lovers (e.g. Aspasia) • Some might not be able to influence due to lack of education 	8 (see LoR)	<p><i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

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 Section B	Indicative Content	Marks (AO)	Guidance
13a	What class of woman is shown in Source E? Upper/noble class (1)	1 (AO1)	
13b	How can you tell? Make three points. Three from: <ul style="list-style-type: none"> • Literate (1) • Shown with pen (1) • Shown with book (1) • Has portrait (1) • Jewellery (1) • Hairnet (1) • Hairstyle (1) 	3 (AO1)	
14	Why were actresses considered as <i>infamis</i>? State one reason. One from: <ul style="list-style-type: none"> • Someone else controlled their body (1) • Acting was seen as shameful (1) 	1 (AO1)	<i>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>
15a	What specific garment did prostitutes in Rome wear when in public? Toga (1)	1 (AO1)	
15b	Why were they expected to wear this? <ul style="list-style-type: none"> • In public sphere (1) • Badge of shame (1) • Highlighted them as different (1) 	1 (AO1)	
16	What festival had Clodius interrupted?	1 (AO1)	

	Bona Dea(1)		
17	<p>Why were Clodius' actions seen as so insulting? Make two points.</p> <p>Two from:</p> <ul style="list-style-type: none"> • He was a man in a women only ritual (1) • His actions would offend the gods (1) • His actions would impact on Rome itself (1) • Vestal Virgins were present (1) 	<p>2 (AO1)</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>Allow references to his alleged affair with Caesar's wife.</p>
18	<p>Why was the marriage of the Flaminica Dialis was important. Make two points.</p> <p>Two from:</p> <ul style="list-style-type: none"> • Married to the Flamen Dialis/priest of Jupiter (1) • If her husband died she had to resign (1) • Must be a virgin when married (1) • Must be married by <i>confarreatio</i> (1) 	<p>2 (AO1)</p>	
19a	<p>List two of the duties of the Flaminica Dialis.</p> <p>Two from:</p> <ul style="list-style-type: none"> • Sacrifice a ram (to Jupiter every eighth day) (1) • Attend festivals with her husband (1) • Make cloak for Flamen Dialis (1) • Avoid religious pollution by observing superstitious rules (1) • Not cut hair/nails in June (1) 	<p>2 (AO1)</p>	
19b	<p>Suggest why carrying out one of these duties was important to Rome.</p> <p>Breaking religious rules/conventions/rituals would anger the gods (1)</p>	<p>1 (AO2)</p>	
20a	<p>What were the Sibylline books? Make two points.</p> <p>Two from:</p> <ul style="list-style-type: none"> • Collection of prophecies/oracles (1) 	<p>2 (AO1)</p>	

	<ul style="list-style-type: none"> • Believed to have been written by Sibyl (1) • Inspired by Apollo (1) 		
20b	<p>Give one reason why these books were important.</p> <p>One from:</p> <ul style="list-style-type: none"> • Consulted at times of emergencies (1) • Contained advice from the gods (1) 	1 (AO2)	
21	<p>Who looked after the Sibylline Books?</p> <p>One from:</p> <ul style="list-style-type: none"> • Priests (1) • Quindecemviri (1) 	1 (AO1)	
22	<p>The poet uses the name ‘Lycoris’. Who was he referring to?</p> <p>Cytheris (1)</p>	1 (AO1)	
23	<p>Name one of ‘Lycoris’ famous clients.</p> <p>One from:</p> <ul style="list-style-type: none"> • Mark Anthony (1) • Cornelius Gallus (1) 	1 (AO1)	
24	<p>Why was she freed by her owner, Eutrapelus?</p> <p>She could charge more for her services as a free woman (1)</p>	1 (AO1)	
25	<p>“Women in Rome had no political power”. How far do you agree with this statement? Use Source D as a starting point and your own knowledge in your answer.</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> • Source shows women influencing politics • No official political role/rights for women 	8 (See LoR)	<i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>

	<ul style="list-style-type: none">• Women could run businesses and earn money (e.g. Eumachia)• Women could not vote• Women could not bring a lawsuit• Women could speak in court <p><u>AO2</u></p> <ul style="list-style-type: none">• Women could influence politicians with their money or influence• Repeal of Oppian Law demonstrates their unofficial political power• Marriage to a patrician gave a woman influence• Women could act as patrons and build up a support base• Little evidence of plebeian women having influence		
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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
Section C			
26	<p>Explain how both Sources I and J portray female warriors as weaker than men.</p> <p>Two from:</p> <ul style="list-style-type: none"> • Source I: Amazon has no weapons (1) which shows the man is equipped more suitably for battle (1). Amazons would often have weapons so here it shows she has been defeated (1) • Source I: Amazon is under the man (1) which shows he has control over her (1) and her attempts to push him away look weak (1) • Source I: Amazon has one breast exposed (1) showing her femininity (1) which contrasts with the armour-covered body of the warrior (1) • Source J: Camilla tempted by the gold jewellery (1) showing greed (1) which makes her materialistic and leads to her death (1) • Source J: Arruns does not seek a trophy of Camilla's defeat (1) showing self-control (1). He is focused on what is important (1) • Source J: Arruns thinks some other deed will bring him glory (1) as killing a woman was not glorious (1) as they were not meant to be on the battlefield (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>
27	<p>Explain why Camilla was so expert at using weapons.</p> <p>One from:</p> <ul style="list-style-type: none"> • Trained by her father (1) so she would develop masculine skills (1) which a father would teach his sons (1) • Raised in exile (1) so she has to fend for herself (1) causing her to develop hunting and fighting skills (1) • Favourite of Diana (1) goddess of hunting (1) who would presumably 	<p>1 (AO1)</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</i></p>

	<p>help her when fighting (1)</p> <ul style="list-style-type: none"> Grew to love her weapons (1) so she rejected other, more feminine, pastimes (1) and developed her military skills (1) 	<p>2 (AO2)</p>	<p><i>approaches must be credited appropriately.</i></p>
28	<p>Explain how mythical warrior women are portrayed as being different from real women.</p> <p>Two from:</p> <ul style="list-style-type: none"> Amazons: live without men (1) whereas ancient real women were expected to live with men and have children (1) to continue the family line (1) Amazons: train to fight and kill (1) whereas girls would be educated in domestic skills (1) which were important in later life (1) Amazons have revealing clothing / Camilla wears a tiger-skin (1) whereas women in Athens and Rome would be covered (1) to preserve modesty (1) Camilla: unmarried virgin (1) whilst ancient women were expected to marry (1) as they needed the support of men (1) Camilla: spends time outdoors/hunts (1) whilst women in Athens spent time indoors (1) to preserve modesty (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>
29	<p>“The life of young women in Greece and Rome was dominated by the prospect of getting married.” Explain how far you agree with this statement.</p> <p><u>AO1</u> Greece</p> <ul style="list-style-type: none"> In Athens, girls educated to run household Marriage arranged by father No other career choice for girls Spartan girls aspired to have healthy babies Spartan marriage prioritised having babies Formal education very rare in Athens, but exercise was promoted in 	<p>15 (See LofR grid)</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>Sparta</p> <ul style="list-style-type: none"> Girls married around 14 in Athens and late teens in Sparta <p>Rome</p> <ul style="list-style-type: none"> Girls had limited education – just reading and writing to help them run the household Marriage arranged by father/<i>paterfamilias</i> Limited career options other than marriage (e.g. Vestal virgins) Women could own property so could run businesses Arranged marriages could be made from early childhood Betrothed girls would wear marriage insignia Girls married around 14 <p><u>AO2</u></p> <ul style="list-style-type: none"> Marriage central to both societies For richer girls, the choice of a suitable husband was very important to the family's status No choices for girls in any aspect of Roman and Athenian marriage, although in theory Roman girls could reject unsuitable husbands Vestal Virgins were not allowed to be married and Athenian religious roles were open to girls before marriage was important. In Athens and Rome marriage occurred within childhood years to produce children 		
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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

<p>30</p>	<p>“The main reason that Medea and Cleopatra were feared was because of the fact that they were ‘foreign’.” Explain how far you agree with this statement. [15]</p> <p><u>AO1</u> Medea:</p> <ul style="list-style-type: none"> • From Colchis • Betrays homeland • Kills her brother • Murders Pelias, Glauce (and Creon indirectly), and her children • Escapes punishment • Knows magic • Curses Aegeus and Jason • Shown in Eastern clothing on the Flight of Medea krater <p>Cleopatra:</p> <ul style="list-style-type: none"> • Egyptian Pharaoh • Implicated in the death of her brother • Affair with Julius Caesar and Antony • Story that she was to transfer the capital to Egypt • Had a child with Caesar • Spoke multiple languages • Associated herself with Isis • Given titles and territories by Antony <p><u>AO2</u></p> <p>Candidates should assess to what extent the fear of both was caused by their nationalities or other factors:</p>	<p>15 (See LofR 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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	<p>Medea</p> <ul style="list-style-type: none"> • Aptitude for magic might be seen as separate from her being foreign, although the Greeks did associate women and the East with magic • Skilled poisoner • Willing to instigate and use violence • Willingness to do anything for love • Turns her back on maternal instincts – perhaps seen to do with her being foreign • Her intelligence might be seen as more to do with her personality and manipulative nature rather than being foreign • Ancients would fear her power as much as her being foreign <p>Cleopatra</p> <ul style="list-style-type: none"> • Used sexual allure to ensnare two important and powerful Roman men • Shown as intelligent in how she beguiled both men and spoke to envoys in their own language • Both Caesar and Mark Anthony were distracted from their rightful marriages to Roman women • Head of powerful and rich state • Egypt’s military power was a genuine threat to Roman power 		
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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)

		<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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