



Oxford Cambridge and RSA

GCSE

Classical Civilisation

J199/12: Women in the ancient world

General Certificate of Secondary Education

Mark Scheme for June 2022

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.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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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This document consists of 27 pages

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
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Annotations

Annotation	Meaning
	Blank Page
	Seen
	Tick
	Questionable response
	Incorrect
	Unclear
	Omission
	Repetition
	Benefit Of Doubt
	Too Vague
	Spelling

11. 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			

Question	Indicative Content	Marks (AO)	Guidance
1	<p>Where in Athens did the Assembly meet, as shown in Source A?</p> <ul style="list-style-type: none"> • The Pnyx 	1 (AO1)	Accept Pnyx
2	<p>List two types of people who were not allowed to vote in the Athenian Assembly.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Slaves (1) • Women (1) • Foreigners/<i>metics</i> (1) • Children (1) / Under 18 (1) 	2 (AO1)	
3	<p>Why were Athenian women expected to stay indoors? Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Modesty (1) • To be loyal to their husbands (1) / couldn't have affair (1) • Perform household tasks (1) / Duties were inside (1) / Manage household (1) / Prepare food (1) / Weaving (1) • Manage slaves (1) • Childcare (1) 	2 (AO1)	<p>Stay out of the public eye on its own is not enough</p> <p>Maximum of one mark for household tasks or examples of them</p>
4	<p>What can we tell about Athenian women from this passage? Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Shaved body hair (1) / no body hair (1) 	2 (AO1)	

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> • Usually avoided direct sun (1) / meant to be pale (1) • Attended a festival called the Scira (1) / previously attended a festival for women (1) 		
5	<p>Why does Praxagora ask the women if they brought beards with them?</p> <p>Any one from:</p> <ul style="list-style-type: none"> • To disguise as men (1) • So they can sit in the Assembly (1) 	1 (AO1)	
6	<p>Why does Praxagora attempt to get the women to practise public speaking? Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • To speak in the Assembly (1) / To be convincing (1) • Not educated to do so (1) / haven't been taught public speaking (1) / only men were educated (1) • So they weren't discovered to be female (1) • Haven't spoken in the public sphere before (1) • Women made mistakes when practicing speaking (1) • To prove women are capable of being involved in politics (1) 	2 (AO1)	
7	<p>What is the name of the accused woman?</p> <ul style="list-style-type: none"> • Agnodice 	1 (AO1)	
8a	<p>Describe the outcomes of this case. Make two points.</p>	2	

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> • Agnodice was acquitted (1) / not executed (1) • The law was changed to allow women to be doctors/midwives (1) / learn medicine (1) 	(AO1)	
8b	<p>Why was this significant?</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Shows the power of women (1) • Shows women could on occasions be involved in the public sphere (1) • This was a way women could be educated (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>
9	<p>What was the name of the legendary queen of the Amazons?</p> <ul style="list-style-type: none"> • Penthesilea (1) 	1 (AO1)	
10	<p>What is the name of the male warrior shown killing the Amazon in this source?</p> <ul style="list-style-type: none"> • Achilles 	1 (AO1)	
11	<p>In which war was the event shown on the vase thought to have happened?</p> <ul style="list-style-type: none"> • Trojan war 	1 (AO1)	
12a	<p>Describe how Amazons are usually shown in Greek art? Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Armed (1) / Fighting (1) • Breast exposed (1) - not removed 	2 (AO1)	<p>Masculine/barbarian on their own is not enough for a mark</p>

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> • Dressed differently to other women (1) / showing arms / legs (1) • Defeated by men (1) Submissive (1) on the ground (1) • Muscular / Strong (1) • Facial features (essential) are feminine (1) • Wore animal skins (1) / trousers (1) • Rode horses (1) 		
12b	<p>How is one of the points you have made significant?</p> <p>Any one from:</p> <ul style="list-style-type: none"> • Contrast/opposite to how women were usually portrayed (1) • Shows they were barbarians/foreign (1) • Weaker than men (1) • Women always were inferior to men (1) • Shows their wildness / power in defeating animals (1) • Shows skill / prowess to ride horses (1) 	1 (AO2)	Do not credit rejection of motherhood
13a	<p>According to some stories the Amazons removed part of their bodies. Which part?</p> <ul style="list-style-type: none"> • Right breast (1) – right essential 	1 (AO1)	Not breasts
13b	<p>Why did they remove this part of their body?</p> <p>Any one from:</p> <ul style="list-style-type: none"> • To strengthen their right arm/shoulder (1) • To improve their archery skills (1) or spear throwing (1) • Symbolic of the rejection of femininity (1) 	1 (AO2)	

Question	Indicative Content	Marks (AO)	Guidance
	<p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • His prioritising of his gaining of the throne over his marriage to Medea • “It was hardly my hand that killed them” suggests Medea alone is to blame • “The insult of your new marriage” refers to Jason’s decision to abandon Medea for Glauce • Pelias’ refusal to honour his bargain led to Medea arranging his death, the death of Glauce, and then her children too • Without Hera’s interference no murders would have occurred • Both Jason and Medea were driven to make choices by the actions of Hera and Pelias • Medea has betrayed Jason after all she did for him • Jason knew what she was capable of so should have been more careful not to antagonise her and be taken in by her during the play • Medea’s revenge is excessive as regards the wrong that she felt 		

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
15	<p>What was the cursus honorum (1)</p> <ul style="list-style-type: none"> • Career scale for politicians (1) 	1 (AO1)	
16	<p>Describe the role of the quaestors? (1)</p> <p>Any one from:</p> <ul style="list-style-type: none"> • In charge of finances (1) • Sort out finances in provinces (1) • Military commands (1) 	1 (AO1)	
17	<p>How many consuls were there each year?</p> <ul style="list-style-type: none"> • Two (1) 	1 (AO1)	
18a	<p>Describe how women repealed the Oppian Law. Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • They protested (1) / They blockaded the streets / approaches to the forum (1) • Petitioned male relatives / men they met (1) • Huge crowds preventing businesses from operating (1) • Approached the officials (1) 	2 (AO1)	
18b	<p>How is one of the points you have made significant?</p> <p>Credit any relevant response linking to previous answer based on women exerting their power over the men in Rome.</p> <ul style="list-style-type: none"> • Women could prompt political change / be involved in political life (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>

	<ul style="list-style-type: none"> Rome's finances would be weakened if trade stopped (1) If the forum was blocked, political decisions couldn't happen (1) 		
19	<p>Why could it be said that some individual women in Rome had political power? Make three points (1)</p> <p>Any three from:</p> <ul style="list-style-type: none"> They might be the wife/mother of emperor (1) Rich/patrician women had influence over husbands' clients (1) Rich businesswomen had their own clients (1) / could use their wealth politically (1) Women manipulating men (Praecia and Fabia) (1) – need to specify what they did Could be a priestess (1) Influenced husbands/lovers (1) / could persuade men to vote for things (1) 	3 (AO1)	<p><i>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Accept examples of three individual women</p> <p>Not Oppian Law, Sempronia</p> <p>Accept discussion of Lucretia, Turia, Cleopatra</p>
20	<p>Whose conspiracy did Sempronia support?</p> <ul style="list-style-type: none"> Catiline 	1 (AO1)	Answers that are closer to Catullus than Catiline should not be accepted.
21a	<p>Describe the role that Sallust says Sempronia has in the plot. Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> Get the help of slaves (1) Murder her husband (1) Gain the support of her husband (1) Get the city set on fire (1) 	2 (AO1)	
21b	<p>Why was her involvement significant?</p>	1 (AO2)	<i>The 'indicative content' is a description of possible content only;</i>

	<p>Any one from:</p> <ul style="list-style-type: none"> • She was an educated woman (1) • She was from a good family (1) • Women could be involved in politics (1) • Women could have indirect power / Women could have power in conspiracies (1) • She was married to an important politician (1) • She might not have been loyal to her husband (1) 		<i>all legitimate answers and approaches must be credited appropriately.</i>
22	<p>How does Sallust make it clear that he disapproves of Sempronia in Source G? Make three points.</p> <p>Accept quotations or discussion of any three from:</p> <ul style="list-style-type: none"> • ‘manly audacity’ (1) • ‘more elegant...’; (1) • ‘life of luxury’ (1) • ‘everything worth more than...’ (1) • ‘lustful nature’ (1) • ‘murder’ (1) • ‘fallen headlong into both luxury and poverty’ (1) • ‘betrayed someone’s trust’ (1) • ‘careless of money/reputation’ (1) • ‘not paid her debts’ (1) 	3 (AO1)	
23	<p>What does her involvement tell us about women’s role in politics in Rome? Make two points.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • Women were excluded from politics under Roman law as she could not be prosecuted (1) • Women could influence politics by unofficial means (1) • Sempronia’s respectable background/education gave her political influence (1) 	2 (AO1)	

	<ul style="list-style-type: none"> You didn't have to an honourable woman to influence politics (1) 		
24	<p>What is the name of the man referred to in Source H?</p> <p>Metabus (1)</p>	<p>1 (AO1)</p>	Do not accept Camilla's father
25	<p>Why does he carry out the actions described in the source? Make three points.</p> <p>Any three from:</p> <ul style="list-style-type: none"> Camilla is his daughter (1) He is trying to save her life (1) / save his daughter = 2 marks Because he can't carry her across the river (1) He is being chased by enemies (1) So Diana will save her life (1) 	<p>3 (AO1)</p>	Do not accept that he is in exile
26	<p>'The Romans feared Cleopatra not because she was a foreign queen, but because she portrayed herself as a god.' How far do you agree with this statement? Use Source I 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"> Cleopatra "settled in his own house" Caesar's passion was "displayed in Rome itself" As pharaoh she was worshipped as a god in Egypt She was the queen of a powerful foreign nation She was Identified with Isis Caesar erected a statue of her as Isis in the temple of Venus Genetrix It was perceived she had influence over both Julius Caesar and Mark Antony, both married men. She openly came to Rome as Caesar's mistress She had children with both men who might take on roles in Roman politics 	<p>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>

	<ul style="list-style-type: none">• She led an Egyptian army against Octavian's Roman forces• There were rumours that the capital was going to be transferred to Alexandria• She was given Roman territory at the Donations of Alexandria and called "Queen of Kings" <p>AO2 Candidates might demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none">• Feared because she was a powerful foreigner – her armies threatened the power of Rome• Feared as a foreigner as she represented non-Roman 'barbarian' ideas• Republican Rome suspicious of monarchy• The fact that she was female was threatening because:<ul style="list-style-type: none">○ she did not behave with modesty○ was not under the control of her husband [she was married to her brother]○ not under control from her father or family○ she used her feminine charms to gain influence over both Caesar and Mark Anthony• On arrival in Rome there was a suspicion she would seek to be treated as a god		
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0	0	<ul style="list-style-type: none"> No response or no response worthy of credit

	<ul style="list-style-type: none"> • “she is capable of conceiving a child” • “Descent from your side and mine will give them an easy path...” <p>AO2 - Four from (two from each source)</p> <p>Source J</p> <ul style="list-style-type: none"> • Ampharete with child emphasises her role as a mother/grandmother • No other people/objects portrayed besides the baby • <i>Stelai</i> were used to emphasize the positive qualities of the dead person / commemorate her <p>Source K</p> <ul style="list-style-type: none"> • No mention of the mother’s sorrow, only that of the grandfather. • Reference to ‘experience’ suggests that this is the wife’s role in life. • Thankful tone that the wife is still alive is based on the expectation she will become pregnant again. • Final paragraph underlines importance of prolonging the family tree through the production of children. 	<p>4 (AO2)</p>	
29	<p>Explain how far these sources show that the death of a child was considered less important than the death of a mother, in both Greece and Rome.</p> <p>AO1 - Two [one from each source] from:</p> <p>Source J:</p> <ul style="list-style-type: none"> • Stele commemorates the death of the grandmother / a mother (1) <p>Source K:</p> <ul style="list-style-type: none"> • “sorrow when you hear...has had a miscarriage” (1) • “did not take proper care of herself”/“some things she should not have done” (1) • “learned a severe lesson” (1) • “denied your great-grandchild” (1) • “preserve your granddaughter”/ “capable of conceiving a child” (1) • “well-known name”/“established family tree” (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>

	<ul style="list-style-type: none">• the girl should have prioritised the baby's health over her own (1) <p>AO2 - Four [two from each source] from:</p> <ul style="list-style-type: none">• Expense of grave stele (1)• Shows importance of both individuals (1)• Stele shows her main role was a mother (1)• Child shown on gravestone shows its importance within the family (1)• Women did not usually have a stele (1) <ul style="list-style-type: none">• Pliny sources shows the impact of the loss of the child (1)• And the importance of the mother's pregnancy (1)• The sorrow felt by the family in the first line emphasises the importance of the baby over the mother (1)• Shows that the granddaughter's life is important to conceive another child (1)• Shows the focus on continuing the family tree (1)		
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<p>30</p>	<p>'It was not considered important to educate girls in Greece and Rome'. 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> Greece - Athens</p> <ul style="list-style-type: none"> • Girls raised to run the household • Girls under direct control of her kyrios/father • Girls expected to be married as teenagers • Girls educated by their mothers to manage <i>oikos</i>/household including: <ul style="list-style-type: none"> • Managing slaves, raising children, food storage and preparation, organising the symposium, fetching water • Trained by mothers • Some slave girls were educated as hetairai to recite poetry, play musical instruments, entertain men etc <p>Sparta:</p> <ul style="list-style-type: none"> • Girls educated to raise children • Girls exercised for health so as to be to cope with pregnancy • Girls aspired to become mothers of Spartan sons <p>Rome</p> <ul style="list-style-type: none"> • Some girls taught basic literacy by <i>litterator</i> • Rich girls often given full formal education by private tutors. Some could clearly read and write (e.g. Pliny's wife, woman in Sappho fresco) • Girls aspired to be married and raise families • Poorer girls/women would have jobs • Women could run businesses (Eumachia) • Women could act as patrons to clients 	<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>
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	<ul style="list-style-type: none">• A girl's <i>paterfamilias</i> would be in charge of her education• He held full power/control over her by his <i>patria potestas</i>• Some women spoke in court and were likely to have been educated to do so effectively <p><u>AO2</u></p> <ul style="list-style-type: none">• Each society had its own form of education – this did not have to mean formal education. There was a clear expectation of what a girl would learn in her formative years.• Girls did not need to be able to read and write to fulfil her expected adult role. Most in all societies would be illiterate• Politics considered as roles for men only, so no need to educate girls for this• Some felt educating girls was dangerous (like giving extra poison to a snake)• Girls' education in Rome dependent on class and wealth.• Slave girls trained as <i>hetairiai</i> would be taught skills needed for their roles, including music, dance, poetry and literature. Evidence suggests some were very well educated in these subjects.• Girls, especially in Rome, might be expected to go to contribute to the family finances.		
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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
31	<p>‘Women in Greek and Roman legends were always portrayed in a negative way.’ 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></p> <p>Greece</p> <p>Pandora</p> <ul style="list-style-type: none"> • Created by the gods as a punishment for men • Athena styled her, Graces decorated her, Seasons garlanded her, Hermes: “put lies and crafty words and a thievish nature into her heart” • Pandora carried a pithos/jar [or pyxis/box] containing ‘all the evils’ • She opened the jar/box and all the evils escaped, except Hope remained. • Some versions suggest she was told not to open it but her curiosity and lack of self-control overcame her <p>Helen</p> <ul style="list-style-type: none"> • Daughter of Zeus and Leda, wife of Menelaus of Sparta • She left him to go to Troy with Paris with various reasons given: <ul style="list-style-type: none"> ○ Seduced by Paris ○ Fell in love with Paris ○ Kidnapped by Paris ○ Tricked by Aphrodite • She tells Priam who the Greek warriors are • Alternative version has Helen going to Egypt and reluctant to marry the local ruler – the ‘Helen’ in Troy being a phantom created by Hera • In other versions of the myth, Helen has a mixed reputation: <ul style="list-style-type: none"> ○ She abandons her daughter, Hermione 	<p>15 (See Levels of Response)</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><i>Candidates should be credited for discussion of any woman in Greek or Roman legend. Women who feature in questions on this paper elsewhere (e.g. Medea), should be given credit for information that they have not been credited for previously.</i></p> <p>Do not accept discussion of Cleopatra or historical figures.</p>

	<ul style="list-style-type: none"> ○ She cleverly impersonates Greek wives at Troy ○ She gets Menelaus to kill her later husband, Deiphobus ○ She creates a grief banishing concoction in the Odyssey ○ She is raped as a child <p>Rome</p> <p>Sabine women</p> <ul style="list-style-type: none"> • Romulus invited Sabines to a feast in Rome and arranged the kidnap of their women • Anger of women lessened by grant of citizenship as well as loving words from their new husbands • Later, Tarpeia agreed to let in the Sabines who were attacking Rome for what was on their arms • Resulting war stopped by the women emerging onto the battlefield holding their babies in front of the warriors • She was crushed to death by the shields <p>Lucretia</p> <ul style="list-style-type: none"> • Husbands paid surprise visit to their wives and Lucretia was the only one undertaking a respectable task – working at her loom • Consequently raped by Sextus Tarquinius Superbus (son of the king) • She tells her father and husband, then kills herself • Husband, family and friends seek revenge • Result is the end of the monarchy in Rome and creation of the Republic <p><u>AO2</u></p> <p>Pandora</p> <ul style="list-style-type: none"> • Seen as a femme fatale • She is seen as excessively curious and a trouble-maker. • She is sent as a punishment for Prometheus and mankind. • Her negative characteristics were created by the gods. <p>Helen</p>		
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	<ul style="list-style-type: none"> • On the one hand she is a disloyal wife with a lack of self-control but is shown elsewhere to be a loyal and true wife who is forced to leave her husband against her will. • In the bigger picture the gods were the main cause as a result of the judgement of Paris. • Homer does not apportion blame for the war directly to Helen. Priam does not blame her. <p>Rome</p> <p>Sabine women and Tarpeia</p> <ul style="list-style-type: none"> • They are innocent victims of abduction and rape. • They collectively forgive their abductors and consequently prevent a war from breaking out (some may feel they are too forgiving) • Their role is pivotal in creating the foundations of Rome as a strong and stable state. • Tarpeia can be seen as a traitor who “sold” Rome for jewellery or a heroine who sacrificed her life to save Rome by getting the enemy to give up their shields <p>Lucretia</p> <ul style="list-style-type: none"> • Doing the ideal task of weaving late at night • Keen to preserve her reputation • Does not want to provide an example to other women of bad conduct <p>Credit candidates who compare Greek and Roman women directly (e.g. Roman women of legend were often portrayed more favourably than Greek ones).</p>		
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Guidance on applying the marking grids for the 15-mark extended response

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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)
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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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