

GCSE

Classical Civilisation

J199/21: The Homeric world

General Certificate of Secondary Education

Mark Scheme for June 2025

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.

© OCR 2025

MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

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

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

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

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

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

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

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

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

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

11. Annotations

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

12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
					Students taking J199/21 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
1			What material would the Mycenaeans have made burial caskets (coffins) from? Clay	1 (AO1)	Accept pottery
2			What does the decoration of these caskets (coffins) tell us about Mycenaean burial practices? Make two points and support your answer with reference to Source A. Two pairs from: • women are shown in a line [AO1] • showing that they played a key role / a funeral procession [AO2] • women's colourful dresses [1] [AO1] • show that death / burial was an important event/occasion [1] [AO2] • bull leaping [1] [AO1] • shows that the dead were honoured/celebrated through others' prowess in sport [1] [AO2] • horses [1] [AO1]	2 (AO1) 2 (AO2)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Award a mark for each relevant feature, even if the analysis is not valid Allow references to gods and music

Question			Answer	Mark	Guidance
			• show that burial was a big event / occasion worthy of expense [1] [AO2] • Some sort of celebration [1] [AO1] • to honour the dead [1] [AO2] • Pulling out hair [1] [AO1] • to lament the deceased [1] [AO2] • They hunted animals [1] [AO1] • to show the deceased like hunting [1] [AO2] • Dancing [1] [AO1] • to commemorate the death [1] [AO2]		
3	(a)		State two customs <u>not</u> shown in Source A that happened at a Mycenaean funeral. Two from: • A feast [1] • A drink offering might be made [1] • Cups might be smashed [1] • Body might be adorned with jewellery [1] • Gifts / jewellery might be offered [1] • Animals (as a sacrifice) / humans might have been killed [1] • Funeral masks might be used [1] • Body would be washed / anointed [1] • A stele might be put on the grave [1]	2 (AO1)	Credit sacrifice only if not credited in the previous question

Question			Answer	Mark	Guidance
			Bodies would be dressed [1]		
3	(b)		Choose <u>one</u> of these customs. How does it show that the Mycenaeans treated their dead with great respect? One from: - They would go to time and effort to honour the dead [1] - They believed that the dead needed objects after their death [1] - They liked to show off the wealth of the deceased [1] - They gave valuable gifts [1] - Stelai would keep their memory alive [1]	1 (AO2)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. <i>If an incorrect response in (a) is used in (b) and the explanation why the response in (a) is important or significant is valid, then the mark should be awarded in (b)</i>
4			What is the part of the sculpture marked A thought to represent? Make <u>two</u> points. - An altar [1] - A pedestal [1] - A column [1]	2 (AO1)	Minoan column [2 marks] Allow a figurative response that Mycenae was a religious city

Question			Answer	Mark	Guidance
5			Give the <u>approximate</u> date when the Lion Gate was built. Any date within 1300BC-1200BC	1 (AO1)	Candidates can use a span of years if within both of those dates. Do not credit the palatial period. A number is needed.
6			Why do you think lions were sculpted at the entrance to Mycenae? Make <u>three</u> points. • It would intimidate attackers [1] • Lions might be a symbol of power / majesty / pride / strength [1] • They might be an emblem of the royal family [1] • They might represent gods [1] • They might be watching over the city [1] • As a religious symbol [1] • To show the wealth of the city [1] • Tradition of having animals standing guard at a gate [1]	3 (AO1)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.
7			Why was the approach to the Lion Gate constructed in the way shown in Source B? Make <u>three</u> points and support your answer with reference to <u>Source B</u>.	3 (AO1) 3 (AO2)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

Question			Answer	Mark	Guidance
			Any three pairs from: • The path is uphill [1] [AO1] • showing that the approach was used as a defensive measure [1] [AO2] • The walls are very high [1] [AO1] • so that enemies would have to go through the gate rather than climb over them / to trap enemies [1] [AO2] • The walls are very thick [1] [AO1] • so that citizens could stand on them to throw objects down [1] [AO2] • The approach is narrow [1] [AO1] • so attackers could not approach in large numbers / couldn't use chariots [1] [AO2] • Conglomerate is used [AO1] • to support the area around the gate / to contrast with the limestone [AO2] • Corbelling is used [AO1] • To allow wall to be built high / span a wide area [AO2]		Award a mark for each relevant feature, even if the analysis is not valid Credit references to the gate itself (e.g. its narrowness, a bar being used to close it) Only credit what can be seen in the picture. A right hand turn cannot be seen

Question			Answer	Mark	Guidance
8			What material is this comb made from? Ivory	1 (AO1)	Accept boar's tusks
9			From what place did the Mycenaeans import this material? Any one from: • Africa / Egypt [1] • Syria / Middle East [1]	1 (AO1)	If candidates choose the wrong material in 8, but give the correct location for it here, they should get a mark for a consequential error. e.g. Gold – Macedonia, Egypt, Thasos Amber – Denmark, Northern Europe Silver/Lead – Attica Copper – Attica, Syria, Cyprus, Sardinia Tin – Britain, Turkey, Afghanistan, Spain Glass – Egypt
10			'Trade was a vital part of life for all Mycenaeans.' How far do you agree with this assessment? Use <u>Source C</u> as a starting point <u>and</u> your own knowledge in your answer. AO1: Candidates should show evidence for trade. This might include:	8 See LoR grid	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>

Question			Answer	Mark	Guidance
			• The presence of valuable metals, jewellery and other precious objects that did not occur naturally in Mycenae • The presence of minerals that could be used to colour frescoes • Shipwrecks such as at Ulu Burun indicate flourishing trade • The possible use of slaves from overseas Candidates should also consider what Mycenaeans produced for themselves. This might include: • Foodstuffs such as olives, oil, grain and wine • Pottery • Defences made from local stone AO2: Candidates should consider how important this trade was. They might conclude: • Without metals, Mycenae could not have defended itself with weapons • Mycenae may not have had enough of its own workers to flourish and build • Mycenae seems to have been self-sufficient in food production • Most people would be unlikely to have been able to afford imported items		

Question			Answer	Mark	Guidance
			• Trade was more important for the elite than ordinary people • Trade would help improve relations between cities • Even if they didn't have trade, people would have been able to survive		

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

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

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

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

Level	Mark	Characteristics of Performance
4	7–8	- consistently accurate and detailed knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <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	- 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	- 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	- 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	No response or no response worthy of credit

	Question		Answer	Mark	Guidance
11			‘It would have been much better to have lived at the end of the Mycenaean period than at the start.’ How far do you agree with this assessment? AO1 Candidates should consider relevant aspects of the Mycenaean Age that changed. These might include: • Cities at the start were very basic settlements with no walls • Changes in the design of defences such as the construction of the Lion Gate, the Cyclopean Walls, the construction of Palaces, the use of galleries and killing boxes • Changes in shield design with smaller shields replacing tower and figure of eight shields and weapons becoming shorter • The use of cist and shaft graves in the early period, tholos tombs in the palatial period, and the return to cist graves in the later years. • The differences in chariot design to include rail and boxed chariots through the ages	15 See LoR grid	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

	Question		Answer	Mark	Guidance
			- Many of the frescoes (e.g. from Akrotiri) and the metalwork in the grave circles came from the start of the period AO2 Candidates should consider whether the changes made it better to live at the end of the period. They might conclude: - Cities were under attack from various enemies in the later years causing a decline in cities - Building techniques had improved (e.g. corbelling) to allow for the construction of bigger defences. Defences allowed for enemies to attack more easily - Older shields were cumbersome. Longer swords and spears would have been harder to manoeuvre - Cist graves were used when cities were less rich. Tholos tomb used to show off the wealth of the rulers, which was in decline in the final years - Changes in chariot design gave greater stability and space to the rider - Objects likely to have been improved upon over the course of time		

Guidance on applying the marking grids for the 15-mark extended response

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

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

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

Level	Mark	Characteristics of Performance
5	13 – 15	- very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts and possible interpretations (AO1) - very good analysis and interpretation of a wide range of well-selected evidence (AO2) - coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)
4	10 – 12	- good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts and possible interpretations (AO1) - good analysis and interpretation of a wide range of relevant evidence (AO2) - consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)
3	7 – 9	- reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts and/or possible interpretations (AO1) - reasonable analysis and interpretation of a range of relevant evidence (AO2) - argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)
2	4 – 6	- basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts and/or possible interpretations (AO1) - basic analysis and interpretation of some relevant evidence (AO2) - argument has some structure, some evaluation of sources, and some credible conclusions (AO2)
1	1 – 3	- limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts and/or possible interpretations (AO1) - limited analysis and interpretation of little relevant evidence (AO2) - some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)
0	0	no response or no response worthy of credit

Question			Answer	Mark	Guidance
12			‘Mycenae was a much more impressive city than Tiryns.’ How far do you agree with this assessment? AO1 Candidates should consider the features of both cities. This might include: • The sizes • The entrances • The palaces • The tombs • The walls • The galleries • Grave finds AO2 Candidates should consider whether these factors make one of the cities more impressive. They might conclude: • Mycenae is a bigger city and seems to have been more powerful than Tiryns • The gates of both cities are similar size, though there is no evidence of a sculpture like the Lion Gate at Tiryns	15 See LoR grid	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Candidates may be unaware of the existence of a sally port and cistern at Tiryns. Do not penalise candidates for stating that these did not exist. They should be aware of the tholos tomb at Tiryns.

Question			Answer	Mark	Guidance
			• Mycenae did not have a system of killing boxes. Once through the Lion Gate, much of the city lay open • There is no evidence of galleries at Mycenae. As such, there is no series of corbelled arches • No evidence of shaft graves (and hence less evidence of the wealth of Tiryns) • Both have tholos tombs in their proximity, but the Mycenaean tombs are much grander • The grave finds at Mycenae are more impressive (perhaps suggesting a richer city)		

Guidance on applying the marking grids for the 15-mark extended response

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

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

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

Level	Mark	Characteristics of Performance
5	13 – 15	- very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts and possible interpretations (AO1) - very good analysis and interpretation of a wide range of well-selected evidence (AO2) - coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)
4	10 – 12	- good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts and possible interpretations (AO1) - good analysis and interpretation of a wide range of relevant evidence (AO2) - consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)
3	7 – 9	- reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts and/or possible interpretations (AO1) - reasonable analysis and interpretation of a range of relevant evidence (AO2) - argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)
2	4 – 6	- basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts and/or possible interpretations (AO1) - basic analysis and interpretation of some relevant evidence (AO2) - argument has some structure, some evaluation of sources, and some credible conclusions (AO2)
1	1 – 3	- limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts and/or possible interpretations (AO1) - limited analysis and interpretation of little relevant evidence (AO2) - some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)
0	0	no response or no response worthy of credit

	Question		Answer	Mark	Guidance
					Students taking J199/21 must not be penalised for misspelling words or phrases where it is clear what word or phrase they are attempting to write.
13			What had Odysseus's men already seen in the land of the Laestrygonians? Any two from: • A girl / woman / the daughter of Antiphates [1] • Fetching water [1] • She pointed to the palace [1] • A track / road [1]	2 (AO1)	Do not credit smoke as the men do not see it, but rather Odysseus does
14			What evidence is there in <u>Source D</u> that the Laestrygonians show some signs of being a civilised society. Make <u>two</u> points. Any two from: • They have a palace [1] • They have marriages [1] • They have an assembly / gathering place [1] • They had a town [1]	2 (AO1)	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i> Accept king for palace, community for assembly

	Question		Answer	Mark	Guidance
15			How does Homer create sympathy in his description of the deaths of the crew? Make <u>two</u> points and support your answer with reference to <u>Source B</u>. Any two from: • They are compared to fish / the Laestrygonians are giants [1] [AO1] • showing their helplessness [1] [AO2] • In saying they are countless [1] [AO1] • he emphasises the number of the men [1] [AO2] • The groans of dying men could be heard [1] [AO1] • uses sound / shows the deaths were painful or prolonged [1] [AO2] • “pelted” / “loathsome” [1] [AO1] • use strong vocabulary [1] [AO2]	2 (AO1) 2 (AO2)	<i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i> Award a mark for each relevant quotation, even if the analysis is not valid

	Question		Answer	Mark	Guidance
16			Why does Telemachus wear a purple cloak in the first line of the passage? Make <u>two</u> points. • It is sign of wealth [1] • It is a symbol of power [1] • To hide his sword [1] • Draws a parallel to Odysseus [1]	2 (AO1)	
17			How many axes did the suitors have to shoot an arrow through? 12	1 (AO1)	

	Question		Answer	Mark	Guidance
18			What impressions do you gain of Telemachus in the passage? <u>Do not refer to him wearing a purple cloak.</u> Make <u>three</u> points and support your answer with reference to <u>Source E</u>. Three pairs from: • He is strong [1] [AO2] • as he digs the trench [1] [AO1] • He is skilful [1] [AO2] • as he sets the axes up in a line / as even the suitors are impressed [1] [AO1] • He is quite strong [1] [AO2] • as he nearly strings the bow [1] [AO1] • He is crafty [1] [AO2] • as he may put on a show of disappointment / he says the suitors are stronger than him [1] [AO1] • He may feel that he is not yet a capable hero [1] [AO2] • as he is genuinely disappointed [1] [AO1] • Energetic [1] [AO2] • as he leaps up [1] [AO1] • He is obedient [1] [AO2] • as he does not have a 4th try [1] [AO1]	3 (AO1) 3 (AO2)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Award a mark for each relevant quotation, even if the analysis is not valid

	Question		Answer	Mark	Guidance
19	a		State two things that Telemachus says to his mother during the contest. Two from: • No one had more right than him to decide who should try the bow [1] • No one could stop him letting the stranger take the bow if he wanted [1] • Penelope should go to her room [1] • And attend to her weaving [1] • And order her slaves [1] • Men should worry about things like the bow [1] • He has the authority in the house now [1]	2 (AO1)	
19	b		Choose <u>one</u> of these things. What is its significance? One from: • He has more power than Penelope [1] • It shows the inferiority of women in general [1] • He is growing into a man [1] • Women were expected to weave / keep out of the way [1] • Wants to keep her safe / out of the way in the battle [1]	1 (AO2)	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. <i>If an incorrect response in (a) is used in (b) and the explanation why the response in (a) is important or significant is valid, then the mark should be awarded in (b)</i>

	Question		Answer	Mark	Guidance
20			'the others' (Rieu line 3) / (Kline line 3). Apart from Telemachus, name <u>one</u> of the people referred to here. One from: • Eumaeus [1] • Philoetius [1]	1 (AO1)	
21			What was the job of this person? One from: • Eumaeus – swineherd / give Odysseus the bow / lock the door [1] • Philoetius – cowherd / secure the gate [1]	1 (AO1)	If a wrong name is given in a) of someone who does help Odysseus at some point, they can gain a mark for the job / role of this person e.g. Athene – to inspire Odysseus Eurycleia – the nurse

	Question		Answer	Mark	Guidance
22			‘Athene is vital to the plot of the Odyssey.’ How far do you agree with this assessment? Use <u>Source F</u> as a starting point <u>and</u> your own knowledge in your answer. AO1: Candidate should discuss how Athene is involved in the plot. This may include: • The massacre in the passage • Changing Odysseus into a beggar • Lighting the walls of the palace • Deflecting spears • Distracting Penelope when Eurycleia realises Odysseus is back • Prompting Penelope to challenge the suitors • Her disguise as Mentor AO2: Candidates should discuss to what extent Athene is vital. They may conclude: • Her actions in the passage make the suitors easy targets • They may well have been a beaten unit by this time anyway	8 See LoR grid	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Candidates should be credited for other knowledge of what Athene does in the books which are not prescribed. Do not credit discussion of any other character than Athene.

	Question		Answer	Mark	Guidance
			• She does not intervene at all in books 9 and 10 so Odysseus has to act for himself • Her actions save Odysseus' life both before and during the battle • She aids in the planning for the contest • Her support enhances his heroism • She favours Odysseus as he is cunning. Her support highlights this quality of him • Zeus supports Odysseus at the start of the battle so Athene may not be needed • She only encourages Odysseus in the middle of the fight and withholds victory from him		

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

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

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

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

Level	Mark	Characteristics of Performance
4	7–8	- consistently accurate and detailed knowledge and understanding of classical sources, using both those given in assessment and own wider knowledge (AO1) <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	- 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	- 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	- 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	No response or no response worthy of credit

	Question		Answer	Mark	Guidance
23			‘Penelope and Odysseus share the same qualities and values.’ How far do you agree with this assessment? AO1 Candidates should consider the major actions of Penelope and Odysseus in the book. This may include: • Penelope’s hospitality to the beggar and the Suitors • Her frankness towards Melantho and the Suitors • Her plan to choose a husband • Odysseus’ actions on his travels • The tale he tells Penelope and her reaction • His plan to defeat the suitors AO2: Candidates may conclude: • Both candidates are considered wise and their epithets reflect this • Both manage to fool the Suitors with their plans • Both verbally attack Melantho • Both have the respect of their loyal slaves such as Eurycleia and Eumaeus	15 See LoR grid	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

	Question		Answer	Mark	Guidance
			• Both are patient as Penelope waits for Odysseus to return and Odysseus is patient when he waits for his chance to kill the suitors • Both value hospitality as Penelope offers it to the Suitors and the beggar and Odysseus feels it will help him with Polyphemus • Both show respect to the gods in the prayers and actions • Their attitudes to fidelity seem different as Odysseus does not show the same fidelity, but he does have little choice in sleeping with Circe (and Calypso) • Odysseus shows strength and fighting skills which Penelope would not have • Odysseus takes vengeance		

Guidance on applying the marking grids for the 15-mark extended response

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

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

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

Level	Mark	Characteristics of Performance
5	13 – 15	- very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts and possible interpretations (AO1) - very good analysis and interpretation of a wide range of well-selected evidence (AO2) - coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)
4	10 – 12	- good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts and possible interpretations (AO1) - good analysis and interpretation of a wide range of relevant evidence (AO2) - consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)
3	7 – 9	- reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts and/or possible interpretations (AO1) - reasonable analysis and interpretation of a range of relevant evidence (AO2) - argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)
2	4 – 6	- basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts and/or possible interpretations (AO1) - basic analysis and interpretation of some relevant evidence (AO2) - argument has some structure, some evaluation of sources, and some credible conclusions (AO2)
1	1 – 3	- limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts and/or possible interpretations (AO1) - limited analysis and interpretation of little relevant evidence (AO2) - some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)
0	0	no response or no response worthy of credit

	Question		Answer	Mark	Guidance
24			‘The Odyssey is nothing more than a list of obstacles encountered by a soldier trying to get back to his former life.’ How far do you agree with this assessment? AO1 Candidates should discuss show knowledge of the key events of the Odyssey, especially those that are obstacles. This might involve: • The actions of monsters • Getting lost at sea • The actions of Circe • The behaviour of the suitors • The problems caused by his disloyal slaves • His difficulties in getting the bow AO2: Candidates should consider to what extent the story is nothing more than these obstacles. They might conclude: • The basic plot is a simple one and easy to summarise	15 See LoR grid	The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.

	Question		Answer	Mark	Guidance
			- Some of the obstacles are described very briefly in books 9 and 10 that they may seem undeveloped - Within some obstacles like Polyphemus, there are several problems to be overcome - The characters themselves are interesting and many have multiple sides to them, especially Odysseus - The story-telling technique (e.g. similes and epithets) allow us to engage with the story more - The use of magic allows plenty of surprises in the plot - The use of repeated themes such as xenia and nostos allow us to gain an insight into different attitudes		

Guidance on applying the marking grids for the 15-mark extended response

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

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

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

Level	Mark	Characteristics of Performance
5	13 – 15	- very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts and possible interpretations (AO1) - very good analysis and interpretation of a wide range of well-selected evidence (AO2) - coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)
4	10 – 12	- good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts and possible interpretations (AO1) - good analysis and interpretation of a wide range of relevant evidence (AO2) - consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)
3	7 – 9	- reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts and/or possible interpretations (AO1) - reasonable analysis and interpretation of a range of relevant evidence (AO2) - argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)
2	4 – 6	- basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts and/or possible interpretations (AO1) - basic analysis and interpretation of some relevant evidence (AO2) - argument has some structure, some evaluation of sources, and some credible conclusions (AO2)
1	1 – 3	- limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts and/or possible interpretations (AO1) - limited analysis and interpretation of little relevant evidence (AO2) - some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)
0	0	no response or no response worthy of credit

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.