



**General Certificate of Education
June 2010**

Classical Civilisation

CIV2A

Homer *Iliad*

Unit 2A

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX

INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

Information in round brackets is not essential to score the mark.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Candidates are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the candidate's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

Level 4	<p>Demonstrates</p> <ul style="list-style-type: none"> • accurate and relevant knowledge covering central aspects of the question • clear understanding of central aspects of the question • ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion • ability generally to use specialist vocabulary when appropriate. 	9-10
Level 3	<p>Demonstrates</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge • some understanding of some aspects of the question • some evidence of analysis and/or evaluation appropriate to the question • some ability to use specialist vocabulary when appropriate. 	6-8
Level 2	<p>Demonstrates either</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • some relevant opinions with inadequate accurate knowledge to support them. 	3-5
Level 1	<p>Demonstrates either</p> <ul style="list-style-type: none"> • some patchy accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • an occasional attempt to make a relevant comment with no accurate knowledge to support it. 	1-2

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

Level 5	Demonstrates <ul style="list-style-type: none">• well chosen accurate and relevant knowledge covering most of the central aspects of the question• coherent understanding of the central aspects of the question• ability to sustain an argument which<ul style="list-style-type: none">has an almost wholly analytical and/or evaluative focus,responds to the precise terms of the question,effectively links comment to detail,has a clear structurereaches a reasoned conclusionis clear and coherent, using appropriate, accurate language andmakes use of specialist vocabulary when appropriate.	19-20
Level 4	Demonstrates <ul style="list-style-type: none">• generally adequate accurate and relevant knowledge covering many of the central aspects of the question• understanding of many of the central aspects of the question• ability to develop an argument which<ul style="list-style-type: none">has a generally analytical and/or evaluative focus,is broadly appropriate to the question,mainly supports comment with detail andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally makes use of specialist vocabulary when appropriate.	14-18
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	9-13
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	5-8
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS

Level 5	Demonstrates <ul style="list-style-type: none"> • well chosen accurate and relevant knowledge covering most of the central aspects of the question • coherent understanding of the central aspects of the question • ability to sustain an argument which <ul style="list-style-type: none"> has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structure reaches a reasoned conclusion is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate. 	27-30
Level 4	Demonstrates <ul style="list-style-type: none"> • generally adequate accurate and relevant knowledge covering many of the central aspects of the question • understanding of many of the central aspects of the question • ability to develop an argument which <ul style="list-style-type: none"> has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. 	20-26
Level 3	Demonstrates <ul style="list-style-type: none"> • a range of accurate and relevant knowledge • some understanding of some aspects of the question • some evidence of analysis and/or evaluation appropriate to the question • some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar • some ability to use specialist vocabulary when appropriate. 	13-19
Level 2	Demonstrates <ul style="list-style-type: none"> • either a range of accurate and relevant knowledge • or some relevant opinions with inadequate accurate knowledge to support them • and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar. 	7-12
Level 1	Demonstrates <ul style="list-style-type: none"> • either some patchy accurate and relevant knowledge • or an occasional attempt to make a relevant comment with no accurate knowledge to support it • and little clarity; there may be widespread faults of spelling, punctuation and grammar. 	1-6

Mark Scheme
Unit 2A Homer *Iliad*

SECTION ONE

Option A

01 *Why does Hera want to destroy Troy?*

One from: favours Achaians (1) / Paris wronged her (1) / she had lost out in the beauty contest / not been picked by Paris (any clear reference to contest) (1) / felt she had been snubbed by Troy (1) / loved Sparta (or Mycenae or Greek cities) (1) / she blames Helen for starting the war (1)

(1 mark)

02 *What instruction does Hera tell Zeus to give Athene immediately after this speech? Give two details.*

Two from: to send her down (1) / to the battlefield (1) / to make the Trojans break their oath (1) / and attack the Achaians (1) / to ruin peace / make the fighting continue (1)

(2 marks)

03 *What does Athene do when she carries out Zeus' instruction? Give two details.*

Two from: she went down (like a star) (1) / landed between the two armies (1) / amazing the soldiers (1) / disguised herself as Laodocus (or 'a Trojan') (1) / told Pandarus to shoot an arrow (1) / at Menelaus (1) / promising him gifts from Paris (1) / directed the arrow (1) / so it didn't kill (or only wounded) Menelaus (1) / saves his life (1)

(2 marks)

04 *How effectively in this passage does Homer portray Zeus' personality and his attitude to Hera?*

Discussion might include: *personality*: bad temper ('angrily'); contradictions re care for mortals (lack of – 'act as you see fit', but concern – 'Ilium closest to my heart'); domineering ('you bear it in mind'); childish ('when it is *my* turn'); selfish ('let me have my way'); *attitude to Hera*: exasperation ('you are impossible'); inability to understand her ('what injury ...'); disapproval ('you would satisfy ...'); credit for noting strength of disapproval ('ate up Priam', 'rest of the Trojans raw'); anxiety not to offend ('I don't wish ...'); but 'pulling rank' ('you bear it in mind'); wanting own way ('let me have my own way'); putting *his* cities before hers ('my altar never lacked...')

Credit any other reasonable points.

Max Level 3 – 8 marks if only one aspect (personality or attitude to Hera) covered.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

05 How far is Zeus' failure to support the Trojan side in this extract typical of his views and actions towards them elsewhere in the Iliad?

You might include discussion of

- *the relationship between Zeus and Fate/destiny*
- *Zeus' reply to Thetis in Book 1 and his subsequent actions*
- *the death of Sarpedon in Book 16 and its aftermath*
- *Zeus' attitude in Books 18 and 19, particularly towards Achilles (Achilleus)*
- *his attitude during the fight between Hector (Hektor) and Achilles in Book 22*
- *his decisions and actions in Book 24.*

Arguments suggesting failure to help Trojans *is* typical might include:

- he is agent of Fate; Troy is destined to lose the war so any 'help' from Zeus can only be temporary at best (although he appears to have enough flexibility to offer such temporary help in Book 1); similar situation to this passage in Book 16: struggle with Fate over Sarpedon; Zeus wishes to help but allows himself to be dissuaded again by Hera; **but** marks his body with honour **and** takes steps to protect the body
- in Book 18 Zeus wearily accuses Hera of having her way in helping Achilles back into the fight; suggests he is not prepared to stand up to her
- in Book 19, as Achilles despairs, Zeus urges Athene to support him, suggesting his earlier support for the Trojans is over
- Book 22: another Book 4/16 situation where Zeus argues for saving Hector with similar result: this time Athene dissuades him and he sends her to aid Achilles' victory (despite apparent neutrality of balancing of scales).

Arguments suggesting failure to help Trojans *is not* typical might include:

- his agreement to Thetis' request to make Trojans start to win in Book 1 **but** apparently only because a) he owes Thetis; b) he is anxious not to come to blows with Hera about it
- events of books set between 3-11 indicate he is assisting the Trojans; although his aid is not always made specific in these books, the situation of the Greeks deteriorates to such an extent that by Book 11 all leaders are wounded and Nestor is forced to beg Patroclus to approach Achilles
- in Book 16, Zeus persuades Patroclus to meet Hector in order for Hector to gain revenge for Sarpedon (but is this personal rather than pro-Trojan?)
- in Book 22 he balances the scales of Fate suggesting neutrality (but see approval for Athene's actions above)
- Book 24: Zeus effectively sides with pro-Trojan Apollo in deciding to rescue Hector's body; he tells Thetis to order Achilles to return the body and also gives Priam courage and practical help (via Hermes) to reclaim it.

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

- 06 Who has suggested to Patroclus (Patroklos) that he should make an appeal to Achilles (Achilleus)?**

One from: Nestor (1) / King of Pylos (1)

(1 mark)

- 07 What happens later to Patroclus after Achilles agrees to his request? Give four details.**

Four from: he arms himself (1) / is given instructions by Achilles (1) / only to frighten the enemy (1) / leads the Myrmidons back into battle (1) / routs / kills many Trojans (1) / but by killing Sarpedon (or 'a son of Zeus') (1) / causes Zeus' anger (1) / fights Hector (1) / and is killed (1) / reference to attempts to climb walls of Troy (1) / reference to Apollo stripping armour / hindering (1) / reference to wounding by Euphorobus (1)

(4 marks)

- 08 How effectively in this passage does Homer portray Patroclus' emotions?**

Discussion might include: begins with exasperation ('you are impossible'); prayer that he would never behave like this (to shame Achilles); reminder of how Achilles is threatening his own eternal honour ('what will future generations ...'); straight comment ('you are pitiless') followed by denial of parentage ('Peleus was not ...'; credit for stressing importance of this in Homer's time), then grim metaphor ('the grey sea ...'); acceptance that Achilles won't fight ('but if ... some prophecy'; hint of criticism here?); reminder that *someone* needs to act ('at least let *me* ...'; admitting his own limitations); also need for 'salvation'; suggestion he won't have to fight, just appear ('so that the Trojans ... break off ...'); show of increasing confidence 'I, being fresh, might well drive ...'; stress on their responsibility 'our ships and huts'.

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 09 How important is the relationship between Achilles and Patroclus to the plot of the Iliad as a whole?**

You might include discussion of

- **how important their relationship is to events before the scene from which this passage comes**
- **how far their relationship affects Patroclus' actions in Book 16**
- **the extent to which their relationship affects what Achilles does in Books 18, 19 and 22**
- **the significance of the funeral games in Book 23 and Priam's visit to Achilles in Book 24**
- **other factors which influence the plot of the Iliad.**

Arguments suggesting importance or otherwise of the relationship might include:

- one-sided nature of relationship and relative subordinate position of Patroclus as reflected in Books 1 and 9 might suggest this is a very minor issue in the storyline; inequality perhaps confirmed by Achilles' attitude in Book 11 when sending Patroclus to Nestor; also by Nestor's detailed explanation of the social differences between the two; his suggestion that if all else fails Patroclus could

lead the Myrmidons could be seen as a desperate afterthought rather than strategic plan

- in Book 16 the relationship could be seen initially as more of the same; Achilles' concern with the danger to his own honour seems his main concern as he agrees to let Patroclus lead the Myrmidons; his restrictions on Patroclus' mission suggest this will not be a major turning point (but clearly events dictate that it is); change as Book 16 proceeds: does Patroclus appear to be approaching equality with Achilles? – until he overstretches himself; relevance of gods' intervention; does pathos of death of Patroclus point to likely response of Achilles?
- different relationship from Book 18 onwards; does this reflect a reversal of their roles in the relationship caused by the junior partner's death or simply shame on the senior partner's part at having let him down?); does importance of Patroclus' presence in death in 18/19 contrast to that seen in life in 1/9; likely argument that in 18 and 19 the relationship now drives the plot (and that this continues up to the outcome of 22 (and 24?); the reconciliation with Agamemnon could be seen as direct result of death of Patroclus (nothing else has changed since Book 9)
- in Book 22 the relationship could be seen as central in that the build-up to the duel with Hector mirrors the build-up of 16; the killing of Hector may be seen as a direct consequence of his killing of Patroclus; certainly the ill-treatment of Hector's body reflects the on-going influence of Patroclus
- Book 23 features the reappearance of Patroclus as a ghost; the quiet reproachful tone of Patroclus' address suggests an equalization of the relationship at this point (confirmed by Achilles' response?); the detail of the funeral games may be seen as reinforcing this
- in Book 24 the restoration of Hector's body to Priam is driven by the gods (Patroclus is now at peace); does Achilles' apology to Patroclus at this point reflect the final confirmation of the importance of the relationship?

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

- 10 ***'The mortal women in the Iliad are always in the background.'*** To what extent do you agree with this statement? Refer to the books of the Iliad which you have read.

You might include discussion of

- ***Briseis and Chryseis***
- ***Helen and her relationships with Paris (Alexandros) and other characters***
- ***Hecabe (Hekabe) and her relationships with Hector (Hektor) and Priam***
- ***Andromache and her relationship with Hector***
- ***reasons why Homer includes women in the Iliad.***

Arguments for assessing whether 'women are always in the background' might include the following:

- general: most women on Trojan side so automatically seen less than (almost entirely male) Greeks who take prime place in nearly all the books; position of women in Greek society reflected (even in Trojan women) by these examples? importance of mentioning women's relationship with gods/organised religion
- Chryseis and Briseis: in sense Chryseis has small but leading role (without her the plot would not unfold) in Book 1 (but we do not see her as a person, merely a prize); she is returned home never to be mentioned. Briseis too is a prize in Book 1 – never consulted (or considered?) during the passing around between Agamemnon & Achilles; her lament in Book 19 humanises & creates sympathy for her (but again primarily for her status as victim?)
- Helen: object of curiosity at first appearance in Book 3; muttering of old men acknowledges her physical beauty but suggests fighting for a woman outweighs this in negative sense; Priam's kindly attitude to her shows understanding of her situation, but could be seen as patronising; Aphrodite's commands to attend to Paris' needs confirm her secondary status, strengthened by her subservience to Paris at end of book. Her meeting with Hector in Book 6 – he treats her politely but somewhat coldly as she pours out self-reproach. No sign of her then until her lament over Hector in Book 24; again stress on her helplessness
- Hecabe: seen as honoured mother of Hector in first appearance in Book 6, but put firmly but politely in place by her son; her efforts to comfort him with wine are rejected and she is sent to do 'woman's work' supplicating Athene; reappears in Book 22 attempting to talk Hector out of fighting Achilles; baring of breast etc. but no effect on her son; reaction of despair at end of book when learns about Hector's death; remonstrance with Priam in Book 24 over his plan to go to Achilles; initially brusquely pushed aside, but he then accepts her suggestion to supplicate Zeus before going; follows Andromache in the lament upon return of Hector's body at end
- Andromache: conflict re Hector's feelings in Book 6 at meeting with Andromache; his initial response at meeting is to look at Astyanax; her dependence on Hector clear from her outpourings on her likely fate if he dies; his response – apparently concerned, but is it *her* or his own pride in danger? Final words of speech show warmth but put her in her place; 'war is men's business'; Andromache not there for parents' appeal to Hector in Book 22; effect of Hector's death on her later in book very graphic – the perfect wife in despair; Andromache not consulted over Priam's mission in Book 24; she does

however lead the funeral dirge upon Priam's return (e.g. again women taking *leading* role in religious areas)

- other women: credit for relevant reference to minor characters such as serving women treated respectfully by Hector in Book 6; also for any brief reflection on the contrast with the more front-line contribution of female immortals.

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

- 11 ***How effectively does Homer use speeches to portray the personalities of mortal men and women in the Iliad? Refer to the books of the Iliad which you have read.***

You might include discussion of

- ***Achilles (Achilleus) from speeches in Books 1, 9, 11, 16, 22 and 24***
- ***Hector (Hektor) from speeches in Books 3, 6, 16 and 22***
- ***Agamemnon from speeches in Books 1, 9 and 19***
- ***Helen, Hecabe (Hekabe) and Andromache from speeches in Books 3, 6, 22 and 24.***

Arguments investigating the effectiveness or otherwise of speeches in portraying character might include some but not necessarily all of:

- ***Achilles***: exchanges with Agamemnon in Book 1 show initial fairness (backed by speeches to Calchas and later to envoys), but also anger caused by damage to his honour; speech to Thetis in Book 1 shows emotional nature; responses to envoys in 9 show refusal to listen because of hurt pride (to Odysseus), concern for old friend mixed with anger at being crossed (to Phoenix), uneasiness with decision but refusal to back down (to Ajax); authoritarian tone of superiority to Patroclus in 11 and 16 (risk to own honour seems main concern); speeches to messenger and Thetis in 18 show mix of despair turning to implacable anger; impatience revealed in 19 in responses to appeals of Agamemnon and Odysseus to hold fire; barely-controlled fury throughout 22 culminating in uncompromising final words to Hector; still threatening in 24 but overcome by insight into position of Priam
- ***Hector***: exchanges with Paris in Book 3 show contrast (courage and honour in Hector's case); words of Agamemnon illustrate Greeks' respect for Hector; speeches to women in 6 reveal different aspects – respect for Hecabe (but firmness in dealing with her), politeness to Helen (but refusal to be taken in by her wiles), respect for servant women (mutual) and love for Andromache (but personal honour put ahead of her); also pride in Astyanax at end of 6; different side revealed in 16 – Glaucus suggests Hector putting personal honour first; increase in frenzy shown by cruel final words to Patroclus; arrogance in 18 when rejecting Polydamas' advice; more arrogance in 22 when rejecting pleas of parents; fear in speech to himself, but ends convincing himself to fight; courage in addressing Achilles at point of death; speech of Zeus in 24 confirms Hector's qualities and leads to recovery of body
- ***Agamemnon***: speeches to Chryseis in Book 1 establish regard for own status and lack of piety; threats to Calchas confirm hot-headed, dictatorial character; acknowledgement of need to return Chryseis tempered by desire to put

Achilles in place (little regard for strategic needs etc.); does not listen to Nestor's advice; shows respect for Hector in 3, but more cruel side in 6 when tells Menelaus to kill Adrastus; shows trickiness in 9 when pretending to men that they should go home; unlike in 1, is swayed by speeches of Diomedes and Nestor into trying to patch things up with Achilles, but not to visit him personally; speechless at Odysseus' report on Achilles' refusal to return; blames 'Delusion' for his errors when making up with Achilles in 19; agrees with Odysseus' summary of the situation and prepares gifts despite unimportance of this now to Achilles; fades from scene here in fairly weak way

- *Female figures*: various sides to *Helen* – object of sympathy and fear in Book 3 (speech of Trojan elders); also victim (wrathful speech of Aphrodite); unsupportive of Paris (her speeches in 3 and 6 – also using her charms to try to win over Hector in 6); mourns Hector in 24. *Hecabe*: contrast between dignified speech to Hector in 6 and desperate appeal to him in 22; typical mother's laments in 22 and 24. *Andromache*: speech in 6 shows utter dependence on Hector; does not join appeals to stop Hector fighting in 22, but shows herself the perfect wife when mourning him; like Helen, speeches reveal her as a victim
- *others*: but give credit for relevant reference to other characters: e.g. *Paris*: exchanges with Hector in Book 3 show contrast (empty bravado in Paris' case); some courage as shamed into facing Menelaus by words of Hector; defensive after rescue by Aphrodite – embarrassed attempt to regain male dominance in speech to Helen; embarrassed into action by Hector (and Helen's taunts) in 6; again trying to justify himself in speech to Hector as he returns to battle; fades from story thereafter. *Priam*: kindness to Helen in speech to her in 3; fades from view until 22; appeal to Hector in 22 rather pathetic; similar picture in speech of mourning when Hector dies; courage in responding to Iris in 24 despite fear; anger with surviving sons; refusal to accept Hecabe's advice – new determination; beggar in front of Achilles, yet retains dignity in his words; brings Hector home without fuss or ostentation (few words). *Patroclus*: little to say before 16; revelation of increasing over-confidence in 16; gathers himself for final words of warning to Hector. *Nestor*: Speeches of wisdom in 1 and 9; tendency to dwell on past in 11 etc.

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid**Unit 2A Homer *Iliad*****SECTION ONE**

Either
Option A

	AO1	AO2	TOTAL
01	1	0	1
02	2	0	2
03	2	0	2
04	5	5	10
05	8	12	20
TOTAL	18	17	35

Or
Option B

	AO1	AO2	TOTAL
06	1	0	1
07	4	0	4
08	5	5	10
09	8	12	20
TOTAL	18	17	35

SECTION B

Either
Option C

	AO1	AO2	TOTAL
10	12	18	30
TOTAL	12	18	30

Or
Option D

	AO1	AO2	TOTAL
11	12	18	30
TOTAL	12	18	30

OVERALL

	AO1	AO2	TOTAL
TOTAL	30	35	65
%	46%	54%	100%