

A-LEVEL CLASSICAL CIVILISATION

CIV2A Homer Iliad
Mark scheme

2020
June 2014

Version/Stage: V1.0 Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

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 student 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 students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students 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 student'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	<p>Demonstrates</p> <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. 	19-20
Level 4	<p>Demonstrates</p> <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 and has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. 	14-18
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 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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<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 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	<p>Demonstrates</p> <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 writes with sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar. 	7-12
Level 1	<p>Demonstrates</p> <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

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Unit 2A Homer *Iliad*

Section 1

Option A

- 01 What information does Achilles (Achilleus) want Patroclus (Patroklos) to find out from Nestor?**

To see who (which Greek warrior) has been wounded / who Nestor has rescued (1).

(1 mark)

- 02 What plan does Nestor suggest to Patroclus for returning the Myrmidons to battle? Make two points.**

Two from:

if Patroclus cannot persuade Achilles to return to the fighting (1) / Patroclus should go into battle (1) / leading the Myrmidons (or fight in Achilles' place) (1) / wearing Achilles' armour (1) / to drive back the Trojans (1).

(2 marks)

- 03 What does Patroclus do after leaving Nestor and before returning to Achilles? Make two points.**

Two from:

Laments over the fate of the Greeks (1) / comes across a wounded (Greek) soldier (1) / called Eurypylus (1) / takes him to his tent (1) / tends his wound (1) / by cutting arrow out (1) / washing the wound (1) / applying a herb (1) / as pain killer (1).

(2 marks)

- 04 How effectively in the passage does Homer create a picture of Nestor and his lifestyle?**

Discussion might include:

whole introductory picture (a girl as his 'special gift', mention of 'his supremacy', etc.) suggests he is from elite; his relationship with Hekamede; his physical strength despite his age (ability to 'lift the cup with ease'); his politeness at welcoming his guest ('led him in by his hand'); even in camp his table is 'handsome' and 'polished'; its feet are decorated ('blue inlaid'); the cup is 'magnificent'; very detailed description – 'adorned with golden rivets' and 'two gold doves' (rich materials; fine craftsmanship); 'four handles' (no skimping); his grater is made of rare metal (bronze); his chair is 'polished'; also quality of food and drink – 'yellow honey' (rare commodity during war); 'Pramnian wine' (not everyday tablewine); 'goat's milk cheese' and 'white barley' are not everyday essentials in battle; credit for other sensible points; should include at least one point about Nestor, rather than just his lifestyle.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

05 ‘Old men in the *Iliad* talk a lot but achieve very little.’

To what extent do you agree? Give reasons for your answer and refer to the books of the *Iliad* you have read.

You might include discussion of:

- **Nestor in Book 11 and elsewhere in the *Iliad***
- **Priam in Book 24 and elsewhere**
- **Phoenix (Phoinix) in Book 9.**

Points to consider might include some but not necessarily all of the following :

- *Nestor*: certainly talks a lot in Book 11 (lengthy account of his early fighting career – frustrating for Patroclus who wants current information?) but ends with reminder to Patroclus that he will never be Achilles’ equal (as stated by both men’s fathers); then vital suggestion: get Achilles to fight or fight yourself (possible turning point of story): this leads to the key events of Book 16 and their impact on the rest of the *Iliad*; Book 1: intercedes as Achilles and Agamemnon quarrel: praise from Homer (‘speech flowed sweeter than honey off his tongue’) but despite sensible advice to both (‘You Agamemnon ... have the authority ... but do not rob him of his girl’ *and* even if you [Achilles] ... are the better fighter, Agamemnon is your superior’) he is essentially ignored. Book 4: brief appearance commanding his men on the battlefield; praised by Agamemnon for his tactical skills; makes only the briefest speech of acknowledgement here. Book 9: again apparently ineffectual as the embassy he chooses comes to naught *but* he speaks at length (but always relevantly) in persuading Agamemnon to send the embassy *and* the three he picks do wear down Achilles even though they do not directly return him to battle. Despite absence from the remaining key events he reappears in Book 23 giving (sound and relevant?) advice to his son on how to tackle the chariot race; he beat Menelaus (but not Diomedes).
- *Priam*: Book 3: first seen being kind to Helen while discussing his former triumphs (long speeches which allow us to identify Greek leaders); then heads for battle to swear oaths for duel, but cannot bear to watch: says the bare minimum before returning to Troy. Book 22: desperate (rather than lengthy) speech trying to stop Hector becoming another of his ‘sons massacred’; he then ‘tore at his grey locks’ (visual rather than verbal display of despair); along with Hecabe, all to no avail; Book 24: following Iris’ visit (at Zeus’ command), he speaks briefly to Hecabe, then rejects her advice not to go to Achilles; then lengthy speech of anger and frustration at his family (‘miserable, cowardly children of mine’); gets action from them (cart prepared); on journey guided by Hermes: at first sight Priam was ‘completely bewildered and filled with terror’; during the journey Hermes talks at greater length than Priam, finally instructing him on how to approach Achilles; in the tent nearly all the talk is from Achilles; the passage contains Priam’s main speech, but he does achieve the ransoming of the body; later he asks for ten days truce in very straightforward manner: this is granted by Achilles without hesitation; on return to Troy Priam gives brief orders for the ceremony: these are followed and provide the end of the *Iliad*.
- *Phoenix in Book 9*: talks at length to Achilles: appeals to him as family friend; tells (at some length) how they met; reminds him how he cared for Achilles in his infancy; talks about ‘Delusion’, then a very long tale about Meleager (credit for recognizing relevance to Achilles’ situation); final message not to let his friends down; credit for assessing: how far the speech as a whole is relevant; whether the length (especially the Meleager section) serves any purpose; if the outcome is as ineffectual as might at first appear (he does shift Achilles’ position).

Credit for any other ‘old men’ introduced where relevance to the title is evident.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

06 Which god had Zeus sent to take Priam to the Greek camp?

Hermes (allow 'messenger god' or 'slayer of Argus') (1).

(1 mark)

07 What happened during the rest of this meeting between Priam and Achilles (Achilleus)? Make four points.

Four from:

Priam recovered Hector's body (1) / Achilles had the body washed (1) / and placed on the wagon (1) / a truce was agreed (1) / for eleven days (1) / to allow for mourning / burial (1) / Achilles allowed Priam to sleep in the camp (1) / Hermes persuaded Priam to leave immediately (1) / Achilles and Priam put aside their anger (1); accept the following points from before the extract: Priam kissed Achilles' hands (1) / Priam reminded Achilles about his father (1) / they cried together (1) / they shared a meal (1)

(4 marks)

08 How effectively in the passage does Homer contrast the characters of Priam and Achilles?

Discussion might include:

Priam: age is immediately stressed; also his status ('older', 'godlike'); calm courage in answering Achilles back ('do not ask me to sit down'); clarity of purpose / direct approach ('give him back to me without delay'); forgiveness ('may you enjoy it and return safely ...'); fear when shouted at, plus more negative view of his age ('the old man was afraid'); understanding of his inferiority ('did as he was told').

Achilles: status ('Olympian-born' / 'my lord' – not just 'godlike'); speed ('swift-footed' – suggesting speed of mind and quickness to anger, also backed by 'don't provoke my grief-stricken heart'); his quick temper here reminding the reader of his wrath announced at the start of the poem); equally direct but in threatening way ('do not push me too far'); wanting to put Priam down ('you cannot hide the fact that some god ...'); threat to kill Priam ('I may ...fail to spare your life' – but seems in control as shown by polite address of 'sir'); sheer strength ('like a lion'); credit for other sensible points.

Some point of comparison must be present to obtain full marks.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

09 ‘Achilles’ treatment of Priam is very different from Achilles’ behaviour elsewhere in the *Iliad*.’

To what extent do you agree? Give reasons for your answer and refer to the books of the *Iliad* you have read.

You might include discussion of:

- **Achilles’ dealings with Priam**
- **Achilles’ dealings with Agamemnon**
- **Achilles’ reception of the embassy in Book 9**
- **Achilles’ behaviour towards Patroclus (Patroklos)**
- **Achilles and Hector (Hektor)**
- **Achilles with other characters.**

Points to consider might include some but not necessarily all of the following:

- *with Priam*: this Book 24 meeting is their only one in the *Iliad*; passage shows Achilles’ wrathful side as evidenced elsewhere but also a degree of sympathy and respect for another rarely seen elsewhere; credit for examining and assessing the reasons for this (the Patroclus effect; Achilles’ own ‘better side’; influence of the gods, etc.)
- *with Agamemnon*: Book 1: (theme stated to be ‘anger of Achilles’) initially tries to use reason, even when Agamemnon rounds on Calchas; then responds to Agamemnon’s refusal by angrily insulting him openly; even moves to kill him until restrained by Athene (compare passage?); allows Agamemnon to make him forget the general good. Book 9: so angry he ignores the fact that Agamemnon has offered major reparations (his girl back and many prizes to assuage his pride); irrational here? Book 16: still obsessed with anger as sends Patroclus out to fight. Book 19; renunciation of his anger; impatience to return to fighting; credit for examining all these in line with title.
- *with the embassy*: decent reception (laws of *xenia* again), but: *Odysseus*: Achilles too angry to consider the offer, even the appeal to his loyalty to his friends; is he being fair in threatening to sail home? (credit again for relevant reference to his attitude / behaviour in the passage); *Phoenix*: some difference here as Achilles, despite initial threatening behaviour; ends by wavering over threat to go home (rare indecision comparable to passage?); *Ajax*: shamed by fellow-warrior into apparently deciding to stay and eventually rejoin the fighting; a different Achilles here?
- *with Patroclus*: early books: barely acknowledges him (seems like servant?); Book 11: treats him warmly (hint of grief to come, as in passage) but still gives orders as to an inferior; Book 16: warmth again apparent but overwhelming pride (main reason for telling Patroclus not to go too far seems to be the threat to Achilles’ pride rather than concern for his safety); Book 18: grief throughout when learns of Patroclus’ death (credit for comparison to his reaction to the grief in Book 24 passage); Book 19: move from grief to final picture of Achilles as fighting machine, completed in Book 22; but, where does Book 24 passage fit into this picture?
- *with Hector*: Book 22: ‘hawk’ and ‘hound’ images suggest aggressive power, followed by comparison to lion (as in passage); treatment of Hector – refusal to listen to him or grant burial (how different is this from picture developed in the passage?); yet Andromache shows no resentment towards Achilles, almost praising him for the way he treated her father and mother.

- *with others*: Book 1: ignores Nestor's seniority as the row grows; treats envoys with decency (rules of xenia); shows injured pride in scene with Thetis (like little boy?); Book 6: mentioned by Andromache as killing machine (her brothers, etc.); Book 19: credit for images showing his strength compared to others (eg by his dispersing of Trojans with a mighty shout); credit for relationship with gods (eg Zeus' comments in Book 22) where related to that shown in passage; Book 23: just an interlude (or important reflection of an Achilles more like the one in Book 24?)?

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

- 10 'In the *Iliad* neither goddesses nor mortal women have any significant influence on male behaviour.'

To what extent do you agree? Give reasons for your answer and refer to the books of the *Iliad* you have read.

You might include discussion of:

- wives' effects on their husbands
- mothers' effects on their sons
- goddesses and their mortal favourites
- Helen, Briseis and Chryseis.

Points to consider might include some but not necessarily all of the following:

- *wives*: **Hera**: Book 1: seeks to put Zeus on spot for whispering with Thetis; very human male dismissal of the wife ('sit there in silence and obey me'); Hephaestus cools it down by reminding them they are 'squabbling over mere mortals' but they seem very mortal themselves; yet Hera seems here to have more sway over Zeus than, say, Hecabe below. Book 4: admits lack of power ('I shall achieve nothing', etc.) but Book 16: Zeus and Sarpedon: tells Zeus he will lose authority if he saves Sarpedon and he 'complied' (replicated in Book 22 over Hector but with Athene as the female who puts him in his place). Book 19: long story of Hera outwitting Zeus over Alcmene. **Hecabe**: Book 24: attempts to dissuade Priam from journeying to the Greek camp; having failed she urges him to get Zeus' blessing for the journey; more successful here. **Andromache**: Book 6: plea to Hector to stay within city; credit for reasons for his refusal where related to comparison required by question; her only significant appearance while Hector is alive but credit for relating her helpless grief in Book 22 and 24, again if related to question
- *mothers*: **Thetis**: Book 1: consolation of Achilles leads to attempt to influence Zeus on his behalf; credit for looking at the effectiveness of this from both angles; also whether her talk with Achilles in itself is effective ('cursed in my childbearing', etc.). Books 18 / 19: value of the shield; contrast between this and her repeated pessimism ('my son who is so soon to die'). **Hecabe**: Book 6: Hector refuses her offer of wine / rest and sends her to the temple to do women's work. Book 22: offering of breast (graphic reminder of motherhood) 'did not shake Hector's resolve', etc.
- *goddesses*: **Athene**: Book 1: prevents Achilles from killing Agamemnon (credit for discussion on nature of Athene here). Book 22: key role in killing of Hector; impersonation of Deiphobus; active part in the fight itself; credit for looking at effect of Zeus' scales (fate) at this point to consider how effective *she* actually is. Book 23: inspires Diomedes in horse race; **Aphrodite**: Book 3: discussion of the Aphrodite – Paris – Helen triangle; Book 23: Aphrodite's preservation of Patroclus' body (both must be kept within the context of the question; credit for linking Aphrodite with Helen as below)
- *other mortals*: credit for seeing **Helen**'s position as the 'prize' and cause of the war both in an active and passive sense (as exemplified by the whisperings of the old men in Book 3 and by her 'prize' status in the duel). Book 3: comparison of her influence over Paris with Aphrodite's power over her on Paris' behalf; Book 6: Helen's lack of apparent

influence over Hector; credit also for recognizing in her laments the lack of influence she has over the Paris / Menelaus situation despite attempts to express her own feelings. Book 24: Helen's lament over her failure to have saved Hector; need to relate these points to the comparison required by the title if to be credited; possible references to: **Briseis**: shares with Helen the fact that she plays a vital part in the story but has little or no influence as herself; only again as a prize; ditto **Chryseis** (even more so); are there any immortal characters as ineffective as these two? Credit for attempts to argue this with comparative evidence.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

11 To what extent do the speeches add to, or take away from, the action scenes in the *Iliad*?

Give reasons for your answer and refer to the books of the *Iliad* you have read.

You might include discussion of:

- **the expectations of Homer’s audience**
- **the way the poem is structured**
- **different reasons for incorporating speeches**
- **the effectiveness of speeches**
- **the effectiveness of action scenes.**

Points to consider might include some but not necessarily all of the following:

- *expectations*: credit for showing empathy with the audiences of Homer’s time: likely lack of alternative entertainment; effects of non-existence (in day-to-day sense) of writing – e.g. probable better attention span? Tough life so listening to storytelling only an occasional luxury (credit for any discussion of possible different expectations in a modern audience - much wider range of entertainment available, etc.)
- *structure*: need to construct poem in building blocks; use of speeches and descriptive passages as such blocks; difficulty of composing (and of memorizing for later bards) – virtually impossible without regular fixed blocks and variety of approach; length of poem also requiring changes of moods so as not to overwhelm audience (no chance to watch ‘catch-up’ or reread previous chapter – hence regular repetition and breaks from main story to allow all to keep up)
- *reasons for speeches*: reasons might include: *characterisation* (eg the use of speeches to emphasize contrasts in character between Achilles and Agamemnon in Book 1; ditto Hector and Paris in Book 3; also character *development* such as Patroclus from meek and mild in Book 11 to his growing recklessness during Book 16; ditto development of one of the major characters through speeches – possibly Hector or Achilles); *relationships* (examples might include Hector and Andromache in Book 6; Aphrodite and Helen in Book 3, etc.); *creation of tension* (eg speeches between Achilles and Hector just before the final fight between them in Book 16); *provision of basic information* (eg Helen and Priam regarding the Greek leaders in Book 3); *grief and emotion* (eg Priam and Hecabe at the beginning of Book 22; Zeus arguing over Sarpedon with other gods in Book 16); *stories as a warning* (eg Phoenix’ tale of Meleager in book 9); chance to tell *stories for their own sake* (Nestor’s battle story of Book 11, etc.)
- *effectiveness of speeches*: examination of effectiveness of any of above (or other suitable examples) might include: purpose of the particular speech, its length / structure; importance (or otherwise) to the story; creation / reflection of mood; developmental impact etc.

- *action scenes*: eg fighting (the duel between Paris and Menelaus in Book 3; the killings in battle during Book 4; the killing of Adrestus in Book 6 – good to contrast with Diomedes / Glaucus episode in same book which is nearly all speech; Hector v Patroclus in Book 16 and / or Hector v Achilles in Book 23); any relatively minor action scenes (advancing armies, Hector running away in Book 24; the actual races in Book 23 etc.); as with speeches credit any assessment of the effectiveness of the passages in line with the title.

The examples above represent only a fraction of the possibilities available to students; credit any attempt to show how hard it is to separate out action from speeches in places.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid
Unit 2A Homer *Iliad*

Section 1

Either
Option A

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

Or
Option B

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

Section 2

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%