



Oxford Cambridge and RSA

**GCE**

**Classical Civilisation**

**H408/22: Imperial image**

Advanced GCE

**Mark Scheme for Autumn 2021**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.











All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**Annotations**

These are the annotations, (including abbreviations), used in RM Assessor3, which are used when marking:

Symbol	Description	Comment
	Tick	worthy of credit
	?	unclear
	S	error of spelling
	E	error of grammar, punctuation or expression
	F	error of fact
	^	omission
	H Line	to draw an attention to an error
	V Wavy Line	to draw attention to something
	H Wavy Line	to draw attention to something
.....	Highlight	as directed by PE
	REL	irrelevant point

<b>REP</b>	REP	conspicuous repetition
<b>L</b>	L	illegible word or phrase
<b>BP</b>  <b>SEEN</b>	BP/SEEN	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.  NB: SEEN annotation will appear automatically if the automated ‘annotate blank pages’ is used prior to submitting the marked paper. Great care needs to be exercised with the SEEN annotation.

## MARKING INFORMATION

### Introduction

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

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

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

### Using the mark scheme

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

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

The Team Leader' standardisation (SSU) meeting will ensure that the mark scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the mark scheme in the same way. The mark scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed.

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

### Information and instructions for examiners

The practice scripts provide you with *examples* of the standard of each level. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at SSU.

The specific task-related indicative content for each question will help you to understand how the level descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

### ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described for the individual component:

**AO1** Demonstrate knowledge and understanding of:

- literature, visual/material culture and classical thought
- how sources and ideas reflect, and influence, their cultural contexts
- possible interpretations of sources, perspectives and ideas by different audiences and individuals.

**AO2** Critically analyse, interpret and evaluate literature, visual/material culture, and classical thoughts, using evidence to make substantiated judgements and produce coherent and reasoned arguments.

Individual questions are designed to allow the distribution of marks between the Assessment Objectives. For some points based marking and the levels of response questions you are required to identify a candidate's performance under each assessment objective and award marks accordingly.

### Marking Scripts

Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.

The points in the mark scheme are **indicative content only** and offer some question specific guidance. Credit should be given for other points and different views, if they seem possible and are well argued or supported by good evidence.

You must avoid negative marking - don't deduct marks for individual errors. All marks should be allocated by reference to the assessment grid.

**Any queries on unexpected answers please consult your Team Leader/Principal Examiner.**

### Using annotations

- Take great care to place a tick (see below) against any valid points that lead you to think at all favourably of the answer.
- **Do not leave any page unmarked** (as a last resort tick the very bottom of a page to indicate that you have read it - otherwise Team Leaders/Principal Examiners cannot tell whether account has been taken of that page).
- Underline errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by placing the **BP** symbol at the top and bottom of any blank pages.

**Ticks:** these are the simplest, quickest and most efficient means for examiners to convey approval to Senior Examiners, and they should be inserted where they can be most effective. If the point you wish to highlight is in the middle of a paragraph, then put the tick in the middle of a line in the middle of a paragraph. Overuse of the tick tends to devalue its effectiveness.

**Do use** ticks to draw attention to anything worthy of credit [even single words].

**Do not use** ticks as a substitute for marking/assessment; marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

**Highlighting:** use highlighting as directed by your Principal Examiner.

### QUALITY OF EXTENDED RESPONSE

- Reasonable but not excessive account should be taken of particularly poor spelling (**S**), punctuation, and other defects in English grammar and expression (**E**).
- Legibility: use the sign (**L**) in the margin to areas of a script which you cannot read.
- Extreme cases of illegibility should be referred to your Team Leader/Principal Examiner.

Question	Indicative Content	Marks	Guidance
<b>Section A</b>			
<b>1</b>	<p><b>Another figure is shown to the right of Octavian. Who is the figure?</b></p> <ul style="list-style-type: none"> <li>• Isis (1).</li> </ul>	<b>1 (AO1)</b>	
<b>2</b>	<p><b>This relief of Octavian in Source A is from part of a temple. Who was this temple dedicated to?</b></p> <ul style="list-style-type: none"> <li>• Merul (1) / (Lower) Nubian Sun God (1) / Mandulis (1).</li> </ul>	<b>1 (AO1)</b>	
<b>3</b>	<p><b>Explain how far the relief of Octavian in Source A would appeal to the people who saw it.</b></p> <ul style="list-style-type: none"> <li>• As Egypt became part of the Roman empire, he wanted his image to be relatable to those newly assimilated. (AO2) <ul style="list-style-type: none"> <li>○ <i>Stance. (AO1)</i></li> <li>○ <i>Pharaoh's headdress. (AO1)</i></li> </ul> </li> <li>• Portrayal of Egyptian Pharaohs was familiar to Egyptians. He needed to show his message that Augustus is ruler. <ul style="list-style-type: none"> <li>○ <i>Shown dressed as Pharaoh with familiar clothing. (AO1)</i></li> </ul> </li> <li>• Shows Romans were happy to embrace the religion of others. (AO2) <ul style="list-style-type: none"> <li>○ <i>Close link with Isis. (AO1)</i></li> <li>○ <i>Appears on the temple of Mandulis. (AO1)</i></li> </ul> </li> <li>• Language of Egypt used to communicate. (AO2) <ul style="list-style-type: none"> <li>○ <i>Hieroglyphs. (AO1)</i></li> <li>○ <i>Cartouches. (AO1)</i></li> </ul> </li> </ul> <p>However:</p> <ul style="list-style-type: none"> <li>• People would know that he was not crowned King of Egypt. (AO2) <ul style="list-style-type: none"> <li>○ <i>Showing Crown of Egypt. (AO1)</i></li> </ul> </li> <li>• Romans might not like the idea of emperor worship. (AO2) <ul style="list-style-type: none"> <li>○ <i>He is portrayed as among gods. (AO1)</i></li> </ul> </li> </ul>	<p><b>5 (AO1)</b></p> <p><b>5 (AO2)</b></p>	<p><i>AO1 marks are awarded for the selection of material from the source.</i></p> <p><i>AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.</i></p> <p><i>The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.</i></p> <p>Expect a counterargument.</p>

Question	Indicative Content	Marks	Guidance
4	<p><b>Who is the queen, referred to in line 7 in Source B?</b></p> <ul style="list-style-type: none"> <li>• Cleopatra (1).</li> </ul>	1 (AO1)	
5	<p><b>In Source B, which battle is Augustus about to begin?</b></p> <ul style="list-style-type: none"> <li>• Battle of Actium (1).</li> </ul>	1 (AO1)	
6	<p><b>What are the ‘Julian prows’ referred to in line 12 of Source B?</b></p> <ul style="list-style-type: none"> <li>• Augustus’ navy (1).</li> </ul>	1 (AO1)	<i>Any similar idea which shows that the forces are Augustus’ and not Antony’s</i>
7	<p><b>Explain how Apollo gives a positive image of Augustus in the speech in Source B.</b></p> <p>Examples might include:</p> <ul style="list-style-type: none"> <li>• Positive choice of words. (AO2) <ul style="list-style-type: none"> <li>○ <i>Augustus world deliverer.</i> (AO1)</li> </ul> </li> <li>• Reminder of Augustus’ lineage. (AO2) <ul style="list-style-type: none"> <li>○ <i>Sprung from Alba Longa.</i> (AO1)</li> <li>○ <i>Julian prows.</i> (AO1)</li> <li>○ <i>Trojan ancestors.</i> (AO1)</li> </ul> </li> <li>• Right is on his side. (AO2) <ul style="list-style-type: none"> <li>○ <i>Greater than your Trojan ancestors.</i> (AO1)</li> </ul> </li> <li>• Bringer of Peace. (AO2) <ul style="list-style-type: none"> <li>○ <i>Relying on you as its protector.</i> (AO1)</li> </ul> </li> <li>• Support of the gods. (AO2) <ul style="list-style-type: none"> <li>○ <i>The moment has come.</i> (AO1)</li> <li>○ <i>I declare the moment.</i> (AO1)</li> </ul> </li> </ul>	5 (AO1)  5 (AO2)	<p><i>AO1 marks are awarded for the selection of material from the source.</i></p> <p><i>AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.</i></p> <p><i>The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.</i></p>



Question	Indicative Content	Marks	Guidance
8*	<p><b>‘Augustus presented a different image of himself to different people.’ Explain how far you agree with this statement. Justify your response. You may use Source A and/or B as a starting point in your answer.</b></p> <p><b>AO1</b> Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Source A - Appearance as a pharaoh to the Egyptians / Nubians.</li> <li>• Source B - Military Hero to the people of Rome.</li> <li>• <i>Res Gestae</i>.</li> <li>• Horace.</li> <li>• Suetonius.</li> <li>• Propertius.</li> <li>• Statues: Prima Porta / reliefs <i>Ara Pacis</i>.</li> <li>• Coins.</li> </ul> <p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of:</p> <ul style="list-style-type: none"> <li>• Augustus needed to appeal to both monarchists and republicans so his hair on sculpture was modified.</li> <li>• Appeal to those conquered so makes himself relatable.</li> <li>• Suetonius talks about how he acted with a certain amount of humility when dealing with senators.</li> <li>• Horace celebrates his military prowess.</li> <li>• Coins show him as dutiful to the gods.</li> <li>• Prima Porta statue shows him as a military leader / god.</li> <li>• <i>Ara Pacis</i> shows him as a religious leader and family man.</li> </ul> <p>He may have had various images but in the end, he appealed to Romans as a whole and showed a consistent image to ensure enduring support. He did need to keep control of the provinces and tried to appeal to local sentiment.</p>	<p><b>10 (AO1)</b></p> <p><b>10 (AO2)</b></p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Assess using the marking grids for the 20-mark extended response.</i></p> <p><i>Whilst candidates may use the provided source as a starting point, they should not be penalised if they offer a full and detailed response which does not do so.</i></p> <p>Credit knowledge of role of women in Roman society.</p>

Section B			
Question	Indicative Content	Marks	Guidance
9*	<p><b>‘Only literature could convey a positive image of Augustus.’ Explain how far you agree with this statement. Justify your response.</b></p> <p><b>AO1</b> Candidates should offer some indication as to what positive image is being shown:</p> <p>Literature might include:</p> <ul style="list-style-type: none"> <li>• <i>Res Gestae</i>.</li> <li>• Horace.</li> <li>• Propertius.</li> <li>• Ovid.</li> </ul> <p>Non-literary:</p> <ul style="list-style-type: none"> <li>• Prima Porta statue.</li> <li>• Reliefs / <i>Ara Pacis</i>.</li> <li>• Coins.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Maecenas’ literary group certainly helped.</li> <li>• Horace <i>Odes</i> and <i>Epodes</i> can give a very positive image.</li> <li>• Propertius praises Augustus.</li> <li>• Augustus promotes himself in the <i>Res Gestae</i>.</li> <li>• Coins carry a message but may not convey a strong positive image.</li> <li>• <i>Ara Pacis</i> gives a positive message of Augustus as a family man and a priest.</li> <li>• The Prima Porta gives a strong military/peace image (possibly only to those who can interpret it).</li> </ul>	<p><b>10 (AO1)</b></p> <p><b>20 (AO2)</b></p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Assess using the marking grids for the 30-mark extended response.</i></p> <p><i>Learners are expected to make use of scholarly views, academic approaches and sources to support their argument; the approach to crediting this is outlined in the Levels of Response Grid.</i></p> <p>Credit discussion of image before and after death</p> <p>Negative image in literature should not form part of the discussion</p>

<p><b>10*</b></p>	<p><b>Explain how far you agree that Augustus was a good role model for Roman men. Justify your response</b></p> <p><b>AO1</b> Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Horace <i>Epode</i> 9, 1.37, 3.14, 4.15.</li> <li>• Propertius 3.4, 4.6.</li> <li>• Ovid.</li> <li>• Suetonius.</li> <li>• <i>Res Gestae</i>.</li> <li>• Prima Porta statue.</li> <li>• <i>Ara Pacis</i>.</li> <li>• Coins.</li> </ul> <p>Credit knowledge of laws.</p> <p><b>AO2</b> <b>Good Role model</b> Candidates might offer discussion of:</p> <ul style="list-style-type: none"> <li>• Augustus title <i>Pater Patriae</i> and Augustus promotion of himself in the <i>Res Gestae</i>.</li> <li>• His supposed restrained way of life - simple food and clothing made by his wife and females.</li> <li>• Religious leader: as shown in coins and <i>Ara Pacis</i> as he leads his family. He is shown as a family man.</li> <li>• Moral leader: <i>leges Juliae</i> and other reforms.</li> <li>• Poets of the Augustan age tend to show Augustus as a capable commander. These are depicted as glorious and impressive and a model to emulate. This does not just involve fighting but how soldiers are treated and also the defeated.</li> </ul> <p>However</p> <ul style="list-style-type: none"> <li>• Negative points as shown in Suetonius.</li> <li>• Effect of spin.</li> </ul>	<p><b>10</b> <b>(AO1)</b></p> <p><b>20</b> <b>(AO2)</b></p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Assess using the marking grids for the 30-mark extended response.</i></p> <p><i>Learners are expected to make use of scholarly views, academic approaches and sources to support their argument; the approach to crediting this is outlined in the Levels of Response Grid.</i></p>
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### Guidance on applying the marking grids for the 10-mark stimulus question

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners should carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO1 = 6 and AO2 = 2

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

Level	Marks	Characteristics of Performance
5	9–10	AO1: Shows very good knowledge and understanding of the provided source/ideas through a range of well selected, accurate and precise material from it AO2: Fully and consistently engages with the question, with perceptive, critical analysis and interpretation of the provided source leading to convincing points which are well-supported and developed
4	7–8	AO1: Shows good knowledge and understanding of the provided source/ideas through a range of well selected, mostly accurate, material from it AO2: Engages clearly and directly with the question, with critical analysis and interpretation of the provided source leading to sound points, which are supported and developed
3	5–6	AO1: Shows reasonable knowledge and understanding of the provided source/ideas through use of a range of mostly accurate material from it AO2: Engages with some of the fundamental issues of the question, with analysis and interpretation of the provided source leading to some tenable points, which have some support and development
2	3–4	AO1: Shows basic knowledge and understanding of the provided source/ideas through use of some material from it with some degree of accuracy AO2: Engages with the general topic of the question, with little analysis and interpretation of the provided source leading to weak points, which have occasional support and development
1	1–2	AO1: Shows limited knowledge and understanding of the provided source/ideas through little use of accurate material from it AO2: Limited and very simplistic attempt to engage with the topic of the question, with very little analysis and interpretation of the provided source leading to points of little relevance
0	0	No response worthy of credit

### Guidance on applying the marking grids for the 20-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at level 3 and outwards until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9 – 10	<ul style="list-style-type: none"> <li>• very detailed knowledge and a thorough understanding of the material studied</li> <li>• use of a range of well selected, accurate and precise material from classical sources and appropriate, effective use of their cultural context and possible interpretation</li> </ul>	5	9 – 10	<ul style="list-style-type: none"> <li>• a very good response to the question containing a wide range of relevant points leading to convincing conclusions</li> <li>• points are very well supported by perceptive critical analysis, interpretation and evaluation of classical sources</li> </ul> <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	7 – 8	<ul style="list-style-type: none"> <li>• detailed knowledge and a sound understanding of the material studied</li> <li>• use of a range of well selected, mostly accurate, material from classical sources and appropriate use of their cultural context and possible interpretation</li> </ul>	4	7 – 8	<ul style="list-style-type: none"> <li>• a good response to the question containing a range of relevant points leading to appropriate conclusions</li> <li>• points are consistently supported by critical analysis, interpretation and evaluation of classical sources</li> </ul> <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p>
3	5 – 6	<ul style="list-style-type: none"> <li>• reasonable knowledge and understanding of the material studied</li> <li>• use of a range of mostly accurate material from classical sources and some use of their cultural context and possible interpretation</li> </ul>	3	5 – 6	<ul style="list-style-type: none"> <li>• a reasonable response to the question containing some relevant points leading to tenable conclusions</li> <li>• points are generally supported by analysis, interpretation and evaluation of classical sources</li> </ul> <p><i>the response presents a line of reasoning which is mostly relevant and has some structure</i></p>
2	3 – 4	<ul style="list-style-type: none"> <li>• basic knowledge and understanding of the material studied</li> <li>• use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation</li> </ul>	2	3 – 4	<ul style="list-style-type: none"> <li>• a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions</li> <li>• points are occasionally supported by analysis, interpretation and evaluation of classical sources</li> </ul> <p><i>the response presents a line of reasoning but may lack structure</i></p>
1	1 – 2	<ul style="list-style-type: none"> <li>• limited knowledge and understanding of the material studied</li> <li>• use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation</li> </ul>	1	1 – 2	<ul style="list-style-type: none"> <li>• little engagement with the question, any points or conclusions made are of little relevance</li> <li>• isolated use of classical sources with little analysis, interpretation and evaluation</li> </ul> <p><i>the information is communicated in an unstructured way</i></p>
0	0	<ul style="list-style-type: none"> <li>• no response worthy of credit</li> </ul>	0	0	<ul style="list-style-type: none"> <li>• no response worthy of credit</li> </ul>

### Guidance on applying the marking grids for the 30-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at level 3 and work outwards until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9 – 10	<ul style="list-style-type: none"> <li>• very detailed knowledge and a thorough understanding of the material studied</li> <li>• use of a range of well selected, accurate and precise material from classical sources and appropriate, effective use of their cultural context and possible interpretation</li> </ul>	5	17 – 20	<ul style="list-style-type: none"> <li>• a very good response to the question containing a wide range of relevant points leading to convincing conclusions</li> <li>• points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources and secondary sources, scholars and/or academic works <i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></li> </ul>
4	7 – 8	<ul style="list-style-type: none"> <li>• detailed knowledge and a sound understanding of the material studied</li> <li>• use of a range of well selected, mostly accurate, material from classical sources and appropriate use of their cultural context and possible interpretation</li> </ul>	4	13 – 16	<ul style="list-style-type: none"> <li>• a good response to the question containing a range of relevant points leading to appropriate conclusions</li> <li>• points are consistently supported by critical analysis, interpretation and evaluation of classical sources and secondary sources, scholars and/or academic works <i>the response is logically structured, with a well-developed and clear line of reasoning</i></li> </ul>
3	5 – 6	<ul style="list-style-type: none"> <li>• reasonable knowledge and understanding of the material studied</li> <li>• use of a range of mostly accurate material from classical sources and some use of their cultural context and possible interpretation</li> </ul>	3	9 – 12	<ul style="list-style-type: none"> <li>• a reasonable response to the question containing some relevant points leading to tenable conclusions</li> <li>• points are generally supported by analysis, interpretation and evaluation of classical sources and there is some use of secondary sources scholars and/or academic works <i>the response presents a line of reasoning which is mostly relevant and has some structure</i></li> </ul>
2	3 – 4	<ul style="list-style-type: none"> <li>• basic knowledge and understanding of the material studied</li> <li>• use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation</li> </ul>	2	5 – 8	<ul style="list-style-type: none"> <li>• a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions</li> <li>• points are occasionally supported by analysis, interpretation and evaluation of classical sources and there is little or no use of secondary sources, scholars and/or academic works <i>the response presents a line of reasoning but may lack structure</i></li> </ul>
1	1 – 2	<ul style="list-style-type: none"> <li>• limited knowledge and understanding of the material studied</li> <li>• use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation</li> </ul>	1	1 – 4	<ul style="list-style-type: none"> <li>• little engagement with the question and any points or conclusions made are of little or no relevance</li> <li>• isolated use of classical sources with little analysis, interpretation and evaluation <i>the information is communicated in an unstructured way</i></li> </ul>
0	0	<ul style="list-style-type: none"> <li>• no response worthy of credit</li> </ul>	0	0	<ul style="list-style-type: none"> <li>• no response worthy of credit</li> </ul>

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