

GCE

Classical Civilisation

H408/34: Democracy and the Athenians

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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11. 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
	H Wavy Line	to draw attention to something
	H Wavy Line	to draw attention to something
.....	Highlight	as directed by PE
	IRRL	irrelevant point

REP	REP	conspicuous repetition
L	L	illegible word or phrase
BP SEEN	BP/SEEN	Blank Page – this annotation must 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
1(a)	<p>‘There’s no heavier burden for a city to bear than a monarch.’ (Line 1). What is the name of the character who is speaking these words in the passage in Source A?</p> <ul style="list-style-type: none"> • Theseus (1). 	<p>1 (AO1)</p>	<p><i>All legitimate answers should be credited.</i></p>
1 (b)	<p>What prominent position does this character hold, and in which city?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • King (1) / ruler (1) / monarch (1). • Athens (1). 	<p>2 (AO1)</p>	<p><i>All legitimate answers should be credited.</i></p>
2	<p>Discuss how the speaker in Source A supports the Athenian principles of equality in law (<i>isonomia</i>) and the equal right to speech (<i>isēgoria</i>).</p> <p>Examples might include:</p> <p><i>Isonomia:</i></p> <ul style="list-style-type: none"> • Monarchy prevents everyone having equal access to justice. (AO2) <ul style="list-style-type: none"> ○ <i>A city like that has no laws that are equal to all of its citizens. It can’t. It is a place where one man holds all the laws of the city in his own hands and dictates them as he wants. What then of equality?</i> (AO1) • Putting law into the hands of all citizens enables young people to do well. (AO2) <ul style="list-style-type: none"> ○ <i>Where the people hold the power, they can watch with great enjoyment the youth of their city thrive.</i> (AO1) • It is important that everyone can read the laws if they are to have equal access to them. (AO2) <ul style="list-style-type: none"> ○ <i>Written laws, however, give this equal treatment to all, rich and poor.</i> (AO1) 	<p>5 (AO1)</p> <p>5 (AO2)</p>	<p><i>Use the 10-mark marking grid.</i></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><i>Candidates are free to come to any valid opinion based on the evidence used. There should be at least one example to illustrate each of Isonomia and Isēgoria.</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> • The rich have less power where everyone knows the law. (AO2) <ul style="list-style-type: none"> ○ <i>The poor can win against the rich if justice is on his side.</i> (AO1) <p><i>Isegoria:</i></p> <ul style="list-style-type: none"> • All should have an equal right of reply. (AO2) <ul style="list-style-type: none"> ○ <i>If a poor man is insulted by a rich one, then that poor man has every right to use the same words against that rich man.</i> (AO1) • Anyone can contribute to public policy-making. (AO2) <ul style="list-style-type: none"> ○ <i>He who has a good idea for the city let him bring it before its citizens.</i> (AO1) • Everyone's contribution can be valued. (AO2) <ul style="list-style-type: none"> ○ <i>He who has a good idea for the city will gain praise.</i> (AO1) • Nobody is compelled to participate. (AO2) <ul style="list-style-type: none"> ○ <i>,,,free to stay silent.</i> (AO1) 		
3	<p>Ephialtes changed the powers of the Areopagus. Who made up the membership of the Areopagus?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Ex-Archons (1). • Former Archons (1). • People who had previously held one of the Archonships (or similar) (1). 	1 (AO1)	<i>All legitimate answers should be credited.</i>
4	<p>Which Athenian playwright wrote a play in which Athena establishes the court of the Areopagus?</p> <ul style="list-style-type: none"> • Aeschylus (1). 	1 (AO1)	<i>All legitimate answers should be credited.</i>

Question	Indicative Content	Marks	Guidance
5	<p>Explain why some Athenians might have welcomed the changes in the powers and role of the Areopagus.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • The Areopagus as defined in the preceding centuries might be seen as outdated. (AO2) <ul style="list-style-type: none"> ○ Athenians were now used to taking decisions themselves at both national and local level because of the reforms of Cleisthenes. (AO1) ○ Cleisthenes had established the Council of 500/<i>Boule</i> and the Assembly/<i>Ekklesia</i> as the main bodies in which national matters were discussed. (AO1) ○ The Assembly/<i>Ekklesia</i> was the ultimate decision maker. (AO1) ○ The <i>Heliaia</i> established by Solon was the ultimate court of appeal. (AO1) • Greater knowledge and understanding of the law and legal procedure among ordinary Athenians. (AO2) <ul style="list-style-type: none"> ○ The laws were known to all because of the reforms of Solon. (AO1) ○ And were decided by the Assembly/<i>Ekklesia</i>. (AO1) ○ Rotation of office in the <i>Boule</i> had given a wide range of ordinary citizens experience and understanding of legal and political matters (AO1) ○ Experience in the <i>Heliaia</i> would have increased understanding of the application of the written laws.(AO1) • The majority of ordinary people might have turned against the ‘old’ aristocracy. (AO2) <ul style="list-style-type: none"> ○ Evidence of political discontent – Ephialtes’ assassination. (AO1) ○ Or, at the very least, suspicion about his death. (AO1) • Giving a religious role to the Areopagus might be a way of acknowledging the religious links of the Eupatrids. (AO2) <ul style="list-style-type: none"> ○ They claimed descent from the gods via hero ancestors. (AO1) • while at the same time further restricting their hereditary powers. (AO2) <ul style="list-style-type: none"> ○ Clear definition of their role – judging cases of homicide or sacrilege. (AO1) ○ Able to pass sentences (e.g. exile) normally used only in such cases. (AO1) ○ Cleisthenes had decreased the importance of their ancestors through the cults of the Eponymous Heroes 	<p>5 (AO1)</p> <p>5 (AO2)</p>	<p><i>Use the 10-mark marking grid.</i></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>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> • Rise of the Tribal <i>stratego</i>i. (AO2) <ul style="list-style-type: none"> ○ They came from the higher property classes. (AO1) ○ They were elected and could be re-elected indefinitely. (AO1) • The role of ‘Guardian of the laws’ needed clear definition. (AO2) <ul style="list-style-type: none"> ○ Homicide was an area which overlapped into religion. (AO1) • Some might have felt that a group of ex- Archons were no longer the right people to administer the laws. (AO2) <ul style="list-style-type: none"> ○ Didn’t need to be qualified as the Archonship was filled by lot. (AO1) ○ Archons now came from all classes, so bribery might be possible? (AO1) 		
6*	<p>‘The introduction of payment for holding a public office was the most important reform of the period 462 – 451 BC.’ Explain how far you agree with this statement. Justify your response. You may use your knowledge of Ephialtes’ and Pericles’ reforms as a starting point in your answer.</p> <p>AO1 Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> • The offices which were now paid. • Rotation of office. • The use of sortition. • The post of <i>Strategos</i>, however, was subject to election and was not paid. • Citizenship law changes made in 452/1. <p>AO2</p> <ul style="list-style-type: none"> • Payment for office meant that nobody was excluded from participation. • Rotation of office was a natural development from the system of appointing people to the <i>Deme</i> Council and the <i>Boule</i>. • Sortition had both benefits and drawbacks. • The post of Tribal <i>Strategos</i> became increasingly important and could lead to too much power being concentrated in the hands of a few individuals – e.g. Pericles and Cleon. 	<p>10 (AO1)</p> <p>10 (AO2)</p>	<p><i>Assess using the marking grids for the 20-mark extended response.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> Clarity over who was and was not a citizen. 		

Section B

Question	Indicative Content	Marks	Guidance
7*	<p>Explain how far you agree that we can completely understand Athenian democracy just from the works of Thucydides and Aristophanes.</p> <p>AO1 Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> Content of prescribed extracts from plays by Aristophanes. Content of the prescribed extracts from Thucydides. Aristophanes' attitude to Athenian politics and politicians featured in the plays. Thucydides' views on Pericles and his successors. <p>Other written sources in the Specification could include:</p> <ul style="list-style-type: none"> The points to which Theseus is responding in the Euripides <i>Suppliants</i> extract. Aeschylus <i>Oresteia</i> extract. The Old Oligarch extracts. Plato <i>Republic</i> extracts. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> Importance of understanding the bias of the sources. Purpose of the works of both authors. Aristophanes is satirical in tone and expresses many personal views – notably personal antipathy to Cleon. In including the <i>Funeral Oration</i>, Thucydides had a specific purpose; it may be a rhetorical exercise, and we don't know whether this was exactly what Pericles said. Contents of other works in the Specification and the known or conjectured purpose or bias of those works. <p>Discussion of the words 'completely' and 'just' in the question could lead also to inclusion of some or all of the following points:</p>	<p>10 (AO1)</p> <p>20 (AO2)</p>	<p><i>Assess using the marking grids for the 30-mark extended response.</i></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>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>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> The scope of the literary sources is possibly fragmentary and depends on the accident of survival/transmission. We may be able to understand democracy simply by looking at the reforms of Solon, Cleisthenes, Ephialtes and Pericles, possibly filtered through the interpretations of those reforms by other ancient authors (e.g. Plutarch, Aristotle, Herodotus, other extracts from Thucydides) and modern scholarship. Some candidates may cite the importance of archaeological research in Athens – e.g. what we can learn from the layout and size of the Pnyx or findings from the Agora excavations (e.g. prepared <i>ostraca</i> or the <i>kleroterion</i>, or surviving inscriptions). 		
8*	<p>‘Some Athenians regarded oligarchy as a better form of government than democracy.’ With reference to at least two of the authors you have studied, discuss why you think some Athenians might have held this view.</p> <p>AO1 Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> Views expressed by the Old Oligarch. Views expressed by Plato in the analogy of the ship and the analogy of the beast trainer. Aristophanes’ criticisms of Cleon and of demagogues in general. Thucydides’ views of Pericles and his successors. The points to which Theseus is responding in the Euripides <i>Suppliants</i> extract. The known political leanings of the authors selected. The historical or social context of the works or authors selected. Evidence from the oligarchic coup of 411 BC, the events of 408/7 BC and the pro-Spartan oligarchy imposed after the defeat of Athens in the Peloponnesian War. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> Thucydides comments on the nature of the attempts to find a ‘successor’ to Pericles, suggesting a desire for decision-making by a few select people. Plato suggests that oligarchy might provide better direction than democracy, because there will be people with appropriate qualifications and experience in 	<p>10 (AO1)</p> <p>20 (AO2)</p>	<p><i>Assess using the marking grids for the 30-mark extended response.</i></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>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>

Question	Indicative Content	Marks	Guidance
	<p>charge.</p> <ul style="list-style-type: none"> • Aristophanes flags up faults with decision-making in the <i>Ekklesia</i> (<i>Acharnians</i>, <i>Peace</i>, <i>Assemblywomen</i>). • It is easy for politicians and delegates to defraud the <i>Ekklesia</i> (<i>Acharnians</i>). • Demagogues can exploit weaknesses through clever rhetoric (Plato, Aristophanes, Old Oligarch). • The system is open to corruption (Thucydides, Plato, Aristophanes). • Aristophanes gives specific examples (<i>Frogs</i>, <i>Wasps</i>, <i>Peace</i>, <i>Knights</i>). • Decisions made by the <i>Ekklesia</i> can change from day to day and even be contradictory because the attendance is not necessarily the same every time (e.g. change in attitude towards Alcibiades after the sailing of the Sicilian Expedition). • Apathy among citizens if they don't feel they are making a difference (references to the red-chalked rope used to spot people who dodge their duty to attend the <i>Ekklesia</i>). • Ostracism – the main democratic method of settling major conflicts over policy direction by removing one of two opposing politicians for 10 years - can be discredited by the evidence of the prepared <i>ostraka</i> from the Agora excavations or (as in 417BC) by the partisans of the main politicians ganging up to get someone else ostracized, therefore sustaining lack of clarity over policy direction. <p>The arguments used will depend to a large extent on which sources the candidate selects.</p>		

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

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"> • very detailed knowledge and a thorough understanding of the material studied • 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 	5	17 – 20	<ul style="list-style-type: none"> • a very good response to the question containing a wide range of relevant points leading to convincing conclusions • 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>
4	7 – 8	<ul style="list-style-type: none"> • detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources and appropriate use of their cultural context and possible interpretation 	4	13 – 16	<ul style="list-style-type: none"> • a good response to the question containing a range of relevant points leading to appropriate conclusions • 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>
3	5 – 6	<ul style="list-style-type: none"> • reasonable knowledge and understanding of the material studied • use of a range of mostly accurate material from classical sources and some use of their cultural context and possible interpretation 	3	9 – 12	<ul style="list-style-type: none"> • a reasonable response to the question containing some relevant points leading to tenable conclusions • 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>
2	3 – 4	<ul style="list-style-type: none"> • basic knowledge and understanding of the material studied • 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 	2	5 – 8	<ul style="list-style-type: none"> • a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions • 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>
1	1 – 2	<ul style="list-style-type: none"> • limited knowledge and understanding of the material studied • use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation 	1	1 – 4	<ul style="list-style-type: none"> • little engagement with the question and any points or conclusions made are of little or no relevance • isolated use of classical sources with little analysis, interpretation and evaluation <i>the information is communicated in an unstructured way</i>
0	0	<ul style="list-style-type: none"> • no response or no response worthy of credit 	0	0	<ul style="list-style-type: none"> • no response or no response worthy of credit

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