



Oxford Cambridge and RSA

GCE

Classical Civilisation

H408/23: Invention of the barbarian

A Level

Mark Scheme for June 2022

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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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PREPARATION FOR MARKING ON RM ASSESSOR3

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>.
3. Log-in to RM Assessor3 and select, mark and share **10** scripts.
4. After the standardisation meeting: **YOU MUST MARK 10 STANDARDISATION SCRIPTS BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.**

MARKING INSTRUCTIONS

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor3 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor3 messaging system.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor3, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Contradictory Responses

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

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

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered.

The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response.

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
 - a. Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor3 will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' or 'seen' annotation **must** be applied.
 - b. Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' or 'seen' annotation **must** be applied.
7. Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded.
8. There is a NR (No Response) option. Award NR if:
 - there is nothing written at all in the answer space

Note: Award 0 marks for an attempt that earns no credit (including copying out the question).

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








9. **Do not use the comments box for any reason.** If you have any questions or comments for your Team Leader, use the phone, the RM Assessor messaging system, or e-mail.
10. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.







11. For answers marked by levels of response:
- To determine the level** – start at level 3 and work outwards until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

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

Annotations

These are the annotations, (including abbreviations), used in RM Assessor, 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
	IRRL	irrelevant point
	REP	conspicuous repetition
	L	illegible word or phrase
 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. Great care needs to be exercised with the SEEN annotation. PE should issue guidance about how this is to be used.

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	<p>What is the name given to the type of pot in Source A?</p> <p><i>Kylix (1).</i></p>	<p>1 (AO1)</p>	<p><i>All legitimate answers should be credited.</i></p>
2	<p>What is the name given to the circular image painted on the inside of the pot in Source A?</p> <p><i>Tondo (1).</i></p>	<p>1 (AO1)</p>	<p><i>All legitimate answers should be credited.</i></p>
3	<p>Explain how Source A is typical of the way that the Greeks chose to portray Persians.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> ● Persians shown as inferior to the Greek. (AO2) <ul style="list-style-type: none"> ○ <i>Figure shown collapsed and about to be killed. (AO1)</i> ○ <i>Design of the 2 figures within the framing of the image (AO1)</i> ● Persians usually equated with cowardly weapons and ill-equipped for combat. (AO2) <ul style="list-style-type: none"> ○ <i>Figure shown with bow and quiver of arrows. (AO1)</i> ○ <i>Figure shown wearing striped pattern on arms and legs/trousers. (AO1)</i> ● Persians different in their fighting style and military organisation (AO2) <ul style="list-style-type: none"> ○ <i>Persian figure lacks a shield (AO1)</i> ○ <i>Bow and arrow used at a distance (AO1)</i> ● Persians regularly shown in barbaric, un-Greek or ‘unmanly’ dress. (AO2) <ul style="list-style-type: none"> ○ <i>Figure dressed in patterned garb. (AO1).</i> ○ <i>Figure shown wearing unusual hat. (AO1)</i> 	<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>
4	<p>In which city was <i>The Persians</i> first performed?</p> <p><i>Athens (1).</i></p>	<p>1 (AO1)</p>	<p><i>All legitimate answers should be credited.</i></p>
5	<p>Name Xerxes’ father and mother.</p>	<p>2 (AO1)</p>	<p><i>All legitimate answers should be credited.</i></p>

Question	Indicative Content	Marks	Guidance
	Darius (1) and Atossa (1).		
6	<p>Explain how Aeschylus creates sympathy for Xerxes and his people in Source B.</p> <p>Examples may include:</p> <p>XERXES</p> <ul style="list-style-type: none"> ● Xerxes' fall from grace (AO2) <ul style="list-style-type: none"> ○ 'clothes torn' 'one or two soldiers attending' (AO1) ● Xerxes' defeat ascribed to 'fate'. (AO2) <ul style="list-style-type: none"> ○ 'Weep for the deadly doom that fate has launched against me...' (AO1) ● Xerxes is aware he will be hated for the defeat. (AO2) <ul style="list-style-type: none"> ○ 'Behold me, theme for sorrow, a loathed and piteous outcast'. (AO1) <p>THE PERSIAN PEOPLE</p> <ul style="list-style-type: none"> ● The Persian dead lost their lives for him. (AO2) <ul style="list-style-type: none"> ○ 'Our land bewails the men she bore, slaughtered for Xerxes'. (AO1) ● It is the youth of Persia who have suffered most (AO2) <ul style="list-style-type: none"> ○ 'Flower of manhood' (AO1) ● Chorus' mournful response. (AO2) <ul style="list-style-type: none"> ○ 'Alas' (AO1), 'a thousand thousand are no more'. (AO1) ○ 'tearful face' (AO1) ● Innocent victims of Xerxes 'Slaughtered for Xerxes' (AO1), 'That strength in which we placed our trust' (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>
7*	<p>Assess to what extent Aeschylus focuses on 'un-Greekness' in <i>The Persians</i>. You may use Source B as a starting point in your answer.</p> <p>AO1</p> <p>Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> ● Wealth of the Persian empire, eg. gold chariot, luxurious lifestyle of the Persians ● Slaves and slavery, 'freedom' as a Greek theme. e.g. Atossa's dream, Chorus' reaction to Darius and Xerxes. ● Role of women/femininity of Persia, e.g. Chorus' attitude to Atossa ● Ignorance of divine power and prophecies, e.g. eagle/falcon portent, Chorus' views on crossing the Hellespont, Darius' reaction to the news of Salamis 	<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> <p><i>Whilst candidates may use the provided source as a starting point, they should not be penalised if they offer a full and</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> ● Methods of fighting e.g. Athenian tactics, composition of Persian army ● Battle cry of the Greek navy vs. Persian ‘clamour’, Atossa’s questioning of the Chorus about Athens ● Attitudes of disapproval expressed over Xerxes’ actions. <p>AO2</p> <p>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> ● Contrast of extreme wealth of the Persian empire with the comparative poverty of the Greek states. ● In the play Darius berates Xerxes for his arrogance, accusing Xerxes of going against the will of the gods. ● Darius points out that the poverty of Greece will defeat the Persian host. ● Persians linked (in Greek thought) to ‘unmanly’ or foreign ways of warfare – especially the use of the bow which was considered ‘effeminate’ and weak. ● Greeks assumed that the roles of men and women were confused or reversed in barbarian cultures. ● Greek belief that foreigners could be slaves owing to their nature, in contrast to Greeks who were naturally ‘free’. ● Aeschylus also demonstrates an awareness of pan-Hellenism and offers atheno-centric propaganda. ● The focus on the hubris of imperialism/domination as an alternative theme. <p>Evaluation and analysis of Source B might refer to:</p> <ul style="list-style-type: none"> ● “the deadly doom that Fate has launched against me unforeseen” reminds the audience of the Persians’ [alleged] ignoring of oracles. ● “how bitter to our race have been the blows of Heaven’s savage hate!” suggests that the gods are opposed to the Persians. ● “Slaughtered for Xerxes, who has fed Hell’s hungry jaws with Persian dead” highlights Xerxes’ autocratic power. ● “Lords of the bow” – reference to Greek belief that foreigners relied on ‘unmanly’/‘un-Greek’ weapons. ● “oriental mourning” direct reference to ‘un-Greekness’. ● “And veiled and tearful face” another reference to ‘un-Greek’ practice of veils. 		<p><i>detailed response which does not do so.</i></p>

Question	Indicative Content	Marks	Guidance
8*	<p>‘The most successful king of the Achaemenid dynasty between 550 BC and 465 BC was Darius.’ Explain how far you agree with this statement. Justify your response.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> ● Cyrus the Great <ul style="list-style-type: none"> ○ Cyrus Cylinder, tomb of Cyrus ○ Conquered Media, Lydia, Babylon, Ionia. ○ Created system of satrapies, restored Babylonian temples and Jewish treasures. ● Cambyses <ul style="list-style-type: none"> ○ Conquered Egypt. ● Bardiya <ul style="list-style-type: none"> ○ Brief reign and speedy defeat ● Darius <ul style="list-style-type: none"> ○ Built palaces at Susa and Persepolis. ○ Bisitun monument and statue from Susa ○ Conquered Cyrenaica, northern Greece, extended empire eastwards. ○ Defeated at Marathon. Campaigned in Scythia. ○ Introduced taxation and coinage, built the Royal Road and Red Sea canal. ● Xerxes <ul style="list-style-type: none"> ○ Persepolis buildings ○ Herodotus and Aeschylus’ coverage of Greek invasion ○ Crushed Egyptian revolt, defeated Spartans at Thermopylae. ○ Invasion thwarted at Artemisium, Salamis and Plataea. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> ● Cyrus the Great <ul style="list-style-type: none"> ○ Impact of the ‘Cyrus Cylinder’ – allegedly the earliest record of ‘human rights’; positive record of allowing freedom of worship. ○ Expanded the empire. ○ Instigated effective and long-lasting method of ruling via satraps. ● Cambyses 	<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"> ○ Expanded empire into rich land of Egypt. ● Bardiya <ul style="list-style-type: none"> ○ Defeated/usurped by Darius. ● Darius <ul style="list-style-type: none"> ○ Created Bisutun relief to promote victories and power. ○ Invasion of Greece thwarted at Marathon. ○ Presented as a 'more successful king' than Xerxes by Aeschylus ○ Continued tradition of extending the empire. ○ Increased royal prestige through buildings, engineering projects and bureaucracy. ○ Unifying figure through the multi-cultural expression of empire ● Xerxes <ul style="list-style-type: none"> ○ Herodotus and Aeschylus both suggest that Xerxes was not a successful king ○ Consolidation of empire, though not expansion ○ Organised invasion force and crossed into Europe. ○ Failure of Greek invasion ○ Maintains power post 479 BC <p>Source reliability</p> <ul style="list-style-type: none"> ● Students may engage with the nature and purpose of visual sources, as well as assessing the motivation of Aeschylus and Herodotus' accounts of the Persian Wars 		
9	<p>'To be considered fully "Greek" you had to live on mainland Greece'. Explain how far you agree with this statement. Justify your response.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> ● Geographical extent of the Greek world and colonies, such as: <ul style="list-style-type: none"> ○ Ionia, the Greek Islands, Sicily, Black Sea coast ● Religion and the gods. ● Greek language. ● Olympic Games. ● Xenia. ● Oracles. 	<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;</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> ● The nature of the polis and different political systems. ● Weaponry and warfare. ● Non-Greeks wearing women's patterned clothing and carrying 'effeminate' bows. ● Cities that medise/resist Persian invasion <p>AO2</p> <p>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> ● Only some Greeks lived on the mainland – others were scattered across various islands, colonies and trading stations. Many colonies maintained strong links with mother cities on the mainland. ● Worshipping the same gods was central to the idea of 'Greekness', regardless of geography. ● Greek language was the most obvious way of denoting 'Greekness'. Origin of word 'barbarian' was linked to being unable to speak Greek. ● Competitors at Olympics were all Greek speakers, but not all from the mainland. The Games were linked to religion - all competitors were 'Greek'. ● Xenia ('guest-friendship') was universal to the Greek world regardless of geography – plenty of evidence in literature. ● Oracles were a central part of Greek religion and therefore 'Greekness', despite the fact that not all the oracles were geographically in Greece. ● Greeks considered themselves 'free' and different from other races/cultures which were naturally 'slavish'. ● Resistance to Persian invasion perceived as evidence of 'Greekness'. ● Non-Greeks were seen as blurring the lines between men and women. 		<p><i>the approach to crediting this is outlined in the Levels of Response Grid.</i></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 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.

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"> • 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 worthy of credit 	0	0	<ul style="list-style-type: none"> 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 <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	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 <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	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 <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	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 <p><i>the response presents a line of reasoning but may lack structure</i></p>

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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 <p><i>the information is communicated in an unstructured way</i></p>
0	0	<ul style="list-style-type: none"> no response worthy of credit 	0	0	<ul style="list-style-type: none"> no response worthy of credit

Assessment Objective Grid

Question	AO1	AO2
1	1	
2	1	
3	5	5
4	1	
5	2	
6	5	5
7	10	10
8/9	10	20
Total	35	40

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