



Oxford Cambridge and RSA

**GCE**

**Classical Civilisation**

**H408/34: Democracy and the Athenians**

A Level

**Mark Scheme for June 2022**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2022

### PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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

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 Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) 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 or the RM Assessor messaging system, or by email.
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 assessor, 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. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

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.
7. Award No Response (NR) if:
  - there is nothing written in the answer spaceAward Zero '0' if:
  - anything is written in the answer space and is not worthy of credit (this includes text and symbols).Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *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.*
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following

<b>Descriptor</b>	<b>Award mark</b>
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
	F	error of fact
	^	omission
	H Wavy Line	to draw attention to something
.....	Highlight	as directed by PE
	IRRL	irrelevant point
 <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.  Be especially careful with the SEEN annotation and only use it as directed by the Principal Examiner – eg for plans

## 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.

## Section A

Question	Indicative Content	Marks	Guidance
1	<p><b>Who is making the speech in Source A?</b></p> <ul style="list-style-type: none"> <li>Pericles (1).</li> </ul>	1 (AO1)	<i>All legitimate answers should be credited.</i>
2	<p><b>Who are ‘the dead’ in line 1 of Source A? Make two points.</b></p> <p>Answers may include reference to:</p> <ul style="list-style-type: none"> <li>Athenian casualties (1).</li> <li>In the Peloponnesian War/in the war against Sparta/in 431 (1).</li> </ul>	2 (AO1)	<i>All legitimate answers should be credited.</i>
3	<p><b>Explain how the speaker in Source A praises Athens and its constitution.</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>Athens has succeeded through hard work on the part of the ordinary citizens. (AO2) <ul style="list-style-type: none"> <li><i>I wish to set forth the following: how, and by what efforts we rose to power, and under what governance and which ways of life did our empire become great.</i> (AO1)</li> </ul> </li> <li>Everyone has a role to play and all are valued on their abilities. (AO2) <ul style="list-style-type: none"> <li><i>So long as he can do good for the state, he will not be returned to poverty because of the obscurity of his social status.</i> (AO1)</li> </ul> </li> <li>Athenians have created a unique constitution. (AO2) <ul style="list-style-type: none"> <li><i>Athenian constitution is not a rival to the laws of our neighbour states.</i> (AO1)</li> <li><i>Rather, we are a model to others than imitators.</i> (AO1)</li> <li><i>It favours the majority, instead of the few; this is why it is called a “democracy”.</i> (AO1)</li> </ul> </li> </ul>	5 (AO1)  5 (AO2)	<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"> <li>• Athenians are law-abiding. (AO2)               <ul style="list-style-type: none"> <li>○ <i>Although we are unrestrained in our personal relationships, this does not make us unlawful citizens. (AO1)</i></li> </ul> </li> <li>• ..... and are subject to public scrutiny. (AO2)               <ul style="list-style-type: none"> <li>○ <i>fear of public transgression makes us reverent and obedient to the authorities and the laws themselves. (AO1)</i></li> <li>○ <i>unwritten ones which lay undeniable shame upon those who break them. (AO1)</i></li> </ul> </li> <li>• Justice is available to all (AO2)               <ul style="list-style-type: none"> <li>○ <i>the laws..... provide equal justice to all in their personal disputes. (AO1)</i></li> </ul> </li> <li>• Virtue and worthiness are appreciated and rewarded. (AO2)               <ul style="list-style-type: none"> <li>○ <i>they [the laws] also recognise worthiness. (AO1)</i></li> <li>○ <i>if one citizen is particularly distinguished, the majority does not honour him because of his social class, but because of his virtue. (AO1)</i></li> </ul> </li> </ul>		
4	<p><b>Give the name of the king of Sparta who Cleisthenes and his followers drove out of Athens.</b></p> <ul style="list-style-type: none"> <li>• Cleomenes (1).</li> </ul>	1 (AO1)	<i>All legitimate answers should be credited.</i>
5	<p><b>Cleisthenes reformed the tribal system. How many tribes did he create?</b></p> <ul style="list-style-type: none"> <li>• Ten/10 (1)</li> </ul>	1 (AO1)	<i>All legitimate answers should be credited.</i>
6	<p><b>Explain how effectively Cleisthenes' reform of the tribal system broke down the old tribal and political divisions which had caused problems and conflict in Attica.</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• 10 new Tribes deliberately mixed up people from the old tribal system which negated the influence of the noble families (<i>Eupatridai</i>) in order to make people consider the interests of Athens /Attica as a whole. (AO2)</li> </ul>	5 (AO1)  5 (AO2)	<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>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> <li>○ <i>Post-Solon, three factions – Plains, Coast and Hills - had been exploited by rival political leaders. (AO1)</i></li> <li>• Destroyed spheres of influence of the old tribal divisions. (AO2) <ul style="list-style-type: none"> <li>○ <i>Arbitrary geographical division of Attica into City, Coast and Inland regions. (AO1)</i></li> <li>○ <i>Each region divided into 10 smaller divisions roughly equal in population, making 30 of these – called trittyes. 3 trittyes – one from each region and normally not geographically contiguous – combine into 1 new tribe. (AO1)</i></li> </ul> </li> <li>• Took into account the increased influence and role of merchants and city-dwellers. (AO2) <ul style="list-style-type: none"> <li>○ <i>These 10 new tribes formed the basis for all national decision-making through the Boule and the Ekklesia.</i></li> </ul> </li> <li>• Symbolic reinforcement in public places of the downgrading of the old noble families. (AO2) <ul style="list-style-type: none"> <li>○ <i>Tribes were named after ancient Attic heroes from whom no ancient family claimed descent = Eponymous heroes. (AO1)</i></li> <li>○ <i>Whose statues were displayed in the Agora. (AO1)</i></li> <li>○ <i>Phratries/old tribes &amp; clans now had religious significance only (AO1)</i></li> </ul> </li> <li>• No obvious bias in the choice of tribal names, enabling acceptance by all. (AO2) <ul style="list-style-type: none"> <li>○ <i>The names were chosen by the Oracle at Delphi, accepted as a neutral arbiter and/or the voice of Apollo. (AO1)</i></li> </ul> </li> <li>• Local people were responsible for local decisions. (AO2) <ul style="list-style-type: none"> <li>○ <i>The 139 Demes (local communities) became the decision-making body for all local matters. (AO1)</i></li> </ul> </li> </ul>		<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
7*	<p><b>‘Cleisthenes’ reforms laid the foundations for the developed Athenian democracy’. Explain how far you agree with this statement. Justify your response. You may use Source A as a starting point in your answer.</b></p> <p><b>AO1</b> Candidates may show knowledge and understanding of:</p> <p>The reforms of Cleisthenes, especially the <i>Boule</i>, <i>Ekklesia</i>, demes.</p> <p>Additional reforms after Cleisthenes - e.g. elected Tribal Generals (<i>Strategoí</i>).</p> <p>The main features of the developed democracy:</p> <ul style="list-style-type: none"> <li>• All offices except Tribal General (<i>Strategos</i>) filled by lot.</li> <li>• Use of sortition.</li> <li>• Payment for all offices except Tribal General.</li> <li>• Rotation of office – not just Council members (<i>bouleutai</i>) but all the offices which were filled by sortition.</li> <li>• All policies voted on in the Assembly/<i>Ekklesia</i>).</li> <li>• Increased role of the jury-courts.</li> </ul> <p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>Source A stresses the following elements of the 5<sup>th</sup> century democracy:</p> <ul style="list-style-type: none"> <li>• Democracy favours the majority, instead of the few.</li> <li>• If one citizen is particularly distinguished, the majority does not honour him because of his social class.</li> <li>• Fear of public transgression makes us reverent and obedient to the authorities.</li> <li>• Cleisthenes:</li> <li>• Established and clarified the relationship between Tribe, Council (<i>Boule</i>) and Assembly (<i>Ekklesia</i>).</li> <li>• The choice of names was made by the Oracle at Delphi.</li> </ul>	<p><b>10 (AO1)</b></p> <p><b>10 (AO2)</b></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 detailed response which does not do so.</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Introduced board &amp; lodging for members of the duty <i>Prytanis</i>.</li> <li>• This led inevitably to the principle of payment for office introduced after 458.</li> <li>• Established rotation of office and limited the maximum time anyone could serve on the <i>Boule</i>.</li> <li>• Used a combination of sortition and election to choose members of the <i>Boule</i>, and used sortition alone for members of the Deme councils.</li> <li>• This led eventually to even the Archonships being filled by lot.</li> </ul> <p>We don't know whether or not Cleisthenes introduced ostracism.</p> <p>The system of Tribal Generals (<i>Stratego</i>) was a logical development of the Cleisthenic Tribes, and seems to have been introduced in 501, after Cleisthenes disappears from the scene.</p> <p>Candidates may choose to argue that Solon paved the way for the increased role of the ordinary people by:</p> <ul style="list-style-type: none"> <li>• ensuring that the laws were publicized.</li> <li>• or creation of the <i>Heliaia</i> as a court of appeal.</li> </ul> <p>Candidates could also legitimately discuss the Council of 400 attributed to Solon.</p>		

## Section B

Question	Indicative Content	Marks	Guidance
8*	<p><b>‘For the Athenian democracy to function properly, it was essential for citizens to have good public speaking skills.’ Explain how well the written sources you have studied support this statement. Justify your response. You should refer to the works of at least three authors.</b></p> <p><b>AO1</b></p> <p>Candidates may show knowledge and understanding of:</p> <p>Areas where public speaking skills were important, notably:</p> <p>Formal/ceremonial occasions such as the one covered in Source A.</p> <p>Deme discussions.</p> <p>Assembly/<i>Ekklesia</i></p> <ul style="list-style-type: none"> <li>• All citizens able to speak.</li> <li>• Rights of visiting ambassadors to address people.</li> </ul> <p>Council of 500/<i>Boule</i>.</p> <ul style="list-style-type: none"> <li>• Main function was to discuss proposals to be put before the Assembly.</li> </ul> <p>Legal situations.</p> <ul style="list-style-type: none"> <li>• <i>Heliaia</i>.</li> <li>• <i>graphe paranomon</i>.</li> <li>• <i>euthynai</i>.</li> <li>• Criminal prosecutions.</li> <li>• Private actions - e.g. property disputes.</li> </ul>	<p><b>10 (AO1)</b></p> <p><b>20 (AO2)</b></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><b>AO2</b></p> <p>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p><b>Prescribed sources:</b></p> <p><b>Thucydides</b> <i>Funeral Speech</i> (including Source A) and other prescribed sections of <i>Peloponnesian War</i> illustrate the role public speaking skills had in the career and influence of Pericles and his successors. Also illustrate that Athenian citizens were expected to be able to listen carefully to long speeches.</p> <p><b>Aeschylus</b> <i>Eumenides</i> extract illustrates that speeches in drama could have a role in reinforcing discussions taking place elsewhere.</p> <p><b>Euripides</b> <i>Suppliants</i> extract shows how formal debating procedures/skills were familiar to Athenian audiences and that debates could have a formal structure.</p> <p><b>Aristophanes</b> extracts:</p> <p><i>Wasps</i>, <i>Acharnians</i>, <i>Assemblywomen/ Ekklesiazousai</i> extracts illustrate - despite caricatures and exaggerations for comic purposes - how public speaking skills were used in jury trials and meetings of the Assembly. These skills had to be learned, though citizens presumably acquired them by example as well as by education.</p> <p><b>Plato</b> <i>Republic</i> extracts suggest that public speaking should be a part of education.</p> <p><b>Old Oligarch</b> makes reference to the requirement for representatives of the member states of the Delian League/ subject allies of the Athenian Empire having to go to Athens to speak in the Assembly in order to have their views considered by the Athenian <i>demos</i>. OO also refers to allies having to go to Athens to seek justice in the</p>		



Question	Indicative Content	Marks	Guidance
	<p>courts. The implication therefore is that public speaking skills were needed also by non-Athenians who wished to speak in the courts or the Assembly.</p> <p>Other points could include:</p> <p>Public speaking skills could be misused:</p> <ul style="list-style-type: none"> <li>• Criticisms of the rhetorical tactics of Cleon and other demagogues by Thucydides and Aristophanes.</li> <li>• Criticism of the way the Sophists taught rhetoric.</li> <li>• The use of appeals to emotion in the jury-courts (e.g. <i>Wasps</i>).</li> </ul>		
9*	<p><b>Plato, the Old Oligarch and Aristophanes all make criticisms of the Athenian democratic system. Assess which of these authors, in your opinion, makes the most convincing criticisms. In your answer, you should refer to at least one work by each of these three authors.</b></p> <p><b>AO1</b> Candidates may show knowledge and understanding of:</p> <p><b>Plato:</b></p> <p>All prescribed examples are taken from <i>Republic</i>. Points could include:</p> <ul style="list-style-type: none"> <li>• The <i>Demos</i>/citizen body is not qualified to make judgments about political decisions (Analogy of the ship).</li> <li>• The <i>Demos</i> give power to those who give them what they say they want rather than what they need (Analogy of the beast trainer).</li> <li>• Only a philosopher is suited to lead the state (Prescribed section of <i>Republic</i>).</li> </ul> <p><b>Old Oligarch:</b></p> <ul style="list-style-type: none"> <li>• The whole Athenian system is geared to promote the supremacy of the masses rather than the views of the upper-classes.</li> <li>• Thinks that the masses are bad/ignorant/self-seeking (or similar) and therefore unfit to make political decisions.</li> </ul>	<p><b>10 (AO1)</b></p> <p><b>20 (AO2)</b></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"> <li>• The system is also weighted against the subject-allies/members of the Delian League.</li> </ul> <p><b>Aristophanes:</b></p> <p>Depending on the play(s) cited, points could include</p> <ul style="list-style-type: none"> <li>• The <i>Ekklesia</i> make stupid decisions (<i>Acharnians</i>, <i>Assemblywomen</i>).</li> <li>• Demagogues can bribe the electorate via the jury-system (<i>Wasps</i>).</li> <li>• Politicians can be put on trial for no good reason just to promote the policies of demagogues (<i>Acharnians</i>, <i>Wasps</i>, <i>Knights</i>).</li> <li>• Ambassadors and other leading representatives required to conduct public business are corrupt (<i>Acharnians</i>, <i>Knights</i>, <i>Peace</i>).</li> <li>• The wrong people are being exiled and/or rewarded (<i>Acharnians</i>, <i>Peace</i>, <i>Frogs</i>).</li> <li>• Aristophanes' personal animosity towards Cleon/Cleon's response to Aristophanes' lost play <i>Babylonians</i>.</li> </ul> <p><b>AO2</b></p> <p>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>Candidates' assessment will depend on the sources cited and the other evidence/arguments produced.</p> <p>Arguments could include:</p> <ul style="list-style-type: none"> <li>• The nature of the evidence available to modern readers.</li> <li>• Evidence of the ability of the ease with which people can be manipulated.</li> <li>• Discussion of the political standpoints or bias of the authors, if known.</li> <li>• Discussion of the aims of the authors, if known.</li> <li>• Discussion of the oligarchic coups of 411 and 404.</li> <li>• Discussion of the extent to which ordinary citizens could be involved in decision-making and everyday government at both local and national level.</li> <li>• The reputation of Pericles both in his own time and during the 50 years thereafter.</li> <li>• Comments by Thucydides on Pericles and his successors.</li> </ul>		

### 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.

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/ideas 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/ideas 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/ideas 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/ideas 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/ideas 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 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

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/or about classical ideas, 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 and/or about classical ideas</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/or about classical ideas, 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 and/or about classical ideas</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/or about classical ideas, 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 and/or about classical ideas</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 and/or about classical ideas, 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 and/or about classical ideas</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/or about classical ideas, 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 and/or about classical ideas 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 or no response worthy of credit</li> </ul>	0	0	<ul style="list-style-type: none"> <li>• no response or 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 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

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/or about classical ideas, and appropriate 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/or about classical ideas and secondary sources, scholars and/or academic works</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/or about classical ideas, 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/or about classical ideas and secondary sources, scholars and/or academic works</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/or about classical ideas, 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/or about classical ideas, and there is some use of secondary sources scholars and/or academic works</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 and/or about classical ideas, 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/or about classical ideas, and there is little or no use of secondary sources, scholars and/or academic works</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/or about classical ideas, 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 and/or about classical ideas 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 or no response worthy of credit</li> </ul>	0	0	<ul style="list-style-type: none"> <li>• no response or no response worthy of credit</li> </ul>

**Assessment Objective Grid**

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

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

### Alternatively, you can email us on

**support@ocr.org.uk**

### For more information visit

 [ocr.org.uk/qualifications/resource-finder](https://ocr.org.uk/qualifications/resource-finder)

 [ocr.org.uk](https://ocr.org.uk)

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.