



Oxford Cambridge and RSA

GCE

Classical Civilisation

H408/31: Greek religion

A Level

Mark Scheme for June 2023

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING ON RM ASSESSOR**

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. Prior to the SSU meeting, you must familiarise yourself with the question paper.
4. After the SSU meeting: **YOU MUST MARK 10 STANDARDISATION RESPONSES 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 Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader 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.

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 or two marks 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.

Longer Answer Questions (requiring a developed response)

Where candidates have provided two 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 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 annotate to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award 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 NR with their markers before live marking commences and should check this when reviewing scripts.






8. **Do not use the comments box for any reason.** If you have any questions or comments for your team leader, use the telephone or the RM Assessor messaging system, or email.
9. Assistant Examiners must send a brief report on the performance of candidates to their Team Leader 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:
- 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:

| Annotation | Meaning |
|---|---|
|  | worthy of credit |
|  | unclear |
|  | error of spelling |
|  | omission |
|  | to draw attention to something e.g. highlighting scholars in blue or green in the essay |

| Annotation | Meaning |
|-------------|--|
| | as directed by PE |
| IRRL | irrelevant point |
| REP | conspicuous repetition |
| BP | 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. |
| SEEN | Great care needs to be exercised with the SEEN annotation. It should be used: <ul style="list-style-type: none"> • to indicate that you have seen a plan • on a low tariff question where there is nothing worthy of credit • on a page where there is nothing worthy of credit |

SUBJECT SPECIFIC MARKING INSTRUCTIONS

ASSESSMENT OBJECTIVES

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

AO1 Demonstrate Knowledge and Understanding of:

- literature and visual/material culture or 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 and visual/material culture or 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 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 place the SEEN annotation at the top and 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.
- **Highlighting**: use highlighting as directed by your Principal Examiner – see above

TICKS:

- are the simplest, quickest and most efficient means for examiners to convey approval to Senior Examiners,
- 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.

QUALITY OF WRITTEN COMMUNICATION

- Reasonable but not excessive account should be taken of particularly poor spelling (**S**), punctuation, and expression.
- Legibility: underline with a wavy line and use the ? symbol use on areas of a script which you cannot read.
- Extreme cases of illegibility should be referred to your Principal Examiner.

Section A

| Question | Indicative Content | Marks | Guidance |
|----------|--|---|--|
| 1(a) | <p>Name the type of pot shown in Source A.</p> <p>(Panathenaic) amphora. (1)</p> | <p>1 (AO1)</p> | <p><i>All legitimate answers should be credited.</i></p> |
| 1(b) | <p>Who would this type of pot have been given to?</p> <p>Winner at the event (running contest). (1)</p> | <p>1 (AO1)</p> | <p><i>All legitimate answers should be credited.</i></p> |
| 2 | <p>Analyse how useful the pot in Source A is in telling us about Athena's importance to the Athenians.</p> <p>Examples might include:</p> <ul style="list-style-type: none"> ● The vase is a prize for a contestant at the Panathenaic Games, which shows the importance of celebrating Athena at the games. (AO2) <ul style="list-style-type: none"> ○ <i>It contained olive oil taken from Athena's sacred groves. (AO1)</i> ○ <i>Olive oil was Athena's gift to Athens according to mythology. (AO1)</i> ○ <i>Olive oil was thought to have given the Athenians great wealth. (AO1)</i> ○ <i>Credit for knowledge of the runners portrayed on the back of the vase (AO1)</i> ● Athena was important as goddess of war. (AO2) <ul style="list-style-type: none"> ○ <i>She is shown here as Athena Promachos with her helmet, spear and shield. (AO1)</i> ● Athena is shown as very powerful and a protector/patron of the city. (AO2) | <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>Candidates may also identify limitations in the pot's portrayal of Athena's importance.</p> |

| Question | Indicative Content | Marks | Guidance |
|-------------|--|--------------------|---|
| | <ul style="list-style-type: none"> ○ <i>She is striding forwards, a powerful pose to protect Athens/punish enemies. (AO1)</i> ○ <i>Unusually, her head breaks into the painted frieze on the neck of the vase, emphasising her size and power. (AO1)</i> ○ <i>Her crested helmet makes her even bigger, emphasising her size and power. (AO1)</i> ○ <i>She has her aegis with the gorgoneion, showing her power and fearsome nature. (AO1)</i> ● She was highly regarded and worshipped widely in Athens. (AO2) <ul style="list-style-type: none"> ○ <i>Her portrayal on the vase exceeds the parameters of the geometric frame (AO1)</i> ○ <i>The vase shows her flanked by two statues of herself on columns, making it look as though she is striding out of a temple/through a sanctuary. (AO1)</i> ○ <i>At a time when black figure painting was not in fashion, the artist has retained Black figure out of traditional respect for Athena. (AO1)</i> ● She was a goddess of craft and weaving. (AO2) <ul style="list-style-type: none"> ○ <i>The artist depicts her robes and cloak. (AO1)</i> ● She is presented as having a combination of what Athenians would consider to be ideal female and male qualities (AO2) <ul style="list-style-type: none"> ○ <i>Her pale skin and apparel, with bare feet (AO1)</i> ○ <i>Also wearing and deploying military equipment (AO1)</i> | | |
| 3(a) | Name one civic religious event in which young, unmarried Athenian girls could participate. | 1 (AO1) | <i>All legitimate answers should be credited.</i> |

| Question | Indicative Content | Marks | Guidance |
|----------|--|---|---|
| | Answers may include reference to: <ul style="list-style-type: none"> ● Panathenaia. (1) ● Cult of Athena (Polias). (1) ● Brauronia. (1) | | |
| 3(b) | <p>Give two details about what the girls would do whilst participating in civic religious events.</p> <p>Panathenaia/Cult of Athena (Polias) Two of:</p> <ul style="list-style-type: none"> ● Arrephoros/lived for a year on the acropolis/carried baskets on their heads/carried baskets into a cavern and swapped for other unknown objects/may have woven the peplos. ● Grinder/ground meal for cakes/offered to Athena on her altar. ● Basket bearer/carried sacrificial implements/during processions/at festivals for Athena. <p>Brauronia Two of:</p> <ul style="list-style-type: none"> ● Girls dressed up as bears/went out of Athens to Brauron | <p>2 (AO1)</p> | <p><i>All legitimate answers should be credited.</i></p> <p>Candidates must offer two details to secure two marks. One detail would only secure one mark.</p> |
| 4 | <p>Explain how household and deme rituals show the importance of religious beliefs to everyday life in Athens.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> ● The head of the household made offerings to three household gods daily as this was believed to offer | <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> |

| Question | Indicative Content | Marks | Guidance |
|----------|--|-------|--|
| | <p>protection for their household. (AO2)</p> <ul style="list-style-type: none"> ○ <i>Worshipped Zeus Ktesios, protector of property and wealth for health and good property by filling a vase draped in white woollen ribbon with seeds, water and olive oil. (AO1)</i> ○ <i>Worshipped Zeus Herkeois, protector of boundaries, at his statue in the house's courtyard to ward off evil. (AO1)</i> ○ <i>Worshipped Apollo Agyeios, another protector of the house, represented by a small statue. (AO1)</i> ○ <i>These were funded by the household. (AO1)</i> <ul style="list-style-type: none"> ● Other gods were worshipped at a household level as this was believed to ensure the safety and prosperity of the family. (AO2) <ul style="list-style-type: none"> ○ <i>New family members (babies, new brides, slaves) were welcomed by being showered with fruit and nuts while walking around the hearth. (AO1)</i> ○ <i>Sons were welcomed to the family by worshipping Zeus Phratrios at the Apatouris festival. (AO1)</i> ○ <i>Herms (pillars with the head of Hermes and an erect phallus) stood outside houses as protective symbols. (AO1)</i> ○ <i>These were funded by the household. (AO1)</i> ● The head of the household was responsible for honouring the dead. (AO2) <ul style="list-style-type: none"> ○ <i>Offerings left at tombs. (AO1)</i> ● At deme level, Athenians organised their own religious calendar, for certain gods or heroes who they believed were important to the success of their deme. (AO2) | | <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"> ○ One deme called Erchia had worship for three local heroes not known elsewhere in Greece who had a personal connection with that deme. (AO1) ○ This deme also worshipped Apollo in six guises, such as 'Pythios' (Pythian), 'Paion' (Healer), 'Apotropaios' (avertor of evil). (AO1) ○ Some demes honour gods/goddesses of agriculture to ensure prosperity. (AO1) ○ These were funded by the deme, usually a local wealthy individual. (AO1) | | |
| 5 | <p>'Participation in state and panhellenic religious activity was entirely different from that at a household and deme level.' Assess to what extent you agree with this statement. Justify your response.</p> <p>AO1</p> <p>Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> ● The same details of household and deme religion can be deployed to show the more personal and smaller-scale of the activity. ● Individual state festivals, such as the Panathenaia. ● State festivals were funded by the state, with state officials and open to all citizens. ● Details of the pompe (procession), the gift (peplos), the offerings and sacrifices, and the contests can be used. ● Reciprocal nature of religion – god/goddess worshipped in return for their favour was a similarity. | <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 detailed response which does not do so</i></p> |

| Question | Indicative Content | Marks | Guidance |
|----------|--|-------|----------|
| | <ul style="list-style-type: none"> ● Individual panhellenic festivals, such as the games festivals worshipped as Olympia, Delphi, Nemea and the Isthmus can be discussed. ● Details of the procession, votive offerings, sacrifices, and the contests at Olympia can be used. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> ● Household and deme religion tended to address more personal concerns (e.g. household safety/security/prosperity). Polis religion addressed similar concerns at a state level (e.g. security, safety and prosperity of Athens in the Panathenaia). ● The sense of community and patriotism that polis religion generated was different from the more localised deme festivals and household worship. ● The frequency was different, ranging from everyday to quadrennial. ● There was less chance for direct involvement in the rituals in polis religion, but all were involved in the pompe and feasting. ● In household/deme religion there was greater scope to decide what to sacrifice/pour libations than in state religion. ● At panhellenic level, and in the Great Panathenaia, there was the spectacle of sporting events. ● Panhellenic festivals were not attended by all the citizens in a polis, unlike polis religion. | | |

| Question | Indicative Content | Marks | Guidance |
|----------|--|-------|----------|
| | <ul style="list-style-type: none">Polis and panhellenic religion had more political aspects to them (such as generating community spirit amongst a polis or asserting a Greek identity). | | |

Section B

| Question | Indicative Content | Marks | Guidance |
|----------|--|---|---|
| 6* | <p>‘Xenophanes’ and Socrates’ views on the gods were radical and controversial, and had a great impact on Greek society.’ Evaluate how far you agree with this statement.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> ● The ideas introduced by Socrates, as described by Plato, Xenophon and Aristophanes ● Socrates’ trial for ‘impiety’ and ‘corrupting the youth’ ● Socrates’ defence and execution ● Socrates’ visits to the oracle of Apollo ● Socrates’ views on the gods and his ‘daimonion’ ● The ideas introduced by Sophists. ● Xenophanes’ views on supernatural phenomena, looking at other explanations for things attributed to the gods ● Xenophanes’ supposed criticisms of the behaviour of the gods ● Xenophanes’ ideas on the anthropomorphic nature of the gods ● The ideas of Xenophanes about one ‘very great’ god ● The views of other writers, such as Herodotus, Hesiod, Homer and Euripides can also be discussed. <p>AO2</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 |
|----------|---|-------|----------|
| | <p>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> ● The fragmentary nature of the source material, and the writers' works surviving in citations by others, makes it difficult to tell what the writers really thought. ● The extent to which Socrates' views were new, radical and controversial, compared to the views presented by Hesiod and Homer can be assessed. ● Socrates seems to have followed the views of other Greeks by petitioning the Delphic Oracle and Plato's Socrates is depicted as a pious individual. ● The writings on Socrates and Xenophanes may have only been accessible to, and could have impacted, the literate Athenians rather than all Athenians. ● Did their ideas mainly affect Athens, or Greece as a whole? ● Hard to consider the impact of either Socrates or Xenophanes as traditional views and acts of worship continued for centuries. ● Socrates was the only philosopher tried. The extent to which his trial may have prevented others from questioning the existence of the gods. ● Other writers such as Herodotus include opinions which seem to have been affected by the philosophical debates occurring in Athens at the time. | | |

| Question | Indicative Content | Marks | Guidance |
|----------|--|---|---|
| 7* | <p>'Blood sacrifices were the most important method of honouring and worshipping the gods.' Evaluate how far you agree with this statement.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> ● Details of the rituals of blood sacrifice (preparation of animal, the killing of the animal, feasting and examining entrails), and the ideas behind why they did this. ● Details of other offerings to their gods, such as grain, flowers, libations. ● Building sanctuaries/altars/grand temples. The Acropolis, Olympia, Delphi and their associated activities can be discussed here. ● Cult statues. ● Petitioning an oracle/joining a mystery cult. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> ● The fear of offending gods through not following any aspect of the ritual of a blood sacrifice correctly suggests the importance of religious devotion. ● Sacrifices were considered to provide sustenance for the gods (Homeric Hymn to Demeter can be used as an example). | <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"> ● Other non-blood offerings were considered acceptable ways of honouring the gods. ● Sanctuaries were always located in places of significance to the gods/goddesses. ● While the scale of temples to house cult statues of deities may have political overtones, they can also be viewed as religious devotion. ● Gifts to gods (such as the peplos to Athena) can be seen as religious devotion. ● Holding lengthy festivals to honour the gods can be seen as devotion, although they often celebrate human achievements as well as divine ones. ● Holding games festivals can be seen as ways of entertaining the gods. ● Prayers were an effective way to honour and worship the gods. ● The reciprocal nature of Greek religion demanded the offering of something valuable in return for the god's/goddess' favour. ● Joining a mystery cult or petitioning an oracle was also a way to honour and worship specific gods but also often involved a blood sacrifice. | | |

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 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/or about classical ideas, 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/or about classical ideas 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/or about classical ideas, 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/or about classical ideas 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/or about classical ideas, 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/or about classical ideas, 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 and/or about classical ideas, 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/or about classical ideas, 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> |
| 1 | 1 – 2 | <ul style="list-style-type: none"> ● limited knowledge and understanding of the material studied | 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 and/or about classical ideas with little analysis, interpretation and evaluation |

| | | | | | |
|----------|----------|---|----------|----------|---|
| | | <ul style="list-style-type: none"> 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 | | | <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 |

Assessment Objective Grid

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

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