



Oxford Cambridge and RSA

**GCE**

**Classical Civilisation**

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

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 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 Assessor and select, mark and share **10 scripts**.
4. After the standardisation 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:

- a. **To determine the level** – start at level 3 and work outwards until you reach the level that matches the answer
- b. **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

Annotation	Meaning
	worthy of credit
	unclear
	error of spelling
	omission
	to draw attention to something
.... (highlight)	as instructed by the PE e.g. highlighting scholars in green in the Section B essay
	irrelevant point
	conspicuous repetition
	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.
<b>SEEN</b>	<p>Only use the SEEN annotation as instructed by your Lead Marker.</p> <p>Great care needs to be exercised with the SEEN annotation. It is normally used:</p> <ul style="list-style-type: none"> <li>• to indicate that you have seen a plan</li> <li>• on a question or page where there is nothing worthy of credit.</li> </ul> <p>NB: SEEN annotation will appear automatically if the automated 'annotate blank pages' is used prior to submitting the marked script.</p>

**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	<p><b>The character Paphlagon is based on a real Athenian politician. Give the name of this politician.</b></p> <p>Cleon/Kleon. (1)</p>	1 (AO1)	<i>All legitimate answers should be credited.</i>
2	<p><b>Give two types of activity which went on in ‘the Agora’ (line 8) in Athens.</b></p> <p>Answers may include reference to any 2 of:</p> <ul style="list-style-type: none"> <li>• Attending meetings of the <i>Boule</i>. (1)</li> <li>• Meetings of the <i>Heliaia</i>. (1)</li> <li>• Collecting water from fountains. (1)</li> <li>• Trade or commercial activities. (1)</li> <li>• Activities centred on the altars and temples in the Agora. (1)</li> <li>• Philosophy/teaching. (1)</li> <li>• Informal political discussion or conversation. (1)</li> <li>• Reading the noticeboards below the statues of the Eponymous heroes. (1)</li> <li>• Displaying laws. (1)</li> <li>• Political canvassing. (1)</li> <li>• Checking up on people who might be missing meetings of the Assembly/<i>Ekklesia</i> – references to the rope with red chalk on it. (1)</li> </ul>	2 (AO1)	<i>All legitimate answers should be credited.</i>

Question	Indicative Content	Marks	Guidance
3	<p><b>Explain how in Source A Aristophanes gives a negative view of the politician on whom the character of Paphlagon is based.</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Cleon tries to confuse people. (AO2) <ul style="list-style-type: none"> <li>○ <i>Mix all their affairs together and stir them into a hash.</i> (AO1)</li> </ul> </li> <li>• He makes promises in his speeches. (AO2) <ul style="list-style-type: none"> <li>○ <i>Always try to win the people over with little touches of elegantly prepared rhetoric as sweeteners.</i> (AO1)</li> </ul> </li> <li>• He has a horrible voice. (AO2) <ul style="list-style-type: none"> <li>○ <i>Repellent voice.</i> (AO1)</li> <li>○ <i>Stage direction – Screaming.</i> (AO1)</li> </ul> </li> <li>• He is vulgar. (AO2) <ul style="list-style-type: none"> <li>○ <i>Low birth.</i> (AO1)</li> <li>○ <i>The overall suggestion that the Sausage-Seller is even more vulgar and possesses all the same qualities.</i> (AO1)</li> </ul> </li> <li>• He frightens people. (AO2) <ul style="list-style-type: none"> <li>○ <i>The rich are frightened of him and the poor folk fart in terror.</i> (AO1)</li> <li>○ <i>The property-makers were too frightened of him to be prepared to make a portrait-mask of him.</i> (AO1)</li> <li>○ <i>Stage direction – the Sausage-seller retreats in terror.</i> (AO1)</li> </ul> </li> <li>• He makes unjustified accusations. (AO2) <ul style="list-style-type: none"> <li>○ <i>Conspiracy...against the people.</i> (AO1)</li> </ul> </li> <li>• He wants to execute people. (AO2) <ul style="list-style-type: none"> <li>○ <i>You will perish, you will die.</i> (AO1)</li> </ul> </li> <li>• Right-thinking people hate him. (AO2) <ul style="list-style-type: none"> <li>○ <i>Knights...fine men who hate him...and all who are honest and decent...and every man of intelligence.</i> (AO1)</li> </ul> </li> </ul>	<p><b>5</b> <b>(AO1)</b></p> <p><b>5</b> <b>(AO2)</b></p>	<p><i>Use the 10-mark marking grid.</i></p> <p><i>AO1 marks are awarded for the selection of material from the source.</i></p> <p><i>AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.</i></p> <p><i>The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> <li>• He persecutes the Knights. (AO2)               <ul style="list-style-type: none"> <li>○ Harrier of the cavalry corps. (AO1)</li> </ul> </li> <li>• He is evil and a criminal. (AO2)               <ul style="list-style-type: none"> <li>○ Repetition of the word 'villain.' (AO1)</li> <li>○ The tax-farmer. (AO1)</li> <li>○ The bottomless chasm and Charybdis of robbery. (AO1)</li> </ul> </li> </ul>		
4	<p><b>What official position did Solon hold when he made these reforms?</b></p> <p>Answers may include: [Eponymous] Archon /Archon [appointed for one-year only]. (1)</p>	<p><b>1</b> <b>(AO1)</b></p>	<p><i>All legitimate answers should be credited.</i></p>
5	<p><b>Solon changed a law code which made excessive use of the death penalty. Give the name of the person who had created the law code which Solon changed.</b></p> <p>Draco/Drakon. (1)</p>	<p><b>1</b> <b>(AO1)</b></p>	<p><i>All legitimate answers should be credited.</i></p>
6	<p><b>Explain how Solon's changes to the previous law code might have made life fairer for ordinary Athenians.</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• All citizens could know what the laws were. (AO2)               <ul style="list-style-type: none"> <li>○ Publishing the laws/displaying the laws in the Agora. (AO1)</li> </ul> </li> <li>• Upper classes had no inbuilt advantage in the courts. (AO2)               <ul style="list-style-type: none"> <li>○ Right to appoint an advocate to speak on your behalf. (AO1)</li> </ul> </li> <li>• Created the right of appeal. (AO2)               <ul style="list-style-type: none"> <li>○ <i>Heliaia</i>. (AO1)</li> </ul> </li> <li>• Role of Areopagus redefined as 'Guardian of the Laws' which</li> </ul>	<p><b>5</b> <b>(AO1)</b></p> <p><b>5</b> <b>(AO2)</b></p>	<p><i>Use the 10-mark marking grid.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> <li>enabled scrutiny. (AO2)               <ul style="list-style-type: none"> <li>○ term 'Guardian of the Laws' is not defined. (AO1)</li> </ul> </li> <li>• No citizen could be forced into slavery. (AO2)               <ul style="list-style-type: none"> <li>○ <i>Hektemoros</i> status abolished. (AO1)</li> </ul> </li> </ul>		
7*	<p><b>Analyse how successful you think Solon's political and economic reforms were in solving the problems in Attica which had led to him being appointed.</b></p> <p><b>AO1</b> Candidates may show knowledge and understanding of:</p> <p>Problems in Attica</p> <ul style="list-style-type: none"> <li>• Challenge to the nobles' (<i>Eupatrids</i>) hold on power from the new rich</li> <li>• Backed by discontent among the poorer citizens.</li> <li>• Increased corn prices and food shortages.</li> <li>• Threat of tyranny</li> <li>• Debt-slavery.</li> </ul> <p>Solon's political reforms</p> <ul style="list-style-type: none"> <li>• new property classes and their rights and obligations - notably:               <ul style="list-style-type: none"> <li>○ access to the archonship and other roles</li> <li>○ right of <i>Thetes</i> to attend Assembly</li> <li>○ military obligations graded according to property class</li> </ul> </li> </ul> <p>Solon's economic reforms – notably</p> <ul style="list-style-type: none"> <li>• coinage.</li> <li>• weights &amp; measures.</li> <li>• olive oil as the only legally-permitted agricultural export.</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>

Question	Indicative Content	Marks	Guidance
	<p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p><b>Successful:</b></p> <ul style="list-style-type: none"> <li>• No revolution in 594 BC.</li> <li>• No tyranny for 30 years.</li> <li>• Rich Athenians outside the traditional power-holding groups had the chance to become Archons.</li> <li>• Coinage and weights &amp; measures reforms created new opportunities for trade.</li> <li>• Expansion of merchant shipping.</li> <li>• Opportunities for new industries to develop - e.g. need for larger pottery containers for olive oil.</li> <li>• His four classes remained and their roles were gradually expanded during the 5<sup>th</sup> century BC.</li> </ul> <p><b>Not successful:</b></p> <ul style="list-style-type: none"> <li>• Rapid development of new factions (Hills, Coast, Plains).</li> <li>• Peisistratid tyranny.</li> <li>• Reforms of Cleisthenes show where further developments were needed.</li> </ul> <p>It is perfectly acceptable for candidates to distinguish between long-term and short-term success and base their argument on this distinction.</p>		

## Section B

Question	Indicative Content	Marks	Guidance
8*	<p><b>‘The Assembly (<i>Ekklesia</i>) was the most important and effective part of the 5<sup>th</sup> century Athenian democratic system.’ Assess how far you agree with this statement. In your answer you should refer to at least three of the authors you have studied.</b></p> <p><b>AO1</b> Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The role of the Assembly.</li> <li>• The relationship between the Assembly and the Council of 500 (<i>Boule</i>).</li> <li>• The influence of the elected Tribal Generals (<i>Strategoî</i>) such as Pericles, Nicias or Demosthenes.</li> <li>• How Assembly meetings were organised and conducted.</li> <li>• Plato.</li> <li>• The Old Oligarch.</li> <li>• Thucydides.</li> <li>• Aristophanes</li> <li>• Euripides</li> </ul> <p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p><b>Most important:</b></p> <ul style="list-style-type: none"> <li>• Main legislative and policy-making body.</li> <li>• Addressed by foreign ambassadors.</li> </ul>	<p><b>10</b> <b>(AO1)</b></p> <p><b>20</b> <b>(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>• Examination of magistrates at the end of their term of office (<i>euthyne</i>).</li> <li>• The only major decision-making body open to all citizens.</li> <li>• Right of free speech for all.</li> <li>• Met regularly – 4 days per month = 40 days per year.</li> <li>• Extra meetings had to be called to make changes to recent decisions (e.g. Mytilene debate)</li> <li>• Agenda wide-ranging, including: <ul style="list-style-type: none"> <li>○ laws</li> <li>○ corn-supply</li> <li>○ ostracism</li> <li>○ foreign policy</li> <li>○ war and peace</li> <li>○ upkeep of public buildings</li> <li>○ taxes and finance.</li> </ul> </li> </ul> <p><b>But:</b></p> <ul style="list-style-type: none"> <li>• Agenda set by <i>Boule</i>/Council of 500.</li> <li>• Evidence that people didn't necessarily want to attend (refs to red-chalked rope).</li> <li>• Towards end of 5<sup>th</sup> century, people were paid to attend, suggesting that it was low priority for some.</li> </ul> <p><b>[Most] effective:</b></p> <ul style="list-style-type: none"> <li>• People voted on matters discussed.</li> <li>• Decisions minuted.</li> <li>• Decisions affected Athenians' lives – e.g. Sicilian Expedition.</li> <li>• Decisions put into effect.</li> </ul> <p><b>But:</b></p> <ul style="list-style-type: none"> <li>• Decisions were sometimes overturned.</li> </ul>		

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"><li>• Difficult for people outside Athens to attend.</li><li>• Some decisions seen as stupid.</li><li>• Easy for people to be swayed by rhetoric or peer pressure.</li><li>• Used to their advantage by some politicians, who were seen as demagogues.</li><li>• Could jury-courts or <i>Boule</i> be seen as more effective?</li></ul>		



Question	Indicative Content	Marks	Guidance
9*	<p><b>‘In his plays, Aristophanes is not criticising democracy; he is trying to show how it should work.’ Assess how far you agree with this statement. In your answer you should use detailed evidence from at least three plays of Aristophanes.</b></p> <p><b>AO1</b> Candidates may show knowledge and understanding of:</p> <p><b><i>Acharnians</i></b></p> <ul style="list-style-type: none"> <li>• Late arrival at the Assembly/<i>Ekklesia</i> meetings.</li> <li>• Tactics of speakers.</li> <li>• People can be fooled.</li> <li>• Corruption of officials.</li> <li>• What Dicaeopolis expects of a well-run meeting.</li> </ul> <p><b><i>Ecclesiazusae/Assemblywomen</i></b></p> <ul style="list-style-type: none"> <li>• Poor decision-making by the men.</li> <li>• Now that people are paid to attend the Assembly, standards have slipped.</li> <li>• Women unable to influence decisions though they can be adversely affected by them.</li> </ul> <p><b><i>Frogs</i></b></p> <ul style="list-style-type: none"> <li>• Prescription comes from the <i>parabasis</i>.</li> <li>• Specific points are being made about poor decision-making, governance and politicians.</li> </ul> <p><b><i>Knights</i></b></p> <ul style="list-style-type: none"> <li>• Cleon’s tactics.</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>• Unworthiness of current leaders.</li> <li>• Undue influence of oracles.</li> </ul> <p><b>Peace</b></p> <ul style="list-style-type: none"> <li>• Prescription comes from the <i>parabasis</i>.</li> <li>• Description of Cleon.</li> <li>• Aristophanes says that he is targeting Cleon rather than going for easy comic tropes from past authors.</li> </ul> <p><b>Wasps</b></p> <ul style="list-style-type: none"> <li>• Role of the jury-courts.</li> <li>• Cleon.</li> <li>• Exploitation of the poor.</li> <li>• Arguments of Philocleon and Bdelycleon.</li> <li>• Trial of the dog Labes.</li> </ul> <p><b>Background knowledge</b></p> <ul style="list-style-type: none"> <li>• Date of performance of all the above plays.</li> <li>• Historical, political and cultural context of those performances.</li> <li>• Aristophanes' aim is to win the comedy competition.</li> <li>• Therefore, he needs to keep the audience's attention by using a range of comic techniques, including satire.</li> <li>• Purpose of the <i>Parabasis</i> in a comedy.</li> </ul> <p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p><b>For the statement:</b></p>		

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Aristophanes' characters express views about how things could be done better.</li> <li>• They do not question the institution of democracy itself.</li> <li>• Aristophanes does not advance the view that monarchy, tyranny or oligarchy would be better.</li> <li>• Aristophanes seems to be attacking Cleon specifically in the plays written between 430 and 421.</li> <li>• Aristophanes criticises the influence of demagogues.</li> </ul> <p><b>Against the statement</b></p> <ul style="list-style-type: none"> <li>• He seems to support the more 'conservative' politicians such as Nicias and Demosthenes.</li> <li>• Comments about Cleon are mostly about his personal habits and character.</li> <li>• Other comments are about named people.</li> <li>• <i>Assemblywomen</i> seems to repeat the cliché about women being interested in drink; Praxagora is seen as an exception.</li> </ul> <p>Role of satire. Evidence adduced from candidates' wider reading may also influence their arguments.</p>		

**Guidance on applying the marking grids for the 10-mark stimulus question**

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

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below.

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 <i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></li> </ul>
4	7 – 8	<ul style="list-style-type: none"> <li>• detailed knowledge and a sound understanding of the material studied</li> <li>• use of a range of well selected, mostly accurate, material from classical sources and/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 <i>the response is logically structured, with a well-developed and clear line of reasoning</i></li> </ul>
3	5 – 6	<ul style="list-style-type: none"> <li>• reasonable knowledge and understanding of the material studied</li> <li>• use of a range of mostly accurate material from classical sources and/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 <i>the response presents a line of reasoning which is mostly relevant and has some structure</i></li> </ul>
2	3 – 4	<ul style="list-style-type: none"> <li>• basic knowledge and understanding of the material studied</li> <li>• use of a limited range of material from classical sources 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 <i>the response presents a line of reasoning but may lack structure</i></li> </ul>
1	1 – 2	<ul style="list-style-type: none"> <li>• limited knowledge and understanding of the material studied</li> <li>• use of little accurate material from classical sources and/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 <i>the information is communicated in an unstructured way</i></li> </ul>
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, effective use of their cultural context and possible interpretation</li> </ul>	5	17 – 20	<ul style="list-style-type: none"> <li>• a very good response to the question containing a wide range of relevant points leading to convincing conclusions</li> <li>• points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources and/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>

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