

A Level Classical Civilisation H408/23 Invention of the Barbarian Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

You must have:

- Answer Booklet



INSTRUCTIONS

- Use black ink.
- Complete the boxes on the Answer Booklet with your name, centre number and candidate number.
- Answer **all** of Section A and **one** question from Section B.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided.
- Write the number of each question answered in the margin.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **75**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

Section A

Answer *all* questions in this section.

Source A: Red-figure bell-krater, late 5th century BC



- 1
- (a) Who is depicted on this pot alongside Penthesilea? [1]
- (b) During which war does this scene take place? [1]
- 2 Explain how this source illustrates the different ways in which Greeks and Barbarians are depicted in Greek art. [10]

Source B: Euripides, Medea, lines 1316–1348

- Medea: What now, Jason? Why all this shaking and banging at the door? Are you after these dead children and after me, their murderer?
Don't waste your energy, Jason. Tell me what you want from down there. Your hand, Jason, will never touch me. Look at my chariot, Jason! My grandfather, Helios, gave it to me. Look at it! It is a mighty protection against every enemy. 5
- Jason: Medea! Hateful bitch! Most evil of all women!
All the gods and I and the whole generation of men abhor you!
How could you manage to kill your very own children?
And, at the same time, deprive me of my own? 10
You've destroyed me!
And yet, there you are, alive!
Alive, even though you've committed this most loathsome deed!
How is it you are still allowed to see the Sun and the Earth?
Medea burn! A thousand curses to you, Medea! 15
Now it is all clear to me! Now I understand my mistake, a mistake that I did not understand before!
Not when I took you from a barbarous house and a barbarous land and brought you to a Greek one, not when I saw you betraying your father and the land that raised you, not when I saw you kill your own brother so as to climb aboard our beautiful ship Argo. 20
I did not understand my mistake back then!
The gods have sent you to me, you evil spirit.
And then, and then you have made yourself my wife, you gave birth to our children and then you have killed them, too!
A most heinous murder committed because of lust. Because I had left your bed. 25
No Greek woman would dare do such a thing. What a naïve idiot I was not to have suspected anything!
I've married you! You! You're not a woman but a most destructive enemy!
Not a woman but a lioness, whose heart is wilder than the Tuscan Scylla.
- 3 Where was the mythical figure of Medea from? [1]
- 4 In Source B Jason is distressed because Medea has killed their children. Name the two other people Medea kills earlier in the play. [2]
- 5 Explain how Euripides creates an image of Medea as a barbarian in this extract. [10]
- 6* Explain why the Greeks found Penthesilea and Medea so disturbing. You may use Sources A and B as a starting point, and should justify your response. [20]

Section B

Answer **one** of the following questions

Use classical sources, and secondary sources, scholars and/or academic works to support your argument. You should also consider possible interpretations of sources by different audiences.

Either

7* 'The Greeks had as much in common with the Persians as they did with each other.' Explain how far you agree with this statement and justify your response. **[30]**

Or

8* 'The defeat of Xerxes was caused as much by his hubris as it was by the actions of the Greeks.' How far is this an accurate summary of Herodotus' account? Justify your response. **[30]**

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Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

A Level Classical Civilisation

H408/23 Invention of the Barbarian

SAMPLE MARK SCHEME

Duration: 1 hour 45 minutes

MAXIMUM MARK 75

SPECIMEN

This document consists of 20 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING ON SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *Scoris 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 Scoris and mark the **required number** of practice responses ('scripts') and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES 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 Scoris 50% and 100% (traditional 50% 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, email or via the Scoris messaging system.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)
8. There is a NR (No Response) option. Award NR (No Response) if:
 - there is nothing written at all in the answer space
 - OR there is a comment that does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR there is a mark (e.g. a dash, a question mark) that is not an attempt at the question.

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

9. The Scoris **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 Scoris messaging system, or e-mail.

10. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

SUBJECT-SPECIFIC MARKING INSTRUCTIONS

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.

Information and instructions for examiners

The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

The specific task-related indicative content for each question will help you to understand how the band 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.

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 Examiners' Standardisation 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. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

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

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The specific task-related indicative content for each question will help you to understand how the band 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.

| Question | Indicative Content | Marks (AO) | Guidance |
|------------------|---|---|--|
| Section A | | | |
| 1 (a) | Who is depicted on this pot alongside Penthesilea? Achilles (1) | 2 (AO1) | |
| 1 (b) | During which war does this scene take place? Trojan war (1) | 1 (AO1) | |
| 2 | <p>Explain how this source illustrates the different ways in which Greeks and Barbarians are depicted in Greek art.</p> <ul style="list-style-type: none"> • Achilles easily recognisable as Greek (AO2) <ul style="list-style-type: none"> ○ <i>(Attic) helmet, spear, sword and hoplon (shield) (AO1)</i> • Penthesilea easily recognisable as foreign (AO2) <ul style="list-style-type: none"> ○ <i>(Persian) dress, short tunic, turban style headdress, 'Scythian' style shield, axe (AO1)</i> • Achilles depicted as the 'hero' (AO2) <ul style="list-style-type: none"> ○ <i>Nudity (AO1)</i> ○ <i>Heroic Greek pose - clearly winning the battle (AO1)</i> • Amazon demonstrating 'natural' inferiority in battle to the Greeks (AO2) <ul style="list-style-type: none"> ○ <i>shown fleeing (AO1)</i> • Amazon armed female is 'unnatural' in contrast to 'natural' nudity of the Greek (AO2) • Contrast of weaponry (AO2) <ul style="list-style-type: none"> ○ <i>Amazon carried 'uncivilised' axe as opposed to 'heroic' spear carried by the Greek (AO1)</i> | <p>5 (AO1)</p> <p>5 (AO2)</p> | <p><i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this as outlined in the Levels of Response 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> |

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 | <ul style="list-style-type: none"> • AO1: Shows very good knowledge and understanding of the provided source through a range of well selected, accurate and precise material from it • AO2: Fully and consistently engages with the question, with perceptive, critical analysis and interpretation of the provided source leading to convincing points which are well-supported and developed |
| 4 | 7–8 | <ul style="list-style-type: none"> • AO1: Shows good knowledge and understanding of the provided source through a range of well selected, mostly accurate, material from it • AO2: Engages clearly and directly with the question, with critical analysis and interpretation of the provided source leading to sound points, which are supported and developed |
| 3 | 5–6 | <ul style="list-style-type: none"> • AO1: Shows reasonable knowledge and understanding of the provided source through use of a range of mostly accurate material from it • AO2: Engages with some of the fundamental issues of the question, with analysis and interpretation of the provided source leading to some tenable points, which have some support and development |
| 2 | 3–4 | <ul style="list-style-type: none"> • AO1: Shows basic knowledge and understanding of the provided source through use of some material from it with some degree of accuracy • AO2: Engages with the general topic of the question, with little analysis and interpretation of the provided source leading to weak points, which have occasional support and development |
| 1 | 1–2 | <ul style="list-style-type: none"> • AO1: Shows limited knowledge and understanding of the provided source through little use of accurate material from it • AO2: Limited and very simplistic attempt to engage with the topic of the question, with very little analysis and interpretation of the provided source leading to points of little relevance |
| 0 | 0 | <ul style="list-style-type: none"> • No response or no response worthy of credit |

| Question | Indicative Content | Marks (AO) | Guidance |
|----------|--|------------------------------|--|
| 3 | Where was the mythical figure of Medea from? Colchis (1) | 1 (AO1) | |
| 4 | In Source B Jason is distressed because Medea has killed their children. Name the two other people Medea kills earlier in the play. Creon (1) and Glauce (1) | 1 (AO1) | |
| 5 | Explain how Aeschylus creates an image of Medea as a barbarian in this extract. <ul style="list-style-type: none"> • Unnatural behaviour (AO2) <ul style="list-style-type: none"> ○ <i>How is it you are still allowed to see the Sun and the Earth?</i> (AO1) • Offending the gods [who are, by implication, Greek] as well as all mankind: (AO2) <ul style="list-style-type: none"> ○ <i>All the gods and I and the whole generation of men abhor you</i> (AO1) • Her background in Colchis as opposed to her life in Greece (AO2) <ul style="list-style-type: none"> ○ <i>from a barbarous house and a barbarous land and brought you to a Greek one</i> (AO1) • Improper moral behaviour caused by 'barbarian' traits such as lust and emotional responses, and compared to an animal (AO2) <ul style="list-style-type: none"> ○ <i>A most heinous murder committed because of lust</i> (AO1) • Different from Greek women (AO2) <ul style="list-style-type: none"> ○ <i>No Greek woman would dare do such a thing</i> (AO1) • Monstrous/unnatural, animalistic (AO2) <ul style="list-style-type: none"> ○ <i>a Tuscan Scylla</i> (AO1) ○ <i>Not a woman but a lioness</i> (AO1) • Violence, savagery and betrayal (AO2) <ul style="list-style-type: none"> ○ <i>You're not a woman but a most destructive enemy!</i> (AO1) ○ <i>I saw you betraying your father and the land that raised you</i> (AO1) ○ <i>heinous murder</i> (AO1) | 5 (AO1) 5 (AO2) | <p><i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this as outlined in the Levels of Response 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> |

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 | <ul style="list-style-type: none"> • AO1: Shows very good knowledge and understanding of the provided source through a range of well selected, accurate and precise material from it • AO2: Fully and consistently engages with the question, with perceptive, critical analysis and interpretation of the provided source leading to convincing points which are well-supported and developed |
| 4 | 7–8 | <ul style="list-style-type: none"> • AO1: Shows good knowledge and understanding of the provided source through a range of well selected, mostly accurate, material from it • AO2: Engages clearly and directly with the question, with critical analysis and interpretation of the provided source leading to sound points, which are supported and developed |
| 3 | 5–6 | <ul style="list-style-type: none"> • AO1: Shows reasonable knowledge and understanding of the provided source through use of a range of mostly accurate material from it • AO2: Engages with some of the fundamental issues of the question, with analysis and interpretation of the provided source leading to some tenable points, which have some support and development |
| 2 | 3–4 | <ul style="list-style-type: none"> • AO1: Shows basic knowledge and understanding of the provided source through use of some material from it with some degree of accuracy • AO2: Engages with the general topic of the question, with little analysis and interpretation of the provided source leading to weak points, which have occasional support and development |
| 1 | 1–2 | <ul style="list-style-type: none"> • AO1: Shows limited knowledge and understanding of the provided source through little use of accurate material from it • AO2: Limited and very simplistic attempt to engage with the topic of the question, with very little analysis and interpretation of the provided source leading to points of little relevance |
| 0 | 0 | <ul style="list-style-type: none"> • No response or no response worthy of credit |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> ○ holds political power ○ exists within male spheres of politics and warfare: Amazons matriarchal society, men subservient • Medea <ul style="list-style-type: none"> ○ unpredictable, out of control ○ violent ○ clever, scheming, cunning ○ prepared to murder her own children in order to hurt Jason • Both women are not Greek, therefore out of control, abnormal, unnatural by their very nature • Candidates might discuss the idea of 'binary oppositions' in Greek thought and how both these women confuse and blur two key examples; Greek/Foreigner and Men/Women | | |
|--|---|--|--|

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"> • 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 <i>the response presents a line of reasoning but may lack structure</i> |
| 1 | 1 – 2 | <ul style="list-style-type: none"> • limited knowledge and understanding of the material studied • use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation | 1 | 1 – 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 <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 |

| Question | Indicative Content | Marks (AO) | Guidance |
|-----------|--|---|---|
| Section B | | | |
| 7 | <p>'The Greeks had as much in common with the Persians as they did with each other.' Explain how far you agree with this statement and justify your response.</p> <p><u>AO1</u> Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Factors that traditionally Greeks are depicted as having 'in common' with each other <ul style="list-style-type: none"> ○ Culture ○ Gods and religion ○ Xenia ○ language ○ Politics ○ Religious festivals including the Olympics • Persians culture, for example: <ul style="list-style-type: none"> ○ gods ○ values ○ art and architecture ○ political system and attitude to imperialism, <i>satrapies</i> • Greek cities which medised and those in Ionia who were part of the Persian Empire • The extent of Greek colonisation • Examples of individuals such as Pausanias, Hippias, Demaratus, Artemisia <p><u>AO2</u> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • That the Persian empire was a homogenous single unit as opposed to the many Greek <i>poleis</i> <ul style="list-style-type: none"> ○ But, most subjects of the empire ruled themselves, including Greeks, so still a lot of diversity • Many Greek states within Persian empire, meaning the Greek-Persian division is not clear cut | <p>10 (AO1)</p> <p>20 (AO2)</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> |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none">• The Greeks demonstrate a great deal of political disunity, and also have very different cultures; for example Athens and Sparta, Athens and Aegina• The Greek world was vast, with a lot of colonisation, meaning that 'Greek' culture was geographically diffuse and very varied• Many states and individuals medised, so clearly the differences were not considered a major problem by these• Both have a developed and complex culture including respect for the gods, similar values, sophisticated art and architecture• The two cultures had clear influence on each other, did not exist in a vacuum• Candidates might discuss that whilst we might view the Greeks and Persians as far more culturally similar, the Greeks themselves may not have been so aware of this | | |
|--|--|--|--|

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"> • very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources, and appropriate, effective use of their cultural context and possible interpretation | 5 | 17 – 20 | <ul style="list-style-type: none"> • a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p> |
| 4 | 7– 8 | <ul style="list-style-type: none"> • detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources, and appropriate use of their cultural context and possible interpretation | 4 | 13 – 16 | <ul style="list-style-type: none"> • a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p> |
| 3 | 5 – 6 | <ul style="list-style-type: none"> • reasonable knowledge and understanding of the material studied • use of a range of mostly accurate material from classical sources, and some use of their cultural context and possible interpretation | 3 | 9 – 12 | <ul style="list-style-type: none"> • a reasonable response to the question containing some relevant points leading to tenable conclusions • points are generally supported by analysis, interpretation and evaluation of classical sources and there is some use of secondary sources, scholars and/or academic works <p><i>the response presents a line of reasoning which is mostly relevant and has some structure</i></p> |

| | | | | | |
|----------|--------------|--|----------|--------------|--|
| 2 | 3 – 4 | <ul style="list-style-type: none"> • basic knowledge and understanding of the material studied • use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation | 2 | 5 – 8 | <ul style="list-style-type: none"> • a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions • points are occasionally supported by analysis, interpretation and evaluation of classical sources and there is little or no use of secondary sources, scholars and/or academic works <p><i>the response presents a line of reasoning but may lack structure</i></p> |
| 1 | 1 – 2 | <ul style="list-style-type: none"> • limited knowledge and understanding of the material studied • use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation | 1 | 1 – 4 | <ul style="list-style-type: none"> • little engagement with the question and any points or conclusions made are of little or no relevance • isolated use of classical sources with little analysis, interpretation and evaluation <p><i>the information is communicated in an unstructured way</i></p> |
| 0 | 0 | <ul style="list-style-type: none"> • no response or no response worthy of credit | 0 | 0 | <ul style="list-style-type: none"> • no response or no response worthy of credit |

Guidance on applying the marking grids for the 30-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at 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"> • very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources, and appropriate, effective use of their cultural context and possible interpretation | 5 | 17 – 20 | <ul style="list-style-type: none"> • a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p> |
| 4 | 7– 8 | <ul style="list-style-type: none"> • detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources, and appropriate use of their cultural context and possible interpretation | 4 | 13 – 16 | <ul style="list-style-type: none"> • a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p> |
| 3 | 5 – 6 | <ul style="list-style-type: none"> • reasonable knowledge and understanding of the material studied • use of a range of mostly accurate material from classical sources, and some use of their cultural context and possible interpretation | 3 | 9 – 12 | <ul style="list-style-type: none"> • a reasonable response to the question containing some relevant points leading to tenable conclusions • points are generally supported by analysis, interpretation and evaluation of classical sources and there is some use of secondary sources, scholars and/or academic works <p><i>the response presents a line of reasoning which is mostly</i></p> |

| | | | | | |
|----------|--------------|--|----------|--------------|--|
| | | | | | <i>relevant and has some structure</i> |
| 2 | 3 – 4 | <ul style="list-style-type: none"> • basic knowledge and understanding of the material studied • use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation | 2 | 5 – 8 | <ul style="list-style-type: none"> • a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions • points are occasionally supported by analysis, interpretation and evaluation of classical sources and there is little or no use of secondary sources, scholars and/or academic works <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 – 4 | <ul style="list-style-type: none"> • little engagement with the question and any points or conclusions made are of little or no relevance • isolated use of classical sources with little analysis, interpretation and evaluation <p><i>the information is communicated in an unstructured way</i></p> |
| 0 | 0 | <ul style="list-style-type: none"> • no response 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

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