



**GCE**

**Classical Civilisation**

**H408/23: Invention of the barbarian**

Advanced GCE

**Mark Scheme for June 2019**

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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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**Annotations**

These are the annotations, (including abbreviations), used in RM Assessor, which are used when marking:

Symbol	Description	Comment
	Tick	worthy of credit
	?	unclear
	S	error of spelling
	E	error of grammar, punctuation or expression
	F	error of fact
	^	omission
	H Line	to draw an attention to an error
	H Wavy Line	to draw attention to something
	H Wavy Line	to draw attention to something
.....	Highlight	as directed by PE
	IRRL	irrelevant point
	REP	conspicuous repetition

<b>L</b>	L	illegible word or phrase
<b>BP</b>	BP	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.

## MARKING INFORMATION

### Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### Using the mark scheme

Please study this mark scheme carefully. The mark scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and mark schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This mark scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The mark scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Team Leader' standardisation (SSU) meeting will ensure that the mark scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the mark scheme in the same way. The mark scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

### Information and instructions for examiners

The practice scripts provide you with *examples* of the standard of each level. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at SSU.

The specific task-related indicative content for each question will help you to understand how the level descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

### ASSESSMENT OBJECTIVES

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

**AO1** Demonstrate knowledge and understanding of:

- literature, visual/material culture and classical thought
- how sources and ideas reflect, and influence, their cultural contexts
- possible interpretations of sources, perspectives and ideas by different audiences and individuals.

**AO2** Critically analyse, interpret and evaluate literature, visual/material culture, and classical thoughts, using evidence to make substantiated judgements and produce coherent and reasoned arguments.

Individual questions are designed to allow the distribution of marks between the Assessment Objectives. For some points based marking and the levels of response questions you are required to identify a candidate's performance under each assessment objective and award marks accordingly.

### Marking Scripts

Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.

The points in the mark scheme are **indicative content only** and offer some question specific guidance. Credit should be given for other points and different views, if they seem possible and are well argued or supported by good evidence.

You must avoid negative marking - don't deduct marks for individual errors. All marks should be allocated by reference to the assessment grid.

**Any queries on unexpected answers please consult your Team Leader/Principal Examiner.**

### Using annotations

- Take great care to place a tick (see below) against any valid points that lead you to think at all favourably of the answer.
- **Do not leave any page unmarked** (as a last resort tick the very bottom of a page to indicate that you have read it - otherwise Team Leaders/Principal Examiners cannot tell whether account has been taken of that page).

- Underline errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by placing the **BP** symbol at the top and bottom of any blank pages.

**Ticks:** these are the simplest, quickest and most efficient means for examiners to convey approval to Senior Examiners, and they should be inserted where they can be most effective. If the point you wish to highlight is in the middle of a paragraph, then put the tick in the middle of a line in the middle of a paragraph. Overuse of the tick tends to devalue its effectiveness.

**Do use** ticks to draw attention to anything worthy of credit [even single words].

**Do not use** ticks as a substitute for marking/assessment; marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

**Highlighting:** use highlighting as directed by your Principal Examiner.

#### **QUALITY OF EXTENDED RESPONSE**

- Reasonable but not excessive account should be taken of particularly poor spelling (**S**), punctuation, and other defects in English grammar and expression (**E**).
- Legibility: use the sign (**L**) in the margin to areas of a script which you cannot read.
- Extreme cases of illegibility should be referred to your Team Leader/Principal Examiner.

## Section A

Question	Indicative Content	Marks	Guidance
1	<p><b>Source A shows an object commissioned by a Persian king. What was his name?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Cyrus (1).</li> </ul>	<p><b>1 (AO1)</b></p>	<p><i>All legitimate answers should be credited.</i></p>
2	<p><b>The cylinder commemorates the conquest of a city. What is the name of the city?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Babylon (1).</li> </ul>	<p><b>1 (AO1)</b></p>	
3	<p><b>Explain how the cylinder in Source A helps us to understand how the Persians ruled their empire.</b></p> <ul style="list-style-type: none"> <li>• Persians portrayed themselves as liberators. (AO2) <ul style="list-style-type: none"> <li>○ <i>Cyrus' reference to freeing the people from a tyrant. (AO1)</i></li> </ul> </li> <li>• Persians portrayed themselves as having been chosen by the gods. (AO2) <ul style="list-style-type: none"> <li>○ <i>The cylinder states that Cyrus was chosen by the Babylonian god Marduk to restore peace and order to the Babylonians. (AO1)</i></li> </ul> </li> <li>• Persians portrayed themselves as legitimate monarchs. (AO2) <ul style="list-style-type: none"> <li>○ <i>Cylinder describes Cyrus as legitimate monarch descended from a line of kings, versus Nabonidus of Babylon who is described as low-born and an oppressor of the people. (AO1)</i></li> </ul> </li> <li>• Persians restored abandoned religious practices and/or religious minorities. (AO2) <ul style="list-style-type: none"> <li>○ <i>Nabonidus portrayed as disrespectful to the gods. (AO1)</i></li> <li>○ <i>Religious freedom, for example restoring Babylonian religion, allowing Jews to rebuild temple, restoration of Jewish treasures. (AO1)</i></li> </ul> </li> </ul> <p style="text-align: right;">(cont.)</p>	<p><b>5 (AO1)</b></p> <p><b>5 (AO2)</b></p>	<p><i>Use a 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. Reward could be given for comments based upon the text of the cylinder, its appearance and its physical context.</i></p> <p><i>All legitimate answers and approaches must be credited appropriately.</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Persians portrayed themselves as bringers of peace as opposed to military conquerors. (AO2)               <ul style="list-style-type: none"> <li>○ <i>Cylinder portrays Cyrus as a benefactor who repatriated displaced people and restored temples.</i> (AO1)</li> </ul> </li> </ul>		
<b>4(a)</b>	<p><b>Who was Xerxes?</b></p> <p>Answers may include one of:</p> <ul style="list-style-type: none"> <li>• King, or emperor, of Persia (1).</li> <li>• Son of Darius (1).</li> </ul>	<b>1</b> <b>(AO1)</b>	<i>All legitimate answers should be credited.</i>
<b>4(b)</b>	<p><b>Describe the event that had just occurred to cause Xerxes' anger. Make two points.</b></p> <p>Answers may include any two of:</p> <ul style="list-style-type: none"> <li>• Storm had destroyed the first bridges he had ordered to be built across the Hellespont (1).</li> <li>• Bridges constructed by joining boats (1).</li> <li>• One had been built by the Phoenicians (1).</li> <li>• ...using cables of flax (1).</li> <li>• the other by the Egyptians (1).</li> <li>• ...with cables of papyrus (1).</li> </ul>	<b>2</b> <b>(AO1)</b>	<p><i>All legitimate answers should be credited.</i></p> <p>One mark for each correct point to a maximum of 2.</p>
<b>5</b>	<p><b>Explain how this extract is typical of Herodotus' description of Xerxes.</b></p> <p>AO1: Credit any relevant comment on material selected from the source. This could be from the passage itself, or from both the passage and wider references to Herodotus as a whole.</p> <p>AO2: Credit any relevant comment on Herodotus' description of Xerxes.</p>	<b>5</b> <b>(AO1)</b>  <b>5</b> <b>(AO2)</b>	<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</i></p>



Question	Indicative Content	Marks	Guidance
	<p>Answers may include reference to:</p> <ul style="list-style-type: none"> <li>• Xerxes' cruelty/vindictiveness. (AO2) <ul style="list-style-type: none"> <li>○ <i>His punishment of the bridge builders by having their "heads cut off". (AO1)</i></li> <li>○ <i>Links to other examples in Herodotus where Xerxes' anger is emphasised (for example 8.90 when he orders the beheading of the Phoenician officers, etc.) (AO1)</i></li> </ul> </li> <li>• Xerxes' hubris and arrogance in relation to nature and the gods (AO2), including, for example: <ul style="list-style-type: none"> <li>○ <i>"the king will cross over you, whether you like it or not". (AO1)</i></li> <li>○ <i>His punishment of the Hellespont with "300 lashes". (AO1)</i></li> <li>○ <i>"Your master". (AO1)</i></li> <li>○ <i>Links to other passages in Herodotus which explore the same theme, (for example Xerxes' decision to invade Europe at 7.8-10; Xerxes ignores the portents when he launches the invasion at 7.37.) (AO1)</i></li> </ul> </li> <li>• Xerxes' autocratic nature and leadership style (AO2) including, for example: <ul style="list-style-type: none"> <li>○ <i>'He sent people/ ordered his men'</i></li> <li>○ <i>Links to other examples in Herodotus (for example Demaratus' reaction to Xerxes' question at 7.101; Xerxes' dismissal of Artemisia's advice at 8.68; etc.). (AO1)</i></li> </ul> </li> </ul>		<p><i>of possible content. All legitimate answers and approaches must be credited appropriately, no one approach expected.</i></p> <p><i>Answers may include reference to other passages of Herodotus besides that printed in the paper.</i></p>
6*	<p><b>Explain why some Greeks were so fearful of the Persians. You may use Sources A and B as a starting point in your answer.</b></p> <p><b>AO1</b></p> <p>Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Comparison of Persian 'slavery' with Greek 'freedom'.</li> <li>• 'Non-Greekness' of Persian culture (e.g. language, customs).</li> <li>• Persian desire for revenge after the Ionian revolt and the murder of the Persian messengers.</li> <li>• Expansionistic nature of the Persian empire and scale of Persian preparations for the invasion(s).</li> <li>• Behaviour of states such as Thebes and Argos, and regional reactions e.g. in northern Greece and the Peloponnese.</li> </ul> <p>Credit should be awarded for knowledge and understanding of any relevant sources, including the ones in the question paper.</p>	<p><b>10 (AO1)</b></p> <p><b>10 (AO2)</b></p>	<p><i>Assess using the marking grids for the 20-mark extended response.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Whilst candidates may use the provided source as a starting point, they should not be penalised if they offer a full and detailed response which does not do so.</i></p>

Question	Indicative Content	Marks	Guidance
	<p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> <li>• Cultural differences – the fear of the ‘other’; binary opposites associated with the Greek-Persian dichotomy</li> <li>• Fear of invasion and Persian expansionism</li> <li>• Differing responses to Persia, including resistance, and medising though fear and/or self-interest.</li> </ul> <p>Credit should be awarded for evaluation and analysis of any relevant sources, including the ones in the question paper.</p>		

## Section B

Question	Indicative Content	Marks	Guidance
7*	<p><b>‘The Greeks portrayed the Persians just as accurately in their literature as they did in their art.’ Explain how far you agree with this statement and justify your response.</b></p> <p><b>AO1</b> Candidates might show knowledge and understanding of: <b>Greek vase painting and sculpture:</b> Stereotypical images of Persians including reference to weaponry, being defeated in battle, wearing exotic clothing in contrast to the appearance of Greeks. <b>Herodotus:</b> His reasons for writing (Book 1.1); portrayal of Persians in Book 1; general image of Persians as being slaves to their master and to their impulses. Xerxes shown to be arrogant, greedy and prone to <i>hubris</i>. <b>Aeschylus:</b> Context for the play’s performance; ambiguity of possible interpretation of the play’s main message; general image of Persian culture as soft, effeminate and hierarchical. <b>Persian art and architecture:</b> The nature of Persian culture and rule: power of the monarch, scope of empire and treatment of peoples (e.g. Bisitun, Cyrus Cylinder, Darius statue).</p> <p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p>	<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>Contrasting approaches of Herodotus and Aeschylus, addressing their reasons for writing and issues of authorship.</li> <li>The nature of the representation of Persians in Greek art</li> <li>Links between Herodotus and Aeschylus' descriptions and the appearance of Persians in Greek art.</li> <li>The degree of accuracy of the Greek portrayal when compared to the reality of Persia.</li> </ul>		
8*	<p><b>'All of the Greek cities were equally determined to resist Persian rule.' Explain how far you agree with this statement and justify your response.</b></p> <p><b>AO1</b> Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>Anti-Persian states, e.g. Athens, Sparta, Plataea.</li> <li>Pro-Persian states, e.g. Thessaly, Thebes and (possibly) Argos.</li> <li>Greek identity as expressed in, for example, Herodotus 8.144, Hellenic League, Aeschylus 'Forward you sons of Hellas' etc.</li> <li>Themistocles had great difficulty keeping the Greek forces unified and had to resort to trickery (message to Xerxes before Salamis); the independent nature of Greek city-states.</li> <li>Spartan and Corinthian reluctance to defend Greek mainland – anecdote of the delay due to the Carneia etc.</li> </ul> <p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> <li>Motivation of those who resisted Persians, e.g. fear, pan-Hellenic sentiments, commitment to freedom.</li> <li>Motivation of those who did not oppose Persians, e.g. medising for geographical reasons/self-interest/local rivalries.</li> <li>Other factors which contributed to the reaction to Persian invasion, e.g. role of individuals, oracles and religious observance.</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>

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

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