

GCE

Classical Civilisation

H408/33: Politics of the Late Republic

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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

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
.....	Highlight	as directed by PE
	REL	irrelevant point
	REP	conspicuous repetition
	L	illegible word or phrase

	BP	Blank Page – this annotation must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.
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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

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.

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, 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 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 WRITTEN COMMUNICATION

- 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 Principal Examiner.

Section A

Question	Indicative Content	Marks	Guidance
1	<p>Who did Cicero meet at Formiae in March 49 BC?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Caesar (1). 	1 (AO1)	<i>All legitimate answers should be credited.</i>
2	<p>Which side did Cicero join in the Civil War of 49-48 BC?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Pompey's (1). • The Republicans' (1). • The Republic's (1). • The state's (1). 	1 (AO1)	<i>All legitimate answers should be credited.</i>
3	<p>Describe what happened to Pompey at Pharsalus in 48 BC.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • He was defeated by Caesar and fled (to Egypt) (1). 	1 (AO1)	<i>All legitimate answers should be credited.</i>
4	<p>Explain what the letter in Source A reveals about Cicero's opinion of Pompey.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Cicero's general dejection and disappointment in Pompey. (AO2) <ul style="list-style-type: none"> ○ <i>Oh what a dishonourable and therefore miserable thing!</i> (AO1) ○ <i>Oh, what a terrible business! I am too distressed to write much more</i> (AO1) • Cicero's disgust at Pompey's loss of honour. (AO2) <ul style="list-style-type: none"> ○ <i>Oh what a dishonourable and therefore miserable thing!</i> (AO1) ○ <i>For I feel that misery lies mainly or solely in dishonour.</i> (AO1) ○ <i>It seemed to me to be as though the light of honour flashed from Pompey's eyes, and the real man he ought to be exclaimed</i> (AO1) ○ <i>But Pompey bids a long goodbye to honour</i> (AO1) • Cicero's anger at Pompey's cowardice. (AO2) <ul style="list-style-type: none"> ○ <i>He developed Caesar, then he suddenly began to fear him.</i> (AO1) ○ <i>he confined himself in Apulia; he went to Greece</i> (AO1) 	5 (AO1) 5 (AO2)	<p><i>Use the 10-mark marking grid.</i></p> <p><i>AO1 marks are awarded for the selection of material from the source.</i></p> <p><i>AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.</i></p> <p><i>The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> • Cicero's frustration at Pompey's lack of strategic ability and leadership. (AO2) <ul style="list-style-type: none"> ○ <i>he rejected all offers of peace; he made no preparations for war; he left Rome; he was to blame for the loss of Picenum; he confined himself in Apulia; he went to Greece</i> (AO1) • Cicero's bitterness at Pompey's treatment of senators and reflecting on what could have been (upset at his support of Pompey seemingly being misguided?). (AO2) <ul style="list-style-type: none"> ○ <i>he went to Greece; leaving us all without a word, or letting us in on his extraordinary plan upon which so much depended.</i> (AO1) ○ <i>It seemed to me to be as though the light of honour flashed from Pompey's eyes, and the real man he ought to be exclaimed: "So let them scheme as they must, And attempt every trick, Yet right is on my side."</i> (AO1) 		
5a	<p>After which battle did Cato commit suicide?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Battle at Thapsus/Utica (1). 	1 (AO1)	<i>All legitimate answers should be credited.</i>
5b	<p>Give one reason for his action.</p> <p>Answers may include one from:</p> <ul style="list-style-type: none"> • Because as a Stoic he believed noble suicide was preferable to living in dishonor or defeat (1). • The Republican cause was lost (1). 	1 (AO1)	<i>All legitimate answers should be credited.</i>
6	<p>Explain how Cato applied his Stoic principles to his politics throughout his career.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Cato aimed to serve the state first and foremost. (AO2) <ul style="list-style-type: none"> ○ <i>he held the political offices on the cursus honorum, including the position of tribune of the people, using his post to help the people of Rome.</i> (AO1) ○ <i>he supported the vote for Pompey to be made sole consul in 52 BC due to the challenges of the circumstances and the needs of the state.</i> (AO1) ○ <i>his respect for the non-optimate Cicero who shared his view of the state.</i> (AO1) 	5 (AO1) 5 (AO2)	<p><i>Use the 10-mark marking grid.</i></p> <p><i>AO1 marks are awarded for the selection of material from the source.</i></p> <p><i>AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> • Cato stuck by the optimate cause against individuals and populists. (AO2) <ul style="list-style-type: none"> ○ he successfully argued for the death penalty for the Catilinarian conspirators in 63 BC. (AO1) ○ he tried to oppose Pompey gaining so much power and influence in 60s BC, including supporting the optimates' rejection of his proposals in 60 BC. (AO1) ○ he vetoed Curio's proposal for both Caesar and Pompey to give up imperium in 50 BC since he felt Caesar's position was unconstitutional. (AO1) ○ his opposition to Clodius. (AO1) ○ his opposition to Caesar, leading the optimates' rejection of his wish to stand for the consulship in absentia while in Gaul in 60 BC and their support for Cato's son-in-law Bibulus as consul with Caesar in 59 BC. (AO1) • Cato strongly opposed bribery. (AO2) <ul style="list-style-type: none"> ○ he was said to be the only candidate in the elections to be a military tribune in 68 BC who did not use bribery, while his attempt to be elected consul in 51 BC is thought to have been unsuccessful since he would not use bribery. (AO1) ○ he supported the prosecution of Murena for bribery and brought in two laws against bribery. (AO1) • Cato lived by the principles of enduring hardship as part of duty. (AO2) <ul style="list-style-type: none"> ○ he lived frugally, did not surround himself with luxury and when a military tribune in Macedonia lived among his troops and shared their duties. (AO1) ○ he gave up his wife Marcia, though close to her, to his close friend Hortensius, who wished to have children. (AO1) ○ committed 'noble suicide' in 46 BC after defeat at Thapsus. (AO1) 		<p><i>The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.</i></p>
7	<p>'In his correspondence with Atticus, Cicero was interested only in politics which took place in Rome.' Explain to what extent you agree with this view, based on the letters which you have read. Justify your response. You may use Source A as a starting point in your answer.</p> <p>AO1 Candidates may show knowledge and understanding of: Cicero's letters to Atticus in the prescription: 2.18, 8.8 (Source A), 9.4, 13.40 and 14.4</p> <ul style="list-style-type: none"> • Only letter 2.18 is sent from Rome; Cicero is away from Rome when he writes the other four. • Letter 2.18 dates to 59 BC but the others date to 49 – 44 BC. 	<p>10 (AO1)</p> <p>10 (AO2)</p>	<p><i>Assess using the marking grids for the 20-mark extended response.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Whilst candidates may use the provided source as a starting point, they should not be penalised if they offer a full and</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> • The prescribed letters to Atticus are all political in nature, whether reporting news or reflecting on events and circumstances. • Letter 2.18 gives many details of the political situation in Rome, Letter 8.8 (Source A) laments that Pompey has left Rome, Letter 9.4 poses philosophical questions about politics, Letter 13.40 reacts to Atticus giving Cicero news from Rome and Cicero wondering if he should go to Rome, and Letter 14.4 shows Cicero's envy that Atticus in Rome hears news every day. • In most of the letters Cicero is asking Atticus for political news from Rome. • Letter 9.4 refers to other letters between Cicero and Atticus and refers to their 'easy, personal exchanges we are used to', suggesting they do discuss other topics. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • The relationship of the contents of the prescribed letters to the political contexts of the times. • Politics meant politics in Rome, since everything happened centrally. • Cicero wished to be involved in everything political and so grew restless when away from Rome, hence he craved news from there from Atticus. • Even a letter not overtly referencing politics in Rome (e.g. Letter 13.40) is still about politics in Rome. • The lack of media meaning news was conveyed through means such as personal letters (Letter 14.4: 'Now, what do you think I hear in Lanuvium?') • The nature of Cicero's correspondence and issues concerned with the editing and publication of his letters. 		<i>detailed response which does not do so.</i>

Section B

Question	Indicative Content	Marks	Guidance
8	Assess to what extent you would agree that Cicero's opposition to Verres and Catiline was as much about his own political career as it was about the wrongdoings of these men. Justify your response.	10 (AO1)	<i>Assess using the marking grids for the 30-mark extended response.</i>

Question	Indicative Content	Marks	Guidance
	<p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> • The careers of Verres and Catiline and Cicero's connection to them. • Verres' wrongdoings and how Cicero opposed them. • Catiline's wrongdoings and how Cicero opposed them. • The threats posed by Verres and Catiline. • Cicero's speeches against Verres and Catiline. • The extent to which Cicero's career was shaped by his opposition to Verres and Catiline. • Cicero as a <i>novus homo</i> and an outsider. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Concerned as much about his own career: <ul style="list-style-type: none"> ○ By speaking against Verres Cicero took on Hortensius, the greatest Roman orator of the time and part of the 'old guard'. ○ Cicero won long-term support from the Sicilians whom he represented and showed he was ready to take on the senatorial <i>status quo</i>. ○ Cicero showed where his political ideals and beliefs lay. ○ Cicero needed prestige in order to continue his political career so cementing his place as the greatest advocate would help in this regard. ○ The speech against Verres is only one side of the case and may be exaggerated to suit Cicero's purpose. ○ By speaking against Catiline Cicero set himself up as the defender of the Republic against a serious threat (wearing armour at elections etc.). ○ Cicero made his own consulship in 63 BC memorable and was awarded honours (Cato named him father of the country) as a result of the prosecution. ○ Catiline was a patrician from an old, noble family whom Cicero took on to show he represented what was right. • Concerned about the wrongdoings of Verres and Catiline: <ul style="list-style-type: none"> ○ Verres' wrongdoings are represented by Cicero extremely negatively in order to support Cicero's prosecution. ○ Cicero championed the cause of the non-senatorial elite against the established <i>status quo</i>. 	<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>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> ○ He creates a sense of crisis and brings exploitation and corruption into focus. ○ Catiline's wrongdoings may be exaggerated – Cicero is our main source for the conspiracy and threat posed. ○ Cicero gives many details of the plot and creates a sense of genuine threat. ○ Cicero claimed that his own life was in danger – as were those of many others. ○ Candidates may discuss the impossibility of knowing the extent of Verres' or Catiline's wrongdoings or the seriousness of their threat since Cicero's speeches are rhetorical works composed by the prosecution, shaped in order to secure a conviction and Catiline's threat appeared to be personally connected to Cicero. 		
9	<p>'Caesar and Cicero were killed primarily because of their political ideals.' Explain to what extent you agree with this statement. Justify your response.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> ● Caesar's political ideals and the circumstances of his assassination. ● Cicero's political ideals and the circumstances of his death. ● The identities of those involved in the murder of Caesar. ● The identities of those connected to the death of Cicero. ● The actions of Caesar during his years affecting politics at Rome. ● The actions of Cicero during his years affecting politics at Rome. ● The main underlying causes of Caesar's and Cicero's deaths. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> ● That Caesar and Cicero were killed primarily because of their political ideals: <ul style="list-style-type: none"> ○ Caesar went too far in being named dictator for life. ○ He had become too autocratic and senators feared he aimed at kingship. ○ His assassins called themselves 'liberators'. ○ He was strongly opposed by the optimate faction led by Cato. ○ Resentment still existed from his part in the First Triumvirate. ○ Cicero got too personal in his attack on Antony in his <i>Philippics</i>. ○ His refusal to be involved in the First Triumvirate. 	<p>10 (AO1)</p> <p>20 (AO2)</p>	<p><i>Assess using the marking grids for the 30-mark extended response.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Learners are expected to make use of scholarly views, academic approaches and sources to support their argument; the approach to crediting this is outlined in the Levels of Response Grid.</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> ○ His political relationships with the likes of Cato, Clodius, Pompey and Caesar. ○ His support for Octavian in 43 BC. ● That other factors played a part in their deaths: <ul style="list-style-type: none"> ○ Personal hostility and enmity contributed to their deaths. ○ Caesar's behaviour was less about political ideals than personal ambition. ○ Cicero's wish to make a mark and be remembered influenced his speeches. ○ The turmoil of the Late Republic gave opportunities to individuals to carry out vendettas or take actions for personal gain, not for the benefit of Rome. ● Candidates may discuss the challenge of knowing more factual details about the deaths of Caesar and Cicero since accounts of their death are written later and/or derive from sources who had close connections with both of them; they may also question the possibility of understanding the motivations and intentions of people living over two thousand years ago. 		

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
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

Level	Marks	Characteristics of Performance
5	9–10	AO1: Shows very good knowledge and understanding of the provided source/ideas through a range of well selected, accurate and precise material from it AO2: Fully and consistently engages with the question, with perceptive, critical analysis and interpretation of the provided source leading to convincing points which are well-supported and developed
4	7–8	AO1: Shows good knowledge and understanding of the provided source/ideas through a range of well selected, mostly accurate, material from it AO2: Engages clearly and directly with the question, with critical analysis and interpretation of the provided source leading to sound points, which are supported and developed
3	5–6	AO1: Shows reasonable knowledge and understanding of the provided source/ideas through use of a range of mostly accurate material from it AO2: Engages with some of the fundamental issues of the question, with analysis and interpretation of the provided source leading to some tenable points, which have some support and development
2	3–4	AO1: Shows basic knowledge and understanding of the provided source/ideas through use of some material from it with some degree of accuracy AO2: Engages with the general topic of the question, with little analysis and interpretation of the provided source leading to weak points, which have occasional support and development
1	1–2	AO1: Shows limited knowledge and understanding of the provided source/ideas through little use of accurate material from it AO2: Limited and very simplistic attempt to engage with the topic of the question, with very little analysis and interpretation of the provided source leading to points of little relevance
0	0	No response worthy of credit

Guidance on applying the marking grids for the 20-mark extended response

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

When using this grid:

- **Determine the level:** start at 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
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9 – 10	<ul style="list-style-type: none"> • very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources and appropriate, effective use of their cultural context and possible interpretation 	5	9 – 10	<ul style="list-style-type: none"> • a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by perceptive critical analysis, interpretation and evaluation of classical sources <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	7 – 8	<ul style="list-style-type: none"> • detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources and appropriate use of their cultural context and possible interpretation 	4	7 – 8	<ul style="list-style-type: none"> • a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p>
3	5 – 6	<ul style="list-style-type: none"> • reasonable knowledge and understanding of the material studied • use of a range of mostly accurate material from classical sources and some use of their cultural context and possible interpretation 	3	5 – 6	<ul style="list-style-type: none"> • a reasonable response to the question containing some relevant points leading to tenable conclusions • points are generally supported by analysis, interpretation and evaluation of classical sources <p><i>the response presents a line of reasoning which is mostly relevant and has some structure</i></p>
2	3 – 4	<ul style="list-style-type: none"> • basic knowledge and understanding of the material studied • use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation 	2	3 – 4	<ul style="list-style-type: none"> • a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions • points are occasionally supported by analysis, interpretation and evaluation of classical sources <p><i>the response presents a line of reasoning but may lack structure</i></p>
1	1 – 2	<ul style="list-style-type: none"> • limited knowledge and understanding of the material studied • use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation 	1	1 – 2	<ul style="list-style-type: none"> • little engagement with the question, any points or conclusions made are of little relevance • isolated use of classical sources with little analysis, interpretation and evaluation <p><i>the information is communicated in an unstructured way</i></p>
0	0	<ul style="list-style-type: none"> • no response worthy of credit 	0	0	<ul style="list-style-type: none"> • no response worthy of credit

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

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

- **Determine the level:** start at 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
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9 – 10	<ul style="list-style-type: none"> • very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources and appropriate, effective use of their cultural context and possible interpretation 	5	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 <i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i>
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 <i>the response is logically structured, with a well-developed and clear line of reasoning</i>
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 <i>the response presents a line of reasoning which is mostly 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 <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 – 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 <i>the information is communicated in an unstructured way</i>
0	0	<ul style="list-style-type: none"> • no response worthy of credit 	0	0	<ul style="list-style-type: none"> • no response worthy of credit

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