# GCE

# Classical Civilisation

## H408/31: Greek religion

A Level

# Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**MARKING INSTRUCTIONS**

## PREPARATION FOR MARKING ON RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca.

3. Log-in to RM Assessor 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 RM Assessor 50% and 100% 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 RM Assessor messaging system.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

   **Rubric Error Responses – Optional Questions**
   Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

   **Contradictory Responses**
   When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response.  (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6.    Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
   a.    Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
   b.    Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.

7.    There is a NR (No Response) option.  Award NR 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).
   Team Leaders must confirm the correct use of NR with their examiners before live marking commences and should check this when reviewing scripts.

8.    The RM Assessor **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 RM Assessor messaging system, or e-mail.

9.    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.

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

**Annotations**

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

| Symbol | Description | Comment |
|---|---|---|
| ✔ | Tick | worthy of credit |
| ? | ? | unclear |
| S | S | error of spelling |
| E | E | error of grammar, punctuation or expression |
| F | F | error of fact |
| ^ | ^ | omission |

| Symbol | Name | Description |
|---|---|---|
| (H Line box) | H Line | to draw an attention to an error |
| (H Wavy Line vertical) | H Wavy Line | to draw attention to something |
| (H Wavy Line horizontal) | H Wavy Line | to draw attention to something |
| ……… | Highlight | as directed by PE |
| IRRL | IRRL | irrelevant point |
| REP | REP | conspicuous repetition |
| L | L | illegible word or phrase |
| BP | 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. |

**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 | **Give two facts about the Pythia.**<br><br>Answers may include two of:<br>● Spoke the oracle at Delphi (1).<br>● Selected from good families in Delphi (1).<br>● Had to lead a life of chastity (1).<br>● Believed to have gone into a trance to deliver the oracle/by eating laurel or inhaling vapours (1).<br>● Delivered oracles on the seventh day of the month for 9 months of the year (1).<br>● Female (1).<br>● Priestess of Apollo (1) | 2 (AO1) | *All legitimate answers should be credited.* |
| 2 | **Explain how useful Source A is as a source of information about the consultation of the Delphic Oracle.**<br><br>Examples may include:<br>● It shows the Pythia with a consultant or a priest (AO2)<br>　○ *The male figure opposite the Pythia (AO1)*<br>　○ *The Pythia sits on a tripod, holding laurel leaves (both connected to the god Apollo) and holds a bowl for a libation. (AO1)*<br>● In the temple of Apollo. (AO2)<br>　○ *The interior of the building/temple is indicated by the column. (AO1)*<br>● The painting does not show the Pythia in a state of ecstasy/is calm. (AO2)<br>　○ *The Pythia sits with her head bowed and covered. (AO1)*<br>　○ *The Pythia holds laurel leaves. (AO1)*<br>● The identity of the man on the right is not clear. (AO2)<br>　○ *He wears a laurel wreath but may be a priest of Apollo or the consultant. (AO1)*<br>　○ *The consultant is separated from the Pythia in the image. (AO1)*<br>● The painting does not make it clear what stage of the process of consultation is being shown. (AO2)<br>　○ *No chronology evident (AO1)* | 5 (AO1)<br><br>5 (AO2) | *Use the 10-mark marking grid.*<br><br>*AO1 marks are awarded for the selection of material from the source.*<br><br>*AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.*<br><br>*The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.* |

| Question | Indicative Content | Marks | Guidance |
|---|---|---|---|
| 3(a) | **Why were the most powerful Greek gods called 'the Olympians'.**<br><br>Answers may include:<br>Believed to live on Mount Olympus (1). | 1<br>(AO1) | *All legitimate answers should be credited.* |
| 3(b) | **Give two epithets which the Greeks commonly used to worship Zeus.**<br><br>Answers may include two of:<br>● Zeus Ktesios (1).<br>● Zeus Herkeios (1).<br>● Zeus Agoraios (1).<br>● Zeus Phratrios (1).<br>● Zeus Horkios (1).<br>● Olympian Zeus (1).<br>● Zeus Philios (1). | 2<br>(AO1) | *All legitimate answers should be credited.* |
| 4 | **Explain the advantages for a Greek in worshipping the Olympian gods.**<br><br>Answers may include:<br><br>● Reciprocity with regard to benefits/avoidance of punishment (AO2)<br> o *Possible to influence the gods through offering sacrifices. (AO1)*<br> o *Festivals, libations and votive offerings (AO1)*<br>● Anthropomorphic nature of the Olympian gods made them relatable to worshippers. (AO2)<br> o *Their portrayal in human form and with human characteristics allowed Greeks to understand their gods and form personal relationships with them through worship/sacrificing. (AO1)*<br>● The different areas of responsibilities allowed certain groups of people to identify with certain gods. (AO2)<br> o *Examples could include Hephaestus' importance for craftsmen. (AO1)*<br>● The different epithets could make it even clearer under which guise a god was being worshipped. (AO2)<br> o *e.g. Zeus Agoraios, Zeus Phratrios, Zeus Philios, Zeus Herkeios. (AO1)*<br>● Opportunities for leading worship/holding priesthoods for men and women. | 5<br>(AO1)<br><br>5<br>(AO2) | *Use the 10-mark marking grid.*<br><br>*AO1 marks are awarded for the selection of material from the source.*<br><br>*AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.*<br><br>*The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.* |

| Question | Indicative Content | Marks | Guidance |
|---|---|---|---|
| | (AO2)<br>○ *Father of family led worship to household gods. Some priesthoods were reserved for elite families but others were allocated by lot. (AO1)*<br>● Festivals provided a communal celebration and the opportunity for communal feasting. (AO2)<br>   ○ *Numerous festivals offered these opportunities, e.g. Panathenaia in Athens, with a week's worth of entertainment at every Great Panathenaia. (AO1)*<br>● Creation of a Panhellenic identity in events/festivals<br>   ○ *Olympic games, Oracles etc (AO1)*<br>● Temples for patron gods/goddesses could demonstrate status and wealth of a city as well as religious feeling. (AO2)<br>○ *Parthenon in Athens clearly demonstrated wealth and status of Athens through, e.g. chryselephantine statue. (AO1)* | | |
| 5* | **Explain how the ideas of Homer and Hesiod were significant in shaping the Greeks' views of the Olympian gods. Justify your response.**<br><br>**AO1**<br>Candidates may show knowledge and understanding of:<br>● Homer and Hesiod's gods are human in form, but much more powerful and physically perfect.<br>● Homer and Hesiod's gods follow a hierarchy and system of rules, mostly respecting each other's spheres of influences. The will of Zeus is obeyed by the Olympian gods and even Zeus cannot interfere in, or enter, the realm of his brother Hades. Gods cannot undo the actions of other gods.<br>● Athena's birth, as told by Hesiod, is depicted in much the same way in artwork of the 6th and 5th century, on vases and in sculpture.<br>● Homer and Hesiod's gods were so powerful in their original forms that they needed to appear to humans in disguise. The myth of Zeus and Semele shows what happened when gods did not appear to humans in disguise.<br>● Homer and Hesiod's gods have considerably more power than humans, often in one particular sphere of influence, and are immortal. They offer divine justice. | 10 (AO1)<br><br>10 (AO2) | *Assess using the marking grids for the 20-mark extended response.*<br><br>*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.*<br><br>*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.* |

| Question | Indicative Content | Marks | Guidance |
|---|---|---|---|
| | ● Homer and Hesiod's gods are powerful patrons (e.g. Athena with Odysseus) and protectors of cities (e.g. Athena with Athens).<br>● Homer and Hesiod's gods have human character traits such as love, jealousy, desire, hate, hunger. Examples are abundant in Homer and Hesiod, such as: Zeus' desires and affairs with goddesses/mortal women; Hera's jealous responses to Zeus' mistresses/children; Demeter's grief at being parted from Persephone and her abandonment of crops; Poseidon's hatred for Odysseus.<br>● Gods frequently punish or kill humans, e.g. Aphrodite with Hippolytus. Gods can be very inconsistent, sometimes helping, sometimes hindering humans.<br>● Herodotus 2. 53<br>● The gods were worshipped and sacrificed to in later periods in order to influence their favour.<br><br>**AO2**<br>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:<br>● While Homer and Hesiod's writings reflect the state of Greek beliefs in the eight and seventh centuries BC, they continued to instruct later generations, as identified by Herodotus.<br>● Greeks continued to portray the gods as impressive, powerful beings in artwork and mythology for centuries. In artwork the gods are often in powerful, striding poses. The male gods are shown as strong and muscular, or wise (bearded), and the goddesses as beautiful.<br>● Homer and Hesiod's accounts of mythological events became the main versions accepted by later generations.<br>● Later writers continue to depict the gods as susceptible to human emotions, often negative ones, in mythology.<br>● Homer and Hesiod's gods required worship, and the Greeks continued to make sacrifices to the gods in the way laid out by Homer and Hesiod. | | |

**Section B**

| Question | Indicative Content | Marks | Guidance |
|---|---|---|---|
| 6* | **'The Athenian Acropolis and the sanctuary at Olympia celebrated human achievements more than they celebrated the gods.' Assess to what extent you agree with this statement. Justify your response.**<br><br>**AO1**<br>Candidates may show knowledge and understanding of:<br>● Both sanctuaries were built on sites important to the gods e.g. Acropolis was the site of the contest for Athens, Olympia was the site of victories by Zeus' descendents Pelops and Heracles.<br>● Both had a wide range of temples and statues dedicated to the gods. In Athens there was the original Temple to Athena, the Parthenon, Erechtheum, Temple of Athena Nike and statue of Athena Promachos. Other gods/heroes were worshipped in the Erechtheum. Olympia had the Temple of Zeus, Temple of Hera and the Metroon.<br>● Both sites had a chryselephantine statue of Athena/Zeus.<br>● The pediments on the Parthenon were both stories important to Athena.<br>● Both had altars for sacrifices at festivals for gods (Panathenaia, Olympics)<br>● The heroes Pelops and Heracles are featured on the sculpture at Olympia, as is a centauromachy. In Athens the hero Erechteios is celebrated in the Erechtheum.<br>● In Athens the theme of civilization fighting barbarians features on the metopes and there is a procession, perhaps of Athenian citizens, on the frieze.<br>● The Temple of Zeus was also decorated with shields from Plataea.<br>● Statues of athletic heroes were abundant at Olympia, as were Treasuries and sporting venues.<br>● Athena was worshipped under different guises on the Acropolis – Polis, Parthenos, Promachos, Nike.<br><br>**AO2**<br>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:<br>● Athena was clearly worshipped on the Acropolis, especially at the Panathenaic Festival. Zeus' worship at Olympia was a central part of the Olympic Games.<br>● The sanctuaries in Athens and Olympia also celebrates heroes. | 10 (AO1)<br><br>20 (AO2) | *Assess using the marking grids for the 30-mark extended response.*<br><br>*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.*<br><br>*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.* |

| Question | Indicative Content | Marks | Guidance |
|---|---|---|---|
| | • The sanctuary in Athens also celebrates the power of Athens, although this is linked to Athena's continued goodwill.<br>• Both sites have clear references to the Persian Wars in the sculpture of the temples.<br>• The sporting side of the Olympic Games gave humans a chance to gain great fame and glory and raise a statue within the sanctuary.<br>• The Greeks linked human achievements to the gods' favour. | | |
| 7* | **Explain why mystery and healing cults became such an important part of Greek religion. Justify your response.**<br><br>**AO1**<br>Candidates may show knowledge and understanding of:<br>• The initiation process of the Eleusinian Mysteries.<br>• Individual participation in the Eleusinian Mysteries.<br>• The evidence on the Ninnion tablet<br>• The benefits of the Eleusinian Mysteries, eternal life in the Eleusinian Fields after death.<br>• The appeal of the Eleusinian Mysteries to everyone, including women and the poor, and non-Greeks.<br>• A visit to the healing sanctuary and the process of consultation of Ascelpius.<br>• 'miracle cures' at the sanctuary of Asclepius and votive offerings e.g Tyche votive offering.<br><br>**AO2**<br>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:<br>• Mystery and healing cults offered a more personal experience of the divine than state or panhellenic festivals.<br>• The benefits could be more personal, e.g. healing, a better afterlife, etc, rather than the needs of the community.<br>• The cults were very inclusive.<br>• They gave a personal link between the participant and the god.<br>• Although important, the Greeks would also have continued to worship the gods in state and panhellenic festivals and in their households.<br>• Although very popular, mystery cults do not seem to have diminished the | 10 (AO1)<br><br>20 (AO2) | *Assess using the marking grids for the 30-mark extended response.*<br><br>*The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.*<br><br>*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.* |

| Question | Indicative Content | Marks | Guidance |
|---|---|---|---|
| | importance of state and panhellenic worship. | | |

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

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

When using this grid:
- **Determine the level:** start at level 3 and outwards until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below.

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

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

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

When using this grid:
● **Determine the level:** start at level 3 and outwards until you reach the level that matches the answer
● **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

| AO1 | | | AO2 | | |
|---|---|---|---|---|---|
| **Level** | **Marks** | **Characteristics of Performance** | **Level** | **Marks** | **Characteristics of Performance** |
| 5 | 9 – 10 | ● very detailed knowledge and a thorough understanding of the material studied<br>● use of a range of well selected, accurate and precise material from classical sources and/or about classical ideas, and appropriate, effective use of their cultural context and possible interpretation | 5 | 9 – 10 | ● a very good response to the question containing a wide range of relevant points leading to convincing conclusions<br>● points are very well supported by perceptive critical analysis, interpretation and evaluation of classical sources and/or about classical ideas<br>*The response is logically structured, with a well-developed, sustained and coherent line of reasoning* |
| 4 | 7 – 8 | ● detailed knowledge and a sound understanding of the material studied<br>● use of a range of well selected, mostly accurate, material from classical sources and/or about classical ideas, and appropriate use of their cultural context and possible interpretation | 4 | 7 – 8 | ● a good response to the question containing a range of relevant points leading to appropriate conclusions<br>● points are consistently supported by critical analysis, interpretation and evaluation of classical sources and/or about classical ideas<br>*the response is logically structured, with a well-developed and clear line of reasoning* |
| 3 | 5 – 6 | ● reasonable knowledge and understanding of the material studied<br>● use of a range of mostly accurate material from classical sources and/or about classical ideas, and some use of their cultural context and possible interpretation | 3 | 5 – 6 | ● a reasonable response to the question containing some relevant points leading to tenable conclusions<br>● points are generally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas<br>*the response presents a line of reasoning which is mostly relevant and has some structure* |
| 2 | 3 – 4 | ● basic knowledge and understanding of the material studied<br>● use of a limited range of material from classical sources and/or about classical ideas, with some degree of accuracy, and limited use of their cultural context and possible interpretation | 2 | 3 – 4 | ● a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions<br>● points are occasionally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas,<br>*the response presents a line of reasoning but may lack structure* |
| 1 | 1 – 2 | ● limited knowledge and understanding of the material studied<br>● use of little accurate material from classical sources and/or about classical ideas, and little or no use of their cultural context and possible interpretation | 1 | 1 – 2 | ● little engagement with the question, any points or conclusions made are of little relevance<br>● isolated use of classical sources and/or about classical ideas with little analysis, interpretation and evaluation<br>*the information is communicated in an unstructured way* |
| 0 | 0 | ● no response or no response worthy of credit | 0 | 0 | ● 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 level 3 and outwards until you reach the level that matches the answer l
- **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><li>very detailed knowledge and a thorough understanding of the material studied</li><li>use of a range of well selected, accurate and precise material from classical sources and/or about classical ideas, and appropriate, effective use of their cultural context and possible interpretation</li></ul> | 5 | 17 – 20 | <ul><li>a very good response to the question containing a wide range of relevant points leading to convincing conclusions</li><li>points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works</li></ul> *the response is logically structured, with a well-developed, sustained and coherent line of reasoning* |
| 4 | 7 – 8 | <ul><li>detailed knowledge and a sound understanding of the material studied</li><li>use of a range of well selected, mostly accurate, material from classical sources and/or about classical ideas, and appropriate use of their cultural context and possible interpretation</li></ul> | 4 | 13 – 16 | <ul><li>a good response to the question containing a range of relevant points leading to appropriate conclusions</li><li>points are consistently supported by critical analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works</li></ul> *the response is logically structured, with a well-developed and clear line of reasoning* |
| 3 | 5 – 6 | <ul><li>reasonable knowledge and understanding of the material studied</li><li>use of a range of mostly accurate material from classical sources and/or about classical ideas, and some use of their cultural context and possible interpretation</li></ul> | 3 | 9 – 12 | <ul><li>a reasonable response to the question containing some relevant points leading to tenable conclusions</li><li>points are generally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas and there is some use of secondary sources scholars and/or academic works</li></ul> *the response presents a line of reasoning which is mostly relevant and has some structure* |
| 2 | 3 – 4 | <ul><li>basic knowledge and understanding of the material studied</li><li>use of a limited range of material from classical sources and/or about classical ideas, with some degree of accuracy, and limited use of their cultural context and possible interpretation</li></ul> | 2 | 5 – 8 | <ul><li>a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions</li><li>points are occasionally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas and there is little or no use of secondary sources, scholars and/or academic works</li></ul> *the response presents a line of reasoning but may lack structure* |
| 1 | 1 – 2 | <ul><li>limited knowledge and understanding of the material studied</li><li>use of little accurate material from classical sources and/or about classical ideas, and little or no use of their cultural context and possible interpretation</li></ul> | 1 | 1 – 4 | <ul><li>little engagement with the question and any points or conclusions made are of little or no relevance</li><li>isolated use of classical sources and/or about classical ideas with little analysis, interpretation and evaluation</li></ul> *the information is communicated in an unstructured way* |
| 0 | 0 | <ul><li>no response or no response worthy of credit</li></ul> | 0 | 0 | <ul><li>no response or no response worthy of credit</li></ul> |

**Assessment Objective Grid**

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

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