



Oxford Cambridge and RSA

GCE

Classical Civilisation

H408/32: Love and relationships

A Level

Mark Scheme for June 2023

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

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

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

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and select, mark and share **10 scripts**.
4. After the standardisation meeting: **YOU MUST MARK 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.**

MARKING INSTRUCTIONS

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded.

Contradictory Responses

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

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

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response.

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then annotate to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of NR with their markers before live marking commences and should check this when reviewing scripts.









8. **Do not use the comments box for any reason.**

If you have any questions or comments for your team leader, use the telephone or the RM Assessor messaging system, or email.

9. Assistant Examiners **must** send a brief report on the performance of candidates to their Team Leader via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at level 3 and work outwards until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

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

Annotations

Annotation	Meaning
	worthy of credit
	unclear
	error of spelling
	omission
	to draw attention to something e.g. highlighting scholars in blue or green in the essay
.....	as directed by the PE
	irrelevant point
	conspicuous repetition
	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.
SEEN	Great care needs to be exercised with the SEEN annotation. It should be used: <ul style="list-style-type: none"> • to indicate that you have seen a plan • on a low tariff question where there is nothing worthy of credit • on a page where there is nothing worthy of credit

SUBJECT SPECIFIC MARKING INSTRUCTIONS

ASSESSMENT OBJECTIVES

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

AO1 Demonstrate Knowledge and Understanding of:

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

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

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

Marking Scripts

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

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

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

Any queries on unexpected answers please consult your Principal Examiner.

Using annotations

- Take great care to place a tick (see below) against any valid points that lead you to think at all favourably of the answer.
- **Do not leave any page unmarked** (as a last resort place the SEEN annotation at the top and bottom of a page to indicate that you have read it - otherwise Team Leaders/Principal Examiners cannot tell whether account has been taken of that page).
- Underline errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by placing the **BP** symbol at the top and bottom of any blank pages.
- **Highlighting:** use highlighting as directed by your Principal Examiner – see above.

TICKS:

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

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

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

QUALITY OF WRITTEN COMMUNICATION

- Reasonable but not excessive account should be taken of particularly poor spelling (**S**), punctuation, and expression.
- Legibility: underline with a wavy line and use the ? symbol use on areas of a script which you cannot read.
- Extreme cases of illegibility should be referred to your Principal Examiner.

Section A

Question	Indicative Content	Marks	Guidance
1a	<p>On which island did Sappho live?</p> <ul style="list-style-type: none"> • Lesbos. (1) 	1 (AO1)	<i>All legitimate answers should be credited.</i>
1b	<p>Give one of the two centuries in which Sappho composed her poetry.</p> <ul style="list-style-type: none"> • 7th Century BC/BCE (1), or • 6th Century BC/BCE. (1) <p>Only accept one answer.</p>	1 (AO1)	<i>BC/BCE not necessary for the mark.</i>
2	<p>Give two types of occasion when Sappho might have performed her poetry.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Weddings. (1) • Public recitals. (1) • Religious events. (1) • School lessons. (1) • Symposia/symposium. (1) 	2 (AO1)	<i>All legitimate answers should be credited.</i>
3	<p>Explain how Sappho creates a powerful description of desire in Source A. Support your answer using evidence from Source A.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Hyperbolic statement. (AO2) <ul style="list-style-type: none"> ○ <i>Blessed as a god.</i> (AO1) • Desire is created unintentionally. (AO2) <ul style="list-style-type: none"> ○ <i>Sweet voice, laughter.</i> (AO1) • Sudden response. (AO2) <ul style="list-style-type: none"> ○ <i>Even for a moment.</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"> ● Extreme and debilitating reaction. (AO2) <ul style="list-style-type: none"> ○ <i>I can no longer speak, my tongue breaks, I see nothing with my eyes, buzzing in my ears.</i> (AO1) ● Destructive pain which comes from within is described. (AO2) <ul style="list-style-type: none"> ○ <i>A delicate fire runs beneath my skin.</i> (AO1) ● Uncontrollable response. (AO2) <ul style="list-style-type: none"> ○ <i>Sweat pours over me.</i> (AO1) ● Abrupt changes of focus due to desire. (AO2) <ul style="list-style-type: none"> ○ <i>She watches the man, then the girl then she is writing about herself.</i> (AO1) ● Other physical manifestations – perhaps arousal. (AO2) <ul style="list-style-type: none"> ○ <i>I am greener than grass.</i> (AO1) ● Possible description of an orgasm. (AO2) <ul style="list-style-type: none"> ○ <i>I am on the point of death.</i> (AO1) ● Personal response. (AO2) <ul style="list-style-type: none"> ○ <i>Use of first person throughout.</i> (AO1) ● Intensity of emotional reaction to desire. (AO2) <ul style="list-style-type: none"> ○ <i>I am on the point of death / strikes terror into my breast.</i> (AO1) 		<p><i>The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.</i></p>
4	<p>In which city did Plato live for most of his life?</p> <ul style="list-style-type: none"> ● Athens. (1) 	<p>1 (AO1)</p>	<p><i>All legitimate answers should be credited.</i></p>
5	<p>Describe how Plato suggests that men should deal with feelings of desire.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> ● Men can and should resist desire. (AO2) <ul style="list-style-type: none"> ○ <i>Socrates rejects Alcibiades (Symposium).</i> (AO1) ● Desire can be rechannelled. (AO2) <ul style="list-style-type: none"> ○ <i>Diotima's ladder (Symposium).</i> (AO1) ● Men should obey the laws of society. (AO2) <ul style="list-style-type: none"> ○ <i>Society is organised to restrict the times men and</i> 	<p>5 (AO1)</p> <p>5 (AO2)</p>	<p><i>Use the 10-mark marking grid.</i></p> <p><i>AO1 marks are awarded for the selection of material from the source.</i></p> <p><i>AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.</i></p>

Question	Indicative Content	Marks	Guidance
	<p><i>women are together (Laws). (AO1)</i></p> <ul style="list-style-type: none"> ● Desire can be controlled by the soul. (AO2) <ul style="list-style-type: none"> ○ <i>The soul is represented as a charioteer steering two horses (Phaedrus). (AO1)</i> ● Desire can be controlled by our rational selves. (AO2) <ul style="list-style-type: none"> ○ <i>Desires are uncontrolled in dreams but are controllable when we are awake (Republic). (AO1)</i> ● The true philosopher can rise above desire. (AO2) <ul style="list-style-type: none"> ○ <i>This is the ultimate aim of the true philosopher (Phaedo). (AO1)</i> ● Desire can be indulged. (AO2) <ul style="list-style-type: none"> ○ <i>Desire is an accepted part of the exchange between an erastes and an eromenos (Charmides or Symposium). (AO1)</i> 		<p><i>The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.</i></p>
6	<p>Assess whether Sappho or Plato gives a clearer definition of love. You may use Source A as a starting point in your answer. You should make reference to poems by Sappho, as well as Plato’s ideas on love.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> ● Plato’s different definitions of love. ● Sappho’s physical description. ● The specific examples offered by Plato’s characters. ● The different types of love described by Sappho. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> ● Plato’s characters offer different, and sometimes contradictory, descriptions of love. ● Everyone can relate to Sappho’s intense descriptions of love. 	<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 detailed response which does not do so</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none">● Sappho describes different types of love – familial and sexual.● Plato writes mostly about homoerotic love.● Plato's characters offer stories about their own experiences of feeling in love.● Plato explains love as an abstract concept.● Sappho describes both men and women in heterosexual and homoerotic relationships.● Sappho has a more individualistic view, where Plato is more about an ideal form of love.● Plato intends to define (through philosophy), whereas Sappho intends to describe (through poetry).		

Section B

Question	Indicative Content	Marks	Guidance
7*	<p>‘Seneca fears desire, but Sappho and Ovid celebrate it.’ Assess to what extent you agree with this statement. Justify your response with close reference to the poetry and philosophy you have studied.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> ● Seneca’s descriptions of the dangers of desire. ● Seneca’s recognition of the need for desire e.g. for procreation. ● Sappho’s descriptions of the pleasures of satisfying desire. ● Sappho’s descriptions of the pains of fulfilled or unfulfilled desire. ● Ovid’s descriptions of the possibilities created by desire. ● Ovid’s suggestions about managing the risks associated with desire. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> ● Seneca compares desire to gluttony and talks about it as an indifferent. ● Seneca considers that love should be a form of friendship and involve self-sacrifice. ● Sappho possibly describes an orgasm as being on the point of death. ● Sappho talks about the pleasures and fears of satisfying desire. ● Sappho talks about the pain caused by unrequited desire. ● Ovid offers various methods of pursuing and satisfying 	<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
	desires. <ul style="list-style-type: none"><li data-bbox="315 236 1122 306">● Ovid celebrates desire to the point of going against Roman law.		

Question	Indicative Content	Marks	Guidance
8*	<p>‘Love is a positive force for self-improvement.’ Assess to what extent you agree with this statement. Justify your response with close reference to the poetry and philosophy of at least three writers/philosophers you have studied.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> ● Sappho’s descriptions of the pleasures of love. ● Seneca’s description of how love can create positive changes. ● Plato’s descriptions of the positive effects of love. ● Ovid’s descriptions of how people can learn to be more attractive. ● Each author’s inconsistency about love as a means of self-improvement. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> ● Sappho writes about love stopping you behaving as you would want to. ● Sappho talks about the intense satisfaction of sex. ● Sappho talks about the mutual pleasures of love. ● Sappho talks about the happiness of a new bridegroom. ● Plato describes how we can find our other half. ● Plato states love can create strong bonds between soldiers. ● Plato states the benefits of an erastes/eromenos relationship. ● Plato describes how love can develop into the search for truth. 	<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">● Seneca describes how love can lead us into wanting to be better.● Seneca describes his relationship with his wife as one of self-sacrifice.● Seneca describes how uncontrolled love can be self-destructive.● Ovid does not have a serious purpose and his advice on how women can effect self-improvement can be considered offensive.● Ovid describes how women can make themselves more attractive to men and associates this with their happiness.● Ovid describes how women can be more confident when having sex.		

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

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

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

When using this grid:

- **Determine the level:** start at level 3 and work 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	<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/or about classical ideas, 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 and/or about classical ideas <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/or about classical ideas, 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 and/or about classical ideas <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/or about classical ideas, 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 and/or about classical ideas <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 and/or about classical ideas, 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 and/or about classical ideas <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/or about classical ideas, 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 and/or about classical ideas with little analysis, interpretation and evaluation <p><i>the information is communicated in an unstructured way</i></p>
0	0	<ul style="list-style-type: none"> ● no response or no response worthy of credit 	0	0	<ul style="list-style-type: none"> ● no response or no response worthy of credit

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

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

When using this grid:

- **Determine the level:** start at level 3 and work 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	<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/or about classical ideas, 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/or about classical ideas and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	7 – 8	<ul style="list-style-type: none"> ● detailed knowledge and a sound understanding of the material studied ● use of a range of well selected, mostly accurate, material from classical sources and/or about classical ideas, 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/or about classical ideas and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p>
3	5 – 6	<ul style="list-style-type: none"> ● reasonable knowledge and understanding of the material studied ● use of a range of mostly accurate material from classical sources and/or about classical ideas, 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/or about classical ideas, and there is some use of secondary sources scholars and/or academic works <p><i>the response presents a line of reasoning which is mostly relevant and has some structure</i></p>
2	3 – 4	<ul style="list-style-type: none"> ● basic knowledge and understanding of the material studied ● use of a limited range of material from classical sources and/or about classical ideas, 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/or about classical ideas, and there is little or no use of secondary sources, scholars and/or academic works <p><i>the response presents a line of reasoning but may lack structure</i></p>
1	1 – 2	<ul style="list-style-type: none"> ● limited knowledge and understanding of the material studied ● use of little accurate material from classical sources and/or about classical ideas, 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 and/or about classical ideas with little analysis, interpretation and evaluation <p><i>the information is communicated in an unstructured way</i></p>
0	0	<ul style="list-style-type: none"> ● no response or no response worthy of credit 	0	0	<ul style="list-style-type: none"> ● no response or no response worthy of credit

Assessment Objective Grid

Question	AO1	AO2

1	2	
2	2	
3	5	5
4	1	
5	5	5
6	10	10
7/8	10	20
Total	35	40

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