

GCE

Classical Civilisation

H408/31: Greek religion

A Level

Mark Scheme for June 2024

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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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PREPARATION FOR MARKING ON RM ASSESSOR3

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. Prior to the SSU meeting, you must familiarise yourself with the question paper.
4. After the SSU 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 Assessor3 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 Assessor3 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 assessor3, 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.
7. Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded.
8. There is a NR (No Response) option. Award NR if:
 - there is nothing written at all in the answer space

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.

9. **DO NOT USE THE COMMENTS BOX FOR ANY REASON.**

If you have any questions or comments for your Team Leader, use the phone, the RM Assessor messaging system, or e-mail.

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









11. For answers marked by levels of response:

- a. **To determine the level** – start at level 3 and work outwards 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	error of spelling
	^	omission
	H Wavy Line	to draw attention to something
.....	Highlight	as directed by PE
	IRRL	irrelevant point
	REP	conspicuous repetition
 SEEN	BP/SEEN	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. NB: SEEN annotation will appear automatically if the automated ‘annotate blank pages’ is used prior to submitting the marked paper. Great care needs to be exercised with the SEEN annotation.

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 Leaders' 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).
- Extreme cases of illegibility should be referred to your Team Leader/Principal Examiner.

Section A

Question	Indicative Content	Marks	Guidance
1	Why was Asclepius important to the Greeks? Answers may include: God of healing/medical arts (1). Hero (1)	1 (AO1)	<i>All legitimate answers should be credited.</i>
2	Name the location of one of Asclepius' sanctuaries. Answers may include: Epidaurus (1)/Athens (1)/Cos (1)/Trikala (1)/Melos (1).	1 (AO1)	<i>All legitimate answers should be credited.</i>
3	Analyse how useful Source A is as a source of information about what happened in the sanctuary of Asclepius. Examples may include: <ul style="list-style-type: none"> • Votive offering is useful evidence for encounter with the god who heals them (AO2) <ul style="list-style-type: none"> ○ <i>Asclepius and Hygeia details from inscription (AO1)</i> • Healing of ailments occurred in the sanctuary (AO2) <ul style="list-style-type: none"> ○ <i>Tyche is offering thanks for/asking for help from the god healing her leg</i> ○ <i>Image of leg suggests broken/wounded leg (AO1)</i> • No helpful evidence for how the person was healed (AO2) <ul style="list-style-type: none"> ○ <i>No reference to incubation or sleeping in the temple/no reference to dreams or consultation with priests/no mention of actions of priests/no mention of animals (dogs and snakes) licking wounds (AO1)</i> • Little detail about the involvement of those who administered the sanctuary (AO2) <ul style="list-style-type: none"> ○ <i>No reference to the actions of the physicians/priests (AO1)</i> 	5 (AO1) 5 (AO2)	<i>Use the 10-mark marking grid.</i> <i>AO1 marks are awarded for the selection of material from the source.</i> <i>AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.</i> <i>The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.</i>
4	State one example of something poured during a libation. Answers may include: wine (1)/milk (1)/honey (1)/olive oil (1)/blood (1).	1 (AO1)	<i>All legitimate answers should be credited.</i>

Question	Indicative Content	Marks	Guidance
5	<p>State two other examples, apart from not washing, of what the Greeks would consider impious behaviour.</p> <p>Answers may include two of the following: Women after giving birth (1)/entering the home of a woman who had just given birth (1)/not following the ancestral laws on burial (1)/disrespecting someone's right to asylum within a sanctuary (1)/sexual intercourse (1)/murder (1)/not honouring the gods in the right manner on the right days.</p>	2 (AO1)	<i>All legitimate answers should be credited.</i>
6	<p>'Impiety was always taken seriously by the Greeks.' Explain how far you agree with this statement.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • The seriousness of impiety is evident from the actions of the cities (AO2) <ul style="list-style-type: none"> ○ <i>Laws were passed for prosecuting those who did not believe in the gods. Alcibiades and Socrates were prosecuted for impiety, and Socrates was executed for this. (AO1)</i> ○ <i>Magistrates and priests were tasked with upholding correct worship and purification of impious (AO1)</i> ○ <i>Impure individuals were excluded from civic worship, sacrifices, libations or contests until they had undergone a ritual of purification to avoid this punishment (AO1)</i> ○ <i>Animals were required to nod before sacrifices</i> • They believed that offended gods were less likely to grant their favour, and likely instead to issue punishment. Committing hubris or breaking oaths often led to punishment by the gods in mythology (AO2) <ul style="list-style-type: none"> ○ <i>The anthropomorphic nature of the gods, as seen in Hesiod and Homer, meant that they would favour some mortals and punish others</i> ○ <i>Humans showing disrespect towards the gods are frequently punished in mythology, eg Arachne (AO1)</i> ○ <i>Truces, for example, were sworn by oaths to the gods, e.g. the Olympic truce was sworn by Zeus (AO1)</i> • They believed a person or a city could be polluted by impious actions (AO2) <ul style="list-style-type: none"> ○ <i>There are many examples of this in literature – there is a plague in Sophocles' Oedipus the King because he murdered King Laius and married his mother ;</i> 	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
	<p><i>Orestes needed purification for killing his mother (AO1)</i></p> <ul style="list-style-type: none"> • They believed that not burying the dead could pollute the city (AO2) <ul style="list-style-type: none"> ◦ <i>There are many examples of this in literature – in Sophocles’ Antigone, for example (AO1)</i> ◦ <i>Every effort was made to bury bodies correctly so that the dead could enjoy the afterlife in the Underworld</i> <p>Despite severity of sanctions, acts of impiety still occurred (AO2)</p>		
7*	<p>‘Fear of being punished was the only reason a Greek worshipped their gods and goddesses at household and polis level.’</p> <p>Assess how far 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"> • How Homer, Hesiod and playwrights depict the gods/goddesses • Worship within the household, including epithets of the gods • Methods of worshipping/honouring the gods/goddesses <ul style="list-style-type: none"> ◦ Prayers/offerings/sacrifices/libations ◦ Building temples ◦ Holding festivals • Divination (through sacrifices and oracles) • Punishments given to those who strayed outside ‘norms’ of worship, e.g. Socrates/Alcibiades <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 anthropomorphic nature of the gods, as told in Homer and Hesiod and mythology, 	<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
	<p>propagated the idea that the gods would favour or punish mortals for their behaviour.</p> <ul style="list-style-type: none"> • While worshipping the Greeks tried hard to follow the correct rituals to avoid offending their gods. • Household religion was very transactional/reciprocal, giving honours in return (e.g.) for prosperity and good fortune. Desire for gain may have outweighed fear. • State festivals like the Panathenaia had a political significance. intentional highlighting of the power, wealth and achievements of the city in an act of gratitude for prosperity • A practical desire to find out the gods' intentions led to e.g. examining the entrails of a sacrificed animal or consulting the consulting oracles 		

Question	Indicative Content	Marks	Guidance
8*	<p>‘The popularity of the Eleusinian Mysteries shows that the Greeks wanted more from religion than other forms of worship could provide.’</p> <p>Evaluate how far you agree with this statement.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Initiation into the Eleusinian Mysteries, and categories of initiates (e.g. men/women, free/slave, old/young, Greek/non-Greek) • Festival and procession of the Eleusinian Mysteries • Initiation ceremony in the Telesterion • Myth of Demeter and Persephone, who returned from the Underworld every year • Candidates can show their knowledge of sacrifices, prayers, divination, and other state festivals, such as the Panathenaia. • The role of processions, sacrifices, and games festivals • Broad range of participants in Panathenaia • Visits to Delphi and Dodona <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Eleusinian Mysteries offered a more intimate personal experience, with initiates choosing to join and belong to the cult. • Eleusinian Mysteries involved some type of revelation, and also offered equal opportunities to all initiates to enjoy an afterlife in the Elysian Fields regardless of earthly status. • Secrecy of Eleusinian Mysteries makes it difficult to judge what actually happened or the scale of popularity. • All types of worship offer communal gatherings (e.g. processions). • Sacrifices could be made personally or by the state at a state festival • Individuals could make prayers and ask questions of oracles as well as states • Panathenaia offered the community a chance to get Athena’s favour for the city to 	<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
	<p>prosper, with the chance to show Athens' power, wealth and achievements.</p> <ul style="list-style-type: none"> Panathenaia had fewer opportunities for individual participation. 		
9*	<p>'The layout, role and importance of the Acropolis in Athens were vastly different to other sanctuaries in Greece.'</p> <p>Comparing the Acropolis in Athens with either the sanctuary at Delphi or the sanctuary at Olympia, evaluate how far you agree with this statement.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <p>Athens</p> <ul style="list-style-type: none"> The site of the acropolis The main buildings and monuments on the acropolis: Parthenon, Erechtheum, Temple of Athena Nike, statue of Athena Promachos, altar, the chryselephantine statue of Athena. Athena's numerous guises (Athena Parthenos, polias, promachos, Nike) Subject matter and the symbolism of the sculpture on the Parthenon <p>Delphi</p> <ul style="list-style-type: none"> The site of Delphi The main buildings in the sanctuary: Temple of Apollo, treasuries, stoas, monuments, theatre, altars <p>Olympia</p> <ul style="list-style-type: none"> The site of Olympia The main buildings in the altis: Temple of Zeus, Echo stoa, stadium, altar Sculpture of Temple of Zeus and the chryselephantine statue of Zeus <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>Give a range of arguments or approaches the candidate might use</p> <p>Athens</p> <ul style="list-style-type: none"> Acropolis was in a prominent place in the centre of the city with most, but not all, 	<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
	<p>buildings sacred to Athena.</p> <ul style="list-style-type: none"> • Buildings and sculpture celebrated Athena, but their gods also worshipped, e.g. Artemis and Poseidon • Power and wealth of the city of Athens could also be celebrated • Symbolism of Parthenon metopes referring to Persian Wars <p>Delphi</p> <ul style="list-style-type: none"> • Use of Delphi for oracular responses by Greek states • Some self-promotion by states (e.g. victory monuments/treasures) but also joint monuments expressing gratitude to the gods • Dionysus also worshipped there (theatre), stadium used for Pythian Games <p>Olympia</p> <ul style="list-style-type: none"> • Use of Olympia for Olympic Games • Monuments and sculpture celebrated Zeus and games (chariot race, labours of Zeus' son, the founder of the games) • Sculpture could also refer to victory of civilization over barbarity • Some self-promotion by states and individuals (e.g. treasures/monuments of victors) 		

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
- 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 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
- 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 <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

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
- **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. Typically for AO2, if the response does not include any or engages with just one example of secondary sources or scholarship it will receive the lowest mark within the level, if two or more scholars are cited the response will receive the second mark up within the level, greater engagement with these scholars will elicit a higher mark within the level.
- 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 <p><i>the response presents a line of reasoning but may lack structure</i></p>
1	1 – 2	<ul style="list-style-type: none"> • limited knowledge and understanding of the material studied • use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation 	1	1 – 4	<ul style="list-style-type: none"> • little engagement with the question and any points or conclusions made are of little or no relevance • isolated use of classical sources with little analysis, interpretation and evaluation <p><i>the information is communicated in an unstructured way</i></p>
0	0	<ul style="list-style-type: none"> • no response worthy of credit 	0	0	<ul style="list-style-type: none"> • no response worthy of credit

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