

GCE

Classical Civilisation

H408/34: Democracy and the Athenians

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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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 Assessor3 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 Assessor3 and select, mark and share **10** scripts.
4. After the standardisation meeting: **YOU MUST MARK 10 STANDARDISATION SCRIPTS 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 Assessor3 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. *(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 assessor3, 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 spaceAward 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 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:
- 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

These are the annotations, (including abbreviations), used in RM Assessor3, which are used when marking:

Symbol	Comment
	worthy of credit
	Unclear
	error of spelling
	Omission
	to draw attention to something
... (highlight)	as directed by 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	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), punctuation, and expression.
- Extreme cases of illegibility should be referred to your Team Leader/Principal Examiner.

Section A

Question	Indicative Content	Marks	Guidance
1(a)	<p>He had ruled’ (line 1). ‘He’ refers to Pericles. What official post did Pericles hold in Athens for most of the 10 years before his death?</p> <p>Answers may include:</p> <p>General/<i>strategos</i> (1).</p>	1 (AO1)	
1(b)	<p>State one way in which this post was different from the other posts which Athenian citizens could hold.</p> <p>Answers may include reference to any one of:</p> <ul style="list-style-type: none"> • Elected/not filled by sortition (1) • No restriction on re-election /could be held many times by the same person (1) • Not paid (1) 	1 (AO1)	<i>All legitimate answers should be credited.</i>
2	<p>‘After his death’ (line 5). What caused Pericles’ death?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Illness/plague/typhoid/cholera (1) 	1 (AO1)	<i>All legitimate answers should be credited</i>
3	<p>Explain what impression Thucydides creates of Pericles’ character and his influence in Athens in the late 5th century BC in Source A.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Responsible for Athens’ stability/safety (AO2) <ul style="list-style-type: none"> ◦ Athens had been safe under his leadership and had indeed reached the very height of her greatness (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"> • Able to see beyond the immediate situation (AO2) <ul style="list-style-type: none"> ◦ <i>After his death his foresight was appreciated even more than when he was alive (AO1)</i> ◦ <i>He had told the Athenians to be patient and take care of their navy (AO1)</i> ◦ <i>not to attempt to enlarge their empire...(AO1)</i> ◦ <i>and not to put the city in danger (AO1)</i> • Able to make accurate assessments (AO2) <ul style="list-style-type: none"> ◦ <i>When the war began he also demonstrated that he had made an accurate estimate of Athens' power under these circumstances</i> • Prosperity/safety of Athens his main motive, unlike other politicians who succeeded him (AO2) <ul style="list-style-type: none"> ◦ <i>They did everything he told them not to, adopting policies with disastrous effects for themselves.....motivated by personal ambition and self-interest (AO1)</i> • Seen as honest and upright (AO2) <ul style="list-style-type: none"> ◦ <i>He was also clearly incorruptible (AO1)</i> • Able to influence people both negatively and positively by his speeches (AO2) <ul style="list-style-type: none"> ◦ <i>When he saw them unsuitably over-confident and arrogant, his words would strike fear into them; when they were needlessly fearful, he would build up their confidence again (AO1)</i> • Other politicians were not on a par with Pericles (AO2) <ul style="list-style-type: none"> ◦ <i>Pericles derived his authority from his high reputation and intelligence (AO1)</i> ◦ <i>Since he did not seek power by dishonest means, he did not need to flatter them [i.e.the people] (AO1)</i> • Undemocratic/ Seen as a 'ruler' rather than one of 10 elected Strategoi (AO2) <ul style="list-style-type: none"> ◦ <i>Thus Athens, although a democracy in name, was in fact ruled by its first citizen (AO1)</i> 		<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
4	<p>To which influential Athenian family did Cleisthenes belong?</p> <p>Alcmaeonids (1).</p>	1 (AO1)	
5	<p>State the name of the Athenian who led the main faction opposed to Cleisthenes after Hippias was expelled.</p> <p>Isagoras (1).</p>	1 (AO1)	
6	<p>Explain how Cleisthenes' reforms might have helped to reassure Athenian citizens that civil conflicts were less likely to occur in the future.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Undermining of the powers of the <i>Eupatridae</i> (AO2) <ul style="list-style-type: none"> New tribes replacing old ones other than for religious purposes (AO1) Eponymous heroes (AO1) Reidentification by Deme and Tribe, not patronymic or family (AO1) Emphasis on consideration of all interests in Attica (AO2) <ul style="list-style-type: none"> Tribes contain trittyes from all three regions – City, Coast, Inland (AO1) Emphasis on <i>isonomia</i>/equality before the law (AO2) <ul style="list-style-type: none"> Solon's law reforms unchanged (AO1) Principle of <i>isegoria</i>/equal right to free speech (AO2) <ul style="list-style-type: none"> Any citizen could speak in Deme Council, Boule, Assembly (AO1) Principle that all citizens should have equal right to participate in 	5 (AO1) 5 (AO2)	<p>Use the 10-mark marking grid.</p> <p>AO1 marks are awarded for the selection of material from the source.</p> <p>AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.</p> <p>The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.</p> <p>Candidate's arguments may vary, depending on their views about the Solonic Council of 400</p>

Question	Indicative Content	Marks	Guidance
	<p>decision-making (AO2)</p> <ul style="list-style-type: none"> ○ <i>Sortition</i> (AO1) ○ <i>Board & lodging for duty Prytanis</i> (AO1) ○ <i>All citizens able to vote in Assembly/Ekklesia</i> (AO1) <ul style="list-style-type: none"> • Local decision-making for local matters (AO2) <ul style="list-style-type: none"> ○ <i>Local decision-making delegated to new Deme Councils & Deme officials</i> (AO1) • Mandatory changes of administrators (AO2) <ul style="list-style-type: none"> ○ <i>Duty Prytanis changes each month</i> (AO1) ○ <i>Nobody can serve on the Boule for more than 2 years in total</i> (AO1) • Precautions to prevent future tyranny attempts (AO2) <ul style="list-style-type: none"> ○ <i>All Archons & Thesmothetae change each year</i> (AO1) ○ <i>Ostracism? But not used till 487 BC</i> (AO1) • System of checks and balances (AO2) <ul style="list-style-type: none"> ○ <i>All decisions made by the Assembly/Ekklesia</i> (AO1) ○ <i>Solonic Heliia retained</i> (AO1) 		
7*	<p>‘Thanks to Cleisthenes, the <i>Boule</i> (Council of 500) became the most important element of the Athenian democracy.’</p> <p>Assess how far you agree with this statement.</p> <p>AO1</p> <p>Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Role and function of the <i>Boule</i> • Its relationship to the Assembly/<i>Ekklesia</i> • Its relationship to the Demes 	<p>10 (AO1)</p> <p>10 (AO2)</p>	<p>Assess using the marking grids for the 20-mark extended response.</p> <p>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</p> <p>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.</p>

Question	Indicative Content	Marks	Guidance
	<p>'Thanks to Cleisthenes' is a prompt to consider other people or factors covered in the Specification who contributed to the development of democracy, notably:</p> <ul style="list-style-type: none"> • Solon – change to qualifications for holding office, <i>Heliaia</i>, Council of 400 (?) • Ephialtes and Pericles – reform of the Areopagus, payment for all offices filled by sortition (i.e. all except <i>Strategos</i>) <p>Other changes may also be considered, e.g.</p> <ul style="list-style-type: none"> • the later development and role of Tribal <i>Stratego</i>i. • <i>Zeugitae</i> allowed to be Archons after 490 BC • increased importance of the fleet, and therefore the <i>Thetes</i>, who became eligible for Archonship at some point after 480 BC <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>Importance of the <i>Boule</i></p> <ul style="list-style-type: none"> • The <i>Boule</i> was the executive arm of the Democracy <ul style="list-style-type: none"> ◦ Set the agenda for the <i>Ekklesia</i> and made sure decisions of the <i>Ekklesia</i> were carried out, so controlled it and checked on its progress ◦ Actual executive changed every month when a new <i>Prytanis</i> took over and the chair changed daily, so that could have undermined its effectiveness or people's confidence in it ◦ <i>Acharnians</i> indicates that proceedings of the <i>Ekklesia</i> couldn't start without the duty <i>prytanis</i> being present • The <i>Ekklesia</i> made all the decisions about internal and foreign policy and decided whether a foreign ambassador could address it, so it was more important than the <i>Boule</i> 		

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> ○ All citizens were able to attend ○ Attendance fluctuated and decisions made one day could be overturned ○ <i>Acharnians</i> indicates that by the late 5th century people didn't want to attend – red rope <p>‘Thanks to Cleisthenes’:</p> <ul style="list-style-type: none"> • Underlying principles of democracy had been set up by Solon <ul style="list-style-type: none"> ○ Solon's basic structure remained unchanged, even under Peisistratid tyranny ○ Cleisthenes just tweaked Solon's constitution to fit with his new tribal organization • Ephialtes and Pericles more important because they removed the overall power of the Areopagus? <ul style="list-style-type: none"> ○ This strengthened the power of the <i>Boule</i> ○ Assassination of Ephialtes shows the strength of feeling against this reform 		

Section B

Question	Indicative Content	Marks	Guidance
8*	<p>‘Drama was the most effective way to get the citizens of Athens to think critically about the Athenian system of government.’</p> <p>Assess how far you agree with this statement. Justify your answer with reference to the works of at least two of the authors you have studied.</p>	<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>

Question	Indicative Content	Marks	Guidance
	<p>AO1</p> <p>Candidates may show knowledge and understanding of:</p> <p>Prescribed sources:</p> <p>Drama:</p> <p>Aristophanes:</p> <ul style="list-style-type: none"> • Criticises Cleon and demagogues (<i>Knights, Wasps, Frogs, Assemblywomen</i>) • Comments on the ease with which the <i>Ekklesia</i> can be fooled (<i>Acharnians</i>) • Suggests some officials are corrupt (<i>Acharnians</i>) • Says <i>Ekklesia</i> makes stupid decisions (<i>Frogs, Assemblywomen</i>) • Suggests the members of the <i>Boule</i> and those who influence votes in the <i>Ekklesia</i> do not have the interests of ordinary Athenians at heart (<i>Acharnians, Assemblywomen</i>) <p>Aeschylus:</p> <ul style="list-style-type: none"> • Date of <i>Eumenides</i> suggests he supports the policies of Pericles and Ephialtes and is using the character of Athene to emphasise this. <p>Euripides:</p> <ul style="list-style-type: none"> • Debate between Theseus and Herald in <i>Suppliants</i> enables audience to consider the nature of democracy <p>Not drama:</p> <p>Old Oligarch:</p> <ul style="list-style-type: none"> • Disguises criticism as an argument as to why democracy is right for Athens • Is clearly opposed to decisions being made by the ‘common people’ 		<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> <p>Candidates are free to define their own criteria for judging effectiveness, and may distinguish between effectiveness in 5th or 4th century Athens and effectiveness for the modern reader.</p>

Question	Indicative Content	Marks	Guidance
	<p>Plato:</p> <ul style="list-style-type: none"> • Ship and Beast Tamer analogies show weaknesses in the democratic system • Argues for ‘Philosopher Ruler’ model <p>Thucydides:</p> <ul style="list-style-type: none"> • Opposes demagogues (as made clear in Source A) but seems to be suggesting that citizens should think carefully about the motives of the people they choose to appoint to office <p>AO2</p> <p>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>Drama:</p> <ul style="list-style-type: none"> • Plays were attended by the majority of the citizens • The main drama festivals were religious occasions as well as entertainment • Importance shown by institution of Theoric Fund • Athenians were used to listening carefully • Plays could be revived • The messages of the <i>Parabasis</i> in comedy were sometimes very influential (e.g. second performance of <i>Frogs</i>) • Cleon took Aristophanes to court over <i>Babylonians</i> • Despite Aristophanes’ criticisms in <i>Knights</i> and <i>Wasps</i>, Cleon was re-elected as <i>Strategos</i> <p>Non-drama sources:</p> <ul style="list-style-type: none"> • Although these were available for people to read, the majority of poorer Athenians would probably not have time to do so • and might have limited literacy 		

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> so there's some question about who would have read them <p>Old Oligarch:</p> <ul style="list-style-type: none"> praise of democracy is a vehicle for criticism we don't know who he was, why he wrote the work or who his intended audience was. <p>Candidates are likely to give their own opinions of this author's aims, e.g. could be commenting on inequality of treatment of subject-allies or supporting a Spartan-style constitution. Their judgment of 'effective' should arise logically from such opinions.</p> <p>Plato:</p> <ul style="list-style-type: none"> He is discussing his ideal constitution, in which a single ruler is preferred The Beast-Tamer is a demagogue and the Beast probably represents the <i>Ekklesia</i> The Analogy of the Ship suggests poor decision-making in a democracy Some of his comments chime with the views of Aristophanes His views may be coloured by the fate of Socrates <p>Thucydides:</p> <ul style="list-style-type: none"> The <i>Funeral Oration</i> may well accurately represent what Pericles said Source A clarifies his views on what constitutes an ideal politician 		

Question	Indicative Content	Marks	Guidance
9*	<p>‘The strengths of the Athenian legal system made up for its weaknesses.’</p> <p>Assess how far you agree with this statement in relation to the legal system and law courts in 5th century Athens. Justify your answer with reference to the works of at least two of the authors you have studied.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Equality within the law laid down by Solon & Cleisthenes and reinforced by the Ephialtic/Periclean reforms of the <i>Areopagus</i> • Private citizens were responsible for bringing prosecutions • Types of case - <i>dike</i>, <i>graphe</i> • Jury system and trials • Role of the <i>Areopagus</i> • Accountability of officials • Prosecution of officials such as Pericles • Prosecution of Aristophanes by Cleon <p>Relevant prescribed literary sources:</p> <p>Aristophanes:</p> <ul style="list-style-type: none"> • <i>Wasps</i> (Trial of the Dog) • <i>Knights</i> (portrayal of Cleon’s use of prosecution as a threat) <p>Aeschylus:</p> <ul style="list-style-type: none"> • Jury verdict • Role of the <i>Areopagus</i> as a homicide court <p>Old Oligarch:</p> <ul style="list-style-type: none"> • 1.14 – 1.18 gives a lot of material about the use of the laws in relation to the subject-allies and as a weapon against ‘the best people’ 	<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>Thucydides:</p> <ul style="list-style-type: none"> • Reference in <i>Funeral Speech</i> to obedience to both written and unwritten laws indicates a religious element to Athenian law. • Reference in 2.65 to trial and fining of Pericles <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Clarity of the law codes • Large numbers on the jury prevented bribery • Use of allotment to allocate potential jurors to juries and cases also prevented bribery • No-one denied justice because of poor rhetorical skills • Most procedures – summons, trial, sentencing – done in public • Defendant, if found guilty, could suggest an alternative penalty • All magistrates were liable to examination and, if appropriate, prosecution, at the end of their term of office • In theory, nobody was beyond the law (Pericles, Aristophanes) <p>Weaknesses:</p> <ul style="list-style-type: none"> • Jurors could be unduly influenced by the public persona of the prosecutor (<i>Wasps</i>) • Or by the sympathy aroused in them by the defendant (<i>Wasps</i>) • But it was possible also for a defendant to antagonize the jury by refusing to ‘play the game’ (<i>Socrates</i>) • During the Peloponnesian War, the range of people available to be jurors was restricted (<i>Wasps</i>) • Too much litigation for it to be done properly (<i>Old Oligarch</i>) • Sophists/rhetorical training <p>Candidates’ final assessments will vary.</p>		

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

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

When using this grid:

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

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

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