

GCE

Classical Civilisation

H408/11: The world of the hero

A Level

Mark Scheme for June 2025

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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**RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

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

Contradictory Responses

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

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

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

Short Answer Questions (requiring a more developed response, worth two or more marks)

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

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

11. Annotations

These are the annotations used in RM Assessor3, which are used when marking:

Symbol	Comment
	worthy of credit
	unclear
	error of spelling
	omission
	to draw attention to something, e.g. highlighting scholars in blue or green in the essay.
	Extendable vertical wavy line
..... (highlight)	as instructed by the Lead Marker
	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	Only use the SEEN annotation as instructed by your Lead Marker. Great care needs to be exercised with the SEEN annotation. It is normally used: • to indicate that you have seen a plan • on a question or page where there is nothing worthy of credit. NB: SEEN annotation will appear automatically if the automated ‘annotate blank pages’ is used prior to submitting the marked script.

MARKING INFORMATION**Introduction**

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Using the mark scheme

Please study this mark scheme carefully. The mark scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and mark schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This mark scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The mark scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Team Leader's 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: Homer

Question	Indicative Content	Marks	Guidance
1	Explain how far you think Achilles is shown to be admirable in Passage A. Use references to the passage to support your answer. Answers may include: • Unafraid (AO2) ◦ 'sprang to meet him' (AO1) • Cruel (AO2) ◦ 'savage determination', 'murder in his heart' (AO1) • Divinely favoured (AO2) ◦ armour made by Hephaestus (AO1) • Skilled warrior (AO2) ◦ searches for and hits Hector's 'most vulnerable spot' (AO1) • Godlike (AO2) ◦ 'godlike' (AO1) • Vengeful (AO2) ◦ wants revenge for Patroklos (AO1) • Strong (AO2) ◦ drove the heavy spear (AO1) • Gloating (AO2) ◦ Reminds Hector how he had forgotten about him (AO1)	5 (AO1) 5 (AO2)	Use the 10-mark marking grid. AO1 marks are awarded for the selection of material from the source. AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid. The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately. It is up to the candidate to decide whether they find the hero to be admirable or not. There is also room to look at the question from both ancient and modern perspectives.
2*	'Evil death.' Evaluate whether you think this is a fair description of the way death is presented in the <i>Iliad</i>. You may use Passage A as a starting point, and your knowledge of the <i>Iliad</i> in your answer. AO1 Candidates may show knowledge and understanding of the deaths of the following: • Hector • Patroklos	10 (AO1) 10 (AO2)	Assess using the marking grids for the 20-mark extended response. The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Whilst candidates may use the provided source as a starting point,

Question	Indicative Content	Marks	Guidance
	- Achilles' knowledge that he will soon die - Other lesser heroes Those affected by death include: - Achilles - Andromache - Hecabe - Priam - Thetis AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: - Horror of the death, especially for those who witness it - Grief it causes, especially for loved ones and family. - Depiction of burial practices and the emotional outpouring. - Glimpses of the lives which have been destroyed, especially with lesser heroes. Whether death is completely evil is debatable: - Offers a warrior the chance to win <i>kleos</i> and a glorious death. - It is seen as an inevitability more than an evil. - It causes the return of Achilles and eventual Greek success.		<i>they should not be penalised if they offer a full and detailed response which does not do so</i>
3	Explain how far you think Odysseus is shown to be admirable in Passage B. Use references to the passage to support your answer. Answers may include: - Pious (AO2) 'Apollo grant my prayer' (AO1) - Skilled archer (AO2)	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</i>

Question	Indicative Content	Marks	Guidance
	○ death of Antinous (AO1) • Effective planner (AO2) ○ 'master-strategist', 'searching the walls on every side' (AO1) • Deceptive (AO2) ○ 'it had not dawned on them'(AO1) • Dislike of the Suitors (AO2) ○ 'black look' (AO1) • Bringer of Justice(AO2) ○ 'your fate is sealed' (AO1) • Perceptive (AO2) ○ Knows what had been going on in his absence (AO1)		outlined in the Levels of Response grid. The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately. It is up to the candidate to decide whether they find the hero to be admirable or not. There is also room to look at the question from both ancient and modern perspectives.
4*	'Revenge matters'. Explain why revenge is important in the <i>Odyssey</i> and evaluate how it adds to the success of the story. You may use Passage B as a starting point, and your knowledge of the <i>Odyssey</i> in your answer. AO1 Candidates may show knowledge and understanding of the following examples of revenge: • Odysseus and the Suitors • Odysseus/Telemachus and the servants • Polyphemus and Odysseus • Sun-god and Odysseus' men • Poseidon and the storm • Attack by the Cicones on Odysseus AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:	10 (AO1) 10 (AO2)	Assess using the marking grids for the 20-mark extended response. The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Whilst candidates may use the provided source as a starting point, they should not be penalised if they offer a full and detailed response which does not do so.

Question	Indicative Content	Marks	Guidance
	• It demonstrates the importance of <i>xenia</i>. The Suitors had broken the laws of <i>xenia</i> in various ways and gone against Zeus himself. Their demise is divinely ordained and overseen. • The importance of loyalty is reinforced. Some of the servants had not remained loyal to Odysseus. • People should keep their oaths. Odysseus' men had broken their oath not to harm the cattle. • Poseidon's revenge might be seen as valid in delaying Odysseus getting home to fulfil the curse Revenge adds to the success of the epic in the following ways: • Plotline • Excitement • Variety of entertaining episodes as a result of Polyphemus' curse • Climax to the epic • Sense of satisfaction that the Suitors get what they deserve • A sense of unease that revenge is taken too far in some situations (eg unfaithful maids)		

Section B: Virgil

Question	Indicative Content	Marks	Guidance
5	Explain how Turnus is presented in a sympathetic way in Passage C. Use references to the passage to support your answer and consider both what happens and the way it is written. Answers may include: • Simile of the dream (AO2) ◦ <i>and the dramatic effect it has upon Turnus</i> (AO1) • Repetition in the simile (AO2) ◦ <i>'we' - helps us to identify and empathise with Turnus</i> (AO1) • Turnus' bravery (AO2) ◦ <i>'however courageously he sought to find a way'</i> (AO1) • Anaphora (AO2) ◦ <i>'no' to highlight his isolation</i>(AO1) • Suppliant (AO2) ◦ <i>'bending his knee', 'stretched out his right hand' makes him seem vulnerable</i> (AO1) • Admits that he is defeated (AO2) ◦ <i>'Lavinia is yours'</i> (AO1) • The opposition he is facing (AO2) ◦ <i>strength of the spear throw</i> (AO1)	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>
6*	'The bond between a father and a son is the most powerful family relationship in the Aeneid.' Evaluate how far you agree with this statement. You may use Passage C as a starting point, and your knowledge of the Aeneid in your answer. AO1 Candidates may show knowledge and understanding of the following father son connections:	10 (AO1) 10 (AO2)	<i>Assess using the marking grids for the 20-mark extended response.</i> <i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>

Question	Indicative Content	Marks	Guidance
	• Aeneas and Anchises • Aeneas and Ascanius • Evander and Pallas • Mezentius and Lausus • Turnus and Daunus Other family connections which could be considered are: • Turnus and Juturna • Anna and Dido • Aeneas and Creusa • Venus and Aeneas • Pallas and Aeneas if <i>loco parentis</i> role recognised AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: There is certainly closeness in the following father son relationships: • Aeneas travels to the Underworld to see Anchises. • Aeneas leaves Carthage so as not to deprive Ascanius. • Lausus loses his life trying to save Mezentius. • The extent of Evander's grief is manifest. A closeness, however, is not always apparent: • Turnus' reminder of the bond in the passage has no effect upon Aeneas. • The connection between Aeneas and Ascanius does not seem to be overly close. The bond between other family members is arguably just as close, especially between siblings most notably in the feelings of Juturna and Anna and their desire to be with their brother/sister in the next life.		<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>

Section C: Homer and Virgil

Question	Indicative Content	Marks	Guidance
7	Assess which passage you consider to be the most dramatic. You should refer to the passage from the <i>Aeneid</i> and the passage from the work of Homer you have read. There are many valid approaches to answering this question but they fall broadly under two categories – the situation and what takes places and the language of epic which is used to describe them. There are many similarities and some differences between the three passages which should be compared and contrasted as to work out which is the most dramatic. The situation and what takes place: • Life and death confrontation • Descriptions of the heroes • Motives of the heroes • Descriptions of the adversaries • Descriptions of the attacks • Mention of the gods • Description of the wounding The language of epic: • Similes • Epithets • Speeches • Suspense	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>
8*	‘Men need women just as much as women need men.’ Evaluate how far you agree with this statement about the relationships between mortal men and mortal women in the <i>Iliad</i>. AO1 Candidates may show knowledge and understanding of the following men and women:	10 (AO1) 20 (AO2)	<i>Assess using the marking grids for the 30-mark extended response.</i> <i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i>

Question	Indicative Content	Marks	Guidance
	• Achilles • Hector • Menelaus • Paris • Priam • Hecabe • Andromache • Helen • Chryseis and Briseis AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: From an ancient male perspective, men looked to the women to perform the roles of: • wives • producing children • domestic duties • weaving • religious rituals • mourning rites • being prizes Areas of male responsibility included: • husbands • head of the household • protection of the family • protection of the city Whether one needed the other just as much or less is debatable. But a valid case could be made that in the ancient world the female world revolved far more around the male than vice versa. The final meeting between Hector and Andromache is most illuminating where Hector tells his wife that war is the business of men.		<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>

Question	Indicative Content	Marks	Guidance
9*	‘Athene is more important to Odysseus than she is to Penelope.’ Evaluate how far you agree with this statement. AO1 Candidates may show knowledge and understanding of in the following areas: Athene: • Instrumental in Telemachus’ maturation • Orchestrates his departure from Ogygia • Helps him to survive Poseidon’s storm • Ensures a favourable reception in Scherie • Enhances his appearance • Provides him with ideas at key moments • Helps in the planning of the downfall of the Suitors • Provides the beggar disguise • Becomes involved in the final fight Penelope: • Beautifies her • Inspires her to face the Suitors and gain gifts from them • Helps her to sleep • Appears in her dream • Prompts her to confront the Suitors with the bow • Aids Telemachus’ maturation • Helps with the return of her husband AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: Athene and Odysseus:: • Odysseus would not have got home without her • At times provides practical help to ensure his survival	10 (AO1) 20 (AO2)	<i>Assess using the marking grids for the 30-mark extended response.</i> <i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i> <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>

Question	Indicative Content	Marks	Guidance
	• She provides the means for Odysseus to observe the Suitors and plan their downfall • Has helped to give Telemachus the maturity he needs to fight the Suitors Athene and Penelope: • Provides the confidence she needs to face the Suitors • Helps to get Odysseus' approval when Penelope extorts gifts from the Suitors • Offers some solace to Penelope's grief • The bow contest is crucial in ridding the palace of the Suitors • Athene's guidance and mentoring is crucial in the development of Telemachus • Athene helps her husband to get home It could also be argued that Odysseus' need for Athene's help is much greater given some of the situations in which he finds himself. Candidates might also weigh up the merits of each character and consider how much they need Athene.		
10*	'Aeneas: always dutiful, always dull.' Evaluate how far you agree with this statement. AO1 Aeneas' sense of duty is intrinsically linked with his <i>pietas</i> which revolves around: • Respect for the gods and following their commands • Devotion to his family and putting them first • Dedication to his mission, leaving Carthage and reaching Italy. Areas of dullness often arise from this sense of duty. He is: • Predictable in his behaviour • Emotionless at times • A mere figure of propaganda for Augustus	10 (AO1) 20 (AO2)	Assess using the marking grids for the 30-mark extended response. The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources to support their argument; the approach to crediting this is outlined in the Levels of Response Grid.

Question	Indicative Content	Marks	Guidance
	As a character, he is also not as colourful or rounded as Dido or Turnus. AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments where he is less dutiful which can lend some colour and interest to his character. These include: • His persistence to defend Troy • His return to Troy to find Creusa • Emotive language and behaviour, especially in Book 2 • Dalliance with Dido and the Carthage episode • His bouts of <i>furor</i>, especially after the death of Pallas • His killing of Turnus		

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

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

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer.
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below.
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

Level	Marks	Characteristics of Performance
5	9–10	AO1: Shows very good knowledge and understanding of the provided source 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 the highest level and work down until you reach the level that matches the answer.
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below.
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9 – 10	• 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	• 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 <i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i>
4	7 – 8	• 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	• 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 <i>the response is logically structured, with a well-developed and clear line of reasoning</i>
3	5 – 6	• 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	• 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 <i>the response presents a line of reasoning which is mostly relevant and has some structure</i>
2	3 – 4	• 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	• 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 <i>the response presents a line of reasoning but may lack structure</i>
1	1 – 2	• 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	• 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	• no response or no response worthy of credit	0	0	• no response or no response worthy of credit

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

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are NOT equally weighted. AO2 has double the number of marks as AO1. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2. When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer.
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below. 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions - points are occasionally supported by analysis, interpretation and evaluation of classical sources and there is little or no use of secondary sources, scholars and/or academic works <i>the response presents a line of reasoning but may lack structure</i>
1	1 – 2	- 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	- little engagement with the question and any points or conclusions made are of little or no relevance - isolated use of classical sources with little analysis, interpretation and evaluation <i>the information is communicated in an unstructured way</i>
0	0	no response or no response worthy of credit	0	0	no response or no response worthy of credit

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