

GCE

Classical Civilisation

H408/33: Politics of the late republic

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 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 examiners before live marking commences and should check this when reviewing scripts.
8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:

- a. **To determine the level** – start at 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

11. 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, 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.

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.

Question	Indicative Content	Marks	Guidance
1	Who defended Verres in this trial? Hortensius (1).	1 (AO1)	<i>All legitimate answers should be credited.</i>
2	What was the final verdict in this trial? Cicero/the prosecution was awarded the trial (1) / Verres was found guilty (1).	1 (AO1)	<i>All legitimate answers should be credited.</i>
3	What did Verres do at the conclusion of the trial? Answers may include: Fled / ran away from / left Rome (1) / Went into (voluntary) exile (1)	1 (AO1)	<i>All legitimate answers should be credited.</i> NB Verres' exile was self-imposed; not handed down as a formal punishment.
4	Analyse how persuasively Cicero makes Verres appear guilty in Source A. Examples may include: - Negative description of Verres. (AO2) <i>that most audacious and insane man.</i> (AO1) - Verres' actions of those of a guilty man. (AO2) <i>He sees that many Senators are witnesses to his audacity...to whom he himself has done notable harm.</i> (AO1) <i>he keeps boasting openly that he was not greedy for money for no reason...that he has bought the time of his trial itself...in order to be able to buy everything else more easily afterwards.</i> (AO1) - Verres' guilt is clear. (AO2) <i>he was in no way able to evade the force of the accusations made against him altogether, he might avoid the most violent gusts of the storm.</i> (AO1) - Verres knows of his own guilt. (AO2) <i>he knows that I have come into court so well prepared and equipped, so that I might fix his thefts and crimes.</i> (AO1) - Verres' guilt is witnessed by several groups of people. (AO2) <i>I might fix his thefts and crimes not only in your ears, but in the very eyes of all.</i> (AO1) <i>He sees that many Senators are witnesses to his audacity...many Roman equestrians...numerous citizens and allies...numerous important embassies</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>

Question	Indicative Content	Marks	Guidance
	<i>from the cities of our closest allies have convened, armed with public authority and evidence from their respective states. (AO1)</i> • Verres thinks badly of good men. (AO2) ◦ <i>he still thinks so badly of all good men, and still believes the judgements of the Senators to be corrupt and depraved. (AO1)</i> Responses may include points suggesting that Cicero is not persuasive.		
5	Which political faction opposed the <i>optimates</i> during the Late Republic? The <i>populares</i> (1) / populists (1) / the popular faction (1).	1 (AO1)	All legitimate answers should be credited.
6	In what year did Cato commit suicide? 46 BC (1).	1 (AO1)	All legitimate answers should be credited.
7	Discuss how Cato's relationship with Pompey was consistent with Cato's principles. Examples may include: • Suspicion of Pompey's rise through the 60s. (AO2) ◦ <i>Pompey's unconstitutional appointments and awards – command against the pirates, his triumph and his command against Mithridates – were backed by tribunes and popular support, contrary to Cato's optimate leanings. (AO1)</i> • Actively tried to curb Pompey's rise and gaining of powerful positions. (AO2) ◦ <i>In 62 BC Cato opposed his fellow-tribune Nepos' call to recall Pompey to Rome to deal with remaining supporters of Catiline. (AO1)</i> • Sided with senate and optimates against Pompey in 60 BC. (AO2) ◦ <i>Did not support Pompey in calls for land for his veterans and for ratification of his arrangements in East. (AO1)</i> • Cato chose pragmatism over principles in 52 BC. (AO2) ◦ <i>Supported proposal to make Pompey sole consul. (AO1)</i> • Stuck to principles even in face of looming civil war. (AO2) ◦ <i>Cato and optimates vetoed Curio's proposal to make both Caesar and Pompey give up their commands. (AO1)</i> • Saw Pompey as better option in comparison with Caesar. (AO2) ◦ <i>Pompey offered command of armies to face Caesar, and Cato and optimates joined Pompey's side, contrary to long-held principles. (AO1)</i>	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.

Question	Indicative Content	Marks	Guidance
8	‘Cicero and the <i>optimates</i> had very similar political ideals.’ Assess to what extent you agree with this opinion. You may use Source A as a starting point in your answer. AO1 Candidates may show knowledge and understanding of: • Cicero and <i>optimates</i> had some similar political ideals. ◦ Belief in importance of <i>cum dignitate otium</i> (e.g. <i>In Verrem</i>) ◦ Wish for <i>concordia ordinum</i> (e.g. <i>Fam</i> 5.7) ◦ Opposed First Triumvirate (e.g. <i>Att.</i> 2.18) ◦ Supported Pompey in civil war against Caesar ◦ Celebrate assassination of Caesar (e.g. <i>Fam</i> 10.28) • Cicero and <i>optimates</i> were not always aligned. ◦ Cicero was a <i>novus homo</i> and not one of the <i>optimates</i> by birth ◦ Cicero supported individuals such as Pompey for his own political gain ◦ Cicero opposed individuals who belonged to the status quo AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • Both Cicero and the <i>optimates</i> were opposed to individuals gaining power and disrupting the usual state of political affairs. • Cicero wished for the <i>optimates</i> to be powerful, but to be fair and principled. • Opposition to the First Triumvirate stemmed from its being unconstitutional. • When civil war broke out, Cicero like the <i>optimates</i> championed Pompey over Caesar and appointed him commander of the armies in Italy. • The assassination of Caesar opened the way for a return to Republican values and a return to the old forms of constitutional power in Rome. • Cicero himself was not an <i>optimatus</i> and was constantly seeking to be accepted by the <i>optimates</i>. • Cicero’s own political ambition meant that he supported some proposals which benefitted individuals such as Caesar and Pompey even if was against his principles, and looked for ways to gain influence and power to aid his own career. • Cicero prosecuted Verres, who was defended by Hortensius, and as consul in 63 BC bought the supporters of Catiline to trial, having them executed. • Cicero’s own political ideals can be hard to pin down as they shift with his own	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
	position in society, his need for authority/influence/acceptance and as the political climate changes. The <i>optimates</i> do not necessarily operate as if a single entity with one mind or viewpoint.		

Section B

Question	Indicative Content	Marks	Guidance
9	‘Throughout his whole political career, Caesar was only interested in reforms which benefited the ordinary people of Rome.’ Evaluate how far you agree with this statement. AO1 Candidates may show knowledge and understanding of: - Caesar’s measures before becoming a member of the First Triumvirate. - Caesar’s support of popular measures once in concert with Pompey and Crassus. - actions by Caesar as consul in 59 BC and reforms then and in the following decade. - steps taken by Caesar as dictator and plans for popular reform. - some of Caesar’s decisions being motivated by personal gain as much as others’ benefits. - the fact that political allegiances could result in Caesar supporting causes irrespective of the effect on the ordinary people of Rome. AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: - Caesar was opposed by the <i>optimates</i> and looked to rise in power despite their opposition. - Caesar saw that gaining populist support was key to his political ambitions. - support for other members of the First Triumvirate and working in each other’s interests could be more important than working for the benefit of the people. - Caesar as dictator continued to bring benefits to the Roman people, e.g. with his building programme. - the term ‘populist’ was not one Caesar himself used, but a tag given to him.	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
	Caesar was effectively seen as champion of the ordinary people but his relationships with them was not exclusively for their benefit.		
10	‘The letters of Cicero show that he was only interested in writing when it benefited his political career.’ Evaluate how far you agree with this statement. AO1 Candidates may show knowledge and understanding of: - the subject matter which Cicero was writing about in different letters. - the reasons why Cicero was writing to Atticus, friends or others in politics. - the tone of letters was different between formal and informal correspondence, and could influence the content of them. - which letters could be interpreted as being beneficial to Cicero’s career. - Atticus’ position of staying out of Roman political affairs. - Cicero’s plan to publish his letters or have them published. - the prescribed letters being only a small sample of all of Cicero’s letters. AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: - Some letters are directly about politics and principles, such as <i>Att.</i> 2.18 (‘everyone groans over the situation, yet no one speaks against it’); 9.4 (philosophical questions); <i>Fam.</i> 2.11 (to Caelius); 10.28 (to Trebonius: ‘I would have liked you to have invited me to that most beautiful feast on the Ides of March’). - Most have a connection to politics and show that Cicero’s writings are usually about such: the letter to Caesar (<i>Att.</i> 9.11a, ‘I – a friend of peace and of you both’) shows that Cicero had a difficult role in balancing his political principles and relationships, and that received letters had to be replied to in order to avoid offending the sender. - Cicero writes letters which are more informal in tone and not written purely for political gain, such as <i>Fam.</i> 2.4 (to Curio), suggesting that letters were possibly also a literary exercise or something of a leisure activity, not just a tool of Cicero as a politician. - The fact that Atticus stayed out of politics perhaps gave Cicero more freedom of expression when he wrote to him, or allowed him to write differently in comparison to letters to e.g. Pompey (<i>Fam.</i> 5.7) or Caesar; Cicero could seek advice and test out this own views without there being political consequences.	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>

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 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	• very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources and or about classical ideas, and appropriate, effective use of their cultural context and possible interpretation	5	9 – 10	• a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by perceptive critical analysis, interpretation and evaluation of classical sources and/or about classical ideas <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/or about classical ideas, and appropriate use of their cultural context and possible interpretation	4	7 – 8	• a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources and/or about classical ideas <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/or about classical ideas, and some use of their cultural context and possible interpretation	3	5 – 6	• a reasonable response to the question containing some relevant points leading to tenable conclusions • points are generally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas <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 and/or about classical ideas, with some degree of accuracy, and limited use of their cultural context and possible interpretation	2	3 – 4	• a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions • points are occasionally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas <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/or about classical ideas, and little or no use of their cultural context and possible interpretation	1	1 – 2	• little engagement with the question, any points or conclusions made are of little relevance • isolated use of classical sources and/or about classical ideas, 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 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. 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	• 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	• 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 <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/or about classical ideas, 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/or about classical ideas 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/or about classical ideas, 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/or about classical ideas, 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 and/or about classical ideas, 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/or about classical ideas, 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/or about classical ideas, 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 and/or about classical ideas 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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