

GCE

Classical Civilisation

H408/34: Democracy and the Athenians

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
	Extendable vertical wavy line - to draw attention to an extended sentence or paragraph
..... (highlight)	as instructed by the Lead Marker e.g. highlighting scholars in blue or green in the essay
	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:

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

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

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

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**).
- Legibility: underline with a wavy line and use the ? symbol use on areas of a script which you cannot read.
- Extreme cases of illegibility should be referred to your Team Leader/Principal Examiner.

Question	Indicative Content	Marks	Guidance
1	‘.....oligarchic cities’ (line 1). What does the term ‘oligarchic’ mean? Answers may include: Ruled by a small group of people/‘the few’ [or similar] (1)	1 (AO1)	<i>All legitimate answers should be credited.</i>
2	‘The full Assembly’ (line 6). During the period in which the Old Oligarch is writing, where in Athens did meetings of the Assembly take place? The Pnyx (1)	1 (AO1)	<i>All legitimate answers should be credited.</i>
3	The author has been nicknamed the ‘Old Oligarch.’ Explain how this passage shows that this nickname is justified. Examples may include: • Oligarchic governments are trustworthy. (AO2) ◦ <i>oligarchic cities need abide by their oaths and alliances.</i> (AO1) • In oligarchies, people know who made decisions. (AO2) ◦ <i>If some injustice is done, then there are the names of the handful of people who made the agreement in the first place.</i> (AO1) • In democracies, decisions can be reversed by a simple vote. (AO2) ◦ <i>Agreements made by the common people can be thrown out by laying the blame on whoever spoke or took the vote</i> (AO1) • In a democracy, people can wriggle out of accepting responsibility for poor decisions. (AO2) ◦ <i>whilst everyone else claims they were absent</i> ◦ <i>or didn’t approve of what was agreed in the full Assembly</i> (AO1) • In democracies, if a policy doesn’t work, the attendees who took decisions can	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
	put the blame on others. (AO2) ○ <i>If the common people's policy produces bad results, they blame a small number of people working against them and destroying them. (AO1)</i> • In democracies, everyone takes the credit for a successful outcome. (AO2) ○ <i>If the policy produces good results, they take all the credit for themselves. (AO1)</i> • Judgmental use of language – by implication, defines upper-class people as 'good' (AO2) ○ <i>Use of 'common people' and 'the good' . (AO1)</i> • Contrast between 'common people' and 'the good' (AO2) ○ <i>If anyone wants to ridicule a private individual, however, they ask the poet to write it in because they know that the person who gets ridiculed in comedy doesn't generally come from the common people, but is someone who is rich, noble, or well-known. (AO1)</i> • Patronising (or sarcastic?) comments about the 'common people' (AO2) ○ <i>I believe that the common people in Athens recognise which citizens are good and which are bad, but despite knowing this they tend to like those who are the easiest and most useful for them to like, even if they're bad, and they are also inclined to hate the good. (AO1)</i> ○ <i>I excuse the common people for their democracy – one must forgive the everyday man for looking after his own interests. (AO1)</i> • Democracies are inherently bad. (AO2) ○ <i>it's easier for evil to go unnoticed in a democracy than in an oligarchy. (AO1)</i> ○ <i>a man who isn't one of the common people, yet still prefers to live in a democracy rather than an oligarchy, must be preparing to do wrong. (AO1)</i>		
4	Give the year in which Solon's Archonship began. 594 BC (1).	1 (AO1)	<i>All legitimate answers should be credited.</i>

Question	Indicative Content	Marks	Guidance
5	How did Solon make his opinions known to the Athenians? Make two points. Answers may include reference to any two of: He had written poems about the problems and his opinions (1) They had been read out in public (1) He had spoken in public about his views (1)	2 (AO1)	All legitimate answers should be credited.
6	Explain how the economic reforms made by Solon benefitted Athenian citizens. Examples may include: • Prevented exploitation of famine/corn shortages by the rich. (AO2) ○ Banning export of agricultural produce other than olives. (AO1) ○ Brought down the cost of food for ordinary Athenians (AO1) ○ Made it less easy for people to get into debt • Greater potential for those with little land to make a living. (AO2) ○ Olives can be grown on poorer soil. (AO1) ○ Olive presses and suitable containers would be needed (AO1) • Made it easier to trade with other states. (AO2) ○ Aligning Athenian weights & measures with those of Corinth (AO1) • Developing the range of manufacturing opportunities. (AO2) ○ Encouraging a wider range of trades. (AO1) ○ Opportunities for the freed hektemoroi and those sold as slaves to develop alternative ways of making a living ○ Encouraging metics to settle in Athens in order to enable the spread of new skills (AO1) ○ Requiring fathers to ensure sons learn new trades. (AO1) • Supported the opportunities for more people to be involved in government (AO2) ○ Formalised the status of the developing merchant and artisan groups who had challenged the monopoly on power of the Eupatrids. (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.

Question	Indicative Content	Marks	Guidance
	- Contributed to avoidance of a tyranny. (AO2) <i>Individuals' economic successes enabled social mobility. (AO1)</i> <i>Which enabled the spread of power beyond the Eupatrids (AO1)</i>		
7*	Solon was regarded as one of the wisest men who had ever lived. Assess how far you think Solon's political and legal reforms and subsequent events support this view. AO1 Candidates may show knowledge and understanding of: Political: - The new property classes - New rules for eligibility for office - The link between the two - Suggestion that he created a Council of 400 - No change in eligibility for membership of the Areopagus – still ex-Archons only Legal - Change in Draco's law code - Public display of the laws <i>Heliaia</i> - Right to bring prosecutions on behalf of others (= third-party redress) - Outlawing of debt-slavery - Areopagus now 'Guardian of the Law' Other - Making citizens swear to uphold his laws for a long period of time - Solon didn't extend his archonship, but left Athens - Political upheavals of the 580s and beyond	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
	AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • His property-class structure remained unchanged by later reformers • The basics of his legal reforms remained unchanged – equality before the law was a keystone of 5th century democracy • The <i>Heliaia</i> was extended to include new law-courts • Once he was gone, any oaths were ignored • Issues centred on the retention of the old tribal structure based on loyalty to specific families • These had to be tackled by Cleisthenes' tribal reforms. • Should he have remained in power, perhaps as a tyrant? • Reforms of the <i>Areopagus</i> by Ephialtes and Pericles • Principle of 'right to hold office is partly proportional to ability to defend the state' developed by extension of the Archonship to <i>Zeugitai</i> and <i>Thetes</i> after the Persian Wars. • Use of sortition was extended from membership of the <i>Heliaia</i> to almost all offices in 5th century democratic Athens. Discussion of the [disputed] Solonic Council of 400 and its relationship to the Cleisthenic <i>Boule</i> will vary.		

Question	Indicative Content	Marks	Guidance
8*	‘Plato is the only Greek author to make serious criticisms of Athenian democracy.’ Evaluate to what extent you agree with this statement. In your answer you should discuss the works of Plato and at least two other authors. AO1 Candidates may show knowledge and understanding of: Plato • The prescribed extracts from <i>Republic</i> • Criticisms of democracy through the analogies of the Ship and the Beast-trainer At least 2 of • Aristophanes • Old Oligarch • Thucydides • Euripides’ <i>Suppliants</i> AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • Plato’s overriding belief that only a philosopher is qualified to rule – how seriously can we take this? • Aristophanes’ plays were comedies. Are his criticisms serious? • The <i>parabasis</i> (<i>Peace</i>, <i>Frogs</i>) • Opinions about the purpose of the Old Oligarch’s work vary. He presents himself as disapproving of democracy while showing that it works for the Athenians. How ‘serious’ are his criticisms? • Thucydides – purpose and possible bias? • Candidates may use their historical knowledge to comment further.	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
	Candidates are free to come to any reasonable conclusion arising from the arguments advanced and the sources selected.		
9*	Evaluate to what extent Athenian citizens participated effectively in 5th century Athenian public affairs. In your answer you should include details from at least 3 of the authors you have studied. AO1 Candidates may show knowledge and understanding of: The range of public affairs in which they could participate, including: • at Deme level – local decisions made by and for local people • in their Tribes – Boule, election of <i>strategoi</i> • by attending the Assembly, including speaking and voting • in the law courts • by holding office, whether by sortition or (if <i>Strategoi</i>) by election • in the Areopagus as ex-Archons • by voting in ostracisms Evidence from the authors they have studied, including: • Thucydides • Aristophanes' comments on the effectiveness of the juries and the Assembly meetings • and his references to the red-chalked rope • Plato • Old Oligarch • Aeschylus on the powers of the Areopagus • Euripides <i>Suppliants</i> – points made by the Herald and Theseus Historical context, including: • Reforms of Solon and Cleisthenes which promoted wider participation in public affairs	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
	• Opening up after 490 BC of further (and eventually all) offices to all the Solonic property classes. • Restriction of the powers of the Areopagus 462 - 460 BC • Payment/board and lodging for holders of all offices filled by sortition (therefore not <i>Stratego</i>i, who were elected) and for jurymen • And, eventually, payment for attendance at the Assembly (introduced early 4th century or possibly late 5th century BC) • Ostracism AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • Sortition used at both Deme and national level increased the opportunities for all ◦ randomisation of initial opportunities allowed all citizens to show their potential – or lack of it! • Assembly meetings in open air meant no structural limitations to maximum numbers attending • some limitations on participation e.g. bad weather • influence of frequent and forceful speakers (e.g. Pericles, Cleon, demagogues in general) • Aristophanes – how seriously should we take evidence from his plays? ◦ evidence from <i>Assemblywomen</i> & <i>Acharnians</i> suggests lack of real interest/faith in the Assembly [nb widely-separated dates]; ◦ <i>Knights</i> & <i>Wasps</i> highlight role of demagogues; ◦ evidence from <i>Wasps</i> indicates loss of belief in the impartiality of a jury ◦ but Aristophanes has clear views on how things should work ◦ and in <i>Frogs</i> indicates that he believes values and standards in public life have slipped. • Thucydides – political bias? Purpose of <i>Funeral Oration</i>? ◦ How sure can we be that the <i>Funeral Oration</i> reflects Pericles' real views? • Plato – his belief in the idea of a Philosopher Ruler? And how influenced is he by the trial and death of Socrates? • Old Oligarch – what is his purpose in writing the work? How seriously can we take his views, given that we know nothing about him?		

Question	Indicative Content	Marks	Guidance
	Candidates are free to come to any reasonable conclusion arising from the arguments advanced and the sources selected.		

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/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 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 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 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 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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