



Oxford Cambridge and RSA

GCE

Classical Civilisation

H408/33: Politics of the late republic

A Level

Mark Scheme for June 2023

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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 Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and select, mark and share **10 scripts**.
4. After the standardisation meeting: **YOU MUST MARK 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.**

MARKING INSTRUCTIONS

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded.

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 or two marks 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.

Longer Answer Questions (requiring a developed response)

Where candidates have provided two 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 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 annotate to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:









- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of NR with their markers before live marking commences and should check this when reviewing scripts.

8. **Do not use the comments box for any reason.**
If you have any questions or comments for your team leader, use the telephone or the RM Assessor messaging system, or email.
9. Assistant Examiners **must** send a brief report on the performance of candidates to their Team Leader via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
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

Annotations

Annotation	Meaning
	worthy of credit
	unclear
	error of spelling
	omission
	to draw attention to something e.g. highlighting scholars in blue or green in the essay
.....	as directed by PE
	irrelevant point
	conspicuous repetition
	blank page – this annotation must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.
SEEN	Great care needs to be exercised with the SEEN annotation. It should be used: <ul style="list-style-type: none"> • to indicate that you have seen a plan • on a low tariff question where there is nothing worthy of credit • on a page where there is nothing worthy of credit

SUBJECT SPECIFIC MARKING INSTRUCTIONS**ASSESSMENT OBJECTIVES**

Candidates are expected to demonstrate the following in the context of the content described for the individual unit:

AO1 Demonstrate Knowledge and Understanding of:

- literature and visual/material culture or 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 and visual/material culture or 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 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 place the SEEN annotation at the top and 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.
- **Highlighting:** use highlighting as directed by your Principal Examiner – see above.

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.

QUALITY OF WRITTEN COMMUNICATION

- Reasonable but not excessive account should be taken of particularly poor spelling (**S**), punctuation, and expression.
- 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 Principal Examiner.

Section A

Question	Indicative Content	Marks	Guidance
1	<p>Who is Cicero referring to when he says ‘you’ in line 2 in Source A?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • The jury [of the extortion court] (1) • Senate/Senators [of the jury] (1) • Judge(s) / President / praetor / [Manius Acilius] Glabrio (1) 	<p>1 (AO1)</p>	<p><i>All legitimate answers should be credited.</i></p>
2	<p>State two of the ‘terrible vices’ (line 6) for which Verres is being prosecuted.</p> <p>Answers may include reference to:</p> <ul style="list-style-type: none"> • Extortion (1) • Bribery/corruption (1) • Theft/plunder of artworks etc. (1) • Abuse of power (1) • Stolen 400,000 HS from Sicily (1) • Tortured and killed Roman citizens (1) • Abused wives, daughters and children to satisfy his lust (1) 	<p>2 (AO1)</p>	<p><i>All legitimate answers should be credited.</i></p>

<p>3</p>	<p>Explain how convincing Cicero is in presenting the importance of this trial in Source A.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Importance of trial and responsibility of jury. (AO2) <ul style="list-style-type: none"> ○ <i>This is a trial in which you will be judging the defendant, and the Roman people will be judging you. (AO1)</i> • Senators need to show they can be trusted as judges when trial is about one of their own. (AO2) <ul style="list-style-type: none"> ○ <i>In the case of this man... be condemned when senators are acting as judges. (AO1)</i> • Importance of finding wicked men guilty. (AO2) <ul style="list-style-type: none"> ○ <i>Moreover, he is a criminal of such a sort, that...no other opinion of him will be held except that which is most shameful. (AO1)</i> • Crimes are crimes regardless of other factors. (AO2) <ul style="list-style-type: none"> ○ <i>Such numerous and terrible vices...by some other tolerable vice. (AO1)</i> • Evidence will make an acquittal impossible – weight of acting correctly will rest on jurors. (AO2) <ul style="list-style-type: none"> ○ <i>I will bring forward matters so well known...to obtain from you the acquittal of this man. (AO1)</i> • Importance of trial to ‘Roman people’, referred to for second time in passage. (AO2) <ul style="list-style-type: none"> ○ <i>The matter will be conducted by ...will seem to be present at all their meetings. (AO1)</i> 	<p>5 (AO1)</p> <p>5 (AO2)</p>	<p><i>Use the 10-mark marking grid.</i></p> <p><i>AO1 marks are awarded for the selection of material from the source.</i></p> <p><i>AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.</i></p> <p><i>The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.</i></p>
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4	<p>Name the individual who Caesar defeated in the civil war of 48 BC.</p> <ul style="list-style-type: none"> • Pompey [the Great]/[Gnaeus] Pompeius [Magnus] (1) 	1 (AO1)	<i>All legitimate answers should be credited.</i>
5	<p>State one official religious office which Caesar had previously held.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Pontifex Maximus (1) • Augur (1) • Pontiff (1) • Flamen Dialis (priest of Jupiter) (1) 	1 (AO1)	<i>All legitimate answers should be credited.</i>
6	<p>Explain how Caesar's actions after the civil war may have resulted in his assassination.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Seen as autocrat acting unconstitutionally. (AO2) <ul style="list-style-type: none"> ○ <i>Self-proclaimed dictator. (AO1)</i> ○ <i>No fixed length of term of office of dictator. (AO1)</i> ○ <i>Held consulship every year (except 47 BC). (AO1)</i> • Made enemies by rewarding supporters. (AO2) <ul style="list-style-type: none"> ○ <i>Gave land and property to his soldiers. (AO1)</i> ○ <i>Appointed loyal friends to official posts. (AO1)</i> ○ <i>Gained too much personal influence. (AO1)</i> • Alienated enemies by his attitude to them. (AO2) <ul style="list-style-type: none"> ○ <i>Caesar's clemency viewed as un-Stoic and patronising/condescending. (AO1)</i> • Populist political stance not popular with all. (AO2) <ul style="list-style-type: none"> ○ <i>Building programmes gave work to and provided facilities for poor. (AO1)</i> 	5 (AO1) 5 (AO2)	<p><i>Use the 10-mark marking grid.</i></p> <p><i>AO1 marks are awarded for the selection of material from the source.</i></p> <p><i>AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.</i></p> <p><i>The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.</i></p>

	<ul style="list-style-type: none">○ <i>Created colonies in provinces to house the displaced and those in need. (AO1)</i>○ <i>Gave the people something of a voice. (AO1)</i>○ <i>Was too popular with the people. (AO1)</i>● Perceived monarchical ambition (AO2)<ul style="list-style-type: none">○ <i>Took the title dictator for life in 44 BC. (AO1)</i>○ <i>Kept political offices for himself and friends. (AO1)</i>○ <i>Events at Lupercalia 44 BC (AO1)</i>		
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Question	Indicative Content	Marks	Guidance
7*	<p>‘Cicero was a man of ideas, Cato was a man of action.’ Assess to what extent you agree with this opinion. You may use Source A as a starting point in your answer.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Examples of Cicero’s actions/ideas: <ul style="list-style-type: none"> ○ <i>In Verrem</i> 1.47-8 appeals to senators to convict one of their own due to evidence and manifest crimes, hoping they will act appropriately and in accordance with his ideal of <i>cum dignitate otium</i>. ○ <i>Fam</i> 5.7 to Pompey indicates Cicero’s hopes that Pompey and Cicero will unite for the benefit of the state, wishing for <i>concordia ordinum</i>. ○ <i>Att</i> 9.11a to Caesar has Cicero hoping to play a role in reconciling Caesar and Pompey ○ <i>Att.</i> 9.4 to Atticus shows Cicero’s belief in an ideal Republic which is being subverted by individual power, reflecting his ideas might not reflect reality. ○ <i>Att.</i> 14.4 to Atticus and <i>Fam.</i> 10.28 to Trebonius reflect Cicero’s hope for the old Republic on the assassination of Caesar, but do not have Cicero taking on a role or part to make it happen. ○ <i>Fam.</i> 10.6 to Plancus centres on Cicero’s wishes for Plancus to do the right thing and join the Republican cause, appealing to his values. 	<p>10 (AO1)</p> <p>10 (AO2)</p>	<p><i>Assess using the marking grids for the 20-mark extended response.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Whilst candidates may use the provided source as a starting point, they should not be penalised if they offer a full and detailed response which does not do so</i></p> <p><i>Candidates may concentrate response on Cicero’s ideals and idealism as representative of his ‘ideas’, or may focus on how he tried to influence politics through speeches and letters rather than through deeds/actions primarily. Both of these approaches can then be contrasted with Cato. Both approaches are legitimate and can access the full range of marks available.</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> • Examples of Cato's actions/ideas include: <ul style="list-style-type: none"> ○ Display of stoic ideals as military tribune ○ Financial propriety as quaetor ○ Spoke for death of conspirators in 63 BC ○ Became tribune in 62 BC ○ His role in election of Bibulus as co-consul in 59 BC ○ Initial lack of support for Pompey due to principles ○ Behaves reproachlessly in Cyprus ○ Wholly backed Pompey against Caesar ○ Built a relationship with Cicero while opposing Clodius and Caesar. ○ Suicide in 46 BC <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • That Cicero was always focussed on ideas, such as <i>concordia ordinum</i> and <i>cum dignitate otium</i>. • That Cicero appealed through speeches and letters to individuals to uphold traditional values and the laws, hoping that they would want to do the right thing, but was often trying to influence from afar and through ideas. • That Cicero believed a return to a traditional Republic was possible but that he tried to effect this largely through words in speeches and letters, not deeds. • That Cicero did act in dealing with Catiline in 63 BC. • That Cicero held offices and took on legal cases to act. • That Cato spoke for the Catilinarian conspirators to be put to death. 		

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none">• That Cato initially did not back Pompey but that when he did, as the lesser of two evils in the dangerous political climate, he committed to him fully.• That Cato actively opposed populists such as Clodius and Julius Caesar.• That Cato knew his time was up and therefore he decisively committed suicide in 46 BC.• That Cato rigidly stuck to his political idealism, even to his own detriment – refusal to use bribery, inflexible when faced with change – so was a man of principles first, man of action second, with his actions only being taken in accordance with those principles.		

Section B

Question	Indicative Content	Marks	Guidance
8*	<p>‘The period of the Late Republic was like a stage play with only two groups of actors: the <i>populares</i> and the <i>optimates</i>.’ Evaluate how far you agree with this statement.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> • The influence of the <i>populares</i> and their champions including Caesar and Clodius. • The influence of the <i>optimates</i> and their champions including Cato (and Pompey to an extent). • The role of Cicero as a <i>novus homo</i> acting in interests which did not fully align with one party or the other. • The importance of the individuals who upset traditional customs and constitutions. • The historical context of this period of the Late Republic. • The political realities of this period of the Late Republic. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • The influence of the <i>populares</i> and their champions including Caesar and Clodius. <ul style="list-style-type: none"> ○ The actions of those supporting the cause of the <i>optimates</i> and their agenda. ○ Populist policies introduced by individuals. ○ The influence of Caesar and Clodius and their political relationships with e.g. Cicero, Cato and Pompey. 	<p>10 (AO1)</p> <p>20 (AO2)</p>	<p><i>Assess using the marking grids for the 30-mark extended response.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Learners are expected to make use of scholarly views, academic approaches and sources to support their argument; the approach to crediting this is outlined in the Levels of Response Grid.</i></p>

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> • The influence of the <i>optimates</i> and their champions including Cato (and Pompey to an extent). <ul style="list-style-type: none"> ○ The attitudes of those promoting the <i>optimates</i> cause and their opposition to populist policies. ○ The influence of Cato in particular and the political relationships of the <i>optimates</i> with e.g. Cicero, Caesar, Pompey and Clodius. • The role of Cicero as a <i>novus homo</i> acting in interests which did not fully align with one party or the other. <ul style="list-style-type: none"> ○ The views of Cicero on <i>concordia ordinum</i>. ○ Cicero did not belong to either political group. ○ The attempts of Cicero to reconcile individuals on both sides of the political divide. • The importance of the individuals who upset traditional customs and constitutions. <ul style="list-style-type: none"> ○ The disintegration of traditional Republican customs and the self-serving policies of individuals. ○ Powerful men such as Caesar, Clodius, and Pompey were concerned more with their own advancement and prosperity than with the traditions of the Republic – unlike Cicero and Cato in this respect. • Candidates may examine the historical and political context of the Late Republic and the difficulty of using defined labels like <i>optimates</i> and <i>populares</i> at this time. • Candidates may consider the challenges of drawing conclusions about the Late Republic based on evidence primarily drawn from Cicero, who was involved in politics. • Candidates could question whether the comparison to a stage-play is appropriate or not. 		

Question	Indicative Content	Marks	Guidance
9*	<p>‘Cicero’s letters in no way reflect his true beliefs.’ Evaluate how far you agree with this statement. Include reference to Cicero’s letters in your answer.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> • The contents of the prescribed letters. • The purposes of the letters and their relative dates. • The differences between letters regarding: tone, addressees, form and public vs private letters. • Cicero’s beliefs and views and how these are reflected in the letters. • How Cicero’s attitudes are revealed elsewhere (e.g. <i>In Verrem</i>) and whether we can ever determine Cicero’s ‘true beliefs’. • The fact that the prescribed letters are only a small selection of Cicero’s correspondence. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • The letters cover a variety of topics but the majority deal with politics directly or indirectly. <ul style="list-style-type: none"> ○ For example: <i>Fam.</i> 2.4 to Curio is about Curio’s advancement but includes comments such as ‘who is able to laugh at this time’ and ‘on this subject [the Republic] my case is this: I do not dare to write what I 	<p>10 (AO1)</p> <p>20 (AO2)</p>	<p><i>Assess using the marking grids for the 30-mark extended response.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Learners are expected to make use of scholarly views, academic approaches and sources to support their argument; the approach to crediting this is outlined in the Levels of Response Grid.</i></p>

Question	Indicative Content	Marks	Guidance
	<p>feel, and I do not wish to write what I don't feel'; <i>Fam.</i> 2.11 to Caelius is about panthers but also includes 'I fear great war hanging over us' and 'I would like you to write carefully about the entire political situation, for I shall regard that which I get from you to be the most trustworthy information'.</p> <ul style="list-style-type: none"> • Cicero attempts to have good relationships with both Pompey and Caesar as befits the political climate. <ul style="list-style-type: none"> ○ The tone and form of <i>Fam.</i> 5.7 to Pompey and <i>Att.</i> 9.11a to Caesar. • Cicero writes, edits and revises his letters knowing that they will be published. <ul style="list-style-type: none"> ○ Letters such as <i>Att.</i> 2.18, <i>Att.</i> 14.4 and <i>Fam.</i> 10.28 reflect on major political and historical events but also advance Cicero's political outlook and stance. • Rhetorical elements of letters can obscure Cicero's intentions and aims. <ul style="list-style-type: none"> ○ For example expressions such as 'Since, then, there is no theme left for a letter' (<i>Fam.</i> 2.4), 'Would you have ever thought it possible that my words would fail me' (<i>Fam.</i> 2.11) and 'I still feel at a loss for subject-matter for a letter' (<i>Att.</i> 9.4) highlight structural and stylistic aspects of Cicero's letter writing. • Candidates should consider the difficulty of trying to interpret what Cicero's true beliefs were, in particular by using his own letters and due to the time passed between their composition and our studying of them. • Candidates may examine the differences between letters written to Atticus and those written to other individuals. • Candidates may compare Cicero's political outlook as shown in his letters with the stance he sets out in his 		

Question	Indicative Content	Marks	Guidance
	earlier speech against Verres.		

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.

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/ideas 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/ideas 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/ideas 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/ideas 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/ideas 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

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

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

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at level 3 and 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

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9 – 10	<ul style="list-style-type: none"> • very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources and/or about classical ideas, and appropriate, effective use of their cultural context and possible interpretation 	5	17 – 20	<ul style="list-style-type: none"> • a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	7 – 8	<ul style="list-style-type: none"> • detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources and/or about classical ideas, and appropriate use of their cultural context and possible interpretation 	4	13 – 16	<ul style="list-style-type: none"> • a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p>
3	5 – 6	<ul style="list-style-type: none"> • reasonable knowledge and understanding of the material studied • use of a range of mostly accurate material from classical sources and/or about classical ideas, and some use of their cultural context and possible interpretation 	3	9 – 12	<ul style="list-style-type: none"> • a reasonable response to the question containing some relevant points leading to tenable conclusions • points are generally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas, and there is some use of secondary sources scholars and/or academic works <p><i>the response presents a line of reasoning which is mostly relevant and has some structure</i></p>
2	3 – 4	<ul style="list-style-type: none"> • basic knowledge and understanding of the material studied • use of a limited range of material from classical sources and/or about classical ideas, with some degree of accuracy, and limited use of their cultural context and possible interpretation 	2	5 – 8	<ul style="list-style-type: none"> • a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions • points are occasionally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas, and there is little or no use of secondary sources, scholars and/or academic works <p><i>the response presents a line of reasoning but may lack structure</i></p>
1	1 – 2	<ul style="list-style-type: none"> • limited knowledge and understanding of the material studied • use of little accurate material from classical sources and/or about classical ideas, and little or no use of their cultural context and possible interpretation 	1	1 – 4	<ul style="list-style-type: none"> • little engagement with the question and any points or conclusions made are of little or no relevance • isolated use of classical sources and/or about classical ideas with little analysis, interpretation and evaluation <p><i>the information is communicated in an unstructured way</i></p>
0	0	<ul style="list-style-type: none"> • no response or no response worthy of credit 	0	0	<ul style="list-style-type: none"> • no response or no response worthy of credit

Assessment Objective Grid

Question	AO1	AO2
1	1	
2	2	
3	5	5
4	1	
5	1	
6	5	5
7	10	10
8/9	10	20
Total	35	40

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