



GCE

Classical Civilisation

H008/22: Imperial Image

Advanced Subsidiary GCE

Mark Scheme for June 2019

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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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Annotations

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

| Symbol | Description | Comment |
|---|-------------|---|
|  | Tick | worthy of credit |
|  | ? | unclear |
|  | S | error of spelling |
|  | E | error of grammar, punctuation or expression |
|  | F | error of fact |
|  | ^ | omission |
|  | H Line | to draw an attention to an error |
|  | H Wavy Line | to draw attention to something |
|  | H Wavy Line | to draw attention to something |
| | Highlight | as directed by PE |
|  | IRRL | irrelevant point |

| | | |
|------------|-----|---|
| REP | REP | conspicuous repetition |
| L | L | illegible word or phrase |
| BP | BP | 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. |

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' standardisation (SSU) meeting will ensure that the mark scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the mark scheme in the same way. The mark scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Information and instructions for examiners

The practice scripts provide you with *examples* of the standard of each level. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at SSU.

The specific task-related indicative content for each question will help you to understand how the level descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

ASSESSMENT OBJECTIVES

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

AO1 Demonstrate knowledge and understanding of:

- literature, visual/material culture and classical thought
- how sources and ideas reflect, and influence, their cultural contexts
- possible interpretations of sources, perspectives and ideas by different audiences and individuals.

AO2 Critically analyse, interpret and evaluate literature, visual/material culture, and classical thoughts, using evidence to make substantiated judgements and produce coherent and reasoned arguments.

Individual questions are designed to allow the distribution of marks between the Assessment Objectives. For some points based marking and the levels of response questions you are required to identify a candidate's performance under each assessment objective and award marks accordingly.

Marking Scripts

Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.

The points in the mark scheme are **indicative content only** and offer some question specific guidance. Credit should be given for other points and different views, if they seem possible and are well argued or supported by good evidence.

You must avoid negative marking - don't deduct marks for individual errors. All marks should be allocated by reference to the assessment grid.

Any queries on unexpected answers please consult your Team Leader/Principal Examiner.

Using annotations

- Take great care to place a tick (see below) against any valid points that lead you to think at all favourably of the answer.

- **Do not leave any page unmarked** (as a last resort tick the very bottom of a page to indicate that you have read it - otherwise Team Leaders/Principal Examiners cannot tell whether account has been taken of that page).
- Underline errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by placing the **BP** symbol at the top and bottom of any blank pages.

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

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

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

Highlighting: use highlighting as directed by your Principal Examiner.

QUALITY OF EXTENDED RESPONSE

- Reasonable but not excessive account should be taken of particularly poor spelling (**S**), punctuation, and other defects in English grammar and expression (**E**).
- Legibility: use the sign (**L**) in the margin to areas of a script which you cannot read.
- Extreme cases of illegibility should be referred to your Team Leader/Principal Examiner.

Section A

| Question | Indicative Content | Marks | Guidance |
|----------|--|---------------------------------------|---|
| 1(a) | <p>Where in Rome is the Temple of Mars Ultor? Answers may include:</p> <ul style="list-style-type: none"> • Forum of Augustus (1). | 1 (AO1) | |
| 1(b) | <p>What does 'Mars Ultor' mean?</p> <ul style="list-style-type: none"> • Mars the Avenger (1). | 1 (AO1) | <p><i>All legitimate answers should be credited.</i></p> <p>Accept:</p> <ul style="list-style-type: none"> • Punisher. |
| 2(a) | <p>When was the Battle of Philippi?</p> <ul style="list-style-type: none"> • 42 BC (1). | 1 (AO1) | <i>All legitimate answers should be credited.</i> |
| 2(b) | <p>Why do you think Augustus chose to put up a temple to Mars Ultor?</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • It was fulfilment of a vow made before the battle (1). • He avenged the assassins of Julius Caesar at Philippi (1). • Caesar had intended to build one to Mars (1). • It cemented his link to Julius Caesar as his rightful heir (1). | 1 (AO2) | <i>All legitimate answers should be credited.</i> |
| 3 | <p>Explain in what ways the Temple of Mars Ultor was an impressive building? Make four points and support each point with reference to the temple in Source A.</p> <p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> | <p>4 (AO1)</p> <p>4 (AO2)</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 interpretation.</i></p> |

| Question | Indicative Content | Marks | Guidance | | | | | | |
|----------|--|------------|---|---|--|---|--|--|---|
| | <table border="1" data-bbox="259 236 1296 411"> <tr> <td data-bbox="259 236 315 304">2</td> <td data-bbox="315 236 1296 304">expresses a valid point, with accurate, relevant and suitably explained reference to the passage.</td> </tr> <tr> <td data-bbox="259 304 315 373">1</td> <td data-bbox="315 304 1296 373">expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.</td> </tr> <tr> <td data-bbox="259 373 315 411">0</td> <td data-bbox="315 373 1296 411">Point is not valid, or none are drawn.</td> </tr> </table> <p data-bbox="259 448 936 512">Examples might include: Example of analytical or evaluative comment. (AO2)</p> <ul data-bbox="259 552 1227 1062" style="list-style-type: none"> • Loomed above the rest of the forum/It was tall/large. (AO2) <ul data-bbox="315 584 741 647" style="list-style-type: none"> ○ <i>Raised platform.</i> (AO1) ○ <i>Bigger than temple of Venus</i> • The columns were large. (AO2) <ul data-bbox="315 719 1227 823" style="list-style-type: none"> ○ <i>Tall columns went around three sides as indicated by two columns towards the rear.</i> (AO1) ○ <i>Backed onto high wall.</i> (AO1) • Augustus first used/exploited the marble. (AO2) <ul data-bbox="315 895 734 959" style="list-style-type: none"> ○ <i>Wide flight of steps.</i> (AO1) ○ <i>Luna/Carrara marble.</i> (AO1) • Military ceremonies could be held as it was large enough. (AO2) <ul data-bbox="315 1031 645 1062" style="list-style-type: none"> ○ <i>Large podium.</i> (AO1) | 2 | expresses a valid point, with accurate, relevant and suitably explained reference to the passage. | 1 | expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage. | 0 | Point is not valid, or none are drawn. | | <p data-bbox="1444 204 1955 336"><i>The indicative content is intended to be illustrative not prescriptive. All legitimate answers and approaches must be credited appropriately.</i></p> <p data-bbox="1444 440 1917 504"><i>Accept knowledge of temple beyond picture e.g. statues.</i></p> |
| 2 | expresses a valid point, with accurate, relevant and suitably explained reference to the passage. | | | | | | | | |
| 1 | expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage. | | | | | | | | |
| 0 | Point is not valid, or none are drawn. | | | | | | | | |
| 4(a) | <p data-bbox="259 1126 875 1158">Explain the term consulship (lines 1, 2, 5, 8).</p> <p data-bbox="259 1190 533 1222">Answer may include:</p> <ul data-bbox="259 1230 1267 1437" style="list-style-type: none"> • Consuls were the two chief magistrates of the ancient Roman republic (1). • A consulship was a rank on the <i>cursus honorum</i> (1). • Consuls were elected in pairs(1) • Served for a one-year term (1). • The consuls alternated in holding <i>imperium</i> each month (1). • Commanded the army (1). | 2 (AO1) | | | | | | | |

| Question | Indicative Content | Marks | Guidance | | | | | | |
|----------|--|------------|---|---|--|---|--|------------------------------|---|
| 4(b) | <p>What was a <i>lustrum</i> (lines 4, 5, 7)?</p> <p>Answer may include:</p> <ul style="list-style-type: none"> • A period of 5 years (1). • A sacrifice of purification at the end of taking a census (1). | 1 (AO1) | | | | | | | |
| 5 | <p>In the passage Augustus says “I brought back many examples of ancestral practices that were becoming obsolete in our time....” (lines 9, 10). Why do you think Augustus did this?</p> <p>Answer may include:</p> <ul style="list-style-type: none"> • Augustus wanted to portray himself as father of the state (1). • Moral standards had slipped in the republic (1). | 1 (AO2) | <p><i>All legitimate answers should be credited.</i></p> <p>Accept sensible response.</p> | | | | | | |
| 6 | <p>Explain what impression Augustus gives of himself in Source B. Make four points and support each point with reference to Source B.</p> <p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="259 1050 1296 1225"> <tbody> <tr> <td data-bbox="259 1050 315 1121">2</td> <td data-bbox="315 1050 1296 1121">expresses a valid point, with accurate, relevant and suitably explained reference to the passage.</td> </tr> <tr> <td data-bbox="259 1121 315 1193">1</td> <td data-bbox="315 1121 1296 1193">expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.</td> </tr> <tr> <td data-bbox="259 1193 315 1225">0</td> <td data-bbox="315 1193 1296 1225">Point is not valid, or none are drawn.</td> </tr> </tbody> </table> <p>Examples might include:</p> <ul style="list-style-type: none"> • He wants to share power. (AO2) <ul style="list-style-type: none"> ○ <i>Consulship with....</i>(AO1) • He is a traditionalist. (AO2) | 2 | expresses a valid point, with accurate, relevant and suitably explained reference to the passage. | 1 | expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage. | 0 | Point is not valid, or none are drawn. | 4 (AO1) 4 (AO2) | <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 interpretation.</i></p> <p><i>The indicative content is intended to be illustrative not prescriptive. All legitimate answers and approaches must be credited appropriately.</i></p> |
| 2 | expresses a valid point, with accurate, relevant and suitably explained reference to the passage. | | | | | | | | |
| 1 | expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage. | | | | | | | | |
| 0 | Point is not valid, or none are drawn. | | | | | | | | |

| Question | Indicative Content | Marks | Guidance |
|----------|---|---|--|
| | <ul style="list-style-type: none"> ○ <i>Number of patricians. (AO1)</i> ○ <i>Ancestral practices. (AO1)</i> ● He obeys the laws. (AO2) <ul style="list-style-type: none"> ○ <i>I carried out a lustrum. (AO1)</i> ○ <i>By new laws passed on my authority. (AO1)</i> ● Close family. (AO2) <ul style="list-style-type: none"> ○ <i>Tiberius Caesar my son and colleague. (AO1)</i> ● Interested in his people. (AO2) <ul style="list-style-type: none"> ○ <i>Census. (AO1)</i> | | |
| 7* | <p>Evaluate how far the sources you have studied show that Augustus wanted to associate himself with Julius Caesar and the republic. You may use Sources A and Source B as a starting point in your answer.</p> <p>Augustus put forward the idea that he had saved the republic from factions and civil war and restored the republic</p> <p>AO1 Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> ● Mars Ultor and the link back to Julius Caesar whom the people loved. ● Reference to consulship and patricians- familiar offices. ● Ancestral practices. ● Res Gestae <p>Other sources:</p> <ul style="list-style-type: none"> ● Aureus of Octavian (28BC) - especially obverse holding scroll. ● Horace Odes 3.6. ● Horace Carmen Saeculare. ● Suetonius <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> | <p>8 (AO1)</p> <p>8 (AO2)</p> | <p><i>Assess using the marking grids for the 16-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> |

| Question | Indicative Content | Marks | Guidance |
|----------|--|-------|----------|
| | <ul style="list-style-type: none">• Republican terms.• Link to figures from the republic.• Senate: Augustus seems to defer to them.• Augustus wants to return to the moral standards of the old republic before they slipped.• Aureus introduces the idea that Octavian saved the republic. <p>Other sources:</p> <ul style="list-style-type: none">• Horace refers to the return to old morals and heroes of the republic. <p>BUT Augustus publicised the dawn of a Golden Age where he clearly wanted to move on from the republic - Sibylline Books, Ludi Saeculares, Horace.</p> <p>Suetonius: 28 implies that Suetonius did not believe that Augustus had done so.</p> | | |

| Question | Indicative Content | Marks | Guidance |
|----------|---|---|---|
| 8* | <p>Assess how far the poets of the Augustan age only show Augustus in a positive way. In your answer, you should refer to the works of Horace, Propertius and Ovid that you have studied.</p> <p>AO1 Candidates might show knowledge and understanding of: List the knowledge a candidate might draw upon</p> <ul style="list-style-type: none"> • Horace Epode 9, Ode 1.37, 3.6, 3.14, 4.15.Carmen Saeculare • Propertius Elegies 3.4 3.11, 3.12, 4.6. • Ovid Metamorphoses 15 745-870. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Horace celebrates the Battle of Actium Epode 9 – putting a spin on events. • He is effusive in praise after Augustus returns from Spain (3.14). • Propertius Elegies 3.11 demonises Antony and Cleopatra. • Ovid links Augustus to the divine Julius Caesar. The prophecy justifies Augustus’ revenge murders. <p>BUT</p> <ul style="list-style-type: none"> • Horace does criticise Cleopatra in Ode 1.37 but at the same time she is portrayed as noble and having some good qualities. • Propertius does empathise with Antony as Propertius is also held entranced by his lover- so was Antony really that hateful and to be found guilty? • Propertius 4.6 “I have sung of war too much” may be criticism. • But does Ovid criticise Augustus? By the time he wrote the Metamorphoses he had fallen foul of the new regime. • Does Augustus really change his spots? | <p>10 (AO1)</p> <p>15 (AO2)</p> | <p><i>Assess using the marking grids for the 25-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>Virgil “Aeneid” is not a prescribed literary source should not be expected but may be credited</p> |
| 9* | <p>‘People outside Rome never knew much about Augustus.’ Explain how far you agree with this statement. Justify your response.</p> <p>Augustus did much for the city of Rome but he had to portray himself as leader of the Roman empire. Those in Rome – senate magistrates would have known</p> | <p>10 (AO1)</p> <p>15 (AO2)</p> | <p><i>Assess using the marking grids for the 25-mark extended response.</i></p> <p><i>The ‘indicative content’ is a description of possible content only; all legitimate</i></p> |

| | | |
|--|---|--|
| | <p>him well. The people would have seen him.</p> <p>AO1 Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Coins - denarius of Octavian holding olive branch. • Res Gestae: games (22), statue in Asia (24) embassies (32). • Sebasteion at Aphrodisias. • Octavian & Isis - Kalabsha gate. • Suetonius 53. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Image could be seen on coins all over the empire. • Statues were erected so his image would be known. • Kings of Medes and Britons and other embassies came to see him. • Impressions given from coins - olive branch for peace. Could get his message. • Could actually be seen at the games and around Rome (S53). • Suetonius tells us he did visit other cities. <p>BUT</p> <ul style="list-style-type: none"> • Could not attend the games - could not feel his generosity. • Images portray Augustus in an Egyptian appearance. • Youthful appearance through a lot of his lifetime in material culture • Imperial cult encouraged in the Eastern Empire. • Sebasteion begun after Augustus was deified. Images show him with victory. However, he was not really known as a person. One of many of the Julio-claudian family. • Kalabsha Gate shown looking like a pharaoh and accepting Egyptian gods although he preferred those Roman ones linked to Julius Caesar and his family. | <p><i>answers and approaches must be credited appropriately.</i></p> |
|--|---|--|

Guidance on applying the marking grids for the 16-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

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

Guidance on applying the marking grids for the 25-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

| AO1 | | | AO2 | | |
|-------|-------|---|-------|-------|--|
| Level | Marks | Characteristics of Performance | Level | Marks | Characteristics of Performance |
| 5 | 9–10 | <ul style="list-style-type: none"> • very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources, and appropriate, effective use of their cultural context and possible interpretation | 5 | 13–15 | <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 <i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i> |
| 4 | 7–8 | <ul style="list-style-type: none"> • detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources, and appropriate use of their cultural context and possible interpretation | 4 | 10–12 | <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 <i>the response is logically structured, with a well-developed and clear line of reasoning</i> |
| 3 | 5–6 | <ul style="list-style-type: none"> • reasonable knowledge and understanding of the material studied • use of a range of mostly accurate material from classical sources, and some use of their cultural context and possible interpretation | 3 | 7–9 | <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 <i>the response presents a line of reasoning which is mostly relevant and has some structure</i> |
| 2 | 3–4 | <ul style="list-style-type: none"> • basic knowledge and understanding of the material studied • use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation | 2 | 4–6 | <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 <i>the response presents a line of reasoning but may lack structure</i> |
| 1 | 1–2 | <ul style="list-style-type: none"> • limited knowledge and understanding of the material studied • use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation | 1 | 1–3 | <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 with little analysis, interpretation and evaluation <i>the information is communicated in an unstructured way</i> |

| | | | | | |
|--|----------|------------------------------|--|----------|------------------------------|
| | 0 | no response worthy of credit | | 0 | no response worthy of credit |
|--|----------|------------------------------|--|----------|------------------------------|

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