

**GCE**

**Classical Civilisation**

**H408/31: Greek religion**

Advanced GCE

**Mark Scheme for Autumn 2021**

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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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These are the annotations, (including abbreviations), used in RM Assessor3, 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	conspicuous repetition

<b>L</b>	L	illegible word or phrase
<b>BP</b>  <b>SEEN</b>	BP/SEEN	blank page – this annotation <b>must</b> be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.  NB: SEEN annotation will appear automatically if the automated ‘annotate blank pages’ is used prior to submitting the marked paper. Great care needs to be exercised with the SEEN annotation.

## 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.

Question	Indicative Content	Marks	Guidance
1 (a)	<p><b>Describe what the women are doing to the animals in Source A.</b></p> <ul style="list-style-type: none"> <li>● Women are tying sacrificial fillets/ribbons on the animals (1).</li> <li>● Women are decorating animals for sacrifice (1).</li> <li>● Preparing animals for a choragic or theatre festival (1).</li> </ul>	<p><b>1 (AO1)</b></p>	<p><i>All legitimate answers should be credited.</i></p> <p><i>Maximum of 1 mark.</i></p>
1 (b)	<p><b>What might happen to the animals at an altar? Give two examples.</b></p> <p>Two of:</p> <ul style="list-style-type: none"> <li>● Killed (1)</li> <li>● Head sprinkled with water (1).</li> <li>● Strand of hair cut off (1).</li> <li>● Put on the altar (1).</li> <li>● Animal stunned (1).</li> <li>● Throat slit (1).</li> </ul>	<p><b>2 (AO1)</b></p>	<p><i>All legitimate answers should be credited.</i></p>
2	<p><b>How useful is Source A as a source of information about the role of women in a sacrifice?</b></p> <p>Areas for discussion might include some of the following points. The women are:</p> <ul style="list-style-type: none"> <li>● Preparing the animal for sacrifice. (AO2) <ul style="list-style-type: none"> <li>○ <i>As they are decorating them.</i> (AO1)</li> </ul> </li> <li>● From wealthy families. (AO2) <ul style="list-style-type: none"> <li>○ <i>As they are finely dressed and wearing jewellery.</i> (AO1)</li> </ul> </li> <li>● Performing an important role. (AO2) <ul style="list-style-type: none"> <li>○ <i>As they are taking great care in preparing the animal.</i> (AO1)</li> </ul> </li> </ul> <p>Other points for discussion might include:</p> <ul style="list-style-type: none"> <li>● This was a festival for a male deity, Dionysus. (AO2) <ul style="list-style-type: none"> <li>○ <i>As there are tripods in the background.</i> (AO1)</li> </ul> </li> <li>● The vase is of limited use. (AO2) <ul style="list-style-type: none"> <li>○ <i>As it does not tell us what women did later in a sacrifice and only depicts one layer of society.</i> (AO1)</li> </ul> </li> <li>● Perhaps in reality women played a less important role. (AO2) <ul style="list-style-type: none"> <li>○ <i>As it only depicts women.</i> (AO1)</li> </ul> </li> <li>● The vase might depict an 'ideal sacrifice'. (AO2)</li> </ul>	<p><b>5 (AO1)</b></p> <p><b>5 (AO2)</b></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>

3 (a)	<p><b>Name the priestess of Apollo at Delphi.</b></p> <ul style="list-style-type: none"> <li>Pythia (1).</li> </ul>	1 (AO1)	<i>All legitimate answers should be credited.</i>
3 (b)	<p><b>Where in Delphi did the priestess deliver oracles?</b></p> <ul style="list-style-type: none"> <li>Temple (of Apollo) (1).</li> <li>Adyton (in the temple) (1).</li> <li>Sitting on a tripod (1).</li> </ul>	1 (AO1)	<i>All legitimate answers should be credited.</i>
4	<p><b>Explain why the Delphic Oracle was important for Greek city-states.</b></p> <p>Arguments may include:</p> <ul style="list-style-type: none"> <li>The oracle offered a direct link to the divine. (AO2) <ul style="list-style-type: none"> <li>Answers were given, although they needed to be interpreted by the state, examples of state requests to Delphi, e.g. Athens during the Persian Wars can be given. (AO1)</li> </ul> </li> <li>Divine approval was given for a city's actions and attempts could be made to bribe the Oracle. (AO2) <ul style="list-style-type: none"> <li>Offerings to Apollo and to officials at Delphi were thought to help gain Apollo's favour. (AO1)</li> </ul> </li> <li>Delphi's connections and influence meant that the advice was well informed. (AO2) <ul style="list-style-type: none"> <li>Information could be shared between people gathered from across the world. (AO1)</li> </ul> </li> <li>Many states advertised their own power through a 'presence' at Delphi. (AO2) <ul style="list-style-type: none"> <li>Gifts/treasuries/monuments set up by city-states. (AO1)</li> </ul> </li> </ul> <p>- Pan-Hellenic significance and historic associations (AO2)</p> <ul style="list-style-type: none"> <li>Delphi was considered the most authoritative oracle in Greece, with a long history of consultations (AO1)</li> </ul>	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>
5	<p><b>'Oracles were a better way for private individuals to experience the divine than mystery or healing cults.' Explain how far you agree with this statement. Justify your response.</b></p> <p><b>AO1</b></p> <p>Candidates may show knowledge and understanding of:</p>	10 (AO1)  10 (AO2)	<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>Oracles – these provided a direct response from the gods in the rustling of leaves or the moans of the Pythia, types of questions asked at Dodona and Delphi by private individuals. The types of people who asked questions.</p> <p>Mystery Religions (E.g. Eleusinian Mysteries) – the revelation of the mysteries to the initiates gave a link to the divine and offered the chance of eternal life.</p> <p>Healing Cults (e.g. Asclepius) – details of incubation and possible cures.</p> <p>Whilst Dodona and Delphi could pose practical problems for individuals in terms of accessibility, mystery and healing cults were often more accessible and available to all.</p> <p><b>AO2</b> Candidates can assess the effectiveness of the different ways of communicating with the divine. All gave a personal connection between an individual and a god. Visiting an oracle often involved journeying to the site (Delphi, Dodona). An answer was given but needed to be interpreted. Oracles gave a direct response, though this could be private OR civic. Healing cults could offer cures. Mystery Religions revealed secrets and offered benefits for the afterlife – although this was a less tangible benefit for the living.</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>
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## Section B

Question	Indicative Content	Marks	Guidance
6	<p><b>'It was the philosophical ideas of Xenophanes and Socrates that led many Greeks to question the existence of their gods.'</b> Assess how far you agree with this statement. Justify your response.</p> <p><b>AO1</b> Candidates should consider the philosophical thinking of fifth century Athens (the ideas of Xenophanes and Socrates) and can consider how their views echo earlier sentiments (ideas of Herodotus, pre-Socratics).</p>	<p><b>10 (AO1)</b></p> <p><b>20 (AO2)</b></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>Xenophanes: opinions on the gods, their appearance and behaviour, their origin</p> <p>Socrates: Accusations of impiety, charges of corrupting the youth and not believing in the gods, ideas of the divine, holiness and justness, trial, refuting charges of atheism</p> <p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>The opinions of Xenophanes and Socrates build on earlier ideas.</p> <p>In terms of how widely their teachings affected the Greeks, candidates could consider the ‘mock’ Eleusinian Mysteries of Alcibiades, Socrates ended up on trial.</p> <p>Most of the ideas and writings of the philosophical thinkers were only accessible to the small proportion of literate and educated Greeks, although Sophists were able to publicly declare their thoughts. Playwrights like Aristophanes mock the Sophists and their ideas in their plays which were watched by large crowds of Athenians.</p> <p>The resilience and popularity of religion continued: temple building and Festivals show no signs of becoming less important – Acropolis sanctuary completed in the later parts of the fifth century BC with further temples built in Greece in the fourth century; Panathenaia and Olympic Games show no signs of lessening in importance throughout the period.</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>
7	<p><b>‘The events of the Panathenaia show that it was more of a political than a religious festival.’ Assess how far you agree with this statement. Justify your response.</b></p> <p><b>AO1</b> Candidates should consider the events of the (Great) Panathenaia and their political and religious significance</p> <p>The procession united the city, showing its size and power – depicted on the Parthenon frieze for civic pride, carrying the peplos on a wheeled ship, Contests (including Athenian only ones), size of sacrifice all show the power of the city.</p>	<p><b>10 (AO1)</b></p> <p><b>20 (AO2)</b></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</i></p>

	<p>Gift of the peplos to Athena, Athena's birthday, gifts to Athena Parthenos and Athena Polias, Olympian Gods depicted on the frieze watching the presentation, sacrifices to Athena, prize of olive oil in a Panathenaic amphora are all very religious.</p> <p><b>AO2</b> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <p>It is likely that candidates will find it difficult to separate the political and religious elements – the Athenians were worshipping Athena to get her favour to make their city strong.</p> <p>Assessing the elements and the ways in which they showed the power of Athens or were showing the worship of Athena will provide AO2. For example:</p> <ul style="list-style-type: none"> <li>● The Panathenaia as an expression of civic devotion and also of religious belief.</li> <li>● The extent to which participants felt a personal connection to events or were there out of civic duty.</li> </ul>	<p><i>crediting this is outlined in the Levels of Response Grid.</i></p>
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### 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.

Level	Marks	Characteristics of Performance
5	9–10	AO1: Shows very good knowledge and understanding of the provided source through a range of well selected, accurate and precise material from it AO2: Fully and consistently engages with the question, with perceptive, critical analysis and interpretation of the provided source leading to convincing points which are well-supported and developed
4	7–8	AO1: Shows good knowledge and understanding of the provided source through a range of well selected, mostly accurate, material from it AO2: Engages clearly and directly with the question, with critical analysis and interpretation of the provided source leading to sound points, which are supported and developed
3	5–6	AO1: Shows reasonable knowledge and understanding of the provided source through use of a range of mostly accurate material from it AO2: Engages with some of the fundamental issues of the question, with analysis and interpretation of the provided source leading to some tenable points, which have some support and development
2	3–4	AO1: Shows basic knowledge and understanding of the provided source through use of some material from it with some degree of accuracy AO2: Engages with the general topic of the question, with little analysis and interpretation of the provided source leading to weak points, which have occasional support and development
1	1–2	AO1: Shows limited knowledge and understanding of the provided source through little use of accurate material from it AO2: Limited and very simplistic attempt to engage with the topic of the question, with very little analysis and interpretation of the provided source leading to points of little relevance
0	0	No response or no response worthy of credit

### Guidance on applying the marking grids for the 20-mark extended response

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

When using this grid:

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

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

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

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