

A Level Classical Civilisation H408/31 Greek Religion Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

You must have:

- Answer Booklet



INSTRUCTIONS

- Use black ink.
- Complete the boxes on the Answer Booklet with your name, centre number and candidate number.
- Answer **all** of Section A and **one** question from Section B.
- Write your answer to each question in the space provided.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write the number of each question answered in the margin.
- Do **not** write in the bar codes.

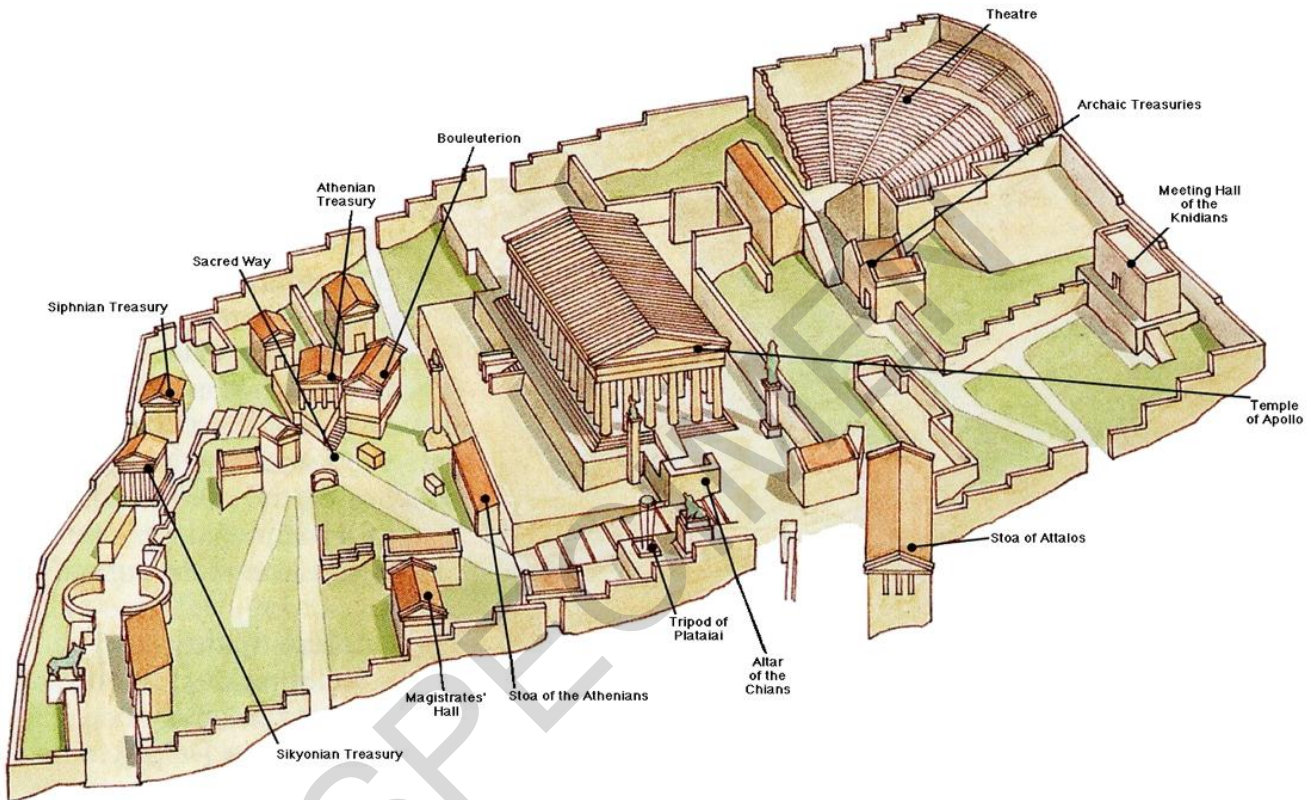
INFORMATION

- The total mark for this paper is **75**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

Section A

Answer **all** questions in this section.

Source A: Plan of Delphi



1

(a) Name the priestess who could be found in the Temple of Apollo.

[1]

(b) Describe her role at Delphi.

[2]

2 Explain how the location, layout and features of the Sacred Way, as depicted in Source A, make the site of Delphi appear impressive.

[10]

In 399 BC, Socrates was arrested and brought to trial in Athens for 'impiety'

- 3 Name two specific charges brought against Socrates. **[2]**
- 4 How controversial were Socrates' views on the gods? Justify your response. **[10]**
- 5* To what extent was upholding traditional beliefs important for Athenian citizens? You may use your knowledge of the controversy surrounding Socrates as a starting point, and should justify your response. **[20]**

SPECIMEN

Section B

Answer **one** of the following questions.

Use classical sources, and secondary sources, scholars and/or academic works to support your argument. You should also consider possible interpretations of sources by different audiences.

Either

6* Do you consider participation in Greek religion to be more of a public or a private act? Justify your response.

[30]**Or**

7* To what extent was Greek religious thought linked with morality? Justify your response.

[30]

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Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

A Level Classical Civilisation

H408/31 Greek Religion

SAMPLE MARK SCHEME

Duration: 1 hour 45 minutes

MAXIMUM MARK 75

SPECIMEN

This document consists of 20 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING ON SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *Scoris 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 Scoris and mark the **required number** of practice responses ('scripts') and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

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 Scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the Scoris messaging system.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)
8. There is a NR (No Response) option. Award NR (No Response) if:
 - there is nothing written at all in the answer space
 - OR there is a comment that does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR there is a mark (e.g. a dash, a question mark) that is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
9. The Scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your Team Leader, use the phone, the Scoris messaging system, or e-mail.

10. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

SUBJECT-SPECIFIC MARKING INSTRUCTIONS

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.

Information and instructions for examiners

The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

The specific task-related indicative content for each question will help you to understand how the band 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.

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 Examiners' Standardisation 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. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

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 co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

The specific task-related indicative content for each question will help you to understand how the band 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.

Question	Indicative Content	Marks (AO)	Guidance
Section A			
1a	Name the priestess who could be found in the Temple of Apollo. Pythia (1)	1 (AO1)	
1b	Describe her role at Delphi. Two from: became ecstatic (1) prophesised (1) as the mouthpiece of Apollo (1) people asked her questions/brought her problems (1)	2 (AO1)	
2	<p>Explain how the location, layout and features of the Sacred Way, as depicted in Source A, make the site of Delphi appear impressive.</p> <ul style="list-style-type: none"> • The Temple of Apollo is impressive and dominates the landscape, elevated position makes it seem important (AO2) <ul style="list-style-type: none"> ○ <i>The Sacred Way goes steeply up hill (can be seen in the source with the steps) (AO1)</i> ○ <i>The visitor starts at the bottom looking up at the Temple (AO1)</i> • May discuss the fact that if someone had to climb uphill to get to the Temple, it might seem more of an effort (AO2) • Treasuries carefully placed for maximum impact (AO2) <ul style="list-style-type: none"> ○ <i>Athenian treasury is on a sharp hairpin bend at the top of some stairs (AO1)</i> ○ <i>Facing the path, so you are confronted by it again as you come back down the hill (AO1)</i> • Visitors are constantly confronted by things which are new and unexpected (AO2) <ul style="list-style-type: none"> ○ <i>Two hair pin bends (AO1)</i> ○ <i>Crowded with monuments (AO1)</i> ○ <i>Impressive views due to elevation (AO1)</i> • Site appears larger than it is, and therefore more impressive (AO2) <ul style="list-style-type: none"> ○ <i>You can't see the whole site all at once (AO1)</i> 	5 (AO1) 5 (AO2)	<p><i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this as outlined in the Levels of Response grid.</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>

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • No response or no response worthy of credit

3	<p>Name two specific charges brought against Socrates. Two from: Corrupting the young (1) Disbelieving in the city's gods (1) Believing in supernatural things of his own invention (1) Atheism (1)</p>	2 (AO1)	
4	<p>How controversial were Socrates' views on the gods? Justify your response.</p> <ul style="list-style-type: none"> • Some elements of his ideas must have been controversial because he ended up on trial (AO2) <ul style="list-style-type: none"> ○ <i>The fact that charges were brought against Socrates relating to the gods (AO1)</i> • His ideas about divinity and justice would be incompatible with the Homeric image of anthropomorphic gods who are not necessarily just (AO1) <ul style="list-style-type: none"> ○ <i>He equates justice with holiness (AO1)</i> • The fact that he emphasises a personal sense of the divine might be seen to be going against the idea of the traditional gods (AO2) <ul style="list-style-type: none"> ○ <i>Socrates refers to his own divine authority and describes a supernatural experience of hearing a voice that dissuades him from proposals (AO1)</i> • Socrates does not openly reject the gods, and seems to have some respect for the traditional religion (AO2) <ul style="list-style-type: none"> ○ <i>He visited Delphi to find out the true meaning of the oracle that he was the wisest man (AO1)</i> ○ <i>He refutes the charge of atheism as he argues that he believes in supernatural things, therefore must believe in supernatural beings (AO1)</i> • Some ideas aren't unusual at all, and affirm traditional beliefs (AO2) <ul style="list-style-type: none"> ○ <i>He recognises the traditional view of life after death and the migration of the soul (AO1)</i> • Discussion about the nature of the gods and ideas about their (lack of) justice aren't new or radical, they've happened for a while (AO2) <ul style="list-style-type: none"> ○ <i>Evidence for this in Herodotus and other texts (AO1)</i> ○ <i>Pre-Socratic ideas about the gods (AO1)</i> ○ <i>Realities of personal religious ideas ie. That individuals probably critiqued these ideas or considered them personally a lot (AO1)</i> 	5 (AO1) 5 (AO2)	<p><i>AO1 marks are awarded for the selection of material regarding the ideas, AO2 marks for the interpretation, analysis and evaluation of this as outlined in the Levels of Response grid.</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>

Guidance on applying the marking grids for the 10-mark ideas 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	<ul style="list-style-type: none"> • AO1: Shows very good knowledge and understanding of the 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 ideas leading to convincing points which are well-supported and developed
4	7–8	<ul style="list-style-type: none"> • AO1: Shows good knowledge and understanding of the 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 ideas leading to sound points, which are supported and developed
3	5–6	<ul style="list-style-type: none"> • AO1: Shows reasonable knowledge and understanding of the 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 ideas leading to some tenable points, which have some support and development
2	3–4	<ul style="list-style-type: none"> • AO1: Shows basic knowledge and understanding of the 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 ideas leading to weak points, which have occasional support and development
1	1–2	<ul style="list-style-type: none"> • AO1: Shows limited knowledge and understanding of the 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 ideas leading to points of little relevance
0	0	<ul style="list-style-type: none"> • No response or no response worthy of credit

<p>5</p>	<p>To what extent was upholding traditional beliefs important for Athenian citizens? Use your knowledge of the controversy surrounding Socrates as a starting point and justify your response.</p> <p><u>AO1</u> Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> • The charge brought against Socrates that he disbelieved in the gods and was teaching others to do the same • The charges of atheism against Socrates • By his own admission, he believed in a personal divine authority • Socrates was found guilty of the charges and convicted by a majority vote • The building programme of Pericles that centred on the (re)building of temples on and around the Athenian Acropolis • The popularity of festivals such as the Panathenaia • The importance of ancestors • The links between the <i>polis</i> and religion • Religious authority; whether it lies with the state or the individual <p><u>AO2</u> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments</p> <ul style="list-style-type: none"> • The nature of the charges brought against Socrates and his prosecution suggest little tolerance for views that diverged from traditional beliefs about the gods • The guilty verdict is not unanimous which might allow for some acceptance of untraditional beliefs • The charges brought against Socrates may have had more to do with Socrates' teaching methods or the political instability in Athens than his divergence from traditional beliefs • The great expense of building temples to Olympic gods and their central location in Athens suggests the importance of honouring traditional gods • The public nature of religious festivals such as the Panathenaia demonstrates the importance of upholding traditions • The importance of ancestors, would mean that emphasis would be 	<p>10 (AO1)</p> <p>10 (AO2)</p>	<p><i>Candidates might show knowledge and understanding of: 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 stimulus ideas mentioned in previous questions 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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	<p>placed on tradition and the past</p> <ul style="list-style-type: none">• Debate about whether authority lay with the state, and therefore may be more focused on tradition due to the political dimensions, or with the individual, in which case it might be more personalized and less focused		
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SPECIMEN

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

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

Section B			
6	<p>Do you consider participation in Greek religion to be more of a public or a private act? Justify your response.</p> <p><u>AO1</u> Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Individual participation in mystery cults such as the Eleusinian Mysteries • Private worship in Athenian households; for instance the Herm/hearth to Hestia/ altar of Zeus Herkeios • The role of priests in public life; for instance the role of the priest of Dionysus in the City Dionysia • The procession through the streets of Athens during the Panathenaic festival • The sanctuaries at Delphi, Olympia and the Athenian Acropolis and the opportunities they offered for religious worship • Occasions of public sacrifice and libation before important civic events • The opportunity for private offerings and libations • Discussion of philosophical ideas in both public and private contexts <p><u>AO2</u> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Religion as a public act: <ul style="list-style-type: none"> ○ The status and visibility of public priests and the role they play in religious festivals ○ The role that religion plays in all major festivals in Athens such as the Panathenaic festival ○ The importance of the temples on the Athenian Acropolis and their status as a focus of civic pride ○ The Panhellenic nature of Olympia and the public religious element of the Olympic Games ○ The use of the Delphic oracle by public figures to ask for advice on affairs of state • Religion as a private act: <ul style="list-style-type: none"> ○ The secretive nature of mystery cults ○ The opportunity for worship of different gods in the context of the 	<p style="text-align: center;">10 (AO1)</p> <p style="text-align: center;">20 (AO2)</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>

	<p>household and the significance of the religious shrines in private events such as the birth of a child</p> <ul style="list-style-type: none">○ The personal nature of the oracle at Delphi in giving individual prophecies○ The nature of individual votive offerings and libations to request personal favours from the gods○ Views of different philosophers suggest individual thought and engagement with religion		
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SPECIMEN

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"> • 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 <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/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 <i>the information is communicated in an unstructured way</i>
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

7	<p>To what extent was Greek religious thought linked with morality? Justify your response.</p> <p><u>AO1</u> Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> • The behaviour of the Olympian gods in works by Homer and Hesiod and their interaction with each other • The ways in which these Olympian gods interact with mortals, including support or punishment of individuals, and the reasons for this • Belief in the afterlife and the consequences of going against the gods • The qualities of heroes admired hero cults such as the cult of Heracles • The association of religion with civic affairs such as victory in war • Socrates' equation of holiness and justice in the <i>Apology</i> • Socrates' views on the gods of Homer and Hesiod <p><u>AO2</u> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • The extent to which the behaviour of the Olympian gods in works by Homer and Hesiod could be seen as moral or providing mortals with a guidance for behaviour • Evaluation of the reasons for the gods' favour or dislike of mortals in these poems • Beliefs about rewards and punishments in the underworld suggests behaviour in life will impact the afterlife • The extent to which hero cults could offer examples of aspirational behaviour and achievements for individuals to follow • The extent to which piety was equated with the military and financial success of a city • Socrates' equation of holiness and justice suggest religion was bound up with morality • The extent to which religious worship was seen as an inherently moral act or as an insurance against personal misfortune • Whether modern views of 'morality' fit with those accepted in the ancient world, and whether this changes the response to the question 	<p>10 (AO1)</p> <p>20 (AO2)</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>
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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"> • 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 <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/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 <i>the information is communicated in an unstructured way</i>
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

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

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