

Classics: Ancient History

Advanced Subsidiary GCE

Unit **F392**: Roman History from original sources

Mark Scheme for June 2012

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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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Subject-specific Marking Instructions

The Mark Scheme is a guide to markers and is not prescriptive. It should be used with tile marking grids. It suggests possible answers and there is no suggestion that every point mentioned needs to be included for full marks.

Each script should be marked with team position number & dated at the start of marking.

Ticks should be used to indicate sound points. Where credit is being given for the different assessment objectives, 1 or 2 should be placed in the margin. Where an examiner wants to draw attention to a passage where judgement has been exercised in favour of the candidate, the examiner can place 'BOD' (benefit of doubt) in the margin. Where an examiner is uncertain about the point of a passage, the examiner should place a question mark in the margin.

Significant errors should be underlined and marked with a cross. A wavy line in the margin is the usual sign for irrelevance: and the omission sign (^) is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition. Spelling/grammar errors should be marked with dotted underlining.

A comment at the end of the answer should draw attention to the qualities of the answer, with reference to the marking grids.

Examiner comments should be legible. The marginal annotations are designed to aid the proper review of the marking of the script, whether at standardisation, batch 1 & 2 or marking review.

Marks for each objective and a total for the whole paper should be placed on the front page of the answer booklet.

All pages must show evidence of marking. Blank pages must be ticked by the examiner.

Record marks for each question out of the total for that question eg for an (a) sub-question 8/10; or a (b) sub-question: AO1 8/10 AO2 7/10; for a (c) sub-question AO1 6/10 AO2 11/15.

Marking should be done in small batches of around 20 at one time; avoid marking large numbers of scripts in one session.

It is important to ensure that your work is thoroughly checked and that this is clearly shown in the scripts and the mark sheets.

Option 1: Cicero and political life in late Republican Rome

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
1	(a)	<p>AO1 Reward any legitimate citation and interpretation from the passage: <i>in which I know you are deeply interested</i> – may be interpreted as ironic or as a note of seriousness; <i>premature canvass of his has rather helped my prospects</i> – Cicero strikes a positive note regarding Galba's early start in electioneering; <i>people are commonly refusing him on the ground that they are obligated to me</i> – support from common people – may be reinforced by ref. to <i>Commentariolum</i> but not necessary; <i>a great many friends of mine are coming to light</i> – wide range of support; <i>I was thinking of starting my canvass</i> – relaxed, positive tone; <i>As apparently certain rivals. . . laugh or cry.</i> – again, lighthearted and optimistic note here to Atticus; <i>Caesonius. . . Aquilius</i> not seen as serious rivals; <i>Catiline</i> – is in difficulties, but not referred to in a lighthearted way; <i>Aufidius and Palicanus.</i> – apparently not worthy of comment.</p>	10	Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.	<p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(b)	<p>AO1 Answers may begin with evidence from Cicero's letters in which he is regarded as a candidate in some difficulties, and in the subsequent letter in which he is positive about Catiline and prepares to defend him.</p> <p>This is obviously in stark contrast to Cicero's portrayal of Catiline in the two prescribed <i>Catilinarians</i> and in other speeches where he discusses the events of 63 BC, albeit with hindsight and presented in a polemical way. Likewise see Plutarch <i>Cicero</i> and Sallust <i>Catilina</i>.</p> <p>AO2 Marks for interpretation of sources – range and variety of viewpoints – and for a clear conclusion addressing 'what can we learn. . . ? – refer to grids.</p>	20	<p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, interpreting the source, and general background and context, addressing 'what can we learn from'.</p> <p>Reward all appropriate use of sources, including paraphrase and general discussion which is drawn from sources where appropriate. References to other letters e.g. to Pompey may also be used where the achievement of defeating Catiline is set out. Expect some discussion of the change in Cicero's attitude to Catiline for L4 and above.</p> <p>Although not required, any discussion of reliability of the sources in connection with 'what we can learn' may also be rewarded.</p>	<p>AO1 = 10 Level 5: 9 – 10 Level 4: 7 – 8 Level 3: 5 – 6 Level 2: 2 – 4 Level 1: 0 – 1</p> <p>AO2 = 10 Level 5: 9 – 10 Level 4: 7 – 8 Level 3: 5 – 6 Level 2: 2 – 4 Level 1: 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content		Levels of Response	
	(c)	<p>AO1 Clearly according to Cicero many did support him at the time of the letter being written (65 BC), though he was concerned about support from senatorial and equestrian parties (cf. subsequent letters to Atticus) and was urged to find support from as wide a range of parties as possible in the <i>Commentariolum Petitionis</i>. This range of support is borne out by his coming first in elections held in 64 BC and is picked up by Plutarch <i>Life of Cicero</i>. During 63, Cicero clearly had opposition from a number of quarters (steps needed to secure action against Catiline – cf. Sallust <i>Catiline</i> and Plutarch <i>Cicero</i>) and had to fight hard to get it (<i>Catilinarians, Pro Murena</i>).</p> <p>AO2 Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. 	25	<p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context. Reward all appropriate use of sources, including paraphrase and general discussion which is drawn from sources where appropriate. References to other letters eg to Pompey may also be used where the achievement of defeating Catiline is set out.</p> <p>Post 63 BC there was clearly a falling away of apparent support leading to Cicero's exile - background of 1st Triumvirate in Plutarch <i>Caesar, Pompey</i> and set out clearly in the increasing desperation seen in the succession of letters to Atticus from 62 BC on.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
2	(a)	<p>AO1 Reward any relevant and appropriate use of the passage, via citation, paraphrase or comment, which focuses on Caesar's concerns, such as:</p> <p>Appeal to patriotism in reference back to 'our ancestors' but which intended to take the wind out of the proposal for the death penalty;</p> <p>Reference to ancient Romans 'borrowing' customs including flogging citizens and the death penalty, only to criticize this 'imitation of Greek custom' by subsequent points;</p> <p>References to the pressures caused by 'the growth of the state' and the 'innocent being victimised' after the rise of factions – something which Sallust may have Caesar say to hint at the 'faction' represented by Cicero at this point;</p> <p>Reference to the <i>Lex Porcia</i> 'and other laws' which provide a lenient alternative to the death penalty and represented the status quo – hence <i>This seems to be, gentlemen, a particularly strong argument against our making any innovation</i> – his opponents are presented as the 'revolutionaries' moving away from traditional practice;</p> <p>Finally on this paragraph the 'modesty topos' may be cited – <i>those who created such a vast an empire</i> – Caesar is 'stealing the clothes' of the radical group who are demanding the death penalty;</p>	10	Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question			Answer	Marks	Guidance	
			Indicative Content			Levels of Response
			<p>In the second paragraph, details of the counter-proposal are set out, to provide a practical choice against the death penalty.</p> <p>General discussion of Caesar's concerns against the death penalty need to be supported by use of the passage.</p>			

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(b)	<p>AO1</p> <p>Answers should identify discussion of the death penalty as found in some of:</p> <ul style="list-style-type: none"> • Cicero <i>In Cat</i> 4 – arguing for the death penalty in the Senate; • Sallust, <i>Catiline</i> – the ‘set piece debate’ between Caesar and Cato in 51-52; • Cicero – his discussion about Clodius, albeit in vague terms, in <i>Letter</i> 15, and what was to be his condemnation; • Cicero, <i>Pro Sestio</i> 75 – 79, description of the stormy events surrounding Cicero’s recall; • narrative of the end of 63 and then the call for Cicero’s condemnation in Plutarch <i>Cicero</i> 22, 23; <p>Answers may make use of any relevant examples which allow a supported answer to ‘what can we learn about’ other sources support the view expressed in the passage. Note that the above list is unlikely to figure in answers <i>in toto</i> given the timescale available for a (b) sub-question.</p> <p>AO2</p> <p>marks for interpretation of the sources – range and detailed understanding, with a conclusion to discussion about ‘what can we learn from....., clearly explained and structured.</p>	20	<p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Although not required, any discussion of reliability of the sources in connection with ‘what we can learn’ may also be rewarded.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(c)	<p>AO1 Answers should mention at least three other passages in some detail in AO1, with their contexts and some specific content, and relevant knowledge of the views of different parties to the Catilinarian conspiracy and Cicero's part in bringing it to an end, both during the conspiracy and after the event. Candidates may discuss:</p> <ul style="list-style-type: none"> the differing views set out in Sallust <i>Catiline</i> 51-52 and Cicero <i>In Cat</i> 4; discussion of the support for Cicero slipping away (summary in Plutarch <i>Cicero</i> 22-23, reinforced by Cicero <i>Letters</i> and <i>Pro Sestio</i> as in (b) above); there should be some focus on the period after 63-62 BC, even into Caesar's consulship in 59 BC and a discussion into the return of Cicero, all under the period of the First Triumvirate. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgments on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence. 	25	Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>
				Answers may argue that other factors such as the role of Caesar and Clodius and the revival of the old optimate vs. popular division, or the rise of the First Triumvirate and the control of the political system through tribunes, overshadowed the quickly-forgotten triumph of Cicero (not that he ever let anyone forget it). There does not need	

Question			Answer	Marks	Guidance	
			Indicative Content			Levels of Response
			<ul style="list-style-type: none"> look for some evaluation / comment of 'outcome' or political divisions. 		to be any detailed treatment of other factors, just a clear statement of what they may have been.	

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
3		<p>AO1</p> <p>Candidates may set out some definitions or detail about the workings of the Senate – procedures, voting, roles of the consuls and the <i>cursus honorum</i>, and the Senate’s function vis-à-vis the Popular <i>comitia</i>, from their own knowledge and without recourse to the sources. This should be given some credit but the focus should ideally be on the sources, and these may include:</p> <ul style="list-style-type: none"> • Cicero’s <i>Letters</i> in which he describes the debates in the Senate to Atticus – for example, the description of Pompey’s address and the praise he says he received from Crassus; • Cicero’s speech <i>In Cat 4</i>, delivered to the Senate but probably revised later, though to what extent is debatable; • Sallust <i>Catiline</i> 51 and 52 – the debate in the Senate • Plutach <i>Cicero</i>, and also <i>Caesar</i> and <i>Pompey</i> – especially the depiction of Pompey with Caesar at a popular assembly; • Cicero’s letters 10, 14-16, in which he laments the lack of authority in the Senate and comments on its failure to act sensibly (i.e. support him). 	45	<p>Reward in the higher levels of AO1 some specific instances of the weakness or undermining of the Senate (Caesar and Bibulus, for example; use of the <i>Tribunes of the Plebs</i> and the role of Clodius) should be used to underpin the discussion. The bullet-point prompt to consider <i>reliability</i> also allows marks to be awarded under AO2; here, weaker answers may address this point in generic paragraphs, while more pertinent discussion will address the specific passages from sources used to support the discussion and build up the narrative in the essay.</p> <p>Generalisation and assertion – level 3.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p>

Question			Answer	Marks	Guidance
			Indicative Content		Levels of Response
			AO2 The AO2 marks may be awarded for the overall construction and assessment of the material, leading to a supported and balanced judgement addressing the term <i>why</i> ; there may be some generalisation and assertion (see next column).		AO2 = 25 Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5

Question		Answer	Marks	Guidance	
		Indicative Content		Levels of Response	
4		<p>AO1 Answers should include good, clear definitions of <i>factions</i> from the candidate's own knowledge – most likely discussing the division into <i>optimates</i> and <i>populares</i> – though this discussion needs to be underpinned by diligent use of the source material, which should be the focus of all the discussion, providing instances of the actions of factions and exemplification for AO1, and (if evaluated) scoring marks in AO2 as well.</p> <p>There may be a historical approach using Sallust <i>Catiline</i> 7-13 for a background to the roles of the <i>optimates</i> and <i>populares</i> from 146 BC; the ways in which <i>popularis</i> politicians exploited popular opinion may be illustrated from Suetonius <i>Deified Julius</i> 10, and Plutarch <i>Caesar</i> and <i>Pompey</i>. The most obvious source is the discussion in <i>Pro Sestio</i> 96-105.</p> <p>Obvious exploitation of the wishes of many ordinary people in his followers is also found by Catiline in Sallust <i>Catiline</i> 20 (though he himself is of high birth, as were a number of his followers), and is qualified before the people by Cicero in <i>In Cat</i> 2.</p> <p>AO2 In AO2, look for a clearly supported discussion of 'how important', interpretation and evaluation of sources, and clearly explained discussion and argument with appropriate technical terms. Refer to grids for appropriate levels.</p>	45	<ul style="list-style-type: none"> Reward candidates who may note the ways in which Pompey sought not to alarm senators on his return (Cicero <i>Letters</i> 7-9); and some hesitancy about being counted as a <i>popularis</i> in the <i>Commentariolum P.</i> 5, and the need to gain support from the <i>optimates</i> is clearly set out there and elsewhere in that document. Reward answers which refer to the Triumvirate as a faction. Reward answers which clearly assess reasons why factions developed – including the social background, role of the <i>plebs</i> and economic difficulty, opportunities for individuals to exploit this situation; Assess the prescribed material – much is by Cicero, whose own conservatism is evident in the letters and reflected in Plutarch <i>Cicero</i> and the <i>Commentariolum Petitionis</i>. <p>Give some credit to discussion of the <i>consensus omnium bonorum</i> summarised at the start of the set extract of Plutarch <i>Cicero</i> and which was a lifetime goal.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

Question			Answer	Marks	Guidance	
			Indicative Content			Levels of Response
					Sallust's narration of the events, and especially his treatment of Catiline, may be treated with some caution. Reliability of sources should focus on the specific passages referred to; weaker responses may depend on generic discussion in unspecific terms.	

Option 2: Augustus and the Principate

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
5	(a)	<p>AO1 Reward all relevant citation and comment which makes use of the passage, such as:</p> <ul style="list-style-type: none"> • Rejoicing at the victory of Actium: <i>now's the time to drink, to dance</i> etc.; • hatred of Cleopatra <i>plotting demented ruin for the Capitol / planning our empire's funeral rites / herself without restraint / mind crazed on Mareotic wine / doom-laden monster</i> • there is also some respect for Cleopatra in <i>did not in woman's fashion tremble at the sword</i> • Cleopatra did not run away <i>nor with her swift feet...</i> • Egypt seen as evil and rotten <i>contaminated crew of men diseased by vice</i> • Triumph of Augustus <i>scarcely one ship survived the fire / Caesar pursued her</i> - reward use of the hawk and dove simile. 	10	<p>Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Reward comments about relative length of treatment of each participant – there is a 'mixed picture' of Cleopatra in the work, and a sense of failure (she wasn't captured), perhaps grudging respect and some relief. The interpretation is open.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(b)	<p>AO1 Reward use of appropriate sources commenting on Actium and its aftermath, for example:</p> <ul style="list-style-type: none"> • Vergil <i>Aeneid</i> 8 and other Augustan poets – Rome delivered from eastern conquest, ushers in the ‘Golden Age’; • Reinforced by statements in prose texts – <i>Res Gestae</i>, leads to ‘restoration of the republic’ and specifically ‘RG 27 ‘I added Egypt to the empire of the Roman people’ – source of wealth, corn-supply etc. • a sycophantic depiction in Velleius Paterculus 88, 89; • reward discussion of other non-literary sources e.g. triumphal arch, victory monument at Nikopolis; • coin evidence for example showing <i>Aegypta capta, aureus</i> of 28BC; • Actium not actually Octavian/Augustus’s moment of glory – so Pliny <i>NH</i> – role of Agrippa. • Tacitus <i>Annals</i> 1 – a jaundiced view of Augustus, or gritty realism? Not seen as ‘beneficial to Rome’ at any rate! <p>AO2 look for an assessment of ‘what can we learn’; most surviving sources celebrate Actium, but cf. Tacitus <i>Annals</i> debate which could be used to support the view that Actium led to despotism.</p>	20	<p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Rome can refer both to the city and the empire.</p> <p>Although not required, any discussion of reliability of the sources in connection with ‘what we can learn’ may also be rewarded.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(c)	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> a discussion of sources already mentioned in (b) as propaganda for the Augustan regime and exaggeration about the part played by Octavian personally at Actium (may be included from own knowledge); a discussion of the poetry and the dependence on Augustus/ Maecenas of the authors might also be mentioned; division of empire/ lack of wealth/ continuation of conflict etc. Answers may contrast Actium with later events (skill the regime showed in successive constitutional changes, attending to immediate needs of Rome, leniency etc.) to balance the 'importance of Actium'. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgments on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence. 	25	<p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>There may be discussion of what <i>might</i> have occurred had the victory gone to Antony, or no battle occurred.</p> <p>For highest levels in AO2 there should be supported discussion of extent of exaggeration in the sources. In addition, look for clear answers which focus on an evaluation of the evidence about Actium and what the regime was able to do as a result. Discussion of reliability and assessment of the level of detailed content in sources will also merit marks under AO2.</p> <p>Look for a clear and supported conclusion to the question about the 'exaggeration' with adequate material and balanced judgements; refer to grids.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
6	(a)	<p>AO1</p> <p>The passages focus on Julia, of course, though there is a lot of information about Augustus' behaviour and treatment of her, and in the second passage there is some mention of Iullus, who formed part of the extended family (brought up by Octavia) and this should be credited where used. Reward relevant citation and comment in line with the wording of various levels in the grids: for example, in Seneca</p> <p><i>sent his own daughter into exile/ scandals of the imperial household / available to armies of adulterers/ father had moved the law against adultery (ironically bearing the same name as the daughter!) went daily... abandoning adultery for prostitution / every form of lascivious behaviour / princeps had a duty not only to punish to conceal / could not contain his anger and made them all public / anger turned to shame / lament the fact he had not concealed her deeds</i></p> <p>In Tacitus, <i>Iullus... executed for adultery with Julia / (Lucius Antonius) banished to Massilia, effectively sentence of exile.</i></p>	10	Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(b)	<p>AO1 There is a good range of information which could be used to show a more positive approach by Augustus; sons-in-law Marcellus (<i>Aeneid</i> 6) and Agrippa (Suetonius <i>DA</i>) were valued even if the former was not to live long enough to prove his mettle; his death and its impact on Augustus shows importance. Gaius and Lucius are mentioned in the <i>RG</i> and singled out for extraordinary treatment, 'groomed' as successors and also in Horace <i>Odes</i> 4; Tiberius and Drusus also valued for roles in the military; support of Livia may be questionable (Suetonius <i>DA</i>, Tacitus). Credit the suggestion that Julia was important because she could be married off to or produce potential successors.</p> <p>AO2 marks for interpretation of the sources, range and depth, as well as structure of a supported argument leading to a conclusion answering 'what can we learn from?' – refer to grids.</p>	20	<p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Marks available in AO2 for supported discussion and conclusion to 'what can we learn from?'.</p> <p>Although not required, any discussion of reliability of the sources in connection with 'what we can learn' should also be rewarded.</p>	<p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(c)	<p>AO1 Reward discussion of family members in military and civil roles in Rome itself and the empire. Family members were given a variety of civil and military roles. Agrippa – co-consul up to 23 BC, aedile in 32 when many infrastructure works were undertaken; though he was not strictly speaking a family member before 23 BC these may be allowed; Augustus himself credited his ‘son-in-law with providing aqueducts some of which were actually constructed before Agrippa’s marriage to Julia – likewise works on the Tiber flood plain; Other family members involved – Gaius and Lucius, ‘groomed for succession’ and <i>principes iuventutis</i> – roles intended to set examples for youth – also coin J58 Tiberius – in latter years of the regime, working alongside Augustus, assisting him in the Senate and at public functions, finally sharing tribunician power and <i>imperium maius</i>.</p> <p>Tiberius was involved in diplomatic relations including recovering of standards from Parthia, mentioned without Tiberius getting any credit in <i>RG</i>.</p> <p>Tiberius, Drusus, Germanicus and Marcellus also valued for roles in the military.</p>	25	<p>Reward answers in line with descriptors in the grid – both for use of sources in detail and with appropriate comment, and general background and context.</p> <p>In addition, look for clear answers which focus on an evaluation of the evidence about shared power. Discussion of reliability and assessment of the level of detailed content in sources will also merit marks under AO2. Look for a clear and supported conclusion to the question with adequate material and balanced judgements; refer to grids.</p> <p>Games given in the names of family members may be credited if ‘governing Rome’ is interpreted broadly;</p>	<p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question			Answer	Marks	Guidance
			Indicative Content		Levels of Response
			<p>AO2 Marks in AO2 for 'extent to which' family members were involved, with appropriate support from relevant sources, appropriately evaluated – refer to grids. Marks are also available for evaluation and discussion of sources, some of which may be generic (i.e. <i>Res Gestae</i> discussed generally, not focusing on citations from or references to it).</p>		<p>AO2 = 15 Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
7		<p>AO1</p> <ul style="list-style-type: none"> Relevant knowledge and source material must be recalled and deployed as appropriate. First 'revision' mentioned in <i>RG</i> of 28/7 BC when Augustus' abdication was rejected by the Senate; then the crisis of 23 BC, which gets more discussion in Suetonius; acquisition of <i>tribunicia potestas</i> and now-debated <i>imperium maius</i> (no need for answers at AS level necessarily to be aware of this debate!). <p>Sources:</p> <ul style="list-style-type: none"> <i>RG</i> especially discussion of 'restoration of the republic'; Suetonius <i>DA</i> 26-28 describe changes and revisions to the Roman constitution but without great precision; other discussion found in Tacitus <i>Annals</i> and a little fairly sycophantic material in Velleius Paterculus. <p>Central role for Augustus in person is also celebrated in the poets:</p> <ul style="list-style-type: none"> Horace <i>Odes</i> 3.5, 3.6; Vergil <i>Aeneid</i> 8; Ovid, <i>Fasti</i> on the title 'Augustus'; <p>reward use of coins and epigraphic material also.</p>	45	<p>The first bullet point may prompt an outline without much recourse to the sources, which should nevertheless receive some credit under AO1, and may discuss:</p> <ul style="list-style-type: none"> victory at Actium removing the threat from Antony; use of consulships throughout the period 32-23 BC; oath of loyalty introduced. <p>Reward supported conclusions which assess 'how firm a hold on power' (most are likely to conclude that it was unassailable by 23 BC).</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p>

Question			Answer	Marks	Guidance
			Indicative Content		Levels of Response
			<p>AO2 There should be a clear assessment of 'how useful', with appropriate support; perceptive answers may show that students of ancient history have to work hard adding precise detail to the sources and to assemble what seems on occasion to be an ill-fitting jigsaw in order to produce a coherent picture. Evaluation of sources with regard to reliability should also be given appropriate reward under AO2.</p>		<p>AO2 = 25 Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
8		<p>AO1</p> <p>Initial relations with the army were based on the inheritance of the name 'Caesar' and the relationship which Augustus had with the military may be assessed from a number of standpoints, all represented in the sources:</p> <ul style="list-style-type: none"> • organisation of the army, treatment of soldiers, terms of enlistment, discipline; <i>RG</i> 3, 17 (<i>DA</i> 24ff but not in prescription); importance in victory, shown in Vergil <i>Aeneid</i> 8, coin N5, N15; • deployment of the armies and military commands in various provinces; <i>DA</i> 47, 64; • involvement of equestrians; <i>DA</i> 49 (and elsewhere in <i>DA</i> not in prescription); • rewards, especially special financial arrangements and the establishment of the <i>aerarium militare</i>; <i>RG</i> 3,15, 16, 17; • treatment of ex-soldiers, monetary gifts, establishment of colonies to settle retired soldiers. <i>RG</i> 3, 28; • oath taken to Augustus in person: <i>RG</i> 3. <p>AO2</p> <p>There should be a clear assessment of 'how far the sources support?...' with appropriate support from sources; reward assessment of the ways in which the relationship changed over the whole</p>	45	<p>Reward all relevant discussion, and note there may be some imbalance in treatment of the topic due to the limited range of sources specified.</p> <p>Conversely, reward all supported discussion and sources used which are <i>not</i> specified!</p> <p>Reward mention of the mutinies after Augustus' death.</p> <p>Reward comments on the professionalisation of the army during his reign.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question			Answer	Marks	Guidance	
			Indicative Content			Levels of Response
			period. Evaluation of sources with regard to reliability should also be given appropriate reward under AO2.			

Option 3: Britain in the Roman Empire

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
9	(a)	<p>AO1 reward any relevant citation and interpretation of the passages:</p> <ul style="list-style-type: none"> • five legions and two thousand cavalry – substantial army – cavalry arrived with the main force this time; • problems with currents, tides and weather – not thoroughly prepared? • intelligence about best places to land from previous year; • reached by ‘rowing hard’ (design of new craft implied here, stated elsewhere) and transports kept up with the warships; • size of force acts as short-term deterrent – eight hundred vessels visible simultaneously; • disembarked and set up in ‘suitable spot for a camp’ without interference; • prepared for immediate engagement with the Britons. 	10	Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(b)	<p>AO1 Numerous sources pass comment on the feeble results of Caesar's invasions: Cicero <i>Letters</i>, Strabo, Dio, and Tacitus <i>Agricola</i> all comment on it; this is in contrast to the tone in Caesar himself; note the reward he gained for the outcome of the <i>first</i> invasion! Look for a good range and diversity of opinion.</p> <p>AO2 Reward interpretation of sources and appropriate supported argument and conclusions about 'what we can learn from'. Refer to grids for appropriate levels.</p>	20	<p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Although not required, any discussion of reliability of the sources in connection with 'what we can learn' may also be rewarded.</p>	<p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(c)	<p>AO1 Sources: largely as in (b), but now with a different focus: Caesar <i>BG</i>; for immediate 'effect' on the Britons; terms laid down on Britons after first invasion seem not to have been kept; what about terms after the second invasion? Britain certainly brought into Roman 'orbit', with some development of trade (Strabo; Britain in Roman orbit, in Suetonius <i>Caligula</i> and <i>Claudius</i>, Dio); reward mention also of presence of British refugees in Rome (Suetonius <i>Claudius</i>, Dio) and use of the coins (<i>L</i> 1-6) to demonstrate political allegiances.</p> <p>AO2 Reward supported discussion leading to conclusions.</p> <p>In using sources, answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. 	25	<p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>This is an 'open' question, marks in AO2 being awarded for supported comment about 'extent' (and discussion of ways in which this may be evaluated; Caesar's invasions may have been short-term military and political failures but they seem to have helped greater trade – as Strabo attests) and some Britons saw Rome as a useful potential ally; and also for evaluation of use and reliability of source material.</p> <p>Candidates may mention archaeological evidence such as the Hengistbury, Colchester & Welwyn burials</p> <p>Most candidates may argue that Britain reverted to a period of isolation for the most part: contrary view to the traditional one is argued by Mattingley in <i>Britain and Imperial Possession</i> (knowledge of which is not required but reward as appropriate if found!)</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
10	(a)	<p>AO1 Reward appropriate citation and interpretation of the passages, making such points as:</p> <p>(i)</p> <ul style="list-style-type: none"> • <i>Hadrian ... reverted to an earlier policy ... comment on nature of this policy – non-expansion, strong permanent frontiers;</i> • <i>maintaining peace throughout the world i.e. within the Roman world!</i> • <i>the Britons could not be kept under Roman control</i> evidence for disturbances in Britain at this time; need for a frontier; • <i>was first to build a wall – implementation/ clarification of Hadrian's policy;</i> • <i>eighty miles long –accurate rough size/ scale of the task;</i> • <i>to separate the barbarians and the Romans – alleged purpose in SHA</i> <p>(ii)</p> <ul style="list-style-type: none"> • <i>(in honour of) the emperor reinforces comment about this being an imperial policy in SHA</i> • <i>the second Legion Augusta – record of who built this section (but were not to man it) – deployment of manpower needed!</i> • <i>under Aulus Platorius Nepos – provides confirmation of co-ordinated imperial policy, and name of the governor at the time!</i> 	10	Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question			Answer	Marks	Guidance	
			Indicative Content		Levels of Response	
			(iii) <ul style="list-style-type: none"> • <i>laurel wreath, three times consul, father of his country</i> - symbols of victory and status for the emperor – Hadrian claiming his mission complete and victory secure over Britons; • <i>image of Britannia</i> – symbolic of victory in earlier sculptural tradition; <i>senatus consulto</i> – minted as part of official propaganda, claiming a major victory and success of the frontier system. 			

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(b)	<p>AO1 Other possible sources are both literary and archaeological. The discussion may include the Stanegate system, prior to the building of Hadrian's Wall, and some candidates may take the passages as a <i>chronological</i> starting-point and only discuss the move north under Antoninus Pius and the subsequent withdrawal back to Hadrian's Wall c. 160. Given the available time, marks in the highest levels should be awarded if this approach is taken in good detail. Note that there is no need (nor time) for anything more than general points to be made, and the focus should be on the <i>sources</i> – archaeology enables stages as set out above to be established; literary sources are <i>Vindolanda Letters</i>, Tacitus <i>Agricola</i> and SHA <i>Antoninus Pius</i>.</p> <p>AO2 Answers should interpret the factual information in the sources. Marks under AO2 should be awarded for clarity of supported discussion answering the question about 'difficulties in deciding', which may involve general discussion of the movement of frontiers and/ or some discussion of context for each stage; over the period there were three major changes.</p>	20	<p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Marks may also be awarded for evaluation of sources/ difficulty of interpretation; this may be fairly general and generic especially for archaeology. Note that Level 5 marks may be awarded for answers which only address 'what we can learn' by interpreting (and not evaluating) the sources.</p>	<p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
	(c)	<p>AO1 Factual knowledge about the frontier from the archaeological record can be mined in order to discuss effectiveness, and contrasted with the triumphalist tone of the sources given, which seem to see it as a definite division and a sign of military victory.</p> <p>There are some clear aspects of the archaeology of the wall which support this view:</p> <ul style="list-style-type: none"> • location and defensive nature of the wall, extent; • garrisons on the Stanegate c. 122 moved up on to the wall c. 125, e.g. Housesteads; • provision for garrisons all along the wall, and patrols: milecastles/ turrets; • the wall may have been limewashed white in order to intimidate; • establishment of the 'demilitarised zone' gave it the appearance of a definite barrier separating Britons and Romans from each other. <p>On the other hand, the wall's nature as a 'barrier' is somewhat qualified by:</p> <ul style="list-style-type: none"> • presence of gates and crossing-places; • outstations to the north of the wall, indicating cavalry patrols beyond the wall and some Roman influence there; • growth of <i>vici</i> settlements along the wall – Housesteads again; likelihood of contact with natives. 	25	<p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Source material must be critically handled and evaluated. The archaeology and the written sources appear to be at odds! Reward supported and developed arguments, or speculation based on the available evidence, in line with the marking grids.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question			Answer	Marks	Guidance
			Indicative Content		Levels of Response
			<p>AO2 look for discussion and conclusion of to 'how effective'.</p> <p>Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgments on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. 		<p>AO2 = 15</p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
11		<p>AO1 Reward detailed factual knowledge and sources in line with AO1 grids; Sources are: Tacitus <i>Annals</i> and <i>Agricola</i>, Dio Cassius, Suetonius <i>Claudius</i> and <i>Vespasian</i>; lots of archaeology at Maiden Castle, Hod Hill etc.; Fosse Way; presence of dated camps in south-west, Wroxeter and Cheshire Gap.</p> <p>AO2 Look for balanced and supported arguments with a clear idea of 'how difficult' made explicit for Level 5. Marks in AO2 available for supported comment and assessment of ease/ difficulty of conquest in the specified period, with good structure and clear conclusion for level 5, along with evaluation of usefulness and reliability of source material.</p>	45	<p>Note that 'before c. AD 60' rules out Boudicca.</p> <p>Analysis of issue and some evaluation of sources needed for upper parts of AO2 Level 4, and definitely required for Level 5.</p> <p>Reward accurate discussion of stages of the invasion, with comment about ease of conquest or otherwise; first stages to c. AD 47 very straightforward, Wales much more difficult (terrain/nature of determined opposition), into areas bordering Brigantes territory and ready for invasion of Anglesey and destruction of Druids.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
12		<p>AO1</p> <p>Sources are both literary and archaeological:</p> <ul style="list-style-type: none"> • ethnographical material in Caesar and Tacitus <i>Agricola</i>; • description of the island and its economy in Strabo; • points from these confirmed or disputed from archaeology and even geology (lead/ silver in Mendip lead pig, for example); • substantial presence of gold, hoards such as Snettisham, mine at Dolaucothi; • Caesar says no copper, but major sources of copper in Wales and Great Orme and possibly other sites too; • agriculture, archaeology again refutes some of Caesar's less well-informed comments; • Political motivations in Dio and Suetonius <i>Claudius</i>. <p>AO2</p> <p>In 'was Britain worth conquering' there may be some attempt to differentiate between different regions of Britain and what they offered Rome – agricultural potential, minerals, ('pearls' for Caesar, according to Suetonius) and so forth – as well as political advantages for both Caesar and Claudius. Reward supported evaluated discussion in line with the mark grids.</p>	45	<p>Focus of this question is on attitudes of the Romans to Britain, and there is scope to explore motives for the Romans to settle/conquer the province of Britain, which will include both economic and political factors; if sufficient material is included, a purely economic discussion should still be able to reach marks in level 5, but <i>not</i> a purely political treatment.</p> <p>A simple discussion will not proceed beyond level 3: for the highest bands there must be some explorations of what it was that made Britain worth taking, and there may be some discussion of the bald statements in Strabo to the contrary; was he stating the truth, so Claudius undertook the invasion purely for glory, or did Strabo underestimate the wealth of Britain by repeating the policy which was in force under Tiberius?</p> <p>Evaluation of sources and structure/ development of the argument may be closely intertwined in this question, but credit both in line with the grids.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

APPENDIX 1

AS Classics Marking Grid for essays and contexts in Units AH1 and AH2

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
Level 5	9-10	18-20	9-10	14-15	22-25
	<ul style="list-style-type: none"> • A very good range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference to the sources; • Displays a very good understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Thorough analysis of evidence and issues leading to coherent judgements; • Thorough interpretation and evaluation of the sources and/or evidence; • Very well structured response with clear and developed argument; • Fluent and effective communication of ideas; • Very accurately written with a range of specialist vocabulary accurately used. 		
Level 4	7-8	14-17	7-8	10-13	17-21
	<ul style="list-style-type: none"> • A good range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference to the sources; • Displays a good understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Good analysis of evidence and issues leading to some coherent judgements; • Sound interpretation and evaluation of the sources and/or evidence • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with some specialist vocabulary accurately used. 		
Level 3	5-6	9-13	5-6	6-9	12-16
	<ul style="list-style-type: none"> • A range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference to the sources; • Displays some understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Some analysis of evidence and/or issues with some judgements; • Partial interpretation and/or evaluation of the sources and/or evidence • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Mostly accurately written with specialist vocabulary sometimes accurately used. 		
Level 2	2-4	5-8	2-4	3-5	6-11
	<ul style="list-style-type: none"> • Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Occasional analysis of evidence and/or issues with little attempt at judgement; • Limited interpretation and/or evaluation of the sources and/or evidence • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with specialist vocabulary rarely used or used inappropriately. 		

Level 1	0-1	0-4	0-1	0-2	0-5
	<ul style="list-style-type: none"> • Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding of concepts and contexts of events and/or sources. 		<ul style="list-style-type: none"> • Very superficial analysis of the evidence and/or issues; • Little or no interpretation or evaluation of the sources and/or evidence; • Very poorly structured or unstructured response; • Little or no effective communication of ideas; • Little or no accuracy in the writing with little or no specialist vocabulary. 		

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