

Ancient History

General Certificate of Secondary Education

Unit **A032**: The Rise of Rome

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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Annotations

Annotation	Meaning
A1	Evidence for making a judgement on the quality of AO1 (Recall, Select and Organise) performance in Section B
A2	Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B
A3	Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B
BOD	Indication of where the examiner has given 'Benefit of Doubt' to part of an answer either due to lack of clarity or potential confusion in Section B
S	Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence in both sections A and B.

Subject-specific Marking Instructions

Marking grids should be used throughout. Where 5 has been allocated, examiners should look to award 5 marks if there is not a good reason to go to the bottom of the level

Option 1: The Origins of Rome: The Kings

Question		Answer	Marks	Guidance	
				Content	Levels of response
1		<p>AO1: Factual details:</p> <p>Two discrete events needed - some examples provided but other viable answers possible</p>	5	<ul style="list-style-type: none"> the childhood 'miracle' - his head burst into flames extended Rome - Quirinal/Viminal/Esquiline hills added peace with the Sabines conflict with Lucius Tarquinius at the end of his life built the Servian Wall Developed the Assembly of Centuries War against the Veii and the Etruscans His coming to the throne Census and its aftermath 	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 3-4</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p>
2	(a)	<p>AO1: Factual details:</p> <p>Answers here need to be drawn from the Livy passage: possible responses could be those provided - candidates do not have to mention all to gain full marks.</p>	4	<ul style="list-style-type: none"> the story of Evander and Hercules context - ie. one of the twelve labours of Hercules, background story of Hercules and Cacus realisation of the prophecy that Hercules would come and a cult of worship be established amongst the Romans Hercules' acceptance of the cult and initiation of this through sacrifice of a cow involvement and leadership of local important families 	<p>AO1 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>AO2: Understanding</p> <p>Understanding of the importance of Hercules for the Romans: possible answers could be the following – appropriate development of any of the following.</p>	4	<ul style="list-style-type: none"> • shows how a ritual or cult begins; • significance of Hercules to the Romans, including discussion of his qualities and association with Roman leaders; • links with other foundation myths of Rome: <ul style="list-style-type: none"> - belief that Evander established the Lupercalia (ie. Romulus/Remus myth) - Virgil makes reference to Aeneas meeting Evander and thus connection with Troy and Aeneas myth • Evander was Greek and responsible for bringing Greek learning/ culture/ pantheon to Italy (some candidates may well pick up on Evander's mother Carmenta who 'was believed to be divine'), thus links with Hercules myth/ Greek mythology • credit highly responses that recognise early Roman 'society' very much developing out of Greek culture/city-states established in Italy 	<p>AO2 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p>AO3: Evaluation and interpretation of the source</p> <p>Need for evaluation of the passage here</p> <ul style="list-style-type: none"> • discussion of the value of Livy as a source; • what does Livy say and how accurate is it likely to be; • evaluation of details within the passage and their accuracy. 	5	<ul style="list-style-type: none"> • general discussion of the value of Livy should be rewarded - the fact the stories of early Roman history come from Greek myths (ie. borrowing these Greek foundation myths) • for the higher bands answers must focus on this passage and consider how Livy could have known the details contained in it. • credit highly responses that identify what Livy's sources were - Fabius Pictor, Piso, Macer • credit highly those responses that may point out that in Livy's time there is archaeological evidence re the Altar of Hercules - the story is an attempt to explain the origins of this? 	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 3-4</p> <p>Level 3 2</p> <p>Level 1/2 0-1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>AO1: Factual details [4] Need for factual details about the reign of Numa taken from the Livy passage - a number of possible details are suggested but reward other relevant and justifiable details.</p> <p>AO2: Understanding [5] Understanding of the idea of a successful king, and how this is shown through his actions.</p> <p>Answers should be able to link the detail with some discussion of what denotes success as a king</p>	14	<ul style="list-style-type: none"> factual details about the reign of Numa taken from the Livy passage: numerous religious changes attempts to stop the Roman people fighting amongst themselves (ie. controlling the people) calendar reform alliances with neighbours links with Romulus reward candidates who make reference to relevant details beyond the passage that could be taken from Livy 1.19 - 1.22 (eg the temple of Janus) <ul style="list-style-type: none"> Establishment of Laws, Justice and Religion and their significance in the establishment of Rome; Building of a temple to Janus to show peace and war, and the significance of these in establishing the city; Stopping of anxiety about dangers outside – creating peace and bringing the people together; Organisation and order – the calendar 	<p>AO1 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1</p> <p>AO2 = 5</p> <p>Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO3: Interpretation, evaluation and response [5] Evaluation of Livy as a source - the passage is quite detailed: expect some discussion as to how would Livy have known about these details. What sources would Livy have consulted or just accepted in writing his history.</p>		<ul style="list-style-type: none"> • very little that is critical of Numa in the Livy extract - a sense that Numa was very religious although more sophisticated responses could indicate that 1.19 does suggest a sense of controlling the people religiously. • the account of Numa's reign links with events of Livy's time - the closing of the doors of Janus after Actium/perhaps some reference to Augustus' attempts at moral and religious revival • archaeological evidence (eg Temple of Janus) existing during Livy's time which could have some tangible explanatory record. • discussion of Livy's aims in presenting Numa in this particular way - framing the history of early Rome through the influence of the events of his own time. • understanding of when Livy was writing (seven centuries later) and how this may affect what he wrote - he sees Numa's actions as 'the best thing for the people': need for strong leadership? 	<p>AO3 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>AO1: Factual details [5] Factual details on Numa's reign and his actions;</p> <p>AO2: Understanding [5] Need to see some definition and some attempt to explain/make a judgement on what is meant by importance - ie. the creation of a city/state with a binding set of laws and recognisably distinct culture, a social and political structure and a credible system of defence/ security</p>	18	<ul style="list-style-type: none"> laws and justice religion relationships with neighbours/foreign policy building relevant sections of Livy (as above but also reward other accurate references) and detail of when Livy was writing reference to Virgil 6, 808-812 - description but no named reference to Numa; relevant details of Romulus and other kings. Numa's specific contributions to the development of Rome and their significance – development of the significance of points raised under AO1 in relation to the idea of importance as outlined by the candidate. 	<p>AO1 = 5</p> <p>Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p>AO2 = 5</p> <p>Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO3: Interpretation, Evaluation and Response [8] Evaluation of passage but also other source references - expect most students to focus on Livy: there is considerable amount of detail here which is useful and helps build a considerable picture. Need to assess the accuracy of Livy's account.</p>		<ul style="list-style-type: none"> • Response drawn from the Livy passage and other sources; evaluation of selected passages. • assessment of the purposes which Livy - and Virgil if he is referenced - (both writing during the time of Augustus) had for presenting these Kings in the way that they did: <ul style="list-style-type: none"> - Livy: 'good' kings that would be a contrast to the 'bad' kings and the coming of the Republic/ the establishment of traditional Roman values to be restored during his own time - Virgil: commissioned to link the Augustan era into the foundation myths of Rome and thereby to ensure its legitimacy • reference to and evaluation of Virgil - very limited coverage here: need to make some assessment of poetry as a source and particular the context in which Virgil is describing Numa whilst not directly naming him - Book 6, 808-812 . 	<p>AO3 = 8</p> <p>Level 5 7-8 Level 4 5-6 Level 3 3-4 Level 1/2 0-2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>AO1: Factual details about the Tarquins [10]</p> <p>Some points are suggested but reward other relevant and justifiable details.</p> <p>References opposite are for guidance, and are not required content.</p>	30	<ul style="list-style-type: none"> • reference needed to Lucius Tarquinius Priscus, Lucius Tarquinius Superbus and Tarquinius Sextus • reasons why Romans got rid of their kings • good points/ actions <ul style="list-style-type: none"> - Priscus increased the size of the Senate, successful war against the Sabines and 'ancient Latins', construction projects (Livy 1.38 : drainage/planning - Circus Maximus/ fortification/ forum/ temple of Jupiter) - Superbus' success in foreign policy (Volscii/ Gabii /Aequii), attributed construction (cloaca maxima/ circus maximus/ the forum - Livy 1.56) • bad points/ actions <ul style="list-style-type: none"> - Priscus' 'trickery' of removing Ancus' sons, arrogance (Livy,1.36) - Superbus 'lawless and tyrannical' (Livy 1.52)/ 'leading citizens killed' (Livy 1.56) and Tarquinius Sextus' rape of Lucretia (Livy 1.58), 'robbery and violence' in Gabii (Livy 1.59) • attitude and actions of Lucius Junius Brutus 	<p>AO1 = 10</p> <p>Level 5 8-10</p> <p>Level 4 6-7</p> <p>Level 3 4-5</p> <p>Level 2 2-3</p> <p>Level 1 0-1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>AO2: Understanding [10] Need for explanation and judgement that is relevant to the question</p> <p>AO3: Interpretation, Evaluation and Response [10] Evaluation and interpretation of Livy as a source here - the sources that Livy may have had access to, the reasons for and context within which he is writing.</p>		<ul style="list-style-type: none"> relevant sections of Livy (as above but reward other accurate references) and details of when Livy was writing credit highly any responses that make reference to Virgil 6: 819-821 - 'the glorious name of liberty' explanation and some judgement in answer to the question: <ul style="list-style-type: none"> Yes : arrogance and poor behaviour by all the Tarquins that upset the people and ruling class - with evidence taken <u>from</u> AO1 No : not all the Tarquins were bad - it was primarily the behaviour and attitudes of Sextus and response of Brutus that was the trigger: supported by evidence from AO1 awareness of the influences that shaped Livy's life and writing: despite attempting a historical explanation of the Tarquins, Livy's views would have been shaped by the events of his own times. Stronger candidates may well connect the civil wars and the return of order under Augustus of Livy's time to his portrayal (and sympathy) of the actions of Brutus 	<p>AO2 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO3 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none"> analysis of the reliability and aims of Livy - differentiation in assessment demonstrated here by awarding higher marks to candidates who make reference to Livy's Preface and focus on moral issues as a reason for decline of the Kings (and influence of the moral recovery attempted by Augustus) assessment of Livy's own sources and a judgement as to accuracy of what he was writing. Credit highly any illustration of argument with reference to archaeological evidence - links to AO1: the Temple of Jupiter, Cloaca Maxima - as Livy attempts to put these into an historical context 	

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p>AO1: Factual details [10] Key aspects of the Aeneas myth according to Livy and Virgil with relevant details - some of the key themes are suggested and students would be expected to cover most - but not all - of these for highest marks</p> <p>References opposite are for guidance, and are not required content.</p>	30	<ul style="list-style-type: none"> • key aspects of the myth according to Livy (Livy, 1.3): <ul style="list-style-type: none"> - Aeneas, son of Anchises and Venus left Troy and after many travels arrived in Laurentum - Aeneas married Lavinia daughter of King Latinus and founded city of Lavinium - Aeneas' son, Ascanius, born but war against Turnus (Rutulians) and the Etruscans: 'Latins' won but Aeneas killed - Differing accounts about Ascanius/Iulus, founder of Alba Longa • key aspects of the myth according to Virgil (Virgil 1.1-11) <ul style="list-style-type: none"> - 'Savage Juno' forces Aeneas' exile from Troy with his father Anchises and son Ascanius (wife/mother Creusa died) - Founded his city in, and bought his gods to, Latium - links to Alba and then through to Rome's foundation • factual information indicating the context and time when Virgil and Livy were writing 	<p>AO1 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2: Understanding [10] Understanding of the nature of the events surrounding Aeneas and the foundation of Rome; consideration of whether or not these are true, and therefore whether they are history or just myth.</p>		<ul style="list-style-type: none"> • Similarities of Virgil and Livy's accounts: <ul style="list-style-type: none"> - the Trojan connection - links through to the foundation of Rome • Differences between Virgil and Livy's account: <ul style="list-style-type: none"> - Aeneas' wife: Creusa/ Lavinia - Aeneas' son: Ascanius/ Iulus - Livy keen not to disprove either story as it was important to keep the link with Troy as Julian clan claimed descent through Iulus • credit highly candidates who give a clear understanding of what a foundation myth is and why this would be important for the way in which a society explains its past 	<p>AO2 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>
		<p>A03: Interpretation, Evaluation and Response [10] Answers should discuss the aims of Virgil and Livy in presenting the Aeneas story in these particular ways and the accuracy and reliability of both as evidence here:</p>		<ul style="list-style-type: none"> • Assessment of the differences between poetry and history. • Virgil: commissioned to write the <i>Aeneid</i> during 20s BC in order to link Augustus and Julian clan to Romulus and foundation of Rome; thus will present the Aeneas myth in a specific way. • Livy: although not directly commissioned would most likely wish to present Rome's legendary past in its best light for several 	<p>AO3 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

Question			Answer	Marks	Guidance	
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					<p>reasons (personal preferences - see Preface - but also to support the Augustan regime which had restored order after the chaos of the civil wars)</p> <ul style="list-style-type: none"> • both Livy and Virgil were writing during the time of Augustus and therefore influenced by the need to link the Augustan era into the foundation myth of Rome and thereby ensure its legitimacy • Livy's use of Herodotus and other Greek sources in the creation of an account of Early Rome. 	

Option 2: Hannibal's invasion and defeat, 218-146 BC

Question		Answer	Marks	Guidance	
				Content	Levels of response
6		AO1: Factual details Two discrete events needed - some examples provided but other viable answers possible: reward highly any accurate reference to sources	5	<ul style="list-style-type: none"> the Romans commanded the seas therefore making a naval operation risky the intention was to gain support from the Gauls in Northern Italy - much easier to get to via a land-based Northerly attack to catch the Romans by surprise easier to transport elephants by land rather than by sea revenge for the defeat in the First Punic War/oath to his father. 	AO1 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1
7	(a)	AO1: Factual detail Aspects of the battle of Lake Trasimene drawn from the Polybius passage: possible responses suggested - candidates do not have to mention all to gain full marks:	4	<ul style="list-style-type: none"> Romans being lured into a trap - over-eager commander Flaminius unusually foggy which played into Hannibal's hands Carthaginian success - ambush and able to attack from every side Roman defeat - taken completely by surprise and utter confusion. 	AO1 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1
	(b)	AO2: Understanding Need to link details in the passage with an explanation of how this made Hannibal a successful military commander - key points are suggested: highest marks will cover most of these	4	<ul style="list-style-type: none"> made effective preparations the night before understanding of the physical nature of the battlefield in order to set the ambush able to exploit the local meteorological conditions able to anticipate the behaviour and tactics of his opposing commander attention to detail - carefully planned and well-executed ambush 	AO2 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	AO3: Interpretation and Evaluation Evaluation and interpretation of the details in the passage.	5	<ul style="list-style-type: none"> questioning of Polybius' sources for the detail in the account of the events in the passage; Polybius uses documents and inscriptions Polybius is keen to write 'proper' history reference to aspects of Polybius' life and method of writing: born after these events these were within living memory; he travelled widely and was able to interview persons present. 	AO3 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1
8	(a)	AO1: Relevant factual knowledge [4] Answers here need to be drawn from the Livy passage: possible responses could be those suggested- candidates do not have to mention all to gain full marks: AO2: Understanding [5] Explanation of the relationship between Fabius and the Senate and people of Rome based on the evidence cited from the passage (under AO1).	14	<ul style="list-style-type: none"> relationship with people needs to be clearly stated - 'steered clear of popular assemblies'/no illusion about his unpopularity/'denunciation in the popular assemblies'. relationship with Senate needs to be clearly stated - 'not given a sympathetic hearing' knowledge of when Livy was writing; knowledge of sources that Livy would have used - Polybius, Pictor; The view of Fabius as a coward and its effects; Fabian tactics of delay and avoiding direct conflict are somehow 'unroman'/ military glory and engagement with the enemy were the more honourable way to behave; Fabius made accountable for his military progress, and the undermining of his position by the political powers, including the role of Minucius; the difference in perception between an experienced general in the field trying to give accurate assessment to 'political masters' why Hannibal is such a formidable foe and the desire for/expectation of success from those 'political masters'; the idea of 'a calculated insult' perhaps trying to encourage Fabius into greater activity 	AO1 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0-1 AO2 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1

Question		Answer	Marks	Guidance	
				Content	Levels of response
		AO3: Evaluation and Interpretation of the source [5] Evaluation of Livy as a source - the passage is quite detailed: expect some discussion as to how would Livy have known about these details. What sources would Livy have consulted or just accepted in writing his history.		<ul style="list-style-type: none"> assessment of the accuracy and reliability of Livy with reference to details in the passage: are these details likely to be accurate? why does he seem to be taking a view that is supportive of Fabius and critical of the treatment he is receiving from both Senate and People of Rome? what aims does Livy have in writing history? reference to Varro and his exploitation of Fabius' unpopularity 	AO3 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1
	(b)	AO1: Factual details [5] Remember that the question is asking for reference to the passage (as well as other sources) so reward highly those responses that do this. Some examples of this are detailed below although candidates do not have to mention all to gain full marks:	18	<ul style="list-style-type: none"> Fabius was different to previous generals - 'rashness and incompetence' of these previous generals: credit highly any candidates who identify previous generals (Sempronius/ Geminus/ Flaminius/ Minucius) Fabius understood the 'enemy's skill' and had a good grasp of what had caused the 'disasters of the last two years' effective tactician and leader - 'preserved the army's manpower without the sacrifice of its honour': had prevented disaster 'only just in time' successful general - his strategy 'more glorious' than getting involved in fruitless attrition with Carthaginians more sophisticated responses may refer to Polybius 3.87.6-89.5 and/or Plutarch 5.5.1-5.6: reward highly accurate references; 	AO1 = 5 Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2: Understanding [5] Understanding of the importance of Fabius Maximus and his role in the conflict with Carthage and in Roman politics. Some of the points opposite could be considered:</p> <p>AO3: Interpretation, Evaluation and Response [8] Interpretation and evaluation of details in the passage and other source references: there is considerable amount of detail here which is useful and helps build a considerable picture. Use of other sources, such as Plutarch and Polybius, should be credited appropriately.</p>		<ul style="list-style-type: none"> • Fabius Maximus as the leader who wore down the Carthaginians; • the different roles of Fabius and Scipio in the conflict against the Carthaginians; • Role of the Senate in supporting (and not supporting) Fabius. • Livy understood that Fabius had a clear strategy that was very effective - a direct confrontation with Hannibal would not work. • discussion of the reliability and accuracy of Livy in this passage and elsewhere; • Livy lived well after the events that he is describing and the effects of this on his accuracy; • Livy, unlike Polybius, did not travel to places he was writing about; • Livy relied on earlier sources such as Polybius: certainly Polybius 89.4 (...'events fully vindicated his choice of strategy'...) would support Livy's view but he may well just be reiterating Polybius' conclusions here • some support for Livy's view from later sources: Plutarch 5.5.6 although similar issues with reliability here • some discussion of Livy's aims as a historian where he wishes to offer models of behaviour (eg the preface - 'so many good examples to follow') and the sense that Fabius is one of these; • Livy is very critical of the political opposition to Fabius and his strategy - 'this cruel injustice'; • stronger responses may infer that Livy is mindful of the disaster that is to come at Cannae and is attempting to give some context to this and explanation of the Roman defeat; 	<p>AO2 = 5</p> <p>Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0-1</p> <p>AO3 = 8</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

Question			Answer	Marks	Guidance	
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					<ul style="list-style-type: none"> Livy is very useful in so far as he gives a very clear positive opinion as to the character and military effectiveness of Fabius and contrasts this with the strategies of other generals. 	
9		<p>AO1: Factual detail [10] Important factual details need to be referenced here - some suggestions are provided: do not expect all to be covered to award full marks in this section.</p>	30	<ul style="list-style-type: none"> military success at Trebia, Trasimene and Cannae; examples from individual battles; Hannibal's grasp of strategy and skills of generalship: use of terrain/ conditions/ forces to best Carthaginian advantage flexibility, diversity and quality of Carthaginian army failures of Roman strategies and generalship on key occasions reasons why these <u>Carthaginian successes were not translated into strategic success</u> in Italy - these are explained very clearly on page 120 of the online textbook Hannibal's failure to march on Rome and eventual concentration on S.Italy: Etruria, Umbria and Latium were loyal to Rome. Hannibal's lack of equipment for a siege, and loss of best troops/lack of reinforcements from Carthage. successful Roman strategy post Cannae attitude of government in Carthage to Hannibal how the war developed between 216-203 BC: Sicily/ Spain relevant knowledge of ancient sources for both military successes and failure to secure strategic success: Polybius: 3.89.1-9 - Fabian strategy/ 9.3-9 - affairs in Italy 212/211 BC 	<p>AO1 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2: Understanding [10] Understanding of the reasons why Hannibal's early military success was not translated into longer term success in Italy. This could include reasons for his early success and later lack of success.</p> <p>AO3: Interpretation, Evaluation and Response [10] Need to interpret and evaluate Livy, Polybius and Plutarch as sources here - the evidence that these sources may have had access to, the reasons for and context within which these authors are writing.</p>		<ul style="list-style-type: none"> Livy: 22.51.1-5 - failure to march on Rome/ 30.28.6 -10 - war of attrition after Cannae Plutarch: 5.5.1-5; 17-27 - Fabian strategy Reasons why success on the battlefield did not lead him to victory over-all; Understanding of the effects of Hannibal's decision not to attack Rome directly; Carthaginian political and military control of Italy with sufficient logistical wherewithal to effect a siege of Rome Roman defeat did not mean loss of naval control/ strategic control outside of Italy; failure of government in Carthage to give clarity of purpose and support to its army in Italy. discuss accuracy and reliability of the chosen sources; Polybius lived just after these events: travelled extensively and was able to talk to participants; Livy and Plutarch writing much later relied fairly heavily on Polybius and other earlier sources; analysis of the purposes/aims that the different writers had for presenting the events/ personalities/ explanations in particular ways to be rewarded the sources provide greater detail on the reasons for Carthaginian victory in the different battles up to and including Cannae than they do for Hannibal's failure to capture Rome and thereby to secure strategic control of the Italian peninsula. 	<p>AO2 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO3 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
10		AO1: Factual details [10] Important factual details need to be referenced here - some suggestions are provided: do not expect all to be covered to award full marks in this section	30	<ul style="list-style-type: none"> Fabius' campaigns in Southern Italy: recapture of Tarentum in 209 BC (eg kept Hannibal tied down in S.Italy) Scipio's record and achievements: character and personal skills that complemented his role as a professional soldier military experience and skills: commander in Spain from 211 BC; successes here (New Carthage - 210 BC / Baecula - 209 BC/ Ilipia and Gades - 206 BC) diplomatic skills: negotiations with Numidian, Masinissa, begun in 205 BC crossed to Africa in 204 BC: capture of Syphax/ Massinissa on Rome's side - loss of key allies for Carthage here and gaining of cavalry resources for Rome careful preparation before the final battle (Livy,30.29.9/ 33.1-3) armistice of 203 BC - forced on the Carthaginians by Scipio's successes; an armistice in Rome's favour? some key details about the battle of Zama from Livy 30.33.12 - 35.11: despite Hannibal's clever deployment of his diverse troops, Carthaginian army caught unprepared (elephants panicked/ auxiliaries fled and caused confusion) Roman unity versus Carthaginian disunity Roman advantages in numbers and morale/ better use of cavalry; role of other factors: - it is to be expected that very sophisticated responses will make reference to these and provide support from Livy 	AO1 = 10 Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2: Understanding [10] Understanding of the role of Scipio and the effects of his actions on the development of the campaign and its final outcome. Broader understanding of the issues during the war and other factors that led to Roman success, including the battle of Zama.</p> <p>AO3: Interpretation, Evaluation and Response [10] Evaluation of Livy as a source - the passage is quite detailed: expect some discussion as to how would Livy have known about these details. What sources would Livy have consulted or just accepted in writing his history.</p>		<ul style="list-style-type: none"> • understanding of the role of Scipio; • relative judgement involving other factors: • could Scipio have been effective in Spain and initially in Africa if Fabius had not been successful in tying down Hannibal's forces in S.Italy? • Roman naval superiority in blocking the supply of materiel and reinforcements from reaching Hannibal in Southern Italy? • discussion involving some/ a range of other factors to be rewarded 	<p>AO2 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p> <p>AO3 = 10</p> <p>Level 5 8-10 Level 4 6-7 Level 3 4-5 Level 2 2-3 Level 1 0-1</p>

APPENDIX 1

Marking Grids for Section A

	AO1 (Recall, Select, Organise)		AO2 (Understand)		AO3 (Interpret, Evaluate, Respond)	
Level 5 Thorough	4 Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised.	5	4 Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question.	5	5 Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions. They construct an informed personal response based on thorough evaluation and interpretation of the source material.	7-8
Level 4 Sound	3 Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound , relevant and organised.	3-4	3 Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question.	3-4	3-4 Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on sound evaluation and interpretation of the source material.	5-6
Level 3 Some	2 Answers contain some knowledge of the events, sources and issues relevant to some of the question. There is some evidence of selection and organisation of information.		2 Answers show some understanding of issues, events, and sources relevant to some of the question.		2 Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on some of the source material.	3-4
Level 1/2 Limited/None	0-1 Answers contain limited or no knowledge of events, sources and issues. Information that has been included is disorganised and has limited or no relevance.		0-1 Answers show limited or no understanding of events or sources.		0-1 Answers offer limited or no evaluation. They offer a personal response based on limited or no evidence, or no response.	0-2

Marking Grids for Section B

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 5 Thorough	<p>8-10</p> <p>Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>	<p>8-10</p> <p>Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question.</p>	<p>8-10</p> <p>Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions. They construct an informed personal response based on thorough evaluation and interpretation of the source material.</p>
Level 4 Sound	<p>6-7</p> <p>Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound, relevant and organised. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>6-7</p> <p>Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question.</p>	<p>6-7</p> <p>Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on sound evaluation and interpretation of the source material.</p>
Level 3 Some/Partial	<p>4-5</p> <p>Answers contain some knowledge of the events, sources and issues relevant to some of the question. There is some evidence of selection and organisation of information. Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</p>	<p>4-5</p> <p>Answers show some understanding of issues, events, and sources relevant to some of the question.</p>	<p>4-5</p> <p>Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on some of the source material.</p>

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 2 Limited	<p style="text-align: center;">2-3</p> <p>Answers contain limited knowledge of the events, sources and issues relevant to parts of the question. There is limited evidence of selection or organisation of information. Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p style="text-align: center;">2-3</p> <p>Answers show limited understanding of events and sources.</p>	<p style="text-align: center;">2-3</p> <p>Answers draw limited conclusions based on the evidence they have included. Answers offer a personal response at a limited level.</p>
Level 1 Minimal/None	<p style="text-align: center;">0-1</p> <p>Answers contain minimal or no knowledge of events, sources and issues. Information that has been included is disorganised and has minimal or no relevance. Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p>	<p style="text-align: center;">0-1</p> <p>Answers show minimal or no understanding of events or sources.</p>	<p style="text-align: center;">0-1</p> <p>Answers offer a minimal personal response, without reference to evidence, or no response.</p>

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