

# **Ancient History**

General Certificate of Secondary Education **A032**

The Rise of Rome

## **Mark Scheme for June 2010**

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| <b>Section A: Option 1: The Origins of Rome: The Kings 753-508BC</b> |  |   |
|--|--|---|
| <b>Question Number</b>   | <b>Answer</b>  | <b>Max Mark</b>   |
| <b>1</b>   | <p><b>Briefly outline two events in the reign of Numa.</b></p> <ul style="list-style-type: none"> <li>• establishment of religious cults</li> <li>• reform of the calendar</li> <li>• Jupiter made shield fall to the Palatine to show his favour</li> <li>• established traditional guilds in Rome</li> </ul>   | <p><b>[5]</b></p> <p><b>A01</b><br/><b>[5]</b></p>  |
| <b>2</b>   | <p><b>Read the following passage from Livy, and answer the questions which follow.</b></p> <p>Tullus replied “Tell your king that the king of Rome calls the gods to witness that it was your people who first sent away the ambassadors asking for goods back and so you will have the destruction of war.”</p> <p>The Albans announced this at home. Both sides prepared everything they would need for war; it was like a civil war, almost between parents and children because they all had Trojan origins. Lavinium came from Troy, Alba came from Lavinium, and the Romans were from the family of the Alban Kings. But the outcome of the war was not so bad, as there was no proper battle and even though one city was destroyed, the two peoples joined together.</p> <p style="text-align: right;"><b>Livy, <i>The History of Rome</i> 1.22-23</b></p> <p><b>(a) Outline the events in this passage.</b></p> <p><b>A01: relevant factual knowledge</b></p> <ul style="list-style-type: none"> <li>• Speech by Tullus sent as message to Albans</li> <li>• Roman attack on Alba</li> <li>• uniting of Alba and Rome as given in the passage</li> <li>• Peaceful fall of Alba</li> <li>• Alba was never rebuilt after the destruction (as described later by Livy) and many of its noble families were incorporated into Rome (Iulii, Tullii, for example)</li> </ul> <p><b>(b) Explain why these events were significant in the development of Rome.</b></p> <p><b>A02: Understanding</b></p> <p>Shows the uniting of Rome with Alba, and the beginning of Roman expansion beyond the narrow confines of the city itself. The idea of ‘civil war’ should also be discussed: the Albans were descendents of Ascanius, and therefore related to the Romans.</p> | <p><b>[4]</b></p> <p><b>A01</b><br/><b>[4]</b></p> <p><b>[4]</b></p> <p><b>A02</b><br/><b>[4]</b></p> |

| Question Number | Answer   | Max Mark  |
|-----------------|--|---|
| (c)             | <p><b>How accurate do you think Livy's account of the events in this passage is?</b></p> <p><b>AO3: Evaluation and interpretation of the source</b></p> <p>General discussion of the value of Livy should be rewarded: his sources and his aims could be questioned. However, for the higher bands answers must focus on this passage, and consider how Livy could have known the details contained in it. No sources are mentioned in the passage, but it is known that Alba was destroyed.</p>   | <p>[5]</p> <p><b>A03</b><br/>[5]</p>  |
| 3               | <p><b>Read the following passage from Virgil, and answer the questions which follow.</b></p> <p>I sing of arms and the man who, made an exile by Fate, first came from the borders of Troy to the shores of Lavinium. He who was thrown about greatly on both land and sea by the power of the gods, on account of the relentless anger of savage Juno. He also suffered much from war, before he founded his city and brought his gods to Latium; from whence came the Latin people, the Alban fathers, and the lofty walls of Rome.</p> <p>Muse, call to my mind the causes of this: for what insult to her divine power, or angered by what action, did the Queen of the Gods drive a man famous for his piety to face such a great cycle of suffering and labour? How can there be such anger in heavenly hearts?</p> <p style="text-align: right;"><b>Virgil, Aeneid 1.1-11</b></p> <p>(a) <b>In what ways does this passage help us to understand Roman ideas about their origins?</b></p> <p><b>AO1: Factual Details</b></p> <p>Factual details of the myth of Aeneas leaving Troy and establishing Rome: the key elements of leaving Troy and divine opposition should be identified. Details of the intervening period between Aeneas and Romulus and Remus, as given by Livy should be rewarded, as should details of the conditions under which Virgil wrote.</p> <p><b>AO2: Understanding</b></p> <p>Answers should show an understanding of the nature of the Aeneas' story, that it is a myth which Virgil constructed to account for the origins of Rome (or similar). Answers should focus on the notion that Virgil is trying to create a relationship which for Augustus, so that the Rome can be seen to have a past which relates back to the Greek/Trojan world.</p> <p><b>AO3: Interpretation, Evaluation and Response</b></p> <p>Detailed evaluation of the passage, including the idea of divine opposition to the foundation of Rome. Answers might also note that this poem shows the view of a particular Roman, and cannot be taken to be a representative view. The idea of the origin of Rome being a struggle, emerging from a people whom Juno wanted destroyed could be profitably discussed. Candidates might also discuss the use of poetry as an historical source, and note that it is not always useful.</p> | <p>[14]</p> <p><b>AO1</b><br/>[4]</p> <p><b>AO2</b><br/>[5]</p> <p><b>A03</b><br/>[5]</p> |

| Question Number | Answer   | Max Mark   |
|-----------------|--|--|
| (b)             | <p data-bbox="316 264 1225 331"><b>How useful do you think Virgil is in helping us to understand the early history of Rome?</b></p> <p data-bbox="316 338 1182 405"><b>You must refer both to this passage and to other passages of Virgil which you have studied.</b></p> <p data-bbox="316 454 608 488"><b>AO1: Factual Details</b></p> <p data-bbox="316 495 1246 595">Factual details about the origins of Rome: the foundation under Romulus and Remus and the following kings. Outline knowledge of the 'plot' of the <i>Aeneid</i>, and the story of Aeneas coming from Troy to Italy.</p> <p data-bbox="316 645 608 678"><b>AO2: Understanding</b></p> <p data-bbox="316 685 1246 887">Answers should show an understanding of the nature of the Aeneas' story, that it is a myth which Virgil constructed to account for the origins of Rome (or similar). They should also note the difficult transition which Livy attempts to create, and show that the relationship between the Trojans and the Romans was not a simple historical relationship/question of descent.</p> <p data-bbox="316 936 963 969"><b>AO3: Interpretation, Evaluation and Response</b></p> <p data-bbox="316 976 1246 1178">Detailed evaluation of this passage of the <i>Aeneid</i> as the introduction to an epic and a piece of poetry, rather than a piece of history. Evaluation in relation to the conditions under which Virgil was writing should be rewarded. Answers could easily question whether the epic is of any use at all in looking at the origins of Rome, and should be rewarded for doing so.</p> | <p data-bbox="1326 371 1385 405">[18]</p> <p data-bbox="1326 521 1385 589">AO1<br/>[5]</p> <p data-bbox="1326 813 1385 880">AO2<br/>[5]</p> <p data-bbox="1326 1104 1385 1171">AO3<br/>[8]</p> |
|                 | <b>Total</b>   | <b>[50]</b>  |

| Section B: Option 1: The Origins of Rome: The Kings 753-508BC |   |   |
|---|---|---|
| Question Number   | Answer  | Max Mark  |
| 4   | <p><b>'Livy did not write history; he only wanted to praise Rome.' How far does Livy's account of early Rome support this view?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>briefly outline of at least two episodes from Livy's account of early Rome</b></li> <li>• <b>explain why you think Livy chose to describe these events</b></li> <li>• <b>show knowledge of Livy's views of early Roman history</b></li> <li>• <b>consider whether you think Livy's work is historically accurate or just praising Rome.</b></li> </ul> <p><b>AO1: Factual details of two episodes from Livy's account</b><br/> Details of any two episodes: might include Aeneas' story, that of Romulus and Remus or Numa Pompilius. Candidates may choose to take a wider view and show the whole structure of his early narrative, dealing with events up until the expulsion of the kings. This should also be rewarded, but not expected. Details of when Livy and was writing (under Augustus) and the nature of his project (an account of early Rome in the context of refoundation – Preface might be used here) should also be rewarded.</p> <p><b>AO2: Understanding the nature of Livy's account</b><br/> Understanding of the conditions under which Livy was writing and how this might have affected his view point. Also understanding of the difficulties of discovering what happened in early Rome, and the nature of the sources available. Candidates might also consider what the Romans thought history to be, and the difference between myth and history. They should show an understanding of the difference between history and praise of the current regime: the use of the Preface to help with this should be well rewarded.</p> <p><b>AO3: Interpretation, Evaluation and Response focusing on Livy's account</b><br/> Answers should consider the reliability and aims of Livy: how can what he says be interpreted in the light of these aims? They should also look to interpret the selected sections in the light of their understanding, and the best should note that the interpretation is in no way straightforward.</p> | <p><b>[30]</b></p> <p><b>AO1<br/>[10]</b></p> <p><b>AO2<br/>[10]</b></p> <p><b>AO3<br/>[10]</b></p> |

| Question Number | Answer  | Max Mark  |
|-----------------|---|---|
| 5               | <p><b>From your reading of the ancient sources, who do you think contributed most to the foundation of Rome?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• give an account of the contribution of at least two people to the foundation of Rome</li> <li>• explain why their contributions were important to the development of Rome</li> <li>• show knowledge of relevant sections of Livy and Virgil</li> <li>• consider how reliable you think Livy and Virgil are.</li> </ul> <p><b>AO1: Factual details of the foundation of Rome</b><br/> Details of the foundation of Rome: the stories of Aeneas, Romulus and Remus, Numa and the other kings. Candidates could focus on any aspect or the whole period, but should show a thorough knowledge of the achievements of any king mentioned and how they think these relate to the idea of the foundation of the city. Clear knowledge of the accounts by Livy and Virgil should be included. Relevant knowledge on the authors' backgrounds (eg writing under Augustus, historian/epic poet) should be rewarded.</p> <p><b>AO2: Understanding of the idea of Foundation and the contribution of individuals</b><br/> Understanding of what it is to found a city, and that there are different elements, all of which are shown in either Virgil or Livy: the finding of the place (geographically), the establishment of a settlement, laws and an army etc. Some answers might note that later Rome under the Republic was not the same as a state governed by a monarch, and that this development came after the kings. This should not be expected, but if well explained should be well rewarded. Understanding of the roles of key individuals, including Aeneas and Romulus should be included. Candidates might also look at the role of the senators/fathers.</p> <p><b>AO3: Interpretation, Evaluation and Response 'how accurately can we assess.'</b><br/> The best answers will use both Livy and Virgil to good effect, and be cautious of their historical reliability. They may use their knowledge of both the texts and the authors' backgrounds to evaluate the sources, and consider whether we can ever know who founded Rome.</p> | <p>[30]</p> <p>AO1<br/>[10]</p> <p>AO2<br/>[10]</p> <p>AO3<br/>[10]</p> |
|                 | <b>Total</b>  | <b>[30]</b>   |

| <b>Section A: Option 2: Hannibal's Invasion and Defeat 219-203BC</b> |   |  |
|--|---|--|
| <b>Question Number</b>   | <b>Answer</b>   | <b>Max Mark</b>                                    |
|  | <p><b>General Note</b><br/> <b>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 band.</b></p>   |  |
| <b>1</b>   | <p><b>Briefly outline two problems Hannibal faced as he crossed the Alps.</b></p> <p><b>AO1: Two problems with relevant factual detail.</b></p> <ul style="list-style-type: none"> <li>• Supplies</li> <li>• distance from Carthage</li> <li>• keeping the forces together</li> <li>• lack of knowledge of the terrain</li> <li>• attacks from locals; cold weather</li> <li>• rocks blocking his way.</li> </ul>   | <p><b>[5]</b></p> <p><b>AO1</b><br/><b>[5]</b></p> |
| <b>2</b>   | <p><b>Read the following passage from Livy, and answer the question which follows.</b></p> <p>He then reached another tribe, one that had considerable numbers for a mountainous area. Here he faced no open confrontation but was nearly outwitted by the treachery and deceit which were his own particular specialities. The elders of these fortified hill villages came in an embassy to him, claiming that the misfortunes of others had taught them a useful lesson and that they would prefer to gain the friendship of the Carthaginians, rather than test their strength. They were happy, therefore, to follow orders and hoped he would accept supplies, guides for the next stage of his journey, and hostages as proof of their goodwill. Hannibal was reluctant to trust them, but felt that it would be unwise to reject their overtures in case it would make them openly hostile. So he made a friendly response, accepted the offered hostages, and made excellent use of the food supplies which they had brought with them. He followed their guides, but took good care to keep the column tightly closed up, rather than in open order appropriate to travel through peaceful territory.</p> <p style="text-align: right;"><b>Livy, <i>The History of Rome</i> 21.34</b></p> <p><b>(a) Describe what the people of the hill villages did to trick Hannibal.</b></p> <p><b>AO1: Key elements of story understood and identified.</b><br/> As a trick and under the pretence of friendship, the elders of village showed themselves as envoys and that they preferred friendship to Carthage and so surrendered to him and offered hostages as a sign of good faith.</p> | <p><b>[5]</b></p> <p><b>AO1</b><br/><b>[4]</b></p> |

| Question Number | Answer   | Max Mark  |
|-----------------|--|---|
| (b)             | <p><b>Explain how this passage shows Hannibal to be a clever military leader</b></p> <p><b>AO2: understanding</b><br/>           Answers should show understanding of Hannibal's caution and the precautions he took when faced with the friendly reception. That he was unwilling to reject the offer out of hand can also be shown to be part of his strength. Livy's comment about the tactics being like Hannibal's own might also be developed.</p>   | <p><b>AO2</b><br/> <b>[4]</b></p>                   |
| (c)             | <p><b>Do you think Livy's account of the events in this passage is accurate? Explain your opinion.</b></p> <p><b>AO3: Interpretation and Evaluation</b><br/>           Evaluation of the passage and questioning of its reliability as a historical source. This might include questioning how Livy could have known of this incident and considering whether there is any factual basis for this narrative. Answers might also note that this is part of an attempt to characterise Hannibal, and suggest that on this level it might be accurate, but that the details of the narrative are less likely to be so. Any reasonable explanation and evaluation of the passage should be rewarded.</p> | <p><b>[5]</b></p> <p><b>AO3</b><br/> <b>[5]</b></p> |

| Section A: Option 1: The Origins of Rome: The Kings 753-508BC |  |   |
|---|--|---|
| Question Number   | Answer   | Max Mark  |
| 3   | <p><b>Read the following passage from Livy, and answer the questions which follow.</b></p> <p>The soldiers who had surrendered under the terms of the truce were brought to Hannibal, who assembled them together, along with all the other prisoners, numbering over 15,000 in total. He began by announcing that Maharbal had no right to grant safe conduct to those who had surrendered on terms without his authority, and then delivered a scathing denunciation of the Romans generally. When he had finished, he handed over the Roman prisoners to his various regiments to be kept under guard, but released the allied troops without ransom and sent them all home declaring, as he had on previous occasions, that he had not come to make war on the Italians but to fight for their freedom against the Romans.</p> <p style="text-align: right;"><b>Polybius, <i>The Rise of the Roman Empire</i> 3.85</b></p>   |   |
| (a)   | <p><b>In what ways does this passage help us to understand Hannibal's character?</b></p> <p><b>AO1: relevant factual knowledge</b><br/> Details of Hannibal's character as a determined, ruthless and powerful military leader. His instance on his own authority should be noted. His determination to attack Rome and the idea of freedom from Rome. Setting allies free to gain support. Details of the context (end of the battle of Trasimene) should also be rewarded.</p> <p><b>AO2: Understanding</b><br/> Understanding of the situation in which Hannibal found himself after the battle, as well as Hannibal's aims and policy at this point in his campaign, especially that of setting allies free to gain further support in a difficult situation.</p> <p><b>AO3: Evaluation and interpretation of the source</b><br/> Evaluation of the source: what were Polybius' sources? Was he just aiming to characterise Hannibal? Would Hannibal have understood the difference between Italians and Romans?</p> | <p>[14]</p> <p><b>AO1</b><br/>[4]</p> <p><b>AO2</b><br/>[5]</p> <p><b>AO3</b><br/>[5]</p> |

| Question Number | Answer   | Max Mark  |
|-----------------|--|---|
| (b)             | <p><b>Do you think that Polybius gives us a reliable account of Hannibal’s reasons for attacking Rome? Explain your opinion. You must refer both to this passage and to other passages from Polybius which you have studied.</b></p> <p><b>AO1: Factual Details</b><br/> Details of Hannibal’s aims: to free Italy; to destroy Rome and its influence; to have revenge; to ensure that Carthage was dominant. Details of what Livy and Polybius say about their aims should be included, including the lack of support for Hannibal from the official powers in Carthage.</p> <p><b>AO2: Understanding</b><br/> Answers should show understanding of the one aim mentioned in the passage – to free Italy – and that this passage does not deal with other elements of this aims. They should also understand that there were probably many different aims in attacking Rome, but the central one appears to have been a personal one.</p> <p><b>AO3: Interpretation, Evaluation and Response [8]</b><br/> Evaluation of Polybius should be included: answers should question what his sources were, and whether they could have known Hannibal’s aims. They might also note the over-lay of Roman themes (the idea of freedom for Italy) in this passage.</p> | <p>[18]</p> <p><b>AO1</b><br/>[5]</p> <p><b>AO2</b><br/>[5]</p> <p><b>AO3</b><br/>[8]</p> |
|                 | <b>Total</b>   | <b>[50]</b>   |

| Section B: Option 2: Hannibal's Invasion and Defeat 219-203BC |  |   |
|---|--|---|
| Question Number   | Answer   | Max Mark  |
| 4   | <p><b>'Hannibal had many strengths and few weaknesses.'</b> How far do the sources support this opinion?</p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give a brief account of Hannibal's strengths and weaknesses;</b></li> <li>• <b>explain how the events of his life show these strengths and weaknesses;</b></li> <li>• <b>show knowledge of relevant sections of Livy, Polybius;</b></li> <li>• <b>consider how reliable you think these sources are.</b></li> </ul> <p><b>AO1: Factual details of Hannibal's strengths and weaknesses</b><br/> Details of Hannibal's actions both before and during the battles. These might include his plans for the expedition against Rome, details of his personal bravery and leadership qualities as shown at Trasimene and other battles. Anecdotes about his childhood and determination to attack Rome should be rewarded, but not required. Knowledge of the accounts given in Livy, Polybius and Plutarch.</p> <p><b>AO2: Understanding of the nature of the strengths and weaknesses</b><br/> Answers should discuss what is meant by strengths and weaknesses. These might include as strengths: leadership, heroism, physical strength, cunning and determination. For weaknesses, they might consider obsession, lack of willingness to stand-back from the fighting itself, being over-ambitious and proud.</p> <p><b>AO3: Interpretation, Evaluation and Response to the sources</b><br/> Answers should carefully evaluate what is known from the various sources they use. In general, they should be sceptical about what we are really know about Hannibal, and consider how accurate the sources can be. They should consider the nature of Polybius' account, and the fact that he was closer to events than the other two. They may then look at the relationship between Livy and Polybius, and Plutarch as a biographer. They might consider how the later sources would have seen the defeat of Hannibal as the defeat of the one great threat to the development of Rome, and the idea of a glorious, heroic past for Rome.</p> | <p><b>[30]</b></p> <p><b>AO1<br/>[10]</b></p> <p><b>AO2<br/>[10]</b></p> <p><b>AO3<br/>[10]</b></p> |

| Question Number | Answer   | Max Mark  |
|-----------------|--|---|
| 5               | <p><b>‘Scipio Africanus was able to defeat Hannibal because of the success of Fabius Maximus.’ To what extent do you think this opinion is accurate?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• give an account of the actions of Fabius Maximus and Scipio Africanus;</li> <li>• explain how far you think Fabius Maximus’ actions helped Scipio Africanus;</li> <li>• show knowledge of relevant sections of the Plutarch, Livy and Polybius;</li> <li>• consider how reliable you think the sources are.</li> </ul> <p><b>AO1: Factual Details of the contributions of Fabius Maximus and Scipio Africanus to the campaigns</b></p> <p>Answers should give details of the delaying tactics used by Fabius Maximus, and then the more aggressive strategy followed by Scipio. They could also include details of the reaction at Rome to events (where relevant) and the various battles fought by each general. In particular, they might look at Trasimene and Cannae.</p> <p><b>AO2: Understanding of the contributions of each commander to the final defeat</b></p> <p>Answers should look at whether there is a connection between Maximus’ strategy and the success of Scipio. The best answers may question whether Scipio would have succeeded anyway, without the preceding actions of Maximus.</p> <p><b>AO3: Interpretation, Evaluation and Response to the sources and how accurately we can assess them</b></p> <p>Answers should make full use of Plutarch, Livy and Polybius. They should question the reliability of each – Plutarch as a biographer with a theme about ‘delaying’ may not be giving an accurate account of Fabius’ strategy, Livy as a later source and using Polybius, and likewise with Polybius.</p> | <p>[30]</p> <p>AO1<br/>[10]</p> <p>AO2<br/>[10]</p> <p>AO3<br/>[10]</p> |
|                 | <b>Total</b>   | <b>[30]</b>   |

## Marking Grids for Section A

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

## Marking Grids for Section B

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

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

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