

# **Classics - Ancient History**

Advanced Subsidiary GCE AS H042

## **Mark Schemes for the Units**

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**June 2009**

**HX-CLAS/MS/R/09**

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### Advanced Subsidiary GCE Classics - Ancient History (H042)

#### MARK SCHEMES FOR THE UNITS

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# F391 Greek History from original sources

Option 1: Athenian Democracy in the 5 <sup>th</sup> century BC		
Section A		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
1	<p><b>Thucydides, <i>History of the Peloponnesian War</i> 2.37</b></p> <p>“Let me say that our system of government ...those unwritten laws which it is an acknowledged shame to break.”</p> <p><b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b></p>	
1 (a)	<p><b>What does this passage tell us about the advantages of the Athenian democratic system?</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• the reference to the power being in the hands of the whole people;</li> <li>• equality before the law;</li> <li>• the valuing of ability over class;</li> <li>• equal opportunities in political life;</li> <li>• free and open relations with each other;</li> <li>• respect for the laws.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	[10]
1 (b)	<p><b>How far do the other sources you have studied support the view that the Athenian democratic system promoted equality amongst its citizens?</b></p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> <li>• The Old Oligarch</li> <li>• Aristophanes <i>Wasps</i></li> <li>• Xenophon <i>Recollections</i></li> <li>• Plutarch <i>Life of Pericles</i></li> <li>• Herodotus</li> <li>• <i>Ath.Pol.</i></li> </ul> <p>Answers should show knowledge of democratic system and the opportunities provided for all citizens to take part on equal footing.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>Evaluation of the sources and the use of detail drawn from them to answer ‘how far’ required for the highest marks.</p> <p style="text-align: right;"><b>[AO2 = 10 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	[20]

Question Number	Answer	Marks
1 (c)	<p><b>On the basis of this passage, and other sources you have studied, to what extent was success in Athenian political life dependent on wealth?</b></p> <p>Answers should show:</p> <ul style="list-style-type: none"> <li>• relevant knowledge of the careers of politicians, together with their status and use of wealth;</li> <li>• understanding of the means by which politicians promoted themselves and their policies;</li> <li>• the limitations of the democratic system (e.g. property qualifications for some offices).</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>Answers might include discussion of how 'success' was measured in Athens and the extent to which the same class continued to dominate political life during the 5<sup>th</sup> century, with support from the sources (with appropriate evaluation and critical comment on potential bias), and should:</p> <ul style="list-style-type: none"> <li>• evaluate the factual information in the sources and the potential for bias, given the background of our sources;</li> <li>• show understanding of how to interpret ancient evidence.</li> </ul> <p style="text-align: right;"><b>[AO2 = 15 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
2	<p><b>Xenophon, <i>History of Greece</i> 1.7</b></p> <p>'Then they held a meeting of the Assembly ...and they were compelled to withdraw the summonses.'</p> <p><b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b></p>	
2 (a)	<p><b>What can we learn from this passage about what assembly meetings were like in Athens?</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• the role of the Council and individual leaders;</li> <li>• the voting procedures (for this particular decision);</li> <li>• the system of putting a proposal to the vote;</li> <li>• the opportunities for those who wished to speak to do so;</li> <li>• the rules governing the 'unconstitutional proposal';</li> <li>• the reaction of the people and the response to it.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	[10]

Question Number	Answer	Marks
2 (b)	<p><b>What do the other sources you have studied tell us about the relationship between political leaders and the people?</b></p> <p>Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> <li>• Aristophanes <i>Knights</i> (or other plays);</li> <li>• Thucydides Book 2 (and elsewhere);</li> <li>• Plutarch <i>Life of Pericles</i>;</li> <li>• The Old Oligarch;</li> <li>• <i>Constitution of the Athenians</i>.</li> </ul> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>Answers should evaluate the evidence presented in the chosen examples and show how the relationship worked; assessment of bias in the sources is needed.</p> <p style="text-align: right;"><b>[AO2 = 10 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	[20]
2 (c)	<p><b>On the basis of this passage, and other sources you have studied, discuss the extent to which politicians were able to control decision-making in Athens.</b></p> <p>Answers should deal with at least two or three examples with some detail to show how politicians tried to control decision-making in Athens, such as:</p> <ul style="list-style-type: none"> <li>• Pericles' role in Athens, as presented by Thucydides and Plutarch;</li> <li>• Cleon in the Mytilene debate;</li> <li>• Cleon &amp; Nicias in the Pylos debate;</li> <li>• the assembly and its leaders, as presented in Aristophanes' <i>Knights</i>.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>Answers should:</p> <ul style="list-style-type: none"> <li>• evaluate the factual information in the sources and the potential for bias, given the background of our sources;</li> <li>• make judgments on the value of the examples as historical evidence</li> <li>• show understanding of how to interpret ancient evidence.</li> </ul> <p style="text-align: right;"><b>[AO2 = 15 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
<b>Section A Total</b>		<b>[55]</b>

Section B		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
3	<p><b>According to the sources, to what extent were the inhabitants of Attica able to participate in the democracy?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>outline what the sources tell us about the involvement of the different regions of Attica in the democracy;</b></li> <li>• <b>describe how different groups were able to participate;</b></li> <li>• <b>evaluate how reliable the sources are in their accounts of popular participation.</b></li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• relevant knowledge of the way changes introduced by Cleisthenes involved the splitting up of Attica and the representative nature of the council;</li> <li>• examples of groups could be: rich/poor, men/women, free/slave, foreigners/metics, city/country/coast;</li> <li>• the different elements of the democratic system: assembly, council, courts, <i>demes</i>, tribes etc.</li> </ul> <p>Examples should be drawn from sources such as Aristotle, Thucydides, Herodotus and Aristophanes.</p> <p style="text-align: right;"><b>[AO1 = 20 marks]</b></p> <p>Answers should address 'to what extent', and there should be analysis of the 'reliability' of the sources used. Credit analysis of the evidence for the different groups/regions selected.</p> <p style="text-align: right;"><b>[AO2 = 25 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]

Question Number	Answer	Marks
4	<p>How far do the sources enable us to assess the importance of the council (<i>boule</i>) in Athens?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> <li>• describe the role of the council in the Athenian democratic system;</li> <li>• include what the sources tell us about what the council did;</li> <li>• assess the reliability of the evidence for the importance of the council in the democracy.</li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• accounts of council activity as depicted in the sources (e.g. Thucydides, Xenophon: credit appropriate use of inscriptions)</li> <li>• the main areas of the council's activities (e.g. day to day administration, preparation of agenda and proposals for the assembly etc.).</li> </ul> <p style="text-align: right;"><b>[AO1 = 20 marks]</b></p> <p>Some evaluation of the limited evidence for the meetings of the council and for its relationship with the assembly, together with an assessment of any bias. Answers should address 'how far'.</p> <p style="text-align: right;"><b>[AO2 = 25 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]
<b>Section B Total</b>		<b>[45]</b>

Option 2: Delian League to Athenian Empire		
Section A		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
5	<b>Thucydides, <i>History of the Peloponnesian War</i> 1.96-7</b> ‘So Athens took over the leadership.... At the same time the history of these years will show how the Athenian Empire came into being.’ <b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b>	
5 (a)	<b>What can be learned from this passage about the original purpose and organisation of the Delian League?</b> Answer might include: <ul style="list-style-type: none"> <li>• early actions were against the Persians, states who tried to leave and also Peloponnesians;</li> <li>• the leadership of the Athenians in assessing the contributions of states and the amount of the initial tribute;</li> <li>• compensation for the losses of the Persian wars;</li> <li>• allies as independent states who made their decisions in general congress.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	<b>[10]</b>
5 (b)	<b>How far do the other sources you have studied support the view that the allies played an important role in the Delian League?</b> Answers should include at least some sources (such as Thucydides, Plutarch etc.). Examples may include: <ul style="list-style-type: none"> <li>• the dominant Athenian role from the earliest years of the League as organisers and leaders;</li> <li>• the role of allied forces and the significance of providing tribute instead of forces;</li> <li>• the difficulties faced by states who tried to leave (e.g. Naxos, Thasos);</li> <li>• the later revolt of important states such as Samos and Mytilene;</li> <li>• the lack of reference by the sources to the allied congress;</li> <li>• the increasingly autocratic role of Athens as her power increased.</li> </ul> <p><b>[AO1 = 10 marks]</b></p> <p>There should be a clear engagement with ‘how far’, with a balanced evaluation of the detail and the evidence, with discussion of the potential bias of the sources.</p> <p style="text-align: right;"><b>[AO2 = 10 marks]</b> <b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	<b>[20]</b>

Question Number	Answer	Marks
5 (c)	<p><b>On the basis of this passage, and other sources you have studied, discuss what factors led to the change from Delian League to Athenian Empire?</b></p> <p>Answers should refer to a range of sources (e.g. Thucydides, Plutarch, the Old Oligarch) and might include:</p> <ul style="list-style-type: none"> <li>• the dominant position of the Athenians from the beginning;</li> <li>• the willingness of some allied states to contribute money rather than troops;</li> <li>• the increase in Athenian confidence after the Persian Wars;</li> <li>• the continuing threat of Persia;</li> <li>• the increasing tension with the Peloponnesians;</li> <li>• the financial rewards for Athens;</li> <li>• democratic government in Athens, and, with Athenian support, in other states.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>There should be appropriate analysis of a number of factors, with critical assessment of the sources.</p> <p style="text-align: right;"><b>[AO2 = 15 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
6	<p><b>Thucydides, <i>History of the Peloponnesian War</i> 3.39</b></p> <p>“I say that no single city has ever done you the harm that Mytilene has done. ... making their unprovoked attack upon us.”</p> <p><b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b></p>	
6 (a)	<p><b>What can we learn from this passage about Athens’ relationship with allied states during the Peloponnesian War?</b></p> <p>Answer might include:</p> <ul style="list-style-type: none"> <li>• some states either chose to revolt or were forced to by enemy action;</li> <li>• Mytilene had an independent government and had military resources of its own;</li> <li>• the ‘revolt’ was an act of aggression towards Athens, as it involved siding with Athens’ enemies;</li> <li>• some states had been subdued;</li> <li>• some states were prosperous;</li> <li>• the war provided opportunities for smaller states to break away.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	[10]

Question Number	Answer	Marks
6 (b)	<p><b>How much can we learn from other sources about the reasons why allies revolted?</b></p> <p>Answers should include at least some sources (such as the Old Oligarch, Aristophanes' <i>Birds</i> etc.). Examples may include:</p> <ul style="list-style-type: none"> <li>• the opportunities offered by the outbreak of the Peloponnesian War;</li> <li>• the behaviour of the Athenians since the Thirty Years Peace in 446 BC;</li> <li>• the use of military force against allied states;</li> <li>• interference in the autonomy of states;</li> <li>• the tribute;</li> <li>• internal factions within states (oligarchs against democrats).</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>There should be analysis of the examples chosen and evaluation of the sources referred to, with discussion of potential bias.</p> <p style="text-align: right;"><b>[AO2 = 10 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	[20]
6 (c)	<p><b>On the basis of this passage, and other sources you have studied, discuss the extent to which harsh measures were needed to keep the allies from revolting.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• a discussion of the threat to Athenian security of revolts such as this;</li> <li>• the difficulty for Athens of maintaining control of an Empire spread over a large area;</li> <li>• the financial problems facing Athens during the Peloponnesian War;</li> <li>• the threat of Spartan aid to the Athenian Empire;</li> <li>• the factional politics of Greek city states;</li> <li>• the exceptional harshness of the proposed punishment.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>Reward development of an argument based on sources – refer to grids. Answers should address 'how much'.</p> <p style="text-align: right;"><b>[AO2 = 15 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
<b>Section A Total</b>		<b>[55]</b>

Section B		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
7	<p><b>According to the sources, to what extent did the allies benefit from being part of the Delian League?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• outline the problems and benefits arising from membership of the Delian League;</li> <li>• consider how the sources present the advantages of membership of the Delian League;</li> <li>• assess the reliability of the sources when considering the impact on members of the Delian League.</li> </ul> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• the initial activity against the Persians and the later threat of further Persian attacks;</li> <li>• the problems faced by those who tried to leave (e.g. Naxos, Thasos etc.);</li> <li>• the economic benefits for allies;</li> <li>• the political impact on independent states (e.g. democracy, central control).</li> </ul> <p>There should be a range of detail from the period with appropriate citation of evidence, which may include:</p> <ul style="list-style-type: none"> <li>• Thucydides;</li> <li>• inscriptions;</li> <li>• Plutarch;</li> <li>• The Old Oligarch.</li> </ul> <p style="text-align: right;"><b>[AO1 = 20 marks]</b></p> <p>Answers should address 'to what extent', and there should be evaluation of the reliability of the evidence presented.</p> <p style="text-align: right;"><b>[AO2 = 25 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]

Question Number	Answer	Marks
8	<p><b>To what extent do the sources enable us to judge how effectively the Athenians maintained control over their allies?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>include what the sources tell us about how the Athenians controlled the Empire;</b></li> <li>• <b>outline what non-military methods were employed by the Athenians;</b></li> <li>• <b>evaluate the reliability of the sources for the effectiveness of Athenian imperialism.</b></li> </ul> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• the means of control (the use of the navy, imposition of fines, demolition of walls, taking of hostages, cleruchies etc.);</li> <li>• specific examples of revolt in practice (e.g. Naxos, Samos, Mytilene);</li> <li>• the range of revolts and the effectiveness of deterrence.</li> </ul> <p>There should be a range of examples, drawn from the sources, with discussion of the impact of the methods chosen. Sources may include:</p> <ul style="list-style-type: none"> <li>• Thucydides (Mytilene debate);</li> <li>• Khalkis Decree;</li> <li>• Kleinias Decree;</li> <li>• Methone Decree;</li> <li>• Plutarch;</li> <li>• The Old Oligarch.</li> </ul> <p style="text-align: right;"><b>[AO1 = 20 marks]</b></p> <p>Answers should address 'to what extent' and may evaluate the effectiveness of Athenian actions both with respect to particular states and more generally in preserving the Empire. There may be analysis of external conditions, such as the outbreak of the Peloponnesian War. There should be evaluation of the sources, together with discussion of potential bias.</p> <p style="text-align: right;"><b>[AO2 = 25 marks]</b> <b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]
<b>Section B Total</b>		<b>[45]</b>

Option 3: Politics and society of Ancient Sparta		
Section A		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
9	<p><b>Plutarch, <i>Lycurgus</i> 6</b></p> <p>‘It was between these [the river Knakion and the bridge Babyka] that they used to hold their assemblies ...but then it is for the common people to respond in turn with straight rhetras.’</p> <p><b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b></p>	
9 (a)	<p><b>What does this passage tell us about the importance of the assembly in Sparta?</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• assemblies held in the open, with no distractions;</li> <li>• the Elders and kings present proposals;</li> <li>• the decision is made by the people;</li> <li>• the addition to the <i>rhetra</i> made by the kings;</li> <li>• the restriction on any changes being made by the people;</li> <li>• the importance of religion in the leadership of Sparta.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	[10]
9 (b)	<p><b>How much can we learn from the other sources about how decisions were made in Sparta?</b></p> <p>Answers should include at least some sources (such as Thucydides, Xenophon, Herodotus). Examples may include:</p> <ul style="list-style-type: none"> <li>• the actions of kings (e.g. Cleomenes, Leonidas, Archidamus);</li> <li>• the role of the <i>gerousia</i>;</li> <li>• the actions of <i>ephors</i> (e.g. Sthenelaidas) and other individuals (e.g. Brasidas, Lysander);</li> <li>• the military nature of Spartan society and the importance of obedience;</li> <li>• the limitations of our sources.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>Appropriate weight should be given to the limited nature of our evidence for what happened inside Sparta, and the potential bias of the external sources.</p> <p style="text-align: right;"><b>[AO2 = 10 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	[20]

Question Number	Answer	Marks
9 (c)	<p><b>On the basis of this passage, and other sources you have studied, discuss how far the kings were able to control decision-making in Sparta.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• the difficulties caused by the dual kingship;</li> <li>• examples of the actions of kings in Sparta and on campaign;</li> <li>• the role of the <i>ephors</i>;</li> <li>• external pressures on Spartan policy (e.g. Argos, Corinth, Athens).</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>There should be discussion of 'how far' and due weight given to the limited evidence from within Sparta, together with evaluation of the evidence used.</p> <p style="text-align: right;"><b>[AO2 = 15 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
10	<p><b>Xenophon, <i>Constitution of the Spartans</i> 7</b></p> <p>There is yet another aspect in which Lycurgus' institutions are unique in Greece. ...Why, then, should anyone devote himself to making money when the pains of possessing it must outweigh the pleasure to be had from spending it?'</p> <p><b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b></p>	
10(a)	<p><b>What can we learn from this passage about Spartan society?</b></p> <p>Answer might include:</p> <ul style="list-style-type: none"> <li>• the limited use of currency in Sparta and the restrictions on precious metals;</li> <li>• the emphasis on (military) preparedness and fitness;</li> <li>• the mess system and the allocation of land shares;</li> <li>• the value system.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	[10]
10(b)	<p><b>How far do the other sources you have studied support what this passage says about economic life in Sparta?</b></p> <p>Answers should include at least some sources (such as Herodotus, Plutarch and Xenophon). Examples may include:</p> <ul style="list-style-type: none"> <li>• the role of the <i>helots</i> and <i>periokoi</i>;</li> <li>• bribery/corruption as a problem for Spartans (e.g. Pausanias, Pleistoanax);</li> <li>• the limited resources for military activities, especially by sea;</li> <li>• the value system.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>There should be a discussion of 'how far' &amp; due weight given to the limited evidence from within Sparta and the reliability of the sources we do have – refer to mark grids.</p> <p style="text-align: right;"><b>[AO2 = 10 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	[20]
Question	Answer	Marks

Number		
10 (c)	<p><b>On the basis of this passage, and other sources you have studied, discuss the extent to which Sparta's military successes depended on her unusual social organisation.</b></p> <p>Answers should provide examples drawn from sources such as Thucydides, Herodotus, Plutarch (NB: only a few examples are needed for full marks) of:</p> <ul style="list-style-type: none"> <li>• Sparta's military successes;</li> <li>• the importance of the <i>agoge</i>;</li> <li>• the dominant position of the army in Spartan life;</li> <li>• Sparta's reliance on her allies;</li> <li>• the restrictions imposed on Spartan policy by her social structure – <i>helots</i> and manpower.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>There should be discussion of 'to what extent', with analysis to show how the social structure at home enabled the development of military success through the education system and the professionalism of the army. Reward discussion of the limitations inherent in the system and evaluation of the evidence presented.</p> <p style="text-align: right;"><b>[AO2 = 15 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
<b>Section A Total</b>		<b>[55]</b>

Section B		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
11	<p><b>According to the sources, to what extent was Sparta able to control the other Peloponnesian states?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>outline Sparta's position within the Peloponnesian League;</b></li> <li>• <b>consider what the sources tell us about Sparta's relationship with states in the Peloponnese;</b></li> <li>• <b>assess the reliability of the evidence for the effectiveness of Sparta's leadership.</b></li> </ul> <p>Sources might include:</p> <ul style="list-style-type: none"> <li>• Herodotus;</li> <li>• Thucydides;</li> <li>• Plutarch;</li> <li>• Xenophon.</li> </ul> <p>Answers may give a range of examples (e.g. the Persian Wars, the lead-up to the Peloponnesian War, the aftermath of the Peace of Nicias) showing Sparta's leadership within the Peloponnese and the difficulties she encountered with her rival Argos and most important ally, Corinth.</p> <p style="text-align: right;"><b>[AO1 = 20 marks]</b></p> <p>Answers should address 'to what extent', and offer evaluation of the evidence selected. Reward discussion of the problems in interpreting Sparta's decisions, especially with regard to pressure from Corinth.</p> <p style="text-align: right;"><b>[AO2 = 25 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]

Question Number	Answer	Marks
12	<p><b>To what extent do the sources provide us with a reliable picture of the lives of Spartan women?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>outline what the sources tell us about the role of women in Sparta;</b></li> <li>• <b>describe what women contributed to Spartan social life;</b></li> <li>• <b>evaluate the reliability the sources in relation to Spartan women.</b></li> </ul> <p>Sources might include:</p> <ul style="list-style-type: none"> <li>• Herodotus</li> <li>• Thucydides</li> <li>• Plutarch</li> <li>• Xenophon</li> </ul> <p>There are a range of examples in the sources:</p> <ul style="list-style-type: none"> <li>• the <i>agoge</i> for women;</li> <li>• social and married life for women;</li> <li>• the right of women to own property;</li> <li>• the attitude of women to the value system.</li> </ul> <p style="text-align: right;"><b>[AO1 = 20 marks]</b></p> <p>Answers should explicitly address 'to what extent' and the reliability of the evidence used, showing an awareness of potential bias and the difficulty of discovering what was happening in Sparta.</p> <p style="text-align: right;"><b>[AO2 = 25 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]
<b>Section B Total</b>		[45]

## AS Classics Marking Grid for units AH1–AH2: AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	
Level 5	9–10	17–20	<ul style="list-style-type: none"> <li>Recall and application of subject knowledge;</li> <li>Relevance to question/topic;</li> <li>Understanding of sources and evidence;</li> <li>Awareness of context.</li> </ul>
Level 4	6–8	12–16	<ul style="list-style-type: none"> <li>Specific factual knowledge, selected with care;</li> <li>Fully relevant to the question;</li> <li>Well supported with evidence and reference where required;</li> <li>Strong awareness of context as appropriate.</li> </ul>
Level 3	4–5	8–11	<ul style="list-style-type: none"> <li>Generally well chosen factual knowledge;</li> <li>Relevant to the question;</li> <li>Usually supported with evidence and reference where required;</li> <li>Awareness of context as appropriate.</li> </ul>
Level 2	2–3	4–7	<ul style="list-style-type: none"> <li>Some factual knowledge, not always well chosen;</li> <li>At least partially relevant to the question;</li> <li>Some supporting evidence and reference where required;</li> <li>Limited awareness of context.</li> </ul>
Level 1	0–1	0–3	<ul style="list-style-type: none"> <li>Restricted selection of factual knowledge, possibly including some inaccurate detail;</li> <li>Little evidence of relevance to the question;</li> <li>Occasional use of appropriate supporting evidence;</li> <li>Context occasionally or very superficially indicated.</li> </ul> <p>Work in this band may meet some of the criteria for Level 2, but on balance falls below the standard defined for the higher level; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher level.</p>

## AS Classics Marking Grid for units AH1–AH2: AO2 (a and b)

(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i> (b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i>	Max. mark and mark ranges			Characteristics of performance
	10	15	25	
Level 5	9–10	13–15	21–25	<ul style="list-style-type: none"> <li>• Perceptive, well supported analysis leading to convincing conclusions;</li> <li>• Very well balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument incisive, very well structured and developed; technical terms accurately and effectively used;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Legible, fluent and technically very accurate writing.</li> </ul>
Level 4	6–8	9–12	15–20	<ul style="list-style-type: none"> <li>• Careful and thorough analysis leading to generally sound conclusions;</li> <li>• Balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument well structured and developed; technical terms accurately and effectively used;</li> <li>• Good control of appropriate form and register;</li> <li>• Legible and technically accurate writing, conveying meaning well.</li> </ul>
Level 3	4–5	6–8	10–14	<ul style="list-style-type: none"> <li>• Attempts at analysis leading to some tenable conclusions;</li> <li>• Limited evaluation but some evidence of engagement with sources/task;</li> <li>• Argument coherent if cumbersome or underdeveloped; some technical terms accurately used;</li> <li>• Limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, conveying meaning clearly.</li> </ul>
Level 2	2–3	3–5	5–9	<ul style="list-style-type: none"> <li>• Occasional evidence of analysis gesturing towards acceptable conclusions;</li> <li>• Very limited evaluation or evidence of engagement with topic/task;</li> <li>• Argument coherent even if very cumbersome or underdeveloped; simple technical terms used appropriately;</li> <li>• Very limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, clarity not obscured.</li> </ul>
Level 1	0–1	0–2	0–4	Work in this band may meet some of the criteria for Level 2, but on balance falls below the standard defined for the higher level; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher level.

## AS Classics Marking Grid for units AH1–AH2: notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

		AO1	AO2
<i>Section A Commentary Questions</i>	Qa	10	
	Qb	10	10
	Qc	10	15
<i>Section B Essays</i>		20	25
<i>Total</i>		50	50
<i>Weighting</i>		50%	50%
<i>Total mark for each AS unit</i>		100	

**Quality of Written Communication (QWC):** In Section A, the (a) sub-question is limited to AO1. Quality of written communication (AO2b) will be assessed in the (b) and (c) sub-questions only. This is because the QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences. For some AS units (eg Archaeology) the (a) sub-questions are likely to include single sentence or even one-word answers.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3–5.

There are no separate weightings for AOs 2a and 2b but, in assigning a mark for AO2, examiners should focus first on AO2(a) – ie bullet points 1 and 2 – to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level.

## F392 Roman History from original sources

Option 1: Cicero and political life in late Republican Rome		
Section A		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
1	<p><b>Quintus Cicero, <i>Commentariolum Petitionis</i> 2-3</b></p> <p>‘Consider what city this is, ... circle of <i>amici</i> in daily attendance.’</p> <p><b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b></p>	
1 (a)	<p><b>What can we learn from this passage about the problems a <i>novus homo</i> faced when standing for election?</b></p> <p>Answers may note that C. is to bear his condition in mind all the time while recalling his advantages which act as a balance:</p> <ul style="list-style-type: none"> <li>• reputation of his oratory – ‘special gifts’</li> <li>• his clients – worthy men not <i>novi homines</i></li> <li>• other supporters – <i>publicani equites</i> etc. and his <i>amici</i></li> </ul> <p>There should be some outline of why being a <i>novus homo</i> placed a candidate at a disadvantage, e.g. lack of family connections and snobbery by consular families means that he needs support from all the quarters mentioned.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	[10]
1 (b)	<p><b>How far do other sources for this period support the idea that being a <i>novus homo</i> was a disadvantage for a Roman politician?</b></p> <p>Sources may include:</p> <ul style="list-style-type: none"> <li>• Cicero’s letters (e.g. 3 – expressing confidence; 7 – sense of inferiority towards Pompey, anxious for praise; 15 – lack of support, isolation of Cicero)</li> <li>• speeches, especially <i>Pro Sestio</i> 97 – Cicero’s definition of a ‘true optimate’</li> <li>• deference shown in Sallust <i>Catiline</i> and <i>In Cat</i> IV. 16-20 (but boasting in 21-22)</li> <li>• the passage and other sections of the <i>Commentariolum Petitionis</i>,</li> <li>• Plutarch <i>Cicero</i> 9 – his personal skills as a politician balance the disadvantages of his position.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>Evaluation of sources and their use in constructing a clear address of ‘how far’ are required for marks at the highest level – refer to grids.</p> <p style="text-align: right;"><b>[AO2 = 10 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	[20]

Question Number	Answer	Marks
1 (c)	<p><b>On the basis of this passage and other sources you have studied, discuss how important social and political alliances were for individual success in Roman politics during the late 60s and early 50s BC.</b></p> <p>There should be relevant knowledge of the workings of patronage and of other factors in the political system and an understanding of their effects for the successful candidate. The reference to heroes of the past in <i>Pro Sestio</i> may be used; the contrasting fortunes of Cicero in 63BC and subsequently when he was exiled may be discussed, and his position contrasted with other politicians (Cato, Caesar, Pompey), for example.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>There should be a developed examination of 'how important' with support from sources (with appropriate evaluation and critical comment) which may address a variety of other factors than family connections –</p> <ul style="list-style-type: none"> <li>• military support</li> <li>• oratorical skill</li> <li>• violence</li> <li>• bribery</li> </ul> <p>See (among others):</p> <ul style="list-style-type: none"> <li>• Plutarch <i>Cicero</i></li> <li>• Sallust <i>Catiline</i></li> <li>• the <i>CP</i></li> <li>• Cicero <i>Letters</i> 3, 4, 7, 15</li> </ul> <p style="text-align: right;"><b>[AO2 = 15 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
2	<p><b>Plutarch <i>Life of Pompey</i> 47</b></p> <p>'Caesar had now returned from his province ... but the friendship and harmony that had existed between them.'</p> <p><b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b></p>	
2 (a)	<p><b>What can we learn from this passage about the effects of Caesar's friendship with Pompey and Crassus on Roman politics?</b></p> <p>In short, it was destabilizing and disastrous, in Plutarch's summary. Answers should mention:</p> <ul style="list-style-type: none"> <li>• Cato's comment at the end – the friendship was a 'disaster';</li> <li>• 'undertaken for the wrong motives',</li> <li>• nothing to stop the movement of violent party interest overthrowing everything',</li> <li>• 'whole state overturned' – in short, the mechanisms, checks and balances in the Roman political system were rendered useless</li> </ul> <p>There may be some detailed discussion of the context – what the wishes of each party were, etc., and what each obtained from the so-called 'First Triumvirate'.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	[10]

Question Number	Answer	Marks
2 (b)	<p><b>How far do the other sources support Cato's view expressed in this passage that political friendships were the cause of problems in Roman politics at this time?</b></p> <p>Answers should identify instances where <i>amici</i> (or lack thereof) played an important role such as:</p> <ul style="list-style-type: none"> <li>• Caesar, Crassus and Pompey (the extract),</li> <li>• Catiline (? support from Crassus and/ or Caesar)</li> <li>• Cicero – his <i>amici</i> mentioned in the <i>CP</i></li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>Answers may address any 'problems', either for individuals or for the state. For example, they may give detail about the so-called 'First Triumvirate' and note from the passage that Caesar had to work hard to reconcile Pompey and Crassus – and they may question whether the relationship ever reached 'friendship' or whether it was only one of political expediency. The difficulties of 59 BC when there was effectively only one consul may be noted; likewise the tensions in 63 BC between opposing groups about how Catiline and the co-conspirators should be treated may be used. Candidates may also note that however many <i>amici</i> Cicero may have had, they appear either unwilling or unable to prevent his exile!</p> <p>Answers should attempt to define what is meant by the terms – good answers will analyse <i>amici</i> and perhaps compare them to other relationships; the reliability of Plutarch's analysis in the passage and of other sources may be discussed.</p> <p style="text-align: right;"><b>[AO2 = 10 marks]</b> <b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	[20]
2 (c)	<p><b>Discuss how useful this passage and other sources you have studied are for understanding the political motives of individuals in the late 60s and early 50s BC.</b></p> <p>Answers should mention at least two other sources in some detail for high bands in AO1, with their contexts and some specific content, and relevant knowledge of depictions of personal motivation (e.g. personal ambition, desire for military success, personal enrichment, desire to serve the republic as a 'higher cause').</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>Answers should evaluate the information provided by the sources: e.g. Cicero <i>Letters</i>, <i>Pro Sestio</i> and <i>Pro Murena</i>, speeches against Catiline, analysed in connection with the presentation in Sallust <i>Catiline</i> and Plutarch <i>Cicero</i>; answers should make judgements on the value of the examples as historical evidence and show understanding of approach to evidence; credit careful analysis where a variety of motivations may be detected (e.g. personal pride and ambition vs. public statements of a noble cause being served in the case of Cicero).</p> <p style="text-align: right;"><b>[AO2 = 15 marks]</b> <b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
<b>Section A Total</b>		<b>[55]</b>

Section B		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
3	<p><b>How useful are the sources in helping us to understand the causes of the Catilinarian conspiracy?</b>  <b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>outline the causes of the Catilinarian conspiracy;</b></li> <li>• <b>consider what the sources tell us about the roles of various politicians in the conspiracy;</b></li> <li>• <b>assess the reliability of the evidence for the origins of the conspiracy.</b></li> </ul> <p>Expect a detailed treatment and some analysis of the reasons for the conspiracy as outlined in the sources – Sallust <i>Catiline</i>, Cicero's speeches, and Plutarch providing good original material which may be drawn upon.  <b>[AO1 = 20 marks]</b></p> <p>There must be clear evaluation of 'reliability' relating to the source material chosen, with a critical approach to it, for marks in the highest bands – refer to grids. This should be combined with an evaluation of the context of the conspiracy, which may be examined using the terms of the debate in 63 BC and in the light of events which followed it, leading up to Cicero's marginalization and exile – did he overreact and exaggerate? Again, refer to the grids – answers which use sources well and provide balanced arguments leading to convincing conclusions are worthy of high marks.  <b>[AO2 = 25 marks]</b>  <b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]

Question Number	Answer	Marks
4	<p><b>How useful are the sources in helping us to understand the importance of rhetoric and public speaking in political life in Rome during this period?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give examples of the importance of rhetoric and public speaking in Rome;</b></li> <li>• <b>include the evidence of the sources about the use of rhetoric and the importance of public speaking during this period;</b></li> <li>• <b>evaluate how reliable the sources are in their presentation of public speaking and the importance of rhetorical ability.</b></li> </ul> <p><b>Answers may address the key occasions where oratory and public speaking play a major part: for example:</b></p> <ul style="list-style-type: none"> <li>• speeches in the debate over Catiline's sentence and responses to the conspiracy, both in the Senate and delivered to the people</li> <li>• other speeches such as <i>Pro Murena</i> or <i>Pro Sestio</i> where rhetoric is used in support of a case</li> <li>• discussion of the power and advantage of oratory in the <i>CP</i> or in Cicero's letters.</li> </ul> <p style="text-align: right;"><b>[AO1 = 20 marks]</b></p> <p>Look for clear addressing of the terms 'useful' and 'importance' in the answer, with support from the sources and/ or own knowledge and an evaluated conclusion. The importance of oratory may be stressed, but its limitations also noted vis-à-vis other factors – violence, military support, political alliances, family connections. Refer to grids for allocation in mark bands.</p> <p style="text-align: right;"><b>[AO2 = 25 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]
<b>Section B Total</b>		[45]

Option 2: Augustus and the Principate		
Section A		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
5	<b>Ovid, <i>Fasti</i> 415-428</b> ‘In March, when for the sixth time Phoebus has climbed from Ocean ... Such is my prayer.’ <b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b>	
5 (a)	<b>What does this passage tell us about Augustus’ personal role in Roman religion?</b> Appropriate citation from and use of the passage: ‘our Caesar’ is now closely linked to traditional Roman cult of the hearth here at a state level; he is now Pontifex Maximus in addition to ‘countless titles’ granted ‘for merit’, his ‘abiding presence will preside’ and the cult will be ‘nurtured by his holy hand’; both Vesta and Augustus are ‘inextinguishable’ and are members of the same family – ‘kindred gods’. <b>[AO1 = 10 marks]</b>	<b>[10]</b>
5 (b)	<b>How far do other sources support the view that Augustus ‘countless titles’ had been ‘granted for merit (line 5)?</b> There is ample opportunity here for candidates to explain what these ‘other titles’ were, granted over the whole period, though a review of the entire constitutional settlements is not necessary, and the ways in which they were granted and the reasons for their adoption need to be the main focus. <b>[AO1 = 10 marks]</b> Look for an assessment of ‘how far’; other relevant sources may include: <ul style="list-style-type: none"> <li>• Augustus’ own <i>Res Gestae</i>,</li> <li>• Suetonius, <i>Augustus</i> 26-27</li> <li>• other poetry, for example the selections from Horace and Vergil</li> <li>• there may be a conflicting view introduced through the obvious Tacitus <i>Annals</i> 1-4 and Pliny the Elder</li> <li>• coins giving information about his titles</li> </ul> Look for analysis in context and evaluation of sources used. <b>[AO2 = 10 marks]</b> <b>[AO1 = 10 + AO2 = 10 = 20 marks]</b>	<b>[20]</b>

Question Number	Answer	Marks
5 (c)	<p><b>On the basis of this passage and other sources you have studied, how important a part did religion play in Augustan propaganda?</b></p> <p>Reward the level to which relevant knowledge and source material is recalled, deployed, and understood: these may include a range of poets and prose material or archaeological evidence (e.g. the <i>Ara Pacis</i>) or buildings used in support or as a contrast (temples).</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>There should be a clear development of an argument towards ‘how important’, which selects, organises and presents relevant material and evaluates the sources chosen.</p> <p>Look for clear answers which focus on an analysis must be the ‘part played by religion in Augustan propaganda’ – which may be contrasted with other aspects of propaganda, e.g. giving games, public largesse, military conquest.</p> <p style="text-align: right;"><b>[AO2 = 15 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
6	<p><b>Velleius Paterculus, <i>History of Rome</i> 89.1-4</b></p> <p>‘Caesar returned to Italy and Rome ... to contribute to the adornment of the city.’</p> <p><b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b></p>	
6 (a)	<p><b>What does this passage tell us about the reaction to Augustus’ success in the civil war?</b></p> <p>Main points for answers are likely to be citations with comment of the fulsome treatment provided by Velleius:</p> <ul style="list-style-type: none"> <li>• ‘huge crowds and universal acclaim’</li> <li>• ‘no blessing . . . which Caesar did not restore to the republic’</li> <li>• ‘twenty years civil strife. . . ended, foreign wars laid to rest, peace restored’</li> <li>• ‘Force was restored to the laws, authority to the courts, majesty to the senate’</li> <li>• ‘ancient, traditional form of the republic was brought back’</li> </ul> <p>Reward answers which note that Velleius is writing at the time and which provide some analysis of the ‘reaction’ with comment about the points made.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	[10]

Question Number	Answer	Marks
6 (b)	<p><b>How far do other sources you have studied support this passage in stressing the benefits which Augustus' victory brought to Rome?</b></p> <p>Answers should include some information on the different types of 'benefit' – peace restored, building programmes, games, assistance to the poor, military victories – and may include failures too (Germany, for example) which contradict the thrust of the passage. Other relevant sources may include:</p> <ul style="list-style-type: none"> <li>• The <i>Res Gestae</i></li> <li>• Suetonius <i>Augustus</i></li> <li>• Horace <i>Odes</i>, <i>CS</i>, and Vergil, <i>Aeneid</i></li> <li>• contrast the cynical appraisal in Tacitus <i>Annals</i> I and in Pliny the Elder's summary of his mishaps; also the panic brought to Rome by his illnesses</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>There should be some balanced evaluation of how Rome benefited (or not) under Augustus; benefits of peace vs. loss of real power for the Senate, perhaps; answers at the upper end of the grids will note the differing treatments and evaluations in the source material. Structured and developed answers which evaluate these to reach supported conclusions should be highly rewarded.</p> <p style="text-align: right;"><b>[AO2 = 10 marks]</b> <b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	[20]
6 (c)	<p><b>On the basis of this passage and other sources you have studied, discuss why opposition to Augustus continued to exist during his reign.</b></p> <p>There should be specific discussion of the claim, perhaps contrasted with opposing views (Tacitus being the obvious example), with some outline of both traditional/republican aspects of Augustus' regime, and innovations: nature and extent of opposition to Augustus: Answers should provide specific information for some of: Lepidus, Murena and Caepio, Egnatius, Julia and Iullus (2 BC), Plautius Rufus and Aemilius Paullus (Julia AD 8), Audasius and Epicadus mentioned by Suetonius (19), who also mentions assassination attempts. The passage may be contrasted perhaps with e.g. Tacitus' assessment in <i>Annals</i> I 1-10, and the unprecedented accumulation of powers outlined in Suetonius <i>Augustus</i>; the idea of 'restored republic' in this passage, in the poets, and above all in the <i>Res Gestae</i>.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>There should be balanced evaluation of and assessment of some of:</p> <ul style="list-style-type: none"> <li>• the opposition, its motivation, and what Augustus' opponents wished to achieve</li> <li>• the powers which Augustus took from the Senate and patricians; role played by <i>equites</i> and freedmen</li> <li>• reasons why the claim to have 'restored the republic' was so important may also be addressed; where they are, this should be rewarded</li> </ul> <p>Critical handling of other sources to compare the statements should be rewarded in line with the marking grids.</p> <p style="text-align: right;"><b>[AO2 = 15 marks]</b> <b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
	<b>Section A Total</b>	<b>[55]</b>

Section B		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
7	<p><b>According to the sources, to what extent did Augustus acquire sole power while he was emperor?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>explain the main powers and roles which Augustus had acquired by the end of his principate, and what roles were left to others;</b></li> <li>• <b>include what the sources tell us about the powers and roles adopted by Augustus;</b></li> <li>• <b>assess the reliability of the sources on the constitutional developments during Augustus' rule.</b></li> </ul> <p>Relevant knowledge and source material must be recalled and deployed as appropriate.</p> <p>Supporting the idea that Augustus accumulated all real power are:</p> <ul style="list-style-type: none"> <li>• his <i>maius imperium, tribunicia potestas</i>;</li> <li>• control of certain provinces and their armies;</li> <li>• control of treasury,</li> <li>• and a number of privileges, e.g. censorial powers, right to issue edicts, sit between the consuls, nominate or commend candidates, summon the senate, right to speak first in senate, right of appeal; water supply, corn supply.</li> </ul> <p>Against the idea is:</p> <ul style="list-style-type: none"> <li>• avoids dictatorship twice in 22 and 19;</li> <li>• continuing part played by the Senate and other individuals</li> <li>• dependency on family and supporters for practical reasons – military campaigns, etc.</li> <li>• his sharing of power on a equal footing with Tiberius in the last 10 years of his reign</li> </ul> <p>Source material includes <i>Res Gestae</i> 6, 34; <i>Suetonius Augustus</i> 26-28, coins (LACTOR H18, H21); for a negative view see <i>Tacitus Annals</i> I. 9-10.</p> <p style="text-align: right;"><b>[AO1 = 20 marks]</b></p> <p>Answers may argue either way provided there is evidence and example in support; there is more likely to be a basic discussion of powers acquired without evaluation at Band 3 or below in AO2. At the highest level there should be a structured, developed and supported response, perhaps with some discussion of his attempts to avoid outright dictatorship ; maintain a sense of temporary nature; he refused <i>censoria potestas</i> for life ; senate grants powers and renews them - seems servant of senate; he relies on <i>auctoritas</i>. Source material used should be put in context and evaluated critically.</p> <p style="text-align: right;"><b>[AO2 = 25 marks]</b> <b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]

Question Number	Answer	Marks
8	<p><b>According to the sources, how influential were Augustus' family and friends in ruling Rome and its empire?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>explain who helped and supported Augustus, and how important their actions were;</b></li> <li>• <b>include what the sources tell us about the part played by Augustus' family and friends;</b></li> <li>• <b>evaluate the source material which describes the part played by Augustus' family and friends in ruling Rome and the empire.</b></li> </ul> <p>Answers should provide specific examples recalled and deployed with their basis in source material:</p> <ul style="list-style-type: none"> <li>• difficulties encountered with both Livia and both Julias, and domestic problems generally</li> <li>• contrasted with part played by Tiberius and others in military campaigns - <u>Tiberius</u>: conquest up as far as Danube; colleague eventually; son-in-law; Pannonia military success; A's rep in east (20 BC)- Return of Parthian standards; 15 BC with Drusus, command of forces for invasion of Alpine regions; Drusus invaded Germany in 12 BC</li> <li>• role of non-family members may be brought in as a counter-argument – Agrippa (though linked by marriage); Maecenas; activity and responsibilities allotted to senators, equestrians, freedmen</li> </ul> <p style="text-align: right;"><b>[AO1 = 20 marks]</b></p> <p>Answers should select and organise relevant material, analysing it in order to assess how great a help (or hindrance) Augustus' family members were in various spheres of activity; the contrast between the morals of his own family and the legislation he brought in may be noted, for example.</p> <p>Sources might include:</p> <ul style="list-style-type: none"> <li>• Velleius 2. 94-95 – responsibilities given to Tiberius;</li> <li>• Suetonius <i>Augustus</i> 63-66;</li> <li>• perceptive candidates may note the inclusion of family members in the <i>Res Gestae</i>.</li> </ul> <p>There may be a discussion of the ways in which Augustus avoided giving too much responsibility to members of his family; the difficulties of choosing an heir, caused by frequent bereavements; the authority shared with others.</p> <p style="text-align: right;"><b>[AO2 = 25 marks]</b> <b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]
<b>Section B Total</b>		<b>[45]</b>

Option 3: Britain in the Roman Empire		
Section A		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
9	<p><b>Dio, 62.2.3-62.3.3</b></p> <p>‘When she had collected an army about 120,000 strong, ...rather than ransom ourselves each year and meaninglessly call ourselves free!’ ‘</p> <p><b>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</b></p>	
9 (a)	<p><b>What does this passage tell us about the reasons why Boudicca’s rebellion began?</b></p> <p>Answers might include the following points from the passage:</p> <ul style="list-style-type: none"> <li>• personal characteristics and inspiring qualities of Boudicca;</li> <li>• the mistakes Britons have made in welcoming or submitting to Romans;</li> <li>• the stress on freedom, contrasted with Roman slavery;</li> <li>• shameful and humiliating treatment;</li> <li>• levels of taxation and exploitation.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	[10]
9 (b)	<p><b>How far do other sources support the view that all Britons were badly mistreated by the Romans?</b></p> <p>Other sources may include:</p> <ul style="list-style-type: none"> <li>• the earlier account in Dio – loans suddenly called in</li> <li>• the description of the origins of the rebellion found in Tacitus <i>Annals</i> where there is a separate emphasis on Boudicca, and exploitation/ burdens placed on the Trinovantes</li> <li>• other repression – e.g. Caratacus, the early invasion programme identified from inscriptions (e.g. funerary monuments at Colchester) and archaeology such as Maiden Castle, Hod Hill</li> <li>• this may be countered by ‘positive’ examples such as C/Togidubnus, Cartimandua; evidence of Britons adapting to Roman ways and profiting by them (serving as auxiliaries at Mons Graupius, e.g.).</li> </ul> <p>Reward the recall and deployment of material according to the marking grids.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>There needs to be a specific conclusion on ‘how far’, ideally a balanced evaluation based on a clear engagement with the material, which should be critically analysed, perhaps contrasted with archaeology and other literary sources from the post-conquest period</p> <p style="text-align: right;"><b>[AO2 = 10 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	[20]

Question Number	Answer	Marks
9 (c)	<p><b>On the basis of this passage and other sources you have studied, discuss the reliability of portrayals of British leaders.</b></p> <p>Allow discussion and treatment of British Leaders in Caesar. Other factual knowledge and sources recalled and deployed might include:</p> <ul style="list-style-type: none"> <li>• Caratacus in Tacitus <i>Annals</i></li> <li>• Calgacus in the <i>Agricola</i></li> <li>• Cartimandua/ Venutius in the <i>Annals</i> and <i>Histories</i></li> <li>• Boudicca in Tacitus and Dio.</li> </ul> <p>Other relevant material might include archaeological and literary information about T/Cogidubnus. There needs to be sufficient material to develop a clearly supported answer to 'how reliable'.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>Source material must be critically handled and evaluated, either examining the sources of information (eye-witness accounts, for example, of Caratacus in Rome/ personal knowledge gained from Agricola for Tacitus – his methods as a historian might be examined) to underline the sources credibility; or the presence of speeches and personal information such as that in the passage may be used to illustrate the rhetorical nature of ancient history, leading to a more sceptical position; reward supported and developed arguments either way, in line with the marking grids.</p> <p style="text-align: right;"><b>[AO2 = 15 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
10	<p><b>Inscription to Longinus Sdapeze (ala I Thracum), at Colchester (Camulodunum), AD 43-49 RIB 201. [LACTOR 4.8]</b></p> <p><b>Inscription to Dannicus (ala Indiana)at Circencester (Corinium), Claudian – early Flavian period, (c. AD 58 - 75) RIB 108. [LACTOR 4.9]</b></p> <p><b>Inscription to Rufus Sita (cohors VI Thracum) found at Gloucester (Glevum), mid-1<sup>st</sup>. century AD RIB 121. [LACTOR 4. 11]</b></p> <p><b>Read the inscriptions and answer the questions. You are expected to refer to the inscriptions and to use your own knowledge in your answers.</b></p>	
10 (a)	<p><b>What can we learn from these inscriptions about the Roman conquest of Britain up to about AD 60?</b></p> <p>The fact that all three are from auxiliary cavalry units rather than infantry legions shows their function in scouting, patrols etc. where their mobility would have been advantageous; the location of their burials shows the extent of military presence in both east and west. Reward mention of Camulodunum as a colony (and Gloucester, later).The inscriptions' location and putative dating needs to be taken into account as well as their content: Longinus Sdapeze died within the first years of the conquest, at the ancient tribal capital of Camulodunum – supported by narrative in Dio; Dannicus at Corinium and Rufus Sita show the extension of military control to the west, at a slightly later period – imposing law and order, or linked with the campaigns against Wales?</p> <p>NOTE: reward own knowledge about the visual aspects of these, but this is not necessary for full marks to be awarded.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	[10]

Question Number	Answer	Marks
10 (b)	<p><b>How far do the other sources that you have studied support the view that the success of the Claudian invasion was not entirely due to Roman military supremacy?</b></p> <p>Other possible sources include outlines in Dio, Tacitus <i>Annals</i> and a little in the <i>Agricola</i>, and archaeology from sites overrun by the Romans; there needs to be sufficient detail to support an conclusion to ‘not entirely due’: non-military acquisition includes Verica ‘inviting help’ from Claudius; client kingdoms; submission of British kings to Claudius (inscription from C.’s arch); absence of destruction evidence in some sites; co-operation (or at least lack of resistance) by many tribes in the south.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>There should be some conclusion about ‘how far’ and ‘not entirely due’ – even if after some detailed exposition there is the legitimate conclusion that it is very hard to say exactly! Credit supported arguments either way; some answers may see the invasion in terms of a ‘military steamroller’ with even Verica or his heirs squashed into submission (Tacitus’ view – and see Dio passage in qn 9!), while others may regard the military supremacy as being only in part the reason for the rapid Roman advance – refer to mark grids.</p> <p style="text-align: right;"><b>[AO2 = 10 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	[20]
10 (c)	<p><b>On the basis of these inscriptions and other sources you have studied, discuss the functions of the Roman army in Britain up to the end of Agricola’s governorship.</b></p> <p>Sources may enlarge on those in (b) and in addition to conquest and security, other functions may be discussed, such as:</p> <ul style="list-style-type: none"> <li>• administration/ assistance with fiscal policy and taxation –</li> <li>• ‘peace-keeping’ – see <i>Agricola</i> 21 (and Vindolanda tablets report on the cohort strength which is later but may reflect earlier practice)</li> <li>• building – both military and civilian? – e.g. St Albans</li> <li>• economy – the demand for food, leather, pottery; imports; extension of trade routes, roads, river and sea-borne trade</li> <li>• and possible cultural impact on local communities (NB the role of colonies, indicated by inscriptions (a) and (b).</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p> <p>There may be a variety of conclusions, all of which should be rewarded if they are balanced evaluation leading to a supported conclusion, but some estimation of ‘impact’ is needed – did the Roman army keep to itself, or was there cultural cross-fertilization? NB watch out for general unspecific assertion which is not based on any evidence at all! There is a wide range of sources, both literary and archaeological, covering the ‘first hundred years’.</p> <p style="text-align: right;"><b>[AO2 = 15 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	[25]
<b>Section A Total</b>		<b>[55]</b>

Section B		
Question Number	Answer	Marks
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
11	<p><b>How reliable a picture of the economy of Britain in the first century AD is presented by the sources?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>include the evidence from the sources illustrating the economy of Britain before the Roman occupation;</b></li> <li>• <b>describe the development of the economy during the Roman occupation;</b></li> <li>• <b>evaluate the sources for these developments.</b></li> </ul> <p>Reward recall and deployment of source material and knowledge relevant to this period in line with the marking grids. Sources may be:</p> <ul style="list-style-type: none"> <li>• literary (Caesar, Strabo most likely, Tacitus <i>Agricola</i>)</li> <li>• or archaeological (Hengistbury Head, Welwyn burial etc. for the early period; development of civilian centres such as Calleva Atrebatum, Londinium, Verulamium. Corinum in the later period); development of roads and trade routes; demand made by the military stimulating production and taking it over</li> <li>• or numismatic – coinage may have been symbolic in PRIA, but comes into regular use in towns and indicates greater economic activity</li> </ul> <p>'Economy' may embrace any aspect of industry (pottery, iron, gold) or agriculture, and may also include other activities and trades – building/ administration/ record-keeping/ finance</p> <p style="text-align: right;"><b>[AO1 = 20 marks]</b></p> <p>There should be critical evaluation of source material selected to support an evaluated and focused answer addressing 'reliable' – in particular, the accounts in Caesar and Strabo about the backward nature of inland Britain are flatly contradicted by archaeology!. Reward any evaluation of archaeology or numismatic material which indicates dispute over its interpretation, or the level of reliability of literary sources, which are not based on eye-witness accounts and are prone to exaggeration. In addition look for a structured and developed argument supporting an explicit judgement on 'how reliable' based on well-considered material.</p> <p style="text-align: right;"><b>[AO2 = 25 marks]</b></p> <p style="text-align: right;"><b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]

Question Number	Answer	Marks
12	<p><b>Explain the changes in the location of the Roman frontier in northern Britain between c. AD 96 and c. AD 160.</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>use the available literary and material evidence to outline the changes in position of the frontier during the period;</b></li> <li>• <b>explain the reasons for the changes which took place;</b></li> <li>• <b>evaluate the available literary and material evidence for our knowledge about the frontiers.</b></li> </ul> <p>Answers should address the period directly, from the establishment of the pre-Hadrianic system along the Stanegate (good evidence at Vindolanda) to the construction of Hadrian's Wall, including the overall structure and purpose of each, then moving on to the establishment and then abandoning of the Antonine frontier. Given the scope of the question, good marks should only be awarded to answers which cover the whole period with adequate narrative and a secure chronology.</p> <p>Credit evidence from the Stanegate system and from the walls themselves – particularly the presence of gates, the likely function of the garrison forts, opening to the north; Hadrian's Wall <b>not</b> designed as a 'fighting platform'; the categories of troops stationed on the wall, especially mobile auxiliary units, and even in the Hadrianic period, the establishment of forts to the north of the wall and the possible shortcomings of Hadrian's Wall as originally conceived, seen in rebuilding and reshaping the forts, and the likely strategic need for a move to the north demonstrated by the move to the Antonine Wall, which itself has forts to the north of it - Bertha/ Strageath/ Ardoch/ and ?Stirling. Credit answers which highlight different ideas about the purpose of the walls, and support them from evidence from the archaeology. Give full credit to <b>any</b> reference to the limited literary sources (Pausanias on Antoninus and trouble with the Brigantes; SHA on Hadrian 'separating the barbarians and Romans' and on Antoninus 'built another wall, of turf'.)</p> <p style="text-align: right;"><b>[AO1 = 20 marks]</b></p> <p>The discussion should be supported by evidence (including the walls themselves) for marks in the highest bands to be awarded. Reasons for the changes need to be as fully addressed as possible, with awareness of the divergence of some arguments where appropriate, for marks in the highest bands. Discussion may consider the scale of the Hadrianic frontier – the labour involved and the 'statement' the wall made – as well as other considerations such as the division of the Brigantes, the facilitation of imposing and collecting duties, the regulation of communication north and south. There may be discussion about the need for a fixed frontier under Hadrian, and likely changes in imperial policy after him; also local requirements – possible inability of troops based along the wall to respond to pressure from the north and the unsuitability of the design of some forts, together with the shorter distance to garrison along the Forth-Clyde line (as noted earlier, perhaps by Agricola in person: Tacitus <i>Agricola</i> 23).</p> <p style="text-align: right;"><b>[AO2 = 25 marks]</b> <b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	[45]
<b>Section B Total</b>		<b>[45]</b>

## AS Classics Marking Grid for units AH1–AH2: AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	
Level 5	9–10	17–20	<ul style="list-style-type: none"> <li>• Recall and application of subject knowledge;</li> <li>• Relevance to question/topic;</li> <li>• Understanding of sources and evidence;</li> <li>• Awareness of context.</li> </ul>
Level 4	6–8	12–16	<ul style="list-style-type: none"> <li>• Specific factual knowledge, selected with care;</li> <li>• Fully relevant to the question;</li> <li>• Well supported with evidence and reference where required;</li> <li>• Strong awareness of context as appropriate.</li> </ul>
Level 3	4–5	8–11	<ul style="list-style-type: none"> <li>• Generally well chosen factual knowledge;</li> <li>• Relevant to the question;</li> <li>• Usually supported with evidence and reference where required;</li> <li>• Awareness of context as appropriate.</li> </ul>
Level 2	2–3	4–7	<ul style="list-style-type: none"> <li>• Some factual knowledge, not always well chosen;</li> <li>• At least partially relevant to the question;</li> <li>• Some supporting evidence and reference where required;</li> <li>• Limited awareness of context.</li> </ul>
Level 1	0–1	0–3	<p>Work in this band may meet some of the criteria for Level 2, but on balance falls below the standard defined for the higher level; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher level.</p>

## AS Classics Marking Grid for units AH1–AH2: AO2 (a and b)

(c) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i> (d) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i>	Max. mark and mark ranges			Characteristics of performance
	10	15	25	
Level 5	9–10	13–15	21–25	<ul style="list-style-type: none"> <li>• Perceptive, well supported analysis leading to convincing conclusions;</li> <li>• Very well balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument incisive, very well structured and developed; technical terms accurately and effectively used;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Legible, fluent and technically very accurate writing.</li> </ul>
Level 4	6–8	9–12	15–20	<ul style="list-style-type: none"> <li>• Careful and thorough analysis leading to generally sound conclusions;</li> <li>• Balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument well structured and developed; technical terms accurately and effectively used;</li> <li>• Good control of appropriate form and register;</li> <li>• Legible and technically accurate writing, conveying meaning well.</li> </ul>
Level 3	4–5	6–8	10–14	<ul style="list-style-type: none"> <li>• Attempts at analysis leading to some tenable conclusions;</li> <li>• Limited evaluation but some evidence of engagement with sources/task;</li> <li>• Argument coherent if cumbersome or underdeveloped; some technical terms accurately used;</li> <li>• Limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, conveying meaning clearly.</li> </ul>
Level 2	2–3	3–5	5–9	<ul style="list-style-type: none"> <li>• Occasional evidence of analysis gesturing towards acceptable conclusions;</li> <li>• Very limited evaluation or evidence of engagement with topic/task;</li> <li>• Argument coherent even if very cumbersome or underdeveloped; simple technical terms used appropriately;</li> <li>• Very limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, clarity not obscured.</li> </ul>
Level 1	0–1	0–2	0–4	Work in this band may meet some of the criteria for Level 2, but on balance falls below the standard defined for the higher level; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher level.

## AS Classics Marking Grid for units AH1–AH2: notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

		AO1	AO2
<i>Section A Commentary Questions</i>	Qa	10	
	Qb	10	10
	Qc	10	15
<i>Section B Essays</i>		20	25
<i>Total</i>		50	50
<i>Weighting</i>		50%	50%
<i>Total mark for each AS unit</i>		100	

**Quality of Written Communication (QWC):** In Section A, the (a) sub-question is limited to AO1. Quality of written communication (AO2b) will be assessed in the (b) and (c) sub-questions only. This is because the QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences. For some AS units (eg Archaeology) the (a) sub-questions are likely to include single sentence or even one-word answers.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3–5.

There are no separate weightings for AOs 2a and 2b but, in assigning a mark for AO2, examiners should focus first on AO2(a) – ie bullet points 1 and 2 – to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level.

# Grade Thresholds

Advanced Subsidiary GCE Classics - Ancient History (H042)  
June 2009 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F391	Raw	100	70	60	51	42	33	0
	UMS	100	80	70	60	50	40	0
F392	Raw	100	73	63	53	43	34	0
	UMS	100	80	70	60	50	40	0

## Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H042	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H042	11.6	31.4	55.8	76.2	87.6	100.0	965

## 965 candidates aggregated this series

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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