

...day...Month Year – Morning/Afternoon

**GCSE (9–1) Ancient History**

**J198/22 Roman depth study**

**Time allowed: 45 minutes**

Sample question paper for 2021 only. To see what adaptations have been made for 2021 please ensure you have referred to the [Your guide to the changes for 2021](#) document.

**You must have:**

- the OCR 12-page Answer Booklet



**INSTRUCTIONS**

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Answer **all** the questions in **either** Section A **or** Section B **or** Section C.

**INFORMATION**

- The total mark for this paper is **45**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **8** pages.

**ADVICE**

- Read each question carefully before you start your answer.

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### Section A: Hannibal and the Second Punic War, 218–201 BC

Answer **all** the questions in this section.

- 1 (a) Name the final battle in the Second Punic War. [1]
- (b) Give **two** reasons why Hannibal started the war against the Romans. [2]
- (c) Give **two** details from the advice Maharbal gave to Hannibal after the battle of Cannae. [2]

#### Passage A

From the Druentia, Hannibal approached the Alps ... . As the column started up the first slopes, the mountain tribesmen appeared threateningly above them, standing on their high crags. Had they laid ambushes and attacked suddenly from the better cover of the valleys, they would have inflicted dire slaughter and panic on the army. Hannibal ordered his column to halt and sent his Gallic guides forward to reconnoitre. Once he discovered that there was no way through, he set up camp in the widest valley he could find amid all the boulder-strewn terrain and precipitous mountain slopes. ... he [Hannibal] learned that though the narrow passes were defended by day, at night the tribesmen all slipped away to their homes. At dawn the next day, therefore, he advanced towards the high ground as if determined to force a passage openly through the pass in daylight. His soldiers spent the rest of the day on activities designed to conceal his real intentions, building fortifications round the camp in the same position where they had originally halted.

Livy, *The History of Rome* 21.32

- 2 What can we learn from Passage A about Hannibal's leadership? [5]
- 3 Using details from Passage A, evaluate how accurate you think Livy's account of these events is. [5]
- 4 Explain the importance of Fabius Maximus' tactics in the Second Punic War. [10]
- 5\* 'Hannibal's early victories against the Romans were entirely due to Hannibal's skill as a general.' How far do you agree with this view?  
You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. [20]

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### Section B: Cleopatra: Rome and Egypt, 69–30 BC

Answer **all** the questions in this section.

- 6 (a) Name Cleopatra and Julius Caesar's son. [1]
- (b) Give **one** reason why Egypt was important to the Romans. [1]
- (c) Give **three** details from Cleopatra's first meeting with Julius Caesar. [3]

#### Passage B

Then the day of the greatest battle arrived. Now Octavian Caesar and Antony led out their fleets to fight, one to save the world, the other to destroy it. ... At the start of the battle, one side had everything – general, rowers, and soldiers; the other had nothing except soldiers. Cleopatra was the first to flee. Antony preferred to join the fleeing queen rather than his fighting soldiers; the general, who ought to have punished deserters severely, became a deserter from his own army. Even though they had lost their leader, they were determined to carry on the fight for as long as and bravely as they could; despite losing hope for victory they fought to the death. ... To be honest, the soldiers had been the best of generals, while the general took the role of the worst soldier fleeing the battle; it might be asked whether he would have acted in victory as he wished or as Cleopatra wished since it had been her decision which had led him to flee.

Velleius Paterculus, *History of Rome*, 2.85

- 7 What can we learn from Passage B about the Battle of Actium? [5]
- 8 Using details from Passage B, evaluate how accurate you think the description of the events in the passage is. [5]
- 9 Explain the significance of Cleopatra's relationship with Julius Caesar. [10]
- 10\* To what extent do you agree that Cleopatra's downfall was caused by her relationship with Mark Antony?  
You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. [20]

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### Section C: Britannia: from conquest to province, AD 43–c.84

Answer **all** the questions in this section.

- 11 (a) Name the religious organisation that based itself on the Isle of Mona (Anglesey). [1]
- (b) Name **two** governors of Roman Britain. [2]
- (c) Give **two** examples of how Claudius celebrated his victory in Britain. [2]

#### Passage C

As Caratacus had fewer troops than us [the Romans] but was better placed to use local knowledge for his treacherous purposes, he proceeded to transfer the war into the territory of the Ordovices, where he was joined by those who feared a Roman peace. ... He chose for battle a site that was difficult to approach but easy to abandon. ... On one side were high mountains and wherever there was a more gradual incline he constructed a barrier of stones. ... Caratacus sped round to every part to declare this was the day, this was the battle that would restore their liberty or make them slaves forever; he invoked the names of their ancestors who had routed the dictator Caesar. ... The men roared their approval when he made these and similar utterances and they bound themselves man by man by their tribal oaths not to yield to weapons or wounds.

Tacitus, *Annals* 12.33–34

- 12 What can we learn from Passage C about Caratacus' leadership? [5]
- 13 Using details from Passage C, evaluate how accurate you think Tacitus' account of these events is. [5]
- 14 Explain why the settlement at *Camulodunum* (Colchester) was significant during the period. [10]
- 15\* 'Claudius' invasion of Britain was well organised and ran smoothly.' How far do you agree with this view?  
You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. [20]

**END OF QUESTION PAPER**

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**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) Ancient History**

**J198/22 Roman depth study**

**SAMPLE MARK SCHEME**

**Duration:** 45 minutes

**MAXIMUM MARK 45**

**This document consists of 32 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris* assessor *Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed-out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed-out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or email.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

| Descriptor  | Award mark  |
|---|---|
| On the borderline of this level and the one below     | At bottom of level  |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level   |

11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example, if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

12. **Annotations**

| Annotation | Meaning |
|------------|---------|
|            |         |
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### 13. Subject-specific Marking Instructions

#### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

#### USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

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

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range.

Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
4. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. The weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 5 AO1, 5 AO2 and 10 AO3, then the AO1/AO2/AO3 ratio will be 1/1/2 throughout the levels. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.

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**Section A: Hannibal and the Second Punic War, 218–201 BC**

| Question     | Indicative content   | Marks            | Guidance   |
|--------------|--|------------------|--|
| <b>1 (a)</b> | Zama (1)   | <b>AO1<br/>1</b> |  |
| <b>1 (b)</b> | <p>Likely valid responses include:</p> <ul style="list-style-type: none"> <li>• revenge after defeat in the First Punic War (1)</li> <li>• Hannibal's hatred of the Romans inherited from his father (1)</li> <li>• the rivalry of Carthage and Rome over Sicily (1)</li> <li>• a logical step after the capture of Saguntum (1)</li> <li>• the level of indemnity paid by Carthage to Rome becoming excessive. (1)</li> </ul> | <b>AO1<br/>2</b> | 1 mark for any answer that offers a historically valid response.   |
| <b>1 (c)</b> | <p>Valid responses include:</p> <ul style="list-style-type: none"> <li>• (should not rest and) march on Rome immediately (1)</li> <li>• catching the Romans unaware (1) / celebrate once Rome has been captured. (1)</li> </ul>  | <b>AO1<br/>2</b> | <p>1 mark for any answer that offers a historically valid response.</p> <p>The expectation should be to paraphrase what Maharbal's advice was rather than remembering word for word the quote from Livy.</p> |

|                             |              |   |   |
|-----------------------------|--------------|---|---|
| <b>Question 2</b>           |              | What can we learn from Passage A about Hannibal's leadership?   | <b>[5 marks]</b>  |
| <b>Assessment Objective</b> |              | <b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context.   |   |
| <b>Additional guidance</b>  |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |   |
| <b>Level</b>                | <b>Marks</b> | <b>Level descriptors</b>  | <b>Indicative content</b>   |
| Level 3                     | 4–5          | <ul style="list-style-type: none"> <li>Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question.</li> </ul> | <p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> <li>Candidates might infer that Hannibal was a tactically astute leader given the terrain he was in benefited the mountain tribesmen and realised that they would have inflicted slaughter and panic on his army.</li> <li>Hannibal realised the need to gain knowledge / intelligence about the enemy in order to help him continue crossing the Alps.</li> <li>Candidates might infer that Hannibal is a clever leader who is able to use tricks / ruses de guerre to ensure that he can outwit the mountain tribesmen.</li> </ul> |
| Level 2                     | 2–3          | <ul style="list-style-type: none"> <li>Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question.</li> </ul>   |   |
| Level 1                     | 1            | <ul style="list-style-type: none"> <li>Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question.</li> </ul>   |   |
|                             | 0            | No response or no response worthy of credit.  |   |

|                             |              |   |  |
|-----------------------------|--------------|---|--|
| <b>Question 3</b>           |              | Using detail from Passage A, evaluate how accurate you think Livy's account of these events is. <b>[5 marks]</b>  |  |
| <b>Assessment Objective</b> |              | <b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.   |  |
| <b>Additional guidance</b>  |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |  |
| <b>Level</b>                | <b>Marks</b> | <b>Level descriptors</b>  | <b>Indicative content</b>  |
| Level 3                     | 4–5          | <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.</li> </ul> | <p>There is considerable detail given here by Livy which gives a clear picture of some of the difficulties that Hannibal and the Carthaginians were facing.</p> <p>Candidates might comment on the following:</p> <ul style="list-style-type: none"> <li>Are these details likely to be accurate?</li> <li>Why does he seem to be taking a view that is supportive of Hannibal and gives such a dramatic description of the physical environment?</li> <li>What aims does Livy have in writing history?</li> </ul> |
| Level 2                     | 2–3          | <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.</li> </ul>                           |  |
| Level 1                     | 1            | <ul style="list-style-type: none"> <li>Response analyses the source in a basic way by selecting relevant detail from the source content or historical context.</li> </ul>   |  |
|                             | 0            | No response or no response worthy of credit   |  |

|                              |              |   |   |
|------------------------------|--------------|---|---|
| <b>Question 4</b>            |              | Explain the importance of Fabius Maximus' tactics in the Second Punic War. <span style="float: right;"><b>[10 marks]</b></span>   |   |
| <b>Assessment Objectives</b> |              | <b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.<br><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.   |   |
| <b>Additional guidance</b>   |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |   |
| <b>Level</b>                 | <b>Marks</b> | <b>Level descriptors</b>  | <b>Indicative content</b>   |
| Level 5                      | 9–10         | <ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>The response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> | <p>Explanations might include:</p> <ul style="list-style-type: none"> <li>Candidates may argue that Fabius Maximus' tactics were very important. Fabius Maximus was appointed at a low point of the Roman campaign against Hannibal, with the cumulative effect of Hannibal's victories making defeat look likely for Rome. Fabian tactics helped Rome prevent this from happening by drawing out the conflict to become one of attrition.</li> <li>Candidates may argue that Fabius Maximus' tactics were important because they helped to undermine Carthaginian weaponry, which was superior, and waste the Carthaginian inadequate resources.</li> <li>Candidates might also focus on how steadily Fabius Maximus was able to stick to his policy, despite the actions of Hannibal to draw him out and undermine him by not razing his land, plus the pressure put on him by the Roman people. Livy suggests that Hannibal alone was the only person who could appreciate his strategy and how damaging it was to the Carthaginian war effort.</li> <li>Candidates may mention that Fabius Maximus tried to focus the mind of the people on religious observances, to make</li> </ul> |
| Level 4                      | 7–8          | <ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul>                  |   |
| Level 3                      | 5–6          | <ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul>   |   |

|            |     |  |   |
|------------|-----|--|---|
| Level<br>2 | 3–4 | <ul style="list-style-type: none"> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul>   | <p>them more optimistic about the future.</p> <ul style="list-style-type: none"> <li>Candidates may mention the actions of Minucius' and Varro's actions which led to further defeats and how this emphasises the importance of Fabius Maximus' tactics when compared to the catastrophic defeats Rome suffered.</li> <li>Answers might suggest that Fabian tactics were important but other factors were also important, especially Hannibal's caution after the battle of Cannae and Hannibal's failure to march on Rome. Candidates may also mention the lack of support or direction from Carthage itself.</li> <li>Answers might suggest that Fabian tactics were important but other factors were also involved, for example Scipio's campaign in Spain.</li> <li>Candidates may mention that by the time of Scipio's rise, Fabius held enough sway in the Senate to nearly prevent Scipio's invasion of Africa.</li> </ul> |
| Level<br>1 | 1–2 | <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> |   |
|            | 0   | No response or no response worthy of credit  |   |

| <b>Question 5*</b>           | 'Hannibal's early victories against the Romans were entirely due to Hannibal's skill as a general.' How far do you agree with this view?<br><b>[20 marks]</b>   |   |  |
|------------------------------|---|---|--|
| <b>Assessment Objectives</b> | <p><b>AO3</b> = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p> |   |  |
| <b>Additional guidance</b>   | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |   |  |
| <b>Level</b>                 | <b>Marks</b>  | <b>Level descriptors</b>  | <b>Indicative content</b>  |
| Level 5                      | 17–20   | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> | <p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>Grounds for agreeing include:</p> <ul style="list-style-type: none"> <li>Hannibal took advantage of the dispute between Roman leaders to provoke an early fight at Trebia; he lured the Romans back over the river, Hannibal's army and rested main force attacked with success.</li> </ul> |
| Level 4                      | 13–16   | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>  | <ul style="list-style-type: none"> <li>At Trasimene, Hannibal lured Flaminius into a narrow valley, placed men strategically and waited, taking advantage of the foggy conditions.</li> <li>At Cannae, Hannibal set up his army so the centre would give way, allowing the Romans to advance which could then be outflanked; he won stunning victory although his army was greatly outnumbered.</li> </ul>   |

|         |      |  |   |
|---------|------|--|---|
| Level 3 | 9–12 | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p> | <p>Grounds for disagreeing include:</p> <ul style="list-style-type: none"> <li>The failures of the Roman leaders: Sempronius' confidence at Trebia; Flaminius walked straight into a trap at Lake Trasimene, including ignoring advice given to him by his officers.</li> <li>Fabius Maximus' delaying tactics were unpopular with the Roman people and the Senate – Varro gained popularity by threatening aggression against Hannibal. The Roman people wanted the army to confront the Carthaginians in a pitched battle.</li> <li>Disagreements and squabbling between consuls at Cannae.</li> <li>Candidates may mention Hannibal's failure to march on Rome and may argue that Maharbal's advice was correct, showing that Hannibal may have been skilful on the battlefield but he did not necessarily have the skill to exploit these successes fully.</li> </ul> <p>Likely source information to be included:</p> <ul style="list-style-type: none"> <li>Livy, 21.54 (Trebia), 22.44–48 (Cannae).</li> <li>Polybius 3.77–79, 81–85 (Trasimene).</li> </ul> <p>Analysis of the sources should focus on the limitations of the sources in terms of information on Hannibal's skill as a general. There needs to be some discussion and evaluation of how accurate and reliable Livy and Polybius are:</p> <ul style="list-style-type: none"> <li>Livy lived well after the events that he is describing. Polybius, although born after these events, the events were within living memory.</li> <li>Livy, unlike Polybius, did not travel to places he was writing about.</li> </ul> |
| Level 2 | 5–8  | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>                                    |   |
| Level 1 | 1–4  | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3)</li> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> <p><i>The information is communicated in a basic/unstructured way.</i></p>  |   |
|         | 0    | No response or no response worthy of credit  |   |

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**Section B: Cleopatra: Rome and Egypt, 69–30 BC**

| Question     | Indicative content   | Marks            | Guidance   |
|--------------|--|------------------|--|
| <b>6 (a)</b> | Caesarion (1)  | <b>AO1<br/>1</b> |  |
| <b>6 (b)</b> | Valid responses include: <ul style="list-style-type: none"> <li>• Cleopatra controlled Egypt. (1)</li> <li>• Egypt had large grain supplies. (1)</li> <li>• It was not a formal part of the Roman empire. (1)</li> </ul>   | <b>AO1<br/>1</b> | 1 mark for any answer that offers a historically valid response. |
| <b>6 (c)</b> | Valid responses include: <ul style="list-style-type: none"> <li>• Cleopatra took one friend (Apollodorus) with her. (1)</li> <li>• sailed in a small boat (1)</li> <li>• landed at the palace when it was dark (1).</li> <li>• She hid herself inside a carpet. (1)</li> <li>• Her friend (Apollodorus) carried the carpet, with her inside, into the palace unobserved. (1)</li> <li>• The trick captivated Caesar. (1)</li> <li>• Caesar arranged for Cleopatra and her brother to be reconciled. (1)</li> </ul> | <b>AO1<br/>3</b> | 1 mark for any answer that offers a historically valid response. |

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| <b>Question 7</b>           |              | What can we learn from Passage B about the Battle of Actium?  | <b>[5 marks]</b>   |
| <b>Assessment Objective</b> |              | <b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context.   |  |
| <b>Additional guidance</b>  |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |  |
| <b>Level</b>                | <b>Marks</b> | <b>Level descriptors</b>  | <b>Indicative content</b>  |
| Level 3                     | 4–5          | <ul style="list-style-type: none"> <li>Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question.</li> </ul> | <p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> <li>Candidates are likely to mention how the two sides are depicted – one to save the world, the other to destroy it.</li> <li>Candidates might infer the mismatch in preparations: Octavian seems to be very well prepared while Mark Antony is not.</li> <li>Cleopatra flees the battle.</li> <li>Antony flees the battle to chase after Cleopatra while his troops carry on fighting.</li> </ul> |
| Level 2                     | 2–3          | <ul style="list-style-type: none"> <li>Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question.</li> </ul>   |  |
| Level 1                     | 1            | <ul style="list-style-type: none"> <li>Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question.</li> </ul>   |  |
|                             | 0            | No response or no response worthy of credit   |  |

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|-----------------------------|--------------|---|---|
| <b>Question 8</b>           |              | Using details from Passage B, evaluate how reliable you think the description of the events in the passage is. <b>[5 marks]</b>   |   |
| <b>Assessment Objective</b> |              | <b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to historical contexts in which they were written/produced.   |   |
| <b>Additional guidance</b>  |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |   |
| <b>Level</b>                | <b>Marks</b> | <b>Level descriptors</b>  | <b>Indicative content</b>   |
| Level 3                     | 4–5          | <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.</li> </ul> | <p>Candidates should relate the evaluation of Velleius Paterculus to his description of the particular event in the passage for full marks.</p> <p>Answers should note that the passage is from Velleius Paterculus and consider how accurate he might be in this case:</p> <ul style="list-style-type: none"> <li>How Velleius Paterculus could have known the details of the battle, and might contrast his account with those of Virgil.</li> <li>They may note the lack of sources from the non-Augustan perspective.</li> <li>General negativity towards Antony in this passage.</li> <li>Velleius Paterculus enthusiasm for the Augustan regime, and therefore his antipathy towards Antony.</li> </ul> |
| Level 2                     | 2–3          | <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.</li> </ul>                           |   |
| Level 1                     | 1            | <ul style="list-style-type: none"> <li>Response analyses the source in a basic way by selecting relevant detail from the source content or historical context.</li> </ul>   |   |
|                             | 0            | No response or no response worthy of credit.  |   |

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| <b>Question 9</b>            |              | Explain the significance of Cleopatra's relationship with Julius Caesar.  |   | <b>[10 marks]</b> |
| <b>Assessment Objectives</b> |              | <b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied<br><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.  |   |                   |
| <b>Additional guidance</b>   |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |   |                   |
| <b>Level</b>                 | <b>Marks</b> | <b>Level descriptors</b>  | <b>Indicative content</b>   |                   |
| Level 5                      | 9–10         | <ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> | <p>Explanations might include:</p> <ul style="list-style-type: none"> <li>Cleopatra had to fight off the influence of her brother, and needed support in doing so. By allying with Caesar against Ptolemy she overcame the rivals to the throne, and became Queen of Egypt. Julius Caesar helped secure Cleopatra's position within Egypt, defeating Ptolemy's army at the battle of the Nile in 47 BC.</li> <li>Cleopatra's relationship with Julius Caesar seemed very important. After Julius Caesar's assassination she aligned herself with Mark Antony, suggesting she was powerless without the support of a famous Roman leader.</li> <li>Candidates may question whether Caesar and Cleopatra actually loved one another or whether their relationship was for political expediency. Did Caesar use Cleopatra as a loyal ruler for Egypt? Caesar and Cleopatra's relationship was never really tested, and so it is difficult to know what would have happened if the circumstances had changed, suggesting it is hard to fully determine how significant Cleopatra was to Caesar either personally or politically.</li> </ul> |                   |
| Level 4                      | 7–8          | <ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul>              |   |                   |
| Level 3                      | 5–6          | <ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul>   |   |                   |

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| Level<br>2 | 3–4 | <ul style="list-style-type: none"> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul>   | <ul style="list-style-type: none"> <li>Cleopatra visited Rome in 44 BC. She was unpopular with the Romans as she was viewed as an Eastern, corrupt, manipulative and destructive monster, and so was never able to gain power in Rome itself.</li> <li>Julius Caesar named Octavian as his heir, not Cleopatra's son Caesarion. Candidates may argue that this mitigates the significance of Cleopatra and Julius Caesar's relationship. Candidates may also express an understanding that Caesarion became a rival threat to Octavian as he was an heir to the throne of the Ptolemies in the context after Julius Caesar's assassination.</li> </ul> |
| Level<br>1 | 1–2 | <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> |  |
|            | 0   | No response or no response worthy of credit.   |  |

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|------------------------------|--------------|---|---|
| <b>*Question 10</b>          |              | To what extent do you agree that Cleopatra's downfall was caused by her relationship with Mark Antony? <b>[20 marks]</b>  |   |
| <b>Assessment Objectives</b> |              | <p><b>AO3</b> = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>  |   |
| <b>Additional guidance</b>   |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |   |
| <b>Level</b>                 | <b>Marks</b> | <b>Level descriptors</b>  | <b>Indicative content</b>   |
| Level 5                      | 17–20        | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> | <p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>Grounds for agreeing might include:</p> <ul style="list-style-type: none"> <li>The power struggle after Julius Caesar's death between Antony and Octavian – Cleopatra's downfall was tied to Antony's downfall.</li> <li>Cleopatra's insistence that the battle with Octavian should be a naval one.</li> <li>Mark Antony and Cleopatra both committed suicide.</li> </ul> <p>Grounds for disagreeing might include:</p> <ul style="list-style-type: none"> <li>Cleopatra's own desire for power.</li> </ul> |
| Level 4                      | 13–16        | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul>   |   |

|         |      |  |   |
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|         |      | <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>  | <ul style="list-style-type: none"> <li>Cleopatra's downfall tied to Egypt and its importance, supplying grain and trading resources for the Romans.</li> <li>Roman attitudes to Cleopatra and powerful women.</li> </ul> <p>Likely source information to be included:</p> <ul style="list-style-type: none"> <li>Cicero commenting on Cleopatra's arrogance in his letter.</li> <li>Velleius Paterculus, Virgil and Plutarch's account of the Battle of Actium.</li> <li>Velleius Paterculus and Plutarch's account of Cleopatra and Mark Antony's suicide.</li> </ul> <p>Analysis of the sources should focus on the limitations of the sources in terms of the information and the approach to Cleopatra, including the Roman focus of the sources, and their attitudes towards women; the effects of the Augustan regime on some of the key contemporary sources (e.g. Virgil) and Plutarch's interest in character and biography.</p> |
| Level 3 | 9–12 | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p> |   |
| Level 2 | 5–8  | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>                                    |   |
| Level 1 | 1–4  | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3)</li> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> <p><i>The information is communicated in a basic/unstructured way.</i></p>  |   |
|         | 0    | No response or no response worthy of credit.   |   |

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**Section C: Britannia: from conquest to province, AD 43–c.84**

| Question      | Indicative content  | Marks            | Guidance  |
|---------------|---|------------------|---|
| <b>11 (a)</b> | Druids (1) / Druidism (1)   | <b>AO1<br/>1</b> |   |
| <b>11 (b)</b> | Valid responses include: <ul style="list-style-type: none"> <li>• Aulus Plautius (1)</li> <li>• Ostorius Scapula (1)</li> <li>• Didius Gallus (1)</li> <li>• Quintus Veranius (1)</li> <li>• Suetonius Paullinus (1)</li> <li>• Petronius Turpilianus (1)</li> <li>• Trebellius Maximus (1)</li> <li>• Vettius Bolanus (1)</li> <li>• Petillius Cerialis (1)</li> <li>• Julius Frontinus (1)</li> <li>• Agricola (1)</li> </ul>   | <b>AO1<br/>2</b> | 1 mark for any answer that offers a historically valid response.<br><br>One part of each name is enough to secure a mark for that governor. |
| <b>11 (c)</b> | Valid responses include: <ul style="list-style-type: none"> <li>• minted commemorative coins (1)</li> <li>• built triumphant arches (1)</li> <li>• the boundary of Rome (<i>pomerium</i>) was extended (1)</li> <li>• the re-enactment of the invasion held in the Camps Martius (1)</li> <li>• hailed as 'imperator' back in Rome on more than one occasion (1)</li> <li>• celebrated a triumph (1)</li> <li>• granted the name Britannicus by the senate (1)</li> <li>• fixed a naval crown to his palace (1)</li> <li>• annual festival (1)</li> </ul> | <b>AO1<br/>2</b> | 1 mark for any answer that offers a historically valid response.  |

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| <b>Question 12</b>          |              | What can we learn from Passage C about Caratacus' leadership?   | <b>[5 marks]</b>  |
| <b>Assessment Objective</b> |              | <b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical contexts.  |   |
| <b>Additional guidance</b>  |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |   |
| <b>Level</b>                | <b>Marks</b> | <b>Level descriptors</b>  | <b>Indicative content</b>   |
| Level 3                     | 4–5          | <ul style="list-style-type: none"> <li>Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question.</li> </ul> | <p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> <li>Candidates might infer that Caratacus was intelligent in using his knowledge of the mountainous terrain to offset the Romans' numerical advantage. The nature of the terrain would unnerve the Romans.</li> <li>It might also be inferred that Caratacus was something of a magnet for those disaffected by Roman rule. His leadership may have been seen as the resistance's greatest hope at this time.</li> <li>Caratacus was tactically aware given his choice of battle site.</li> <li>He was an inspirational leader, motivating his men to build defences and believe in their cause. The response of his men adds to the image of a leader who is both inspirational and effective.</li> </ul> |
| Level 2                     | 2–3          | <ul style="list-style-type: none"> <li>Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question.</li> </ul>   |   |
| Level 1                     | 1            | <ul style="list-style-type: none"> <li>Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question.</li> </ul>   |   |
|                             | 0            | No response or no response worthy of credit.  |   |

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| <b>Question 13</b>          |              | Using details from Passage C, evaluate how accurate you think Tacitus' account of these events is? <b>[5 marks]</b>   |   |
| <b>Assessment Objective</b> |              | <b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical contexts to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.  |   |
| <b>Additional guidance</b>  |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |   |
| <b>Level</b>                | <b>Marks</b> | <b>Level descriptors</b>  | <b>Indicative content</b>   |
| Level 3                     | 4–5          | <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.</li> </ul> | <p>Candidates should try to develop personal evaluations generated from the content of the source. Contextual knowledge on the nature of Tacitus' work and methods can be, however, used to develop points.</p> <ul style="list-style-type: none"> <li>Candidates may be suspicious of how Tacitus would know that Caratacus used the theme of liberty in his speech. Some may see this as mere rhetoric or a stereotypical motif on Tacitus' part. Comparison with other such pre-battle speeches in the sources might supply striking similarities to support the case.</li> <li>Candidates should be rewarded for stating that Tacitus was accurate in his assessment of the terrain inhabited by the Ordovices.</li> <li>Logic also suggests that it would have been just the type of place for Caratacus to make a final stand — mountainous and close to the Druid stronghold.</li> <li>Profitable discussion might be had on the claim that the Romans had more soldiers at the battle.</li> <li>Some candidates might suggest that the Britons may well have 'invoked the names of their ancestors' given tribal tradition and the importance of ancestors (see the coin of Verica).</li> </ul> |
| Level 2                     | 2–3          | <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.</li> </ul>                           |   |
| Level 1                     | 1            | <ul style="list-style-type: none"> <li>Response analyses the source in a basic way by selecting relevant detail from the source content or historical context.</li> </ul>   |   |
|                             | 0            | No response or no response worthy of credit.  |   |

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|------------------------------|--------------|---|---|
| <b>Question 14</b>           |              | Explain why the settlement at <i>Camulodunum</i> (Colchester) was significant during the period. <span style="float: right;"><b>[10 marks]</b></span>   |   |
| <b>Assessment Objectives</b> |              | <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p>  |   |
| <b>Additional guidance</b>   |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |   |
| <b>Level</b>                 | <b>Marks</b> | <b>Level descriptors</b>  | <b>Indicative content</b>   |
| Level 5                      | 9–10         | <ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> | <p>Explanations might include:</p> <ul style="list-style-type: none"> <li>It was significant because it appeared to be a principal centre of authority at the time of Claudius' invasion — Cunobelinus' stronghold. Claudius chose the location to receive the submission of the tribal chiefs. It was therefore a symbolic location in the process of legitimising Roman rule — one power was giving way to another. It was probably here that the client state system was established. Claudius may even have chosen the location because he may have had help invading Britain from the Trinovantes who traditionally governed the settlement but appear to have lost it to Cunobelinus.</li> <li>The settlement became even more significant in AD 49 when it was converted into a veteran colony. Apart from providing a reserve force in the southeast (to maintain order) as the final legion moved out of the area, the colony was to be a beacon of Roman civilisation that would hopefully encourage neighbouring peoples to accept the logic of Roman rule. The city was therefore provided with the usual Roman amenities and even some not usually found in Britain: a theatre has been excavated and so has a circus (chariot racing stadium). It seems that the Romans were keen for the Britons to see</li> </ul> |
| Level 4                      | 7–8          | <ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul>              |   |
| Level 3                      | 5–6          | <ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul>   |   |

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| Level<br>2 | 3–4 | <ul style="list-style-type: none"> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul>   | <p>the settlement as a beacon of Roman civilisation both before and after Boudicca's revolt.</p> <ul style="list-style-type: none"> <li>The settlement provided Romans with the amenities they were used to.</li> <li>The actions of the veterans, according to Tacitus, were significant in provoking Boudicca's revolt. They had driven the Trinovantes from their farmlands and thus caused hardship for the people of the tribe. The new temple to Claudius was also resented as a symbol of Roman occupation, the tribal elites even had to foot the bill for its construction. It was no surprise that the actions of the veterans and soldiers of the settlement pushed the Trinovantes into joining the Iceni-led uprising.</li> <li>Given this situation, Camulodunum was also significant as a target of the rebels' anger. The atrocities committed there were also significant for the Romans, damaging Roman confidence and halting expansion for a decade.</li> </ul> |
| Level<br>1 | 1–2 | <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> |   |
|            | 0   | No response or no response worthy of credit.   |   |

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| <b>*Question 15</b>          |              | 'Claudius' invasion of Britain was well organised and ran smoothly.' How far do you agree with this view?   |   | <b>[20 marks]</b> |
| <b>Assessment Objectives</b> |              | <p><b>AO3</b> = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>  |   |                   |
| <b>Additional guidance</b>   |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |   |                   |
| <b>Level</b>                 | <b>Marks</b> | <b>Level descriptors</b>  | <b>Indicative content</b>   |                   |
| Level 5                      | 17–20        | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> | <p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>Grounds for agreeing include:</p> <ul style="list-style-type: none"> <li>The landing went smoothly. Three waves of ships seemed to have been used so the fleet wasn't damaged when landing (alternatively they may have landed at three different spots so that at least two forces would land unopposed). The Britons were not there having thought the Romans weren't coming after being delayed.</li> <li>The Romans may have received help from Verica and the Atrebates.</li> <li>Divide and rule policies won out as Plautius won over Britons who resented Catuvellauni power.</li> <li>The Catuvellauni lacked coordination. Caratacus and Togodumnus fought the Romans separately.</li> </ul> |                   |
| Level 4                      | 13–16        | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>  |   |                   |

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| Level 3 | 9–12 | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p> | <ul style="list-style-type: none"> <li>Having captured Camulodunum, many tribal leaders submitted to Claudius.</li> <li>Client states appear to have been created quickly.</li> </ul> <p>Grounds for disagreeing include:</p> <ul style="list-style-type: none"> <li>Difficulties in getting the army to sail and difficulties during the crossing.</li> <li>The use of specialist troops made the crossing of the River Medway initially easy despite British resistance. However, the Britons rallied on the next day and a major battle took place.</li> <li>The Romans met further resistance at the Thames and Claudius had to be called (from Rome!) to help inspire his whole army to cross the river.</li> <li>Further fighting saw the eventual capture of Camulodunum.</li> <li>Vespasian's difficulties against the tribes of the south coast.</li> </ul> <p>Likely sources of information to be included:</p> <ul style="list-style-type: none"> <li>Dio: 60.19-60.22 on Claudius' invasion</li> <li>Suetonius – <i>Caligula</i>, <i>Claudius</i> and <i>Vespasian</i></li> <li>Gold stater of Verica – could imply possible Atrebate help if linked with Dio. It can also be linked to the development of client states. Arch of Claudius – invasion deemed successful.</li> </ul> <p>The source analysis is likely to address:</p> <ul style="list-style-type: none"> <li>Whether Claudius' role / impact has been overstated by exaggerating the difficulties encountered crossing the Thames. The issue of timings and his journey from Rome.</li> <li>The archaeological evidence might be viewed critically. Is Claudius' arch proof of a smooth run and successful expedition – or just a successful expedition?</li> <li>Use of specialist troops by the Romans is well documented.</li> </ul> |
| Level 2 | 5–8  | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>                                    |  |
| Level 1 | 1–4  | <ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3)</li> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> <p><i>The information is communicated in a basic/unstructured way.</i></p>  |  |
|         | 0    | No response or no response worthy of credit.   |  |

## Assessment Objective (AO) Grid

| Question                             | Distribution of marks for each Assessment Objective |           |           |
|--------------------------------------|---|-----------|-----------|
|                                      | AO1   | AO2       | AO3       |
| 1 (a)–(c)<br>6 (a)–(c)<br>11 (a)–(c) | 5   | –         | –         |
| 2<br>7<br>12                         | –   | –         | 5         |
| 3<br>8<br>13                         | –   | –         | 5         |
| 4<br>9<br>14                         | 5   | 5         | –         |
| 5<br>10<br>15                        | 5   | 5         | 10        |
| <b>Total</b>                         | <b>15</b>   | <b>10</b> | <b>20</b> |

## Summary of updates

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| Date | Version | Change |
|------|---------|--------|
|      |         |        |