



**GCSE (9–1)**

**Ancient History**

**J198/02: Rome and its neighbours**

General Certificate of Secondary Education

**Mark Scheme for June 2019**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
	Must be used on all blank pages where there is no candidate response
	Evidence for making a judgement on the quality of <b>AO1</b> (Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied)
	Evidence for making a judgement on the quality of <b>AO2</b> (Analyse and explain historical events and historical periods to arrive at substantiated judgements)
	Evidence for making a judgement on the quality of <b>AO3</b> (Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied.)
	Benefit of doubt
	Use to show Spelling, Punctuation and Grammar has been considered in extended response questions, where an additional 5 marks are available for SPAG
	Level 1
	Level 2
	Level 3
	Level 4
	Level 5
	Point mark objective, non-levels of response questions
	Irrelevant; a significant amount of material that does not answer the question
	

**Subject Specific Marking Instructions**

**Section A: The foundations of Rome: From kingship to republic, 753-440BC**

**Section B: Hannibal and the Second Punic War, 218-201BC**

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

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

**Section A: The foundations of Rome: From kingship to republic, 753–440 BC**

Question	Indicative content	Marks	Guidance
<b>1 (a)</b>	Name the city that Aeneas travelled from on his journey to Italy according to legend. <b>[1 mark]</b>		
	<p align="center">Likely valid responses are:</p> <ul style="list-style-type: none"> <li>• Troy</li> <li>• Carthage</li> <li>• Sicily</li> <li>• Any other island/location Aeneas is rumoured to have left</li> </ul>	<b>AO1</b> <b>1</b>	1 mark for any answer that offers a historically valid response.
<b>1 (b)</b>	Identify <b>two</b> ways in which Romulus made Rome safer. <b>[2 marks]</b>		
	<p align="center">Likely valid responses are:</p> <ul style="list-style-type: none"> <li>• Lictors or bodyguards(1)</li> <li>• Walls (1)</li> <li>• Laws to guide the people (1)</li> <li>• Senate which gave counsel to the people (1)</li> <li>• Shared the throne with the Sabine king Tatius to prevent war (1)</li> <li>• Client-Patron system to protect plebeians (1)</li> <li>• Murdered his brother Romulus to protect Rome (1)</li> <li>• Celeres (1)</li> <li>• Legions (1)</li> </ul>	<b>AO1</b> <b>2</b>	1 mark for any answer that offers a historically valid response.

<b>1 (c)</b>	Name the written law codes introduced after the Second Secession.	<b>[1 mark]</b>
	Likely valid responses are: <ul style="list-style-type: none"><li>• Twelve Tables (1)</li><li>• Candidates can be rewarded if they mention Valerio-Horatian laws which introduced plebeian rights</li></ul>	<b>AO1</b> <b>1</b> 1 mark for any answer that offers a historically valid response.

<b>Question 2</b>	Outline how the Republic prevented Lucius Tarquinius Superbus from re-establishing his kingship <b>[6 marks]</b>	
<b>Assessment Objectives</b>	<b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied	
<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>
Level 3	5–6	<ul style="list-style-type: none"> <li>Response demonstrates accurate and detailed knowledge of several features and/or characteristics that are fully relevant to the question. This is presented as a prose account that shows a clear understanding of the focus of the question.</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>Response demonstrates accurate and detailed knowledge of at least one feature and/or characteristic that is fully relevant to the question. This is presented as a prose account that shows some understanding of the focus of the question.</li> </ul>
Level 1	1–2	<ul style="list-style-type: none"> <li>Response includes basic knowledge and basic understanding that is relevant to the question.</li> </ul>
	0	No response or no response worthy of credit
		<b>Indicative content</b> Potential elements include: <ul style="list-style-type: none"> <li>Creation of consuls to share power and lead the Roman army. Reward any mention of magistrates to share the power of the king and strengthen Rome.</li> <li>Failure of Tarquin conspiracy. Publius Valerius Publicola discovery of the conspiracy to murder the leaders of the Republic. Lucius Junius Brutus decision to execute his sons who had supported Tarquinius Superbus plot.</li> <li>Significance of Publius Valerius Publicola in strengthening Rome's walls and providing food for the Plebeians to prevent them supporting the Tarquins.</li> <li>Battle of Silva Arsia. Significance of Publius Valerius Publicola in defeating the combined armies of the Veii and the Tarquinii which damaged Tarquinius Superbus military strength.</li> <li>Siege of Rome by Lars Porsena who invaded Rome to restore Superbus. Significance of</li> </ul>

			<p>Horatius Cocles in defending Rome’s bridge (Pons Sublicius) from the forces of Clusium. Significance of Gaius Mucius Scaevola and his failed assassination attempt upon Lars Porsena. His role in negotiating a peace treaty with Clusium which accepted the Republic and rejected Superbus.</p> <ul style="list-style-type: none"> <li>• Battle of Lake Regilus. Significance of Postumius leadership in defeating Tarquinius Superbus and his remaining family. Victory for Rome forced the Latin League to abandon Lucius Tarquinius Superbus. Led to alliance with Rome.</li> </ul>
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<b>Question 3</b>		Using details from Passage A and your own knowledge, what can we learn about the nature of the ‘Etruscan kings’ Lucius Tarquinius Priscus and Servius Tullius? <b>[10 marks]</b>	
<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>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context.</p>	
<b>Additional guidance</b>		<p>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.</p> <p>There is no requirement to analyse the source’s reliability to address the “what can we learn” part of the question. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.</p>	
<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 uses a range of fully appropriate details from the stimulus 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. (AO3)</li> </ul>	<p>Valid features / characteristics that answers could identify from the source include:</p> <ul style="list-style-type: none"> <li><u>The Etruscan kings were not Roman. Rome did not care about the origins of its kings:</u> Priscus was a foreigner and Servius was rumoured to be a slave. Comparison with Sabine kings Tadius and Numa could be used to demonstrate continuity or change (as indicated in the passage).</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 uses a range of fully appropriate details from the stimulus material, which are analysed to draw out most of the relevant characteristics and features and evaluate what</li> </ul>	<ul style="list-style-type: none"> <li><u>Servius and Priscus were liked by the senate and the plebeians:</u> Reference to the election of these kings or the measures they introduced such as the census, enlargement of the senate or the enlargement of the Circus Maximus.</li> </ul>

		we can learn from the source about the specified issue. (AO3)	<ul style="list-style-type: none"> <li>• <u>There was opposition to the Etruscan kings in Rome:</u> Ancus sons campaigned against Priscus and Servius. The origins of Priscus and Servius were contentious. Candidates could suggest that this opposition was weak because Ancus' sons failed, or suggest that it was still simmering decades later because Servius' origins would be used by Lucius Tarquinius Superbus to depose him.</li> <li>• <u>They were deceitful:</u> Priscus sent Ancus' sons away on a hunting trip to aid his selection as king; Servius deceived the senate by not informing them that Priscus had died.</li> <li>• <u>The Etruscan kings were not suitable kings:</u> Candidates could explore the validity of this – Livy himself suggests that both were competent kings. Any examples of their successes or failures could be used to assess this.</li> </ul> <p>Other valid features / characteristics the answer could include:</p> <ul style="list-style-type: none"> <li>• <u>The Etruscan kings were religious:</u> They relied heavily upon omens such as the story of Priscus and the eagle; Servius and his supernatural origins.</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>• Response uses some appropriate details from the stimulus 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. (AO3)</li> </ul>	
Level 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>• Response uses some appropriate details from stimulus material, which are analysed to draw out a few of the characteristics and features. (AO3)</li> </ul>	
Level 1	1–2	<ul style="list-style-type: none"> <li>• The response demonstrates basic knowledge that is relevant to the topic of the question (AO1)</li> <li>• Response uses few details from the stimulus material and a very basic attempt to draw out any of the characteristics and features. (AO3)</li> </ul>	
	0	No response or no response worthy of credit	

<b>Question 4</b>		Using details from Passage A and your own knowledge, explain how Servius Tullius is said to have succeeded Lucius Tarquinius Priscus to the Roman throne <b>[15 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 5 marks = Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied.</p> <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>		<p>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.</p> <p>There is no requirement to analyse the source's reliability. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.</p>	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	13–15	<ul style="list-style-type: none"> <li>Response uses a range of fully appropriate examples from the stimulus material and analyses these examples to make developed, supported judgements and to draw fully convincing conclusions about what the source tells us about the historical events and historical period. (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>The focus of this question will be using information to come to a judgement. The second order historical concept candidates will predominately use will be cause, but answers may also include consequence and significance.</p> <p>Valid factors that answers could identify from the source include:</p> <ul style="list-style-type: none"> <li>Was supported by the king Priscus, the plebeians and the senators.</li> </ul>

<p>Level 4</p>	<p>10–12</p>	<ul style="list-style-type: none"> <li>• Response uses a range of appropriate examples from the stimulus material and analyses these examples to make supported judgements and draw reasonable conclusions about what the source tells us about the historical events and historical period. (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>	<ul style="list-style-type: none"> <li>• Servius’ character.</li> <li>• Ancus’ sons murdered Lucius Priscus Tarquinius which set in motion events which would put Servius on the throne.</li> <li>• There was opposition to Servius because of his origins which he had to overcome to become king</li> </ul> <p>Other valid features / characteristics that answers could identify include:</p> <ul style="list-style-type: none"> <li>• Priscus’ murder and the Queen Tarquini’s desire to retain power.</li> <li>• Queen Tarquini’s role in covering up Priscus’ death and establishing Servius as his successor</li> <li>• Servius was not elected by the people, but was chosen by the senate as Priscus’ deputy and carried on in the role when Priscus’ death was announced.</li> <li>• The omen surrounding Servius’ childhood and the significance of the supernatural in his appointment as king.</li> <li>• Priscus’ son Lucius Tarquinius Superbus being ignored because his mother, Queen Tarquini, preferred Servius.</li> </ul>
<p>Level 3</p>	<p>7–9</p>	<ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the stimulus material and analyses these examples to make simple judgements and draw basic conclusions about what the source tells us about the historical events and historical period. (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>Level 2</p>	<p>4–6</p>	<ul style="list-style-type: none"> <li>• Response uses some examples from the stimulus material and analyses these examples, making a very basic attempt to draw conclusions about what the source tells us about the historical events and historical period. (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>	

Level 1	1–3	<ul style="list-style-type: none"><li>• Response uses few examples from the stimulus material and analyses these, though there is no attempt to draw any conclusions about what the source tells us about the historical events and historical period. (AO3)</li><li>• The 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>		To what extent was life for the plebeians harder under the Republic? <b>[20 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO1</b> = 10 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p><b>AO2</b> = 10 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p>	
<b>Additional guidance</b>		<p>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.</p> <p>Analysis and discussion of the historical veracity of many of the events outlined in the sources can be rewarded as part of the judgement on AO2. For example, if the veracity of a particular event is in doubt then the quality of the evidence it provides to support a point about the significance of an event can be limited.</p>	
<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 demonstrates a wide range of fully relevant and accurate knowledge, with a good level of detail throughout. There is demonstration through this of a thorough understanding of all the key features and characteristics discussed. (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><u>Grounds for agreeing that life was harder for Plebeians under the Republic</u></p>

Level 4	13–16	<ul style="list-style-type: none"> <li>Response demonstrates a good range of fully relevant and accurate knowledge, which will be detailed in places. There is demonstration through this of a good level of understanding of most of the key features and characteristics discussed. (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>	<p><u>Impact of warfare</u> – Livy suggests that the wars against Tarquinius Superbus caused widespread debt and poverty. Land was destroyed by invasion. In particular the war against Clusium (Lars Porsena) and the battle of Lake Regilus.</p> <p><u>Many patricians did not respect the patron-client relationship but abused their position.</u> Appius Claudius refusal to help war veterans led to the First Secession. Coriolanus decision to let plebeians starve after the First Secession. Appius Claudius Crassus treatment of the plebeians during the Second Secession. Candidates may question the validity of these stories – as they echo the problems facing Rome in the 2<sup>nd</sup> Century BC.</p> <p><u>Plebeians had very little legal protection and limited access to the political system.</u> Livy implies that most kings treated the plebeians and patricians equally. Under the Republic the plebeians had no rights and even the role of plebeian tribune and Twelve Tables did not create much protection as discontent between the classes continued.</p> <p><u>Poverty and land ownership:</u> Livy implies that lack of land was a major issue for the plebeians. Kings had created new areas of land for plebeians in each reign. The Republic had not supplied this to the plebeians. Could be countered by explaining colonies were used to create new opportunities.</p>
Level 3	9–12	<ul style="list-style-type: none"> <li>Response demonstrates a selection of relevant, generally accurate knowledge, but which will lack detail. There is demonstration through this of some understanding of the key features and characteristics discussed. (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 demonstrates a limited amount of relevant knowledge, which may be lacking in accuracy in places and will lack detail. There is demonstration of limited understanding of the key features and characteristics discussed. (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>	

<p>Level 1</p>	<p>1–4</p>	<ul style="list-style-type: none"> <li>• Response demonstrates very basic knowledge and basic understanding 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>	<p><u>Kings were better:</u> Servius and the census; Numa and religion; All kings – except Superbus – provided new land for the plebeians to live on. Romulus invited exiles and helped them create new lives. Plebeians could become patricians during the time of the kings. For example Priscus was allowed to become a patrician and became king.</p> <p>NB – If students qualify answer by stating the limited evidence to answer this question then please reward – do not award such a comment in isolation</p> <p><u>Grounds for disagreeing</u></p> <p><u>Tarquinius Superbus treatment of the plebeians was potentially the worst:</u> For example the use of plebeians digging ditches and sewers. Mention of the end of the right of appeal or the end of the census.</p> <p><u>Rights improved during the Republic:</u> Creation of the plebeian tribune; twelve tables; Valero-Horatian Laws; military tribune all demonstrate the plebeians were gaining more rights in the Republic.</p> <p><u>Some consuls supported the plebeians and campaigned to improve their lives:</u> Publius Valerius Publicola – ‘the people’s friend’ who supported the plebeians during the wars with Tarquinius Superbus. Valerius and Horatius both supported</p>
	<p>0</p>	<p>No response or no response worthy of credit</p>	



			the plebeians during the second secession and helped improve their rights.
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### Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme

<b>High performance 4–5 marks</b>	<ul style="list-style-type: none"><li>• Learners spell and punctuate with consistent accuracy.</li><li>• Learners use rules of grammar with effective control of meaning overall.</li><li>• Learners use a wide range of specialist terms as appropriate.</li></ul>
<b>Intermediate performance 2–3 marks</b>	<ul style="list-style-type: none"><li>• Learners spell and punctuate with considerable accuracy.</li><li>• Learners use rules of grammar with general control of meaning overall.</li><li>• Learners use a good range of specialist terms as appropriate.</li></ul>
<b>Threshold performance 1 mark</b>	<ul style="list-style-type: none"><li>• Learners spell and punctuate with reasonable accuracy.</li><li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li><li>• Learners use a limited range of specialist terms as appropriate.</li></ul>
<b>No marks awarded 0 marks</b>	<ul style="list-style-type: none"><li>• The learner writes nothing.</li><li>• The learner's response does not relate to the question.</li><li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li></ul>

## Section B: Hannibal and the Second Punic War, 218-201BC

Question	Answer	Mark	Guidance
<b>6 (a)</b>	Name the role held by Fabius Maximus after the battle of Trasimene in 217 BC.	<b>[1 mark]</b>	
	Valid responses include: • Dictator (1)	<b>AO1 1</b>	1 mark for the specific answer.
<b>6 (b)</b>	Give <b>two</b> causes of the Second Punic War.	<b>[2 marks]</b>	
	Valid responses include: • Siege of Saguntum (1) • Hannibal's refusal to respect the treaty of Ebro (1) • Hannibal's ambition (1) • Hannibal's/ Carthage's desire for revenge (1) • Rome threatened Carthage's empire in Iberia/Spain (1) • Hannibal refused to negotiate a peace treaty with Rome's envoys. (1) • Hannibal's crossing of the Alps to invade Italy. (1) • Hannibal's alliance with Roman enemies such as the Boii/Celts. (1) • Hannibal and his oath to his father – 'never make a friend with Rome.'	<b>AO1 2</b>	1 mark for any answer that offers a historically valid response.
<b>6 (c)</b>	Give <b>two</b> difficulties Hannibal faced during the crossing of the Alps.	<b>[2 marks]</b>	
	Valid responses include: • Conflict with tribes. (1) • Weather – snow and cold (1) • Physical obstacles – rock-slides, mountainous conditions (1) • Loss of supplies (1) • Descent (1) • Treachery and deceit. Gallic trick to befriend Hannibal and then lead him into a trap. (1) • Logistic difficulties moving a large army including elephants across the Alps. (1)	<b>AO1 2</b>	1 mark for any answer that offers a historically valid response.

<b>Question 7</b>		What can we learn from Passage B about Hannibal's character? <b>[5 marks]</b>	
<b>Assessment Objective</b>		AO3 = 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>He was organised</li> <li>He planned carefully</li> <li>He found allies who also hated the Romans</li> <li>He was a good communicator</li> <li>He was a good leader</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 8</b>		Using details from Passage B, how accurate do you think the portrayal of Hannibal's character in the passage by Polybius is.		<b>[5 marks]</b>
<b>Assessment Objective</b>		AO3 = 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 Polybius to his description of the particular event in the passage for full marks.</p> <p>Answers should note that the passage is from Polybius and consider how accurate he might be in this case:</p> <ul style="list-style-type: none"> <li>That he travelled widely and may have spoken to Celtic tribes, such as the Boii, who supported Hannibal.</li> <li>That he valued eyewitnesses and visiting places more than historical record. Furthermore his philosophy is discussed in Book 12.4d and Book 12.12. In this case we could draw upon the claim that Polybius had spoken to men who had fought with Hannibal. This passage implies that Hannibal had high hopes and that it knows Hannibal's thought processes.</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>	<ul style="list-style-type: none"> <li>The passage is balanced and treats Hannibal with respect. Polybius is writing for an educated Roman</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		

			<p>audience who may expect a less favourable account of the general who plagued Rome for over 14 years.</p> <ul style="list-style-type: none"><li>• Polybius is writing for the Scipio family. Emphasising the strengths of Hannibal will make Scipio Africanus' victory at Zama all the more impressive. Hannibal is successful at gaining allies against Rome; Scipio Africanus was successful in gaining support from Carthage's allies to defeat Hannibal at Zama.</li><li>• Polybius was a military man and may be imposing his own logic upon Hannibal.</li></ul>
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<b>Question 9</b>		Explain why Hannibal could not defeat Rome after his victory at Cannae		<b>[10 marks]</b>
<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>Lack of siege equipment – Hannibal had crossed the Alps and only had his troops and Celtic allies from the North with him.</li> <li>Poor strategy – If we believe Livy, Maharbal criticises Hannibal for not seizing the initiative and marching on Rome when it was in panic. Hannibal's decision to establish a port in the South of Italy and isolate Rome by making alliances with places like Capua and Tarentum failed.</li> <li>Scipio Africanus' success in Spain which reduced the supplies and reinforcements available to Carthage. In turn the inability of Hannibal to defend Carthage due to the defection of <b>Masinissa</b> and his inexperienced troops at Zama.</li> <li>Roman manpower and wealth – Rome was able to quickly counter-attack by weakening Carthage's Spanish colonies and Empire. Hannibal may have defeated Rome's armies in Italy, but it was struggling to contain Roman armies on other fronts.</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 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>Use of the Fabian strategy after Cannae – Fabius Maximus’ strategy frustrated Hannibal and it eventually managed to separate Hannibal from the reinforcements which arrived shortly after the battle of Cannae. Hannibal was then trapped in southern Italy with no access to reinforcements after he lost his two ports at Capua and Tarentum.</li> </ul>
Level 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>	<p>Do not reward candidates above L1 who state Hannibal <b>never</b> received reinforcements or that the Carthaginian government <b>would not</b> support him. This is a common misconception</p> <p>However, students who can develop this with reference to the fall of Capua and Tarentum and the impact of Scipio Africanus’ deployment to Spain which diverted resources from Italy to the defence of Spain.</p>
	0	No response or no response worthy of credit	



<b>Question 10</b>		How far did the failure of Rome's consuls between 218 and 216BC allow Hannibal to take control of much of Italy? <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>Failures led to Hannibal's successes.</p> <ul style="list-style-type: none"> <li>P.C Scipio decision to attack at Ticinus rather than contain Hannibal.</li> <li>Sempronius decision to march into the freezing river.</li> <li>Flaminius failure to wait for reinforcements and march into the trap at Trasimene.</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>Varro's refusal to follow Fabian strategy and mistakes at Cannae.</li> <li>Reward highly candidates that assess the nature of this claim.</li> <li>Polybius was critical of 'new men' like Varro and Flaminius. Varro went on to play an important role in the Iberian campaign, which Polybius does not develop.</li> <li>Polybius was also writing in support of the Scipio family and may have exaggerated the failings of other consuls to promote his patrons.</li> <li>Livy is reliant on Polybius and other ancient sources which shared Polybius' bias against the Roman consuls. One of these may have been a relation of Fabius Maximus.</li> </ul> <p>Examples of Hannibal's strategic strengths</p> <ul style="list-style-type: none"> <li>Strategies at Ticinus, Trebia, Trasimene and Cannae.</li> <li>Crossing of the Alps caught Rome unprepared.</li> <li>Hannibal's success in gaining allies.</li> </ul> <p>Examples of how Fabius Maximus weakened Roman confidence</p> <ul style="list-style-type: none"> <li>Although sources (Plutarch and Livy) suggest that the Fabian strategy weakened Hannibal. There is considerable evidence that its use in 217/6 backfired. It destroyed Roman countryside and helped Hannibal gain support from Syracuse.</li> <li>Role of Minucius</li> </ul> <p>Examples of consuls protecting Rome</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>	<p>Examples of Hannibal's strategic strengths</p> <ul style="list-style-type: none"> <li>Strategies at Ticinus, Trebia, Trasimene and Cannae.</li> <li>Crossing of the Alps caught Rome unprepared.</li> <li>Hannibal's success in gaining allies.</li> </ul> <p>Examples of how Fabius Maximus weakened Roman confidence</p> <ul style="list-style-type: none"> <li>Although sources (Plutarch and Livy) suggest that the Fabian strategy weakened Hannibal. There is considerable evidence that its use in 217/6 backfired. It destroyed Roman countryside and helped Hannibal gain support from Syracuse.</li> <li>Role of Minucius</li> </ul> <p>Examples of consuls protecting Rome</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>	<ul style="list-style-type: none"> <li>Despite defeats – Sempronius and P.C Scipio contained Hannibal in northern Italy.</li> <li>Flaminius fell into Hannibal’s trap as he was trying to protect the road to Rome. Hannibal’s march through the Tuscan marshes had left Rome vulnerable.</li> <li>Equally elections in 216 gave consuls clear orders to meet Hannibal in open battle after the ‘failure’ of the Fabian strategy.</li> </ul> <p>Likely source material to be included:</p> <ul style="list-style-type: none"> <li>Polybius 3.80-3.86 Trasimene; 3.87-89 Fabian strategy.</li> <li>Livy 21.54 Trebia; 22.7-8 Impact of Trasimene and appointment of the dictator; 22.25-6 Criticism of Fabius Maximus by senate and Varro; 22.44.48 Cannae</li> <li>Plutarch Life of Fabius Maximus 5</li> </ul>
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>	<p>Analysis of the sources should focus on the limitations of the sources in terms of information and approach to the different consuls, in particular the bias against Varro and Flaminius.</p> <p>Evaluation of the sources may also consider that Roman historians may want to criticise their own generals, rather than praise the enemy. This is particularly true of Livy, who praises the bravery of the legions but is critical of the consuls leading them.</p>
	0	No response or no response worthy of credit	Candidates may contrast the different strengths of the three historians. Livy’s use of written texts; Polybius use of travel and eyewitness; Plutarch’s biography.

			<p>Be careful of candidates that accuse Livy of fiction or writing for entertainment, this is too simplistic and is indicative of Level 2-3 AO3 analysis. More sophisticated analysis is needed at Levels 4 and above. For example looking at Livy's Preface or his desire to write the complete history of Rome. In addition candidates could explore the impact of Polybius' desire to encourage the Greeks to accede to the Roman Empire.</p>
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### Section C: Cleopatra: Rome and Egypt, 69–30 BC

Question	Answer	Mark	Guidance
<b>11 (a)</b>	Name Cleopatra's father. <b>[1 mark]</b>		
	Valid responses include: <ul style="list-style-type: none"> <li>• Ptolemy XII Auletes</li> </ul>	<b>AO1</b> <b>1</b>	1 mark for specific answer.
<b>11 (b)</b>	Give <b>two</b> successes Cleopatra had as ruler of Egypt. <b>[2 marks]</b>		
	Valid responses include: <ul style="list-style-type: none"> <li>• Expanding Egyptian power (1)</li> <li>• Alliances with Rome and its leaders (1)</li> <li>• Longevity of rule (1)</li> <li>• Crowned Queen of Kings by Antony (1)</li> <li>• Supporting successful Armenian campaign (1)</li> <li>• Donations of Alexandria (1)</li> </ul>	<b>AO1</b> <b>2</b>	1 mark for any answer that offers a historically valid response.
<b>11 (c)</b>	Give two difficulties Cleopatra faced at the beginning of her reign. <b>[2 marks]</b>		
	Valid responses include: <ul style="list-style-type: none"> <li>• Co-rule with her brother, Ptolemy XIII (1)</li> <li>• The Gabinians murder of Bibulus' sons (1)</li> <li>• Dealing with Ptolemy's regency advisors (1)</li> <li>• Possible refusal to marry (1)</li> <li>• Riots in Egypt (1)</li> <li>• Roman opposition to Egypt (1)</li> <li>• Floods leading to difficulties with food supply (1)</li> <li>• Poor harvest (1)</li> <li>• Lack of popularity with Alexandrians – who saw her as submitting to Rome (1)</li> </ul>	<b>AO1</b> <b>2</b>	1 mark for any answer that offers a historically valid response.

<b>Question 12</b>		What can we learn from Passage C about Cleopatra's character? <b>marks]</b>	<b>[5</b>
<b>Assessment Objective</b>		AO3 = 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>She was ambitious – her plans to attack and destroy Rome.</li> <li>She was destructive – out of control/mind, destructive monster.</li> <li>Practical – fled from Italy.</li> <li>Courageous – noble death.</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 13</b>		Using details from Passage C, how accurate do you think the portrayal of Cleopatra's character by Horace 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 Horace to his description of the particular event in the passage for full marks.</p> <p>Answers should note that the passage is from Horace and consider how accurate he might be in this case:</p> <ul style="list-style-type: none"> <li>That he was a supporter of the Augustan regime at the time of writing.</li> <li>That he was a poet rather than an historian, which could lead to caution about its value as an historical source.</li> <li>That he changed sides in the Civil War; this might suggest a more balanced approach.</li> <li>That his poetry is celebrating Octavian's victory at Actium and subsequent victory in Alexandria.</li> <li>Cleopatra was admired for her death by Octavian, and many Romans, for her noble spirit – and even in the propaganda of Horace, she is presented as a worthy opponent.</li> <li>Though even here (in Horace) emphasising Cleopatra's bravery in death, emphasises the greatness of Octavian in defeating her.</li> <li>Political representation of women and in particular non-Roman women.</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 14</b>		Explain how Antony's actions led to his defeat at the Battle of Actium. <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 <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>Badly prepared – Antony had been blockaded by Octavian, and consequently his troops were suffering food shortages and disease and therefore began the battle weak.</li> <li>Poor timing – If Antony had begun the war (while Octavian was distracted by affairs in Rome) earlier he could have avoided being trapped in Actium.</li> <li>Underestimated his opposition – he was surprised by Agrippa's tactical expertise, who struck from the south (instead of the north, which Antony had anticipated) – and consequently was outflanked.</li> <li>Cleopatra's influence upon Antony's decision making. Fight at sea rather than on land; decision to follow Cleopatra.</li> <li>Turns his back on Rome. Marriage to Cleopatra and the donations of Alexandria.</li> <li>Antony's actions which hardened Octavian/Roman position against him/Egypt.</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 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>	
Level 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 15</b>	How far was Cleopatra able to use her relationships with Julius Caesar and Mark Antony to increase her political power? <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>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>Examples of Cleopatra's influence over Caesar might include:</p> <ul style="list-style-type: none"> <li>• Caesar helped Cleopatra return to power.</li> <li>• They had a son together – Caesarion</li> <li>• Cleopatra and Caesarion named as successors</li> <li>• Cleopatra's visit to Rome to meet Caesar.</li> </ul>

		<i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<ul style="list-style-type: none"> <li>• The physical attraction Caesar felt for Cleopatra.</li> <li>• In Alexandria, Caesar decided to not fully annexe Egypt.</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>	<p>Examples of Cleopatra's lack of influence over Caesar might include:</p> <ul style="list-style-type: none"> <li>• Perhaps public perception was the main motivation behind Caesar installing Cleopatra as queen.</li> <li>• The seduction of Caesar, by Cleopatra, was on Caesar's terms.</li> <li>• Though Cleopatra and Caesarion were named as successors, Caesar also named Octavian as his heir</li> </ul> <p>Examples of Cleopatra as a competent and astute political operator.</p> <p>Examples of Cleopatra's influence over Antony might include:</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>	<ul style="list-style-type: none"> <li>• According to Plutarch, initially, Cleopatra's beauty, wit and intellect won Antony over.</li> <li>• Cleopatra persuaded Antony to remove Arsinoe.</li> <li>• Cleopatra and Antony have children together – Alexander and Cleopatra (who were officially recognised).</li> <li>• Antony goes to Alexandria to be with Cleopatra, and has her meet him in Syria.</li> <li>• Antony gives Cleopatra many lands and honours.</li> <li>• Antony spurns Octavia.</li> <li>• Influences Antony to have a sea battle at Actium.</li> <li>• Antony kills himself when he thinks Cleopatra is dead</li> </ul>

		<i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	Examples of Cleopatra's lack of influence over Antony might include: <ul style="list-style-type: none"> <li>• Cleopatra fears Antony's anger, as he believes she has betrayed him to his enemies, and she flees to her tomb for safety.</li> <li>• According to Plutarch, after Actium, Antony attempted to kill himself when he found out a key general had defected.</li> <li>• After Actium, Antony appealed to Octavian to be allowed to live as a private citizen in Athens.</li> </ul> Likely source material to be included: <p>Influence on Caesar</p> <ul style="list-style-type: none"> <li>• Plutarch's Life of Caesar 48-49</li> <li>• Suetonius, The Divine Julius 52</li> <li>• Cassius Dio, Roman History XLII 44-45, XLIII 27</li> </ul> <p>Influence on Antony</p> <ul style="list-style-type: none"> <li>• Plutarch, Life of Mark Antony 25-31, 36-37, 53, 56-60, 62-63, 66, 69, 72-74, 76-78</li> <li>• Velleius Paterculus 2.82</li> <li>• Silver denarius of Antony and Cleopatra minted in 32BC</li> </ul> <p>Analysis of the sources should focus on the limitations of the sources in terms of information and 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 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 a 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	



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

Question	Answer	Mark	Guidance
<b>16 (a)</b>	Name the river that Claudius helped his men to cross. <b>[1 mark]</b>		
	Valid responses include: • Thames (1)	<b>AO1 1</b>	1 mark for the specific answer.
<b>16 (b)</b>	Name two tribes who resisted Roman rule. <b>[2 marks]</b>		
	Valid responses include: • Catuvellauni (1) • Iceni (1) • Trinobantes (1) • Decangi (1) • Brigantes (1) • Silures (1) • Ordovices (1) • Bodunni (1) • Caledonii (1) • Selgovae (1) • Durotriges (1) • Dobunni (1) • Novantae (1)	<b>AO1 2</b>	1 mark for any answer that offers a historically valid response.
<b>16 (c)</b>	Give two of Agricola's achievements. <b>[2 marks]</b>		
	Valid responses include: • Defeat of Calgacus (1) • Expansion into Scotland (1) • Circumnavigation of Britain (1) • Road building (1) • Public buildings (1) • Longevity of governorship (1) • Construction of fortifications (1) • Subjugation of the tribes of southern Scotland (1) • Romanisation of the tribal chiefs (1) • Subjugation of British tribes (1)	<b>AO1 2</b>	1 mark for any answer that offers a historically valid response.

<b>Question 17</b>		What can we learn from Passage D about how the Romans and the British prepared for the battle? <b>[5 marks]</b>	
<b>Assessment Objective</b>		AO3 = 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>Contrasts between British and Roman preparations</li> <li>British were over confident</li> <li>Professionalism of the Romans</li> <li>Paulinus taking military initiative</li> <li>Contrast in organisation of troops</li> <li>Contrast in numbers</li> <li>Type of troops</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 18</b>		Using details from Passage D, how accurate is the evidence presented by Tacitus about the battle preparations. <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 may also note that Tacitus' account of the battle site may well be accurate as it is a typical representation of how the Romans prepared for battle. Paulinus decisions appear to be logical in light of the circumstances and Roman military tradition.</p> <p>Some candidates may note that there is no archaeological evidence to support Tacitus' assertions.</p>
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>	<p>Candidates may discuss Tacitus' description of the size of the British army. Many will be suspicious of the claim that it was a 'greater host than had ever been seen before' and discuss why such a claim may have been made. A few candidates might see accuracy in Tacitus' account using supporting evidence from Cassius Dio, archaeological finds, or statements elsewhere in Tacitus.</p>
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	



			<p>Interesting comment may also be made on Tacitus' portrayal of British confidence and lack of organisation. Some candidates might suggest this confidence has been exaggerated and discuss possible reasons for this. Other candidates might take the same approach over the claims of a lack of organisation. A few students may comment on the use of chariots, citing evidence of their use on other occasions.</p> <p>Tacitus' personal connections with Agricola (Father in Law) may influence and exaggerate his portrayal of Roman operations in Britain</p>
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<b>Question 19</b>		Explain why the situation in southern Britain was significant in Claudius' decision to launch his invasion. <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 <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>Augustus and Caligula had plans to invade Britain and the South-East had some political and economic impact with the Roman Empire. Credit any mention of archaeological evidence such as the discovery of Gold Staters which show Roman influence.</p> <p>Claudius was perceived as a weak leader in the Roman military tradition and Britain was seen as the easier military target to strengthen his early reign.</p>
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>	<p>Candidates may mention that Claudius was encouraged to invade Britain by a British leader (Berikos) who had been removed from power during a tribal conflict. The promise of local assistance may have been significant in Claudius choosing Britain as a target. Adminius, a son of Cunobellinus, had also sought help a few years earlier.</p>
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>	<p>Claudius may have felt it necessary to intervene in the troubled situation to restore order and the favourable trading relationship Rome enjoyed. Caligula had already tried to intervene, which suggests there was a problem that needed addressing.</p>
Level 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 number of tribes in Britain encouraged Claudius as he could potentially use it to his advantage.</p>

Level 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 20</b>		'Roman rule completely changed the lives of all Britons in this period.' How far do you agree with this statement? <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> </ul>	<p>Grounds for agreeing include:</p> <ul style="list-style-type: none"> <li>Tacitus implies that the Romans had a detrimental impact on the economic situation of the wider population when discussing the situation of the Trinobantes, the reprisals after Boudicca's revolt, and Agricola's reforms.</li> </ul>

		<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><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<ul style="list-style-type: none"> <li>Agricola is credited with bringing about a major change in the lifestyle of the tribal elite. Evidence from decorated villas might support this conclusion.</li> <li>The change in status of the tribal elites is discussed in a number of passages, as are the financial demands placed upon them.</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>The destruction of the Druid base on Anglesey suggests a wider attack on their influence.</li> <li>The development of combined deities such as Sulis-Minerva.</li> <li>The introduction of baths, theatres and other Roman pastimes may have changed the lives of some Britons.</li> <li>The Romans may have made huge demands on the native population in economic terms, but their arrival possibly offered opportunities for some Britons to set up businesses servicing their needs.</li> <li>Loss of freedoms.</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</li> </ul>	<p>Grounds for disagreeing include:</p> <ul style="list-style-type: none"> <li>Most of the evidence for change concerns the tribal elite.</li> </ul>

		<p>simple conclusions about the historical issue in the question. (AO3)</p> <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> <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>• Roman incursions into mountainous areas were limited in this period. Romanisation occurred mainly in the towns.</li> <li>• Evidence from Aquae Sulis suggests that it was mainly soldiers who used the baths.</li> <li>• The combined deities offered a continuation of religious practice.</li> <li>• The difficulty interpreting the material evidence, including, for example understanding the origins of the inhabitants of Fishbourne or those mentioned in the Vindolanda tablets.</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 a 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>	<p>Likely sources of information to be included:</p> <ul style="list-style-type: none"> <li>• Tacitus, Agricola, 21 – On the Romanisation of tribal leaders and British architecture</li> <li>• Tacitus, Agricola, 19 – Exploitation of the Britons and the demands made on the food supply.</li> <li>• Cassius Dio, 62.2 – Economic impact of the Roman invasion on the British leadership.</li> <li>• Tacitus, Annals, 14.31 – Economic impact on the Icenii leadership and the Trinobantes more generally. 14.38 – Economic impact on the wider population of reprisals after Boudicca's revolt.</li> </ul>
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> </ul>	

		<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Tacitus, Annals, 14.30, Agricola, 18 – Roman attacks on the Druids and thus the religion of the Britons.</li> </ul>
	0	No response or no response worthy of credit	<ul style="list-style-type: none"> <li>Tacitus and Cassius Dio – The determination that some resistance leaders showed could signal how they felt their freedom and way of life was under threat.</li> <li>Vindolanda tablets – Could be used to show the opportunities that may have been available to the entrepreneurial minded and the demands placed on the British economy.</li> <li>Evidence from Camulodunum, Fishbourne, Aquae Sulis and the Fosse Way.</li> </ul> <p>The source analysis is likely to address:</p> <p>Candidates might consider the accuracy of Tacitus' evidence on Agricola: the extent of the problems he encountered and the success of his solutions including his Romanisation policy. This may include discussion of how much the Romans had interfered with the general food supply and how Tacitus is principally referring to the tribal leadership when making claims about Romanisation. Some candidates may also discuss whether temples, public squares and bathhouses would have made an impression on the majority of the population.</p> <p>Discussion about the nature of archaeological evidence and the difficulties of interpretation</p>

			<p>The status of the Druids may be discussed in connection to the possible implications for religion in Briton of the destruction of their base on Anglesey. This may be discussed in relation to the religious initiatives the Romans took, including the combining of British and Roman deities.</p> <p>Students may discuss the gradual loss of freedom as shown by the submissions of tribal leaders and opposition to Roman influence. Some students may make good use of the speeches attributed to Boudicca and Calgacus</p> <p>.</p>
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