



Oxford Cambridge and RSA

GCSE (9-1)

Ancient History

J198/21: The foundations of Rome

General Certificate of Secondary Education

Mark Scheme for June 2022

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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

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 RM Assessor 50% and 100% (traditional 40% 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 or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:









- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

PEs must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your PE 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 PE, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their PE 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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. 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 AO1 (Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied)
	Evidence for making a judgement on the quality of AO2 (Analyse and explain historical events and historical periods to arrive at substantiated judgements)
	Evidence for making a judgement on the quality of AO3 (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
	Point mark objective, non-levels of response questions
	Irrelevant; a significant amount of material that does not answer the question

Question	Indicative content	Marks	Guidance
1 (a)	Name two of Rome's kings mentioned by Livy Likely valid responses are: <ul style="list-style-type: none"> • Romulus • Numa Pompilius • Tullus Hostilius • Ancus Marcius • Lucius Tarquinius Priscus • Servius Tullius • Lusus Tarquinius Superbus Titus Tatius (accept)	AO1 2	1 mark for any answer that offers a historically valid response. Make sure each valid historical response is rewarded.
1 (b)	State one of the powers held by a consul in the Roman Republic Likely valid responses are: <ul style="list-style-type: none"> • Controlled the army with one other consul • Had lictors to protect them • Conducted auspices before a battle to predict the outcome (accept augurs/ omens) • Call the Senate • Preside over the senate • Could call any of the other Roman assemblies and preside over them. • Conducted elections • Presented laws to vote upon 	AO1 1	1 mark for any answer that offers a historically valid response.

Question	Indicative content	Marks	Guidance
1 (c)	Identify one of the crimes said to have been committed by Lucius Tarquinius Superbus Likely valid responses are <ul style="list-style-type: none">• Seized the throne by force• Ruled without the Senate• Used his powers over capital crimes to execute his enemies• Refused to bury Servius• Banned religious ceremonies• Turned plebeians into labourers• The Tarquin Conspiracy• Any battles against his people – Silvia Arisia or Lake Regillus	AO1 1	1 mark for any answer that offers a historically valid response.

Question 2		Outline the events which are said to have led to the Second Secession [6 marks]	
Assessment Objectives		AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied	
Additional guidance		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.	
Level	Marks	Level descriptors	Indicative content
Level 3	5–6	<ul style="list-style-type: none"> 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. 	<p>Potential elements include:</p> <ul style="list-style-type: none"> The Senate agreed to send ambassadors to investigate the laws of Solon - –which led to the rule of the First Decemvirate – and the temporary replacement of the tribunes and consuls. Appius Claudius pretended to champion the plebeians in order to select the Second Decemvirate and create a tyranny of the 10. Second decemvir acted like tyrants – met in secret, appointed lictors, used the courts to punish plebeians. Reappointed themselves for an additional year. Sabine attack upon a Roman colony, the Aequi attack upon Algidus led to the creation of a Roman army which suffered many defeats and damaged the reputation of the Second Decemvir. Appius coerced the Senate into sending troops. The abduction and death of Virginia. <ul style="list-style-type: none"> Crassus lust, Marcus Claudius claimed Verginia was a slave, Crassus' abuse of his powers. Trial and actions of her betrothed Lucius Icilius.
Level 2	3–4	<ul style="list-style-type: none"> 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. 	
Level 1	1–2	<ul style="list-style-type: none"> Response includes basic knowledge and basic understanding that is relevant to the question. 	
	0	No response or no response worthy of credit	

			<ul style="list-style-type: none">○ Verginius actions the following day which led to his daughters death at his hands.○ Verginius receives support of the mob/people.○ Verginius speech to the camp at Algidus – protect daughters and family from the tyrants. <p>NB – Candidates can achieve 6 marks if they draw three or more features from the abduction and death of Virginia.</p>
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Question 3		Using details from Passage A and your own knowledge, what can we learn about Numa and Ancus? [10 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
Additional guidance		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. 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.	
Level	Marks	Level descriptors	Indicative content
Level 5	9–10	<ul style="list-style-type: none"> The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question (AO1) 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) 	Valid features / characteristics that answers could identify from the source include: More than one side to Ancus' character_ Ancus was the first legendary king to have a more developed/ human character. His achievements were less fantastic. Ancus was like Numa and Romulus: Understood need for diplomacy and war – like Romulus. Republished religious laws. Wanted peace – like Numa. Peace and a second Numa: 40 years peace, use of religion to end conflict with neighbours. Temple of Janus. Called for a Tullus: Candidates could reference Ancus' military record – Successfully defends
Level 4	7–8	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question (AO1) 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 we can learn from the source about the specified issue. (AO3) 	
Level 3	5–6	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and some understanding that is relevant to the question (AO1) 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) 	

<p>Level 2</p>	<p>3–4</p>	<ul style="list-style-type: none"> • The response demonstrates basic knowledge and some understanding that is relevant to the question (AO1) • Response uses some appropriate details from stimulus material, which are analysed to draw out a few of the characteristics and features. (AO3) 	<p>Rome, Defeats Latins and invites Latins to become Romans.</p> <p>Hostile powers test him: Ancus faced the Latin threat fought the latins</p> <p>Numa’s religious observances: Priesthoods, pontiff/archivist, Vestal Virgins, religious laws.</p> <p>Formally declared: Ancus’ alleged introduction of envoys.</p> <p>Both kings were organised administrators: Ancus had Numa’s records copied out and displayed publicly.</p> <p>Other factors to be credited –</p> <p>Candidates can be credited for any relevant knowledge about the policies, achievements or character of Numa, or Ancus</p>
<p>Level 1</p>	<p>1–2</p>	<ul style="list-style-type: none"> • The response demonstrates basic knowledge that is relevant to the topic of the question (AO1) • Response uses few details from the stimulus material and a very basic attempt to draw out any of the characteristics and features. (AO3) 	
<p>0</p>	<p>0</p>	<p>No response or no response worthy of credit</p>	

Question 4		Using details from Passage A and your own knowledge, how different were the policies of Rome's first four kings? [15 marks]	
Assessment Objectives		<p>AO3 = 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>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance		<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>	
Level	Marks	Level descriptors	Indicative content
Level 5	13–15	<ul style="list-style-type: none"> 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) The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<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 similarity and difference, but answers may also include discussion on change/continuity.</p> <p>Valid factors that answers could identify from the source include:</p> <p>Tullus had fallen seriously short: Comparison may be made between Tullus and the other 3 kings, especially Numa and Ancus, over religious matters. The legends surrounding Tullus' death maybe discussed.</p>
Level 4	10–12	<ul style="list-style-type: none"> 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) 	

		<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) 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) 	<p>Ancus therefore instructed the pontifex/second Numa: Comparisons and connections maybe made between Ancus and Numa on religious grounds. Ancus reintroduced the religious observances of Numa. Can be supported by reference to religious laws or any other religious initiative under Numa.</p>
Level 3	7–9	<ul style="list-style-type: none"> 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) The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	<p>Hostile peoples: 3 kings had to deal with hostile peoples. Comparison and connections can be made over why this was the case during each reign and how each king dealt with the threat.</p> <p>Ancus was no soldier: Students may compare the military qualities of Romulus, Tullus and Ancus.</p>
Level 2	4–6	<ul style="list-style-type: none"> 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) The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) There is a basic explanation of the issue in the question. (AO2) 	<p>Formally declared: Developments in policy can be discussed, although parallels may be drawn with Tullus and ‘redress’. Candidates may reference ‘envoys’ but this is not essential for the ‘different’ aspect of the question.</p>
Level 1	1–3	<ul style="list-style-type: none"> Response uses few examples from the stimulus material and analyses these, though there is no attempt to draw any about what the source tells us about the historical events and historical period. (AO3) The response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) 	<p>Little had changed – Ancus had qualities of first two kings. Romulus had used peace to control his people – Laws; Government (Senate etc); Sabine women and peace with Sabines. Numa was religious and introduced vestal virgins, pontiff etc. Ancus used the same techniques to rule Rome.</p> <p>Ancus was more complex and had qualities of other kings – Romulus was legendary; Numa</p>

	0	No response or no response worthy of credit	<p>religious; Tullus – warlike. Ancus had multiple qualities.</p> <p>Rome was more civilised: Numa, Ancus and Tullus introduced initiatives to make Rome more civilised. Temple of Janus; Port at Ostia; Senate House; Right of appeal; Formal declaration of war.</p> <p><u>Other valid features / characteristics that answers could identify include:</u></p> <p>Policies regarding the growth of Rome: Development of the cities size. Peoples who became Romans – Albans, Sabines and Latins.</p>
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*Question 5		'The Republic only served the powerful.' To what extent do you agree with this view? [20 marks]	
Assessment Objectives		AO1 = 10 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = 10 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
Additional guidance		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. 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.	
Level	Marks	Level descriptors	Indicative content
Level 5	17–20	<ul style="list-style-type: none"> 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) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	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. <u>Grounds for agreeing</u> <ul style="list-style-type: none"> The Senate and Consuls came from the patrician class/ richest. Brutus transferred power from the kings to the patrician class. The denial of plebeian rights and their problems are the focus of Livy's account of the early Republic. Power and aims of consuls. Consuls inherited many powers of the king. They used these powers to seek patrician aims rather than plebeian aims. Extend Rome and seek
Level 4	13–16	<ul style="list-style-type: none"> 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) 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) <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	

<p>Level 3</p>	<p>9–12</p>	<ul style="list-style-type: none"> • 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) • This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> 	<p>victories – rather than secure peace and economic growth.</p> <ul style="list-style-type: none"> • Appius Claudius and his descendants protected patrician rights. The three Appius Claudius’ all represent the desire of the patricians to use power to protect their own rights. Refusal to grant debt relief; Objection to reform of tribunes; Verginia and the Second Decemvir. Coriolanus can also be credited for his resistance to debt relief. • Plebeian demands for more rights are resisted – The war Veteran (war debt); Sicinius (tribunes); Volero (reform), Genucius (Land reform), Verginius and the Second Secession (Twelve Tables and protection from tyrants); Gaius Canuleius (Marriage and right to stand as consul) – all face resistance from the Senate/consuls. • Plebeians were seen as soldiers/ labourers/ less intelligent Livy informs us that patricians only recognised plebeian demands when they needed soldiers to defend Rome and its lands, or they had organised a Secession which removed labour. Envoys to speak to the plebeians had to inform them of their rightful place – Menenius in the First Secession and the story of the body politic. <p><u>Grounds for disagreeing</u></p>
<p>Level 2</p>	<p>5–8</p>	<ul style="list-style-type: none"> • 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) • There is a basic explanation of the issue in the question. (AO2) <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> 	
<p>Level 1</p>	<p>1–4</p>	<ul style="list-style-type: none"> • Response demonstrates very basic knowledge and basic understanding that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <i>The information is communicated in a basic/unstructured way.</i> 	
<p>0</p>	<p>0</p>	<p>No response or no response worthy of credit</p>	

		<ul style="list-style-type: none"> • Some patricians defended Plebeian rights. Valerius Publicola (Friend of the people) guaranteed fair prices and right of appeal. Protect plebeians animals during war with Clusium. Publius Servius and Dictator Valerius failed to introduce debt relief before the First Secession in 494. Senate approved Tribunes. Expulsion of Coriolanus. • Introduction of Tribune after First Secession • Introduction of Volero’s reforms • Introduction of 12 tables and the removal of the inter-marriage laws. • Introduction of war tribune. Gave plebeians the ability to seek glory as a military leader. • Brutus introduced the Republic to defend the rights and freedoms of all Romans. Superbus had turned plebeians into labourers; loss of rights. Legendary status of Brutus means that this is debatable. • Senate’s agreement to investigate laws of Solon in Athens. Led to decemvirate to improve plebeian rights. • Valerius and Horatius’ resistance to the Second Decemvirate and the creation of the Valero-Horation laws. <p>NB: No reference needs to be made exploring the nature of the evidence to achieve highest levels. Candidates may make reference to the ‘legendary’</p>
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			<p>nature of this period, and the sparse archaeological record to express why it is difficult to make definitive conclusions about this issue.</p> <p>This is a depth study extended question and whilst candidates are not expected to include every period – they should have good coverage of the period to substantiate their judgements.</p>
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Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme

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

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