



Oxford Cambridge and RSA

GCSE (9-1)

Ancient History

J198/22: Roman depth study

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

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

Question	Answer	Mark	Guidance
1 (a)	Name one of Hannibal's victories in Italy between 218 and 216 Valid response <ul style="list-style-type: none"> • Ticinius • Trebia • Trasimene • Cannae 	AO1 1	1 mark for any answer that offers a historically valid response.
1 (b)	Identify two reasons why Rome could keep fighting after defeat at Cannae Valid responses include: <ul style="list-style-type: none"> • Finances – It could afford to create new armies • Military power – number of men available to fight • Hannibal did not lay siege to Rome • Hannibal lacked siege weapons • Return to Fabian tactics prevented another Carthaginian victory. • Hannibal moved his forces to Capua to secure an Italian port. • Roman successes in Iberia – Defeat of Carthaginian navy in Iberia – 217; Battle of River Ebro in 216. 	AO1 2	1 mark for any answer that offers a historically valid response. Do not reward: Hannibal did not get reinforcements.
1 (c)	Identify two ways Hannibal prepared for his journey from Spain to Rome Valid responses include: <ul style="list-style-type: none"> • Rested at New Carthage. • Sent Iberian soldiers home. 	AO1 2	1 mark for any answer that offers a historically valid response.

	<ul style="list-style-type: none">• Sent messengers across Iberia and to the Alps – to secure alliances and safe passage.• Passed control of Iberia to his brother – Hasdrubal Barca.• Made alliances with Celtic tribes in Gaul and tribes in Northern Italy.• Alliance with the Boii and Magilius. Reward students who mention the rebellion of the Boii which frustrates Roman preparations for Hannibal’s invasion.• Sending Iberian troops to Africa, and taking African troops to Iberia. To prevent rebellions.• Creation of army – 90,000 infantry and 12,000 horsemen. (Polybius) Elephants sent from Carthage.		
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Question 2		What can we learn from Source A about Fabius Maximus? [5 marks]	
Assessment Objective		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.	
Level	Marks	Level descriptors	Indicative content
Level 3	4-5	<ul style="list-style-type: none"> 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. 	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> Decorated/ Successful: Number of positions held Politician: dictator, consul, censor, interrex etc. Successful military commander: Defeat of Ligurians, Tarentum, checked Hannibal. Most expert in military affairs. Careful: Most cautious commander Nationalist/ Proud : Did not want to see Rome destroyed – aid of the army. Respected: Hailed as Father by the army of Minucius.
Level 2	2-3	<ul style="list-style-type: none"> 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. 	
Level 1	1	<ul style="list-style-type: none"> 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. 	
	0	No response or no response worthy of credit	

Question 3		Using details from Source A how accurate do you think this dedication to Fabius Maximus is? [5 marks]	
Assessment Objective		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.	
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	4-5	<ul style="list-style-type: none"> 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. 	<p>Candidates should relate the evaluation of the dedication to its description of the particular event in the passage for full marks.</p> <p>Answers should note that the passage is a dedication and consider how accurate it might be in this case:</p> <ul style="list-style-type: none"> That the dedication is a rare and important piece of surviving evidence giving details of the life, career and military achievements of Fabius. Its survival confirms the accounts in Livy and Polybius about Fabius' successes, support for Minucius' army and his 'cautious' character. There is no direct speech used in the dedication and it is used to celebrate someone's achievements. The extent of Fabius' victories and achievements are cause of celebration. It is unlikely to be exaggerated, even if it was created by a supporter of Fabius. Students may also cross-reference their own contextual knowledge with details from the
Level 2	2-3	<ul style="list-style-type: none"> 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. 	
Level 1	1	<ul style="list-style-type: none"> Response analyses the source in a basic way by selecting relevant detail from the source content and historical context. 	
	0	No response or no response worthy of credit	

			<p>passage to make developed judgments on accuracy.</p> <p>Potential issues with the passage</p> <ul style="list-style-type: none"> • It's language may be slightly exaggerated, as others such as Hannibal and Scipio may be seen as more expert in military affairs. After all it is a dedication intended to celebrate Fabius. • It does not elaborate upon Fabius' cautious nature, how he checked Hannibal or the events of Geronium. <p>Any claim that does not recognise the significance of this source and concludes it is inaccurate should be treated with care. If part of a balanced answer you may award Level 2 or higher, otherwise no higher than Level 1.</p> <p>Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.</p>
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Question 4		Explain how far Rome's response to Hannibal changed after the Battle of Trasimene [10 marks]	
Assessment Objectives		<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>	
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 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 has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>Explanations might include:</p> <p>It changed significantly</p> <ul style="list-style-type: none"> They saw Hannibal as a significant threat: Hannibal's victories and his success in gaining Italian allies meant that Rome took Hannibal seriously. Fabius was appointed dictator: The Senate wanted a safe pair of hands to prevent panic spreading through Rome and Italy. . Restored religious customs: Flaminius had ignored religious customs before Trasimene, and so Fabius organised several sacrifices to convince the public the gods were not angry. Fabian Strategy: Fabius used attrition to wear down Hannibal and cut off his supplies. He attacked Hannibal's raiding parties, but avoided full scale conflict. Rome attacked Spain: The Romans planned to open two fronts and stretch the
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 has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) 	
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) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	

Level 2	3-4	<ul style="list-style-type: none"> 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>Carthaginians. The Romans quickly defeated the Carthaginian navy in Spain, and defeated Hasdrubal in the Battle of the River Ebro. This reduced the number of reinforcements Hannibal could recruit.</p> <ul style="list-style-type: none"> Combined army – to create largest Roman force – but maintained two commanders. <p>It did not change significantly</p> <ul style="list-style-type: none"> They were still confident that they would win. They still underestimated Hannibal. He escaped Ager Falernus, defeated the Roman army at Geronium and Cannae. Minucius was chosen as Master of the Horse. Minucius' was one of Fabius' rivals. He demanded equal power over one of the Roman armies. The Senate were not fully committed to the Fabian strategy as Minucius planned to engage Hannibal. Roman commanders still made mistakes: Hannibal escaped Fabian's trap in Ager Falernus – by deceiving the Roman army with cows. Minucius' was trapped by Hannibal at Geronium and had to be rescued by Fabius. The Senate stripped Fabius of some of his powers because he was too cautious: Minucius used a small victory against a small raiding party to convince the Senate to give him command of half of Rome's legions. Like Flaminius he wanted to seek revenge for the scorched earth policy on Italian land.
Level 1	1-2	<ul style="list-style-type: none"> 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) 	
	0	No response or no response worthy of credit	

*Question 5	<p>‘Luck was never on Hannibal’s side.’ How far do you agree with this statement? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge [20 marks]</p>		
Assessment Objectives	<p>AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <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. 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	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 5	17-20	<ul style="list-style-type: none"> 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) The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) 	<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>AO1 and AO2</u></p> <p><u>Points which agree</u></p>

		<ul style="list-style-type: none"> Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>Crossing the Alps</p> <ul style="list-style-type: none"> Attacks by local tribes such as the Allobrogians The unseasonal weather – the harsh winter arrived early making the crossing more treacherous. He had lost about 4,000 horses and 18,000 men crossing the Alps according to Polybius who used a dedication at Lacinium. Despite victories at Ticinius and Trebia in November and December 218, his men had to camp over the winter in difficult conditions – losing all but 1 of his elephants. <p>Disease</p> <ul style="list-style-type: none"> Hannibal lost his eye and many men crossing the Etruria marshlands in 217. <p>Failure of Allies</p> <ul style="list-style-type: none"> Tarentum and Capua divided Hannibal's army as they were not strong enough to resist Roman attacks. <p>Fall of Iberia</p> <ul style="list-style-type: none"> His brothers failed to defend Iberia, which significantly weakened his chance to strike Rome. Carthage had lost its navy and silver mines which funded the invasion of Italy.
Level 4	13-16	<ul style="list-style-type: none"> 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) 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><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	
Level 3	9-12	<ul style="list-style-type: none"> 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) 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) 	

		<i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<p>The Siege of Rome 212</p> <ul style="list-style-type: none"> Hannibal was caught in terrible weather which made the siege difficult. He was also forced to withdraw when Hanno the elder demand that he protect Capua. <p>Hannibal felt as if he was unlucky, betrayed, deserted by the gods.</p> <ul style="list-style-type: none"> Anger at gods and weather during siege of Rome 212 Anger at being told to withdraw to defend Carthage in 202. His attitude during conference with Scipio before Zama. <p style="text-align: center;"><u>Points which challenge:</u></p> <p>Success in 218BC were due to Roman mistakes</p> <ul style="list-style-type: none"> Despite being weakened by the crossing of the Alps – Hannibal was lucky that Scipio and Sempronius fell into his traps. Scipio ordered his men to advance slowly, which allowed Hannibal to cause panic in the Roman ranks. Sempronius was provoked by Hannibal to march his men into the freezing river. <p>Roman commanders made significant errors until 215</p>
Level 2	5-8	<ul style="list-style-type: none"> 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) 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><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"> 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) 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><i>The information is communicated in a basic/unstructured way.</i></p>	
	0	No response or no response worthy of credit	

			<ul style="list-style-type: none"> • Flaminius fell into Hannibal's trap at Trasimene • Hannibal escaped Fabian's trap at Ager Falernus due to Fabian's indecisiveness • Minucius' errors at Geronium • Varro and Paullus errors at Cannae <p>Scipio Africanus gave Carthage reasonable terms out of respect for Hannibal.</p> <ul style="list-style-type: none"> • The Senate wanted Carthage destroyed, yet Hannibal was allowed to rule Carthage under Roman control. <p><u>AO3</u></p> <p>Likely source material to be included:</p> <p>Crossing the Alps: Polybius 3.50-56; Livy 21.36 Disease and problems crossing Etruria: Polybius 3.77-80 Failure of allies: Livy 26.12 Fall of Iberia: Livy 23.29; 26.46-7 Siege of Rome: Livy 26.11 Hannibal felt unlucky: Livy 26.11, 30.20, 30.30-1</p> <p>Successes in 218 due to Roman mistakes: 21.54 Roman Commanders made significant errors: Polybius 3.81-86; 3.111-112; Livy 22.23-26; Livy 22.44-48, Polybius 5.</p> <p>NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections.</p>
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			<p>Instead candidates should be able to draw evidence from these prescribed sources — clearly noting the source they are using — and analyse how they strengthen their argument or expose the limitations of the opposing view.</p> <p>The best candidates will analyse how the author’s interpretation/context, purpose and techniques contribute to their judgements. Students may also cross-reference the information in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations.</p> <p>Possible analytical approaches for AO3:</p> <ul style="list-style-type: none"> • Comparison of interpretations and their depiction of Hannibal. • Livy presents Hannibal as sly and deceitful. Livy also suggests Hannibal was lucky due to Roman mistakes. Blame lies with the consuls, not with the soldiers. • Polybius has respect for Hannibal, but also plays down Hannibal’s achievements by promoting the mistakes of ‘new men’ • Livy does suggest that Hannibal felt unlucky – but candidates may suggest that this is another form of attack. Showing Hannibal as bitter when he fails. <ul style="list-style-type: none"> • Comparison of the different techniques of the three historians. Livy’s use of written texts; Polybius use of travel and eyewitness; Plutarch’s biography. • NB: Be careful of candidates that accuse Livy of fiction or writing for entertainment,
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			<p>this is too simplistic and is indicative of Level 2-3 AO3 analysis. More sophisticated analysis is needed at Levels 4 and above.</p> <ul style="list-style-type: none"> • Comparison of the purpose of the three historians. • Livy’s Preface or his desire to write the complete history of Rome. Livy echoes large parts of Polybius’ account, but challenges his predecessor when he has found more compelling evidence. Hannibal is presented as being a test for Roman expansion – and therefore the focus is on Roman mistakes, rather than Hannibal’s ill fortune. • Candidates could explore the impact of Polybius’ desire to encourage the Greeks to accede to the Roman Empire. His emphasis upon Roman wealth and manpower as the decisive factor against the great Hannibal is a clear warning to his countrymen. Therefore, Hannibal’s bad luck is not explored – rather how Rome can still succeed despite making significant errors. <p>Plutarch’s description of Hannibal is of a great commander, and he does not focus on his ill fortune – but rather his luck – such as at Ager Falernus.</p>
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Section B: Cleopatra: Rome and Egypt, 69–30 BC

Question	Answer	Mark	Guidance
6 (a)	Name Cleopatra's family Valid responses include: Ptolemy Ptolemaic (accept) Accept names of Cleopatra's immediate family: Ptolemy XII Ptolemy XIV Ptolemy XIII Arsinoe IV Berenice IV Caesarion Ptolemy Philadelphus Alexander Helios Cleopatra Selene	AO1 1	1 mark for any answer that offers a historically valid response
6 (b)	Identify two reasons why Mark Antony gave Cleopatra land So that she could aid the building of a fleet To reward her loyalty/service For the benefit of their children They were in love/a relationship To create a dynasty in the East To celebrate victory in Armenia To gain her help in attacking Parthia	AO1 2	1 mark for any answer that offers a historically valid response.
6 (c)	Identify two reasons why Cleopatra committed suicide Mark Antony was dead	AO1	1 mark for any answer that offers a historically valid response.

	Feared being put on triumph in Rome Had lost her power in Egypt Octavian refused to negotiate with her To outwit Octavian	2	
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Question 7		What can we learn from Passage B about Cleopatra's relationship with Julius Caesar? [5 marks]	
Assessment Objective		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.	
Level	Marks	Level descriptors	Indicative content
Level 3	4-5	<ul style="list-style-type: none"> 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. 	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> Romance between the two. For example, Caesar loved Cleopatra more than other Queens – “He even made love to queens..... But he especially loved Cleopatra” Valid discussion to had on the claim that Caesar took other non-Roman lovers. They enjoyed socialising together – “He often kept feasts with her going until dawn” “he sailed with her in the state yacht” Caesar wanted her close to him/He believed her to be a good Queen - “He finally summoned her to the city of Rome and sent her back only when she had received the greatest honours and rewards” They had a close bond through their son – “He allowed her to call her son by him by his own name” Caesar was willing to change the law for Cleopatra – “Caesar had ordered to be made law while he was away. This law was to state that he was allowed to marry as many wives as he wished for the sake of producing children”
Level 2	2-3	<ul style="list-style-type: none"> 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. 	
Level 1	1	<ul style="list-style-type: none"> 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. 	
	0	No response or no response worthy of credit	

Question 8		Using details from Passage B , how accurate is Suetonius' description of Cleopatra's relationship with Julius Caesar? [5 marks]	
Assessment Objective		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.	
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	4-5	<ul style="list-style-type: none"> 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. 	<p>Candidates should relate the evaluation of Virgil to his description of the particular event in the passage for full marks.</p> <p>Answers should note that the passage is from Suetonius and consider how accurate he might be in this case:</p>
Level 2	2-3	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Suetonius claims Caesar 'especially loved Cleopatra', but there might have been a political reason for their alliance too. Suetonius claims that they were close can be evidenced by the fact that Caesar did give his name to their son. This can be evidenced on the temple of Dendera inscription.
Level 1	1	<ul style="list-style-type: none"> Response analyses the source in a basic way by selecting relevant detail from the source content and historical context. 	<ul style="list-style-type: none"> Suetonius depends on other sources as he lost his access to the imperial archives when he was removed from his position as the Emperor Hadrian's secretary – "so Naso has written" But this may also be Suetonius distancing himself from the claim. Positively, Suetonius had access to a wealth of evidence about Caesar - under the Emperor Trajan as Director of Imperial archives Much of the information is anecdotal – "kept feasts with her going until dawn" and indeed Suetonius often included 'gossip' in his work
	0	No response or no response worthy of credit	

			<ul style="list-style-type: none">• However, other sources – such as Plutarch – also describe the love Caesar had for Cleopatra.• Suetonius is writing a biography of Caesar, so may be very accurate on their relationship – as he is concerned with the private lives of his subjects.• Relevant discussion on the potential significance and accuracy of the claim relating to Cinna should be rewarded. <p>Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.</p>
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Question 9		Explain the most significant reasons why Cleopatra and Mark Antony developed a relationship. [10 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = 5 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.	
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 has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>Explanations might include:</p> <ul style="list-style-type: none"> Love for each other: which can be evidenced in a number of ways including how Antony recognised his children with Cleopatra. Joint ambition: they needed each other. Cleopatra needed Antony to rebuild the Ptolemaic Empire and to secure her position in Egypt in the context of the murder of Caesar; Antony needed her support to finance/assist with his campaigning in the East. Death of Julius Caesar – left Cleopatra needing a new patron to maintain her rule A joint ambition to create a dynasty in the East. The impression Cleopatra made at Tarsus: discussion may be had on both the context and events of this meeting – Antony was in need of money, but their meeting could have been more than that.
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 has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) 	
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) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	
Level 2	3-4	<ul style="list-style-type: none"> The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) 	

		<ul style="list-style-type: none"> There is a basic explanation of the issue in the question. (AO2) 	<ul style="list-style-type: none"> Antony's love of Greek culture and vision for/beliefs about the Empire. Antony's dissatisfaction with Roman politics and his rivalry with Octavian: he found it more appealing to live in Alexandria. <p>The strongest analyses will not only identify and explain reasons, but they will also attempt to differentiate them in terms of significance.</p>
Level 1	1-2	<ul style="list-style-type: none"> 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) 	
	0	No response or no response worthy of credit	

*Question 10		To what extent do you agree that Cleopatra was a successful queen of Egypt?	
		You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge . [20 marks]	
Assessment Objectives		<p>AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <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		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 5	17-20	<ul style="list-style-type: none"> 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) 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>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 successes as queen of Egypt might include:</p> <ul style="list-style-type: none"> Alliances with Rome and its leaders Longevity of rule, successfully continuing the Ptolemaic rule Crowned Queen of Kings by Antony

		There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.	
Level 4	13-16	<ul style="list-style-type: none"> 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) 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>There is a well-developed line of reasoning which is clear, relevant and logically structured.</p>	<ul style="list-style-type: none"> Supporting successful Armenian campaign She risked everything by asking for support from Caesar – if he refused she may be killed – and she gained a link with the major power of Rome through their relationship; Her control of the food production in Egypt meant she encouraged trade and business outside Egypt. Expansion of Egyptian power and territory under Cleopatra, e.g. Phoenicia, Coele Syria, Cyprus – which provided scarce resources to Egypt such as timber & coastal control and trading ports. – which boosted Egypt’s economy. Donations of Alexandria – though this was a limited success, as Antony handed over empire’s that were not yet actual under his control ((Medians and Parthians), but it would have improved Cleopatra’s reputation with the people. <p>Examples of Cleopatra’s failures as queen of Egypt might include:</p>
Level 3	9-12	<ul style="list-style-type: none"> 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) 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>There is a line of reasoning presented which is mostly relevant and which has some structure.</p>	<ul style="list-style-type: none"> The Gabinians murder of Bibulus’ sons Riots in Egypt. Floods leading to difficulties with food supply & poor harvests. Though she could raise an army so must have had some popularity. However, was a certain lack of popularity with Alexandrians – who saw her as submitting to Rome - She appeared to be powerless without the support of a famous Roman leader Defeat at Actium. Some failures are beyond her control eg Caesar’s assassination loses her link with Rome at this point, Mark Antony’s actions are beyond her control but she is linked to his failures. <p>Likely source material to be included:</p>

			<ul style="list-style-type: none"> • Plutarch, <i>Life of Mark Antony</i> 36-37, 54, 63, 66-67 • Silver denarius of Antony and Cleopatra 32 BC • Cassius Dio, <i>Roman History</i> XLII 44-45 • Velleius Paterculus 2.85 • Virgil, <i>Aeneid</i> Book 8, 675-731 • Coin of Cleopatra, with distinctive hairstyle and hooked nose • Plutarch, <i>Life of Caesar</i> 49
Level 2	5-8	<ul style="list-style-type: none"> • 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) • 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>There is a line of reasoning which has some relevance and which is presented with limited structure.</p>	<p>NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections. Instead candidates should be able to draw evidence from these prescribed sources — clearly noting the source they are using — and analyse how they strengthen their argument or expose the limitations of the opposing view.</p> <p>The best candidates will analyse how the author's interpretation/context, purpose and techniques contribute to their judgements. Students may also cross-reference the information in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations.</p>
Level 1	1-4	<ul style="list-style-type: none"> • 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) • 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>The information is communicated in a basic/unstructured way.</p>	<p>Analysis of the sources could 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>
	0	No response or no response worthy of credit	<p>Additionally, It is very difficult to judge Cleopatra as a queen of Egypt as she is linked so much with Roman leaders who themselves are written about in length; Cleopatra is not the main subject of much of the writing – eg Plutarch's book is nominally about 'The Life of Mark Antony', and Suetonius is writing 'The Life of the</p>

			<p>Deified Julius Caesar'. Her actions and decisions are not necessarily covered in enough detail for us to make fair judgements about her success – such as her popularity with her subjects.</p>
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Section C: Britannia: from conquest to province, AD 43–c.63

Question	Answer	Mark	Guidance
11(a)	Name one British leader who resisted Roman rule. Most likely examples are: <ul style="list-style-type: none"> • Caratacus • Boudicca • Venutius • Calgacus 	AO1 2	1 mark for any answer that offers a historically valid response.
11 (b)	Give two reasons why Claudius invaded Britain. Most likely examples are: Need to prove himself/medical conditions Fear of suffering the fate of Caligula Status Renown Outdo Julius Caesar Situation in Britain/encouragement from British leaders Preparations already underway Resources – such as tin	AO1 1	1 mark for any answer that offers a historically valid response.
11 (c)	Give two reasons why Agricola was so successful. <ul style="list-style-type: none"> • Acted quickly • Acted fairly/divide and rule • Used good tactics/ good military commander • Administration and Romanisation • Creating urban centres and job opportunities • Implemented a socialisation programme • Good reconnaissance • Built roads/lines of control • Didn't take on too much at once 	AO1 2	1 mark for any answer that offers a historically valid response.

Question 12		What can we learn from Passage C about the Britons? [5 marks]	
Assessment Objective		A03 = 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.	
Level	Marks	Level descriptors	Indicative content
Level 3	4-5	<ul style="list-style-type: none"> 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. 	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> Strong infantry in battle although some tribes use chariots. Hierarchical societies in which nobles drive chariots and his dependants fight for him. The Britons are weak because they are divided. Tribes fight alone. A situation that Rome has exploited. The Britons are supposedly unskilled at exploiting some of their sources of potential wealth! The Britons are obedient if treated fairly. They will willingly pay taxes in this situation, making them easy to govern. They will not submit to slavery.
Level 2	2-3	<ul style="list-style-type: none"> 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. 	
Level 1	1	<ul style="list-style-type: none"> 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. 	
	0	No response or no response worthy of credit	

Question 13		Using details from Passage C , how accurate do you think Tacitus' portrayal of the Britons is? [5 marks]	
Assessment Objective		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.	
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	4-5	<ul style="list-style-type: none"> 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. 	<p>Candidates should relate the evaluation of xxxx to his description of the particular event in the passage for full marks.</p> <p>Answers should note that the passage is from Tacitus' Agricola and consider how accurate he might be in this case:</p>
Level 2	2-3	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Candidates should note Tacitus' relationship to Agricola (the subject of this work) and the context it was written in. This work was akin to a combined eulogy and biography, published a few years after its subject's death. Candidates should evaluate the evidence in this context.
Level 1	1	<ul style="list-style-type: none"> Response analyses the source in a basic way by selecting relevant detail from the source content and historical context. 	<ul style="list-style-type: none"> Candidates may suggest that Tacitus had a reliable source of information in Agricola as the latter had spent so long in Britain, travelling and campaigning all over the island.
	0	No response or no response worthy of credit	<ul style="list-style-type: none"> The passage is heavily influenced by its context. Elsewhere Tacitus claims that Agricola won over many Britons by ending corrupt practices that had been going on under previous governors. His comments may therefore be designed as praise for his father-in-law (Agricola) than a direct reflection of

			<p>the Britons’ outlook. Praise and truth, on the other hand, can go together.</p> <ul style="list-style-type: none"> • Other events, such as Boudicca’s revolt, tend to support the conclusion that the Britons would be obedient if treated fairly but would not submit to slavery. • However, this could be argued the other way, in that a case could be made that Boudicca’s revolt was partly caused by obligations to Rome. The resistance of Calgacus also does not fit the assertion made in the passage. • Agricola will also have been a reliable source of information on British battle tactics and social systems as he fought so many battles, dealt with so many tribes, thought about divide and conquer tactics (particularly using roads), and set up a socialisation programme. • The details of Claudius’ successful invasion and the later arguments in the Brigante tribe support Tacitus’ claims about divisions. • The attack on British pearl harvesting technique appears less reliable and more information designed to conform to a negative stereotype favoured in Rome. <p>Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.</p>
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Question 14		Explain how far Roman policies in Britain changed. [10 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = 5 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.	
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 has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>Explanations might include:</p> <ul style="list-style-type: none"> Discussion of whether Ostorius Scapula sought to expand Roman power or merely consolidate what Aulus Plautius had achieved. The motives behind his disarmament of the Iceni and campaign to the west. Changes and continuities in the policies of other governors/emperors in terms of wishing to consolidate gains or expand further. The most likely governors to be mentioned are Cerialis, Frontinus and Agricola. Continuities in Rome's policy toward the Druids. The attempted campaign of Scapula and campaigns of Suetonius Paulinus and Agricola. Continuities and changes in Rome's policy towards resistance: Caratacus, Boudicca, Venutius and Calgacus. Changes in Rome's policy towards client states with mention of the treatment of the Iceni.
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 has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) 	
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) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	
Level 2	3-4	<ul style="list-style-type: none"> The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) 	

		<ul style="list-style-type: none"> There is a basic explanation of the issue in the question. (AO2) 	<ul style="list-style-type: none"> Changes and continuities in Rome's attempts to socialise the Britons. Fishbourne, Camulodunum, Aquae Sulis and the policies of Classicanus and Agricola may be mentioned. Romanisation
Level 1	1-2	<ul style="list-style-type: none"> 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) 	
	0	No response or no response worthy of credit	

*Question 15		‘The main way the Romans kept control of Britain was by crushing resistance.’ How far do you agree with this view?	
		You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge . [20 marks]	
Assessment Objectives		<p>AO3 = 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"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <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		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 5	17-20	<ul style="list-style-type: none"> 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) The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) 	<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>Evidence that supports the statement:</p> <ul style="list-style-type: none"> Claudius and the submission of British tribal chiefs.

		<ul style="list-style-type: none"> Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
Level 4	13-16	<ul style="list-style-type: none"> 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) 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) <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i> 	<ul style="list-style-type: none"> The actions of Vespasian along the south coast during the second stage of the conquest. Ostorius Scapula's campaign against the resistance of Caractacus. The pursuit of Caractacus even after victory in North Wales. The massacre of the Iceni during the governorship of Ostorius Scapula. The treatment of the Iceni before Boudicca's rebellion and Roman determination to defeat the rebellion. Suetonius Paulinus' actions after the rebellion. Roman actions against Venutius. The militarisation of Britain: the use of auxiliary in large numbers, fort and road building, the Fosse Way. The treatment of the Druids
Level 3	9-12	<ul style="list-style-type: none"> 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) The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) 	<p>Evidence that counters the statement:</p> <ul style="list-style-type: none"> Some of the above could be reinterpreted to suggest attempts to prevent resistance rather than crush it. The actions of Classicanus after Boudicca's revolt.

		<ul style="list-style-type: none"> 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> 	<ul style="list-style-type: none"> The use of other methods to either prevent or deal with resistance: <ul style="list-style-type: none"> Socialisation/divide and rule policies under Agricola: education and dress. Urbanisation: the development of Roman culture in urban centres such as Camulodunum and the division of tribal loyalties. Economic opportunities offered by the developing urban centres and vicus. Subsidies and loans to connect British leaders with the culture building process. The use of client states and the rewards offered to leaders who colluded: Fishbourne. Agricola's failure to crush the escaping soldiers of Calgacus after Mons Graupius. Much of Scotland remained unconquered and the rebels free.
Level 2	5-8	<ul style="list-style-type: none"> 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) 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) <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> 	
Level 1	1-4	<ul style="list-style-type: none"> 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) 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) <i>The information is communicated in a basic/unstructured way.</i> 	<p>Likely source material to be included:</p> <p>Suetonius, Vespasian, 4.1–4.2</p> <p>Cassius Dio, 60.21, 62.1–3, 62.7–9, 62.12</p> <p>Tacitus, Annals, 12.31–12.39, 14.29–14.39</p> <p>Tacitus, Histories, 3.45</p> <p>Tacitus, Agricola 17–22, 25, 37</p> <p>The set tombstones and Vindolanda tablets</p>

	0	<ul style="list-style-type: none"> No response or no response worthy of credit. 	<p>Students may use archaeological evidence outside of the prescribed sources.</p> <p>NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections.</p> <p>Instead candidates should be able to draw evidence from these prescribed sources — clearly noting the source they are using — and analyse how they strengthen their argument or expose the limitations of the opposing view.</p> <p>The best candidates will analyse how the author’s interpretation/context, purpose and techniques contribute to their judgements. Students may also cross-reference the information in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations.</p> <p>Students should analyse and evaluate the methods the Romans used to keep control of Britain to reach supported judgements on the relative significance of direct and ruthless military action as a means of keeping control.</p> <p>This factor should be weighed against the significance of other tactics the Romans used to judge either/both how successful each tactic was and/or how much importance the Romans attached to each tactic.</p> <p>The ancient sources should be analysed and evaluated to reach supported conclusions that take into account the accuracy and utility of the evidence. This may include relevant discussion of the context of the authors or other sources.</p>
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