

GCE

Classical Civilisation

H408/33: Politics of the late republic

A Level

Mark Scheme for June 2024

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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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PREPARATION FOR MARKING ON RM ASSESSOR3

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor3 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 Assessor3 and select, mark and share **10** scripts.
4. After the standardisation meeting: **YOU MUST MARK 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.**

MARKING INSTRUCTIONS

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 Assessor3 50% and 100% deadlines. If you experience problems, you must contact your Team Leader without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor3 messaging system.

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 assessor3, 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.)

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 annotate to confirm that the work has been seen.
7. Where candidates have a choice of questions 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.
8. There is a NR (No Response) option. Award NR if:
 - there is nothing written at all in the answer spaceAward 0 marks for an attempt that earns no credit (including copying out the question).
Team Leaders must confirm the correct use of NR with examiners before live marking commences and should check this when reviewing scripts.
9. **DO NOT USE THE COMMENTS BOX FOR ANY REASON.**
If you have any questions or comments for your Team Leader, use the phone, the RM Assessor messaging system, or e-mail.
10. Assistant Examiners must send a brief report on the performance of candidates to their Team Leader 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.





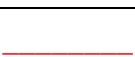




11. For answers marked by levels of response:

- a. **To determine the level** – start at Level 3 and work outwards until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

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

Annotations

These are the annotations, (including abbreviations), used in RM Assessor3, which are used when marking:

Symbol	Description	Comment
	Tick	worthy of credit
	?	unclear
	Cross	incorrect (short answers only)
	^	omission
	H Line	factual error (extended response)
	H Wavy Line	to draw attention to something
.....	Highlight	as directed by PE
	IRRL	irrelevant point
	REP	conspicuous repetition
 SEEN	BP/SEEN	blank page – this annotation must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response. NB: SEEN annotation will appear automatically if the automated ‘annotate blank pages’ is used prior to submitting the marked paper. Great care needs to be exercised with the SEEN annotation.

MARKING INFORMATION

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

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

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Using the mark scheme

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

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

The Team Leaders' standardisation (SSU) meeting will ensure that the mark scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the mark scheme in the same way. The mark scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Information and instructions for examiners

The practice scripts provide you with *examples* of the standard of each level. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at SSU.

The specific task-related indicative content for each question will help you to understand how the level descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have

not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described for the individual component:

AO1 Demonstrate knowledge and understanding of:

- literature, visual/material culture and classical thought
- how sources and ideas reflect, and influence, their cultural contexts
- possible interpretations of sources, perspectives and ideas by different audiences and individuals.

AO2 Critically analyse, interpret and evaluate literature, visual/material culture, and classical thoughts, using evidence to make substantiated judgements and produce coherent and reasoned arguments.

Individual questions are designed to allow the distribution of marks between the Assessment Objectives. For some points based marking and the levels of response questions you are required to identify a candidate's performance under each assessment objective and award marks accordingly.

Marking Scripts

Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.

The points in the mark scheme are **indicative content only** and offer some question specific guidance. Credit should be given for other points and different views, if they seem possible and are well argued or supported by good evidence.

You must avoid negative marking - don't deduct marks for individual errors. All marks should be allocated by reference to the assessment grid.

Any queries on unexpected answers please consult your Team Leader/Principal Examiner.

Using annotations

- Take great care to place a tick (see below) against any valid points that lead you to think at all favourably of the answer.
- **Do not leave any page unmarked** (as a last resort tick the very bottom of a page to indicate that you have read it - otherwise Team Leaders/Principal Examiners cannot tell whether account has been taken of that page).
- Underline errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by placing the **BP** symbol at the top and bottom of any blank pages.

Ticks: these are the simplest, quickest and most efficient means for examiners to convey approval to Senior Examiners, and they should be inserted where they can be most effective. If the point you wish to highlight is in the middle of a paragraph, then put the tick in the middle of a line in the middle of a paragraph. Overuse of the tick tends to devalue its effectiveness.

Do use ticks to draw attention to anything worthy of credit [even single words].

Do not use ticks as a substitute for marking/assessment; marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

Highlighting: use highlighting as directed by your Principal Examiner.

QUALITY OF EXTENDED RESPONSE

- Reasonable but not excessive account should be taken of particularly poor spelling (**S**).
- Extreme cases of illegibility should be referred to your Team Leader/Principal Examiner.

Section A

Question	Indicative Content	Marks	Guidance
1	Who is the recipient of this letter? <ul style="list-style-type: none"> Trebonius. (1) 	1 (AO1)	All legitimate answers should be credited.
2	What does the ‘most beautiful feast’ in line 1 refer to? <ul style="list-style-type: none"> Assassination <i>vel sim.</i> of (Julius) Caesar. (1) 	1 (AO1)	All legitimate answers should be credited. Require ‘Caesar’
3	Explain how successfully Cicero shows his enthusiasm for the events he is referring to in Source A. <p>Examples may include:</p> <ul style="list-style-type: none"> Wishes he had been there or been part of it. (AO2) <ul style="list-style-type: none"> <i>How I would have liked you to have invited me...on the Ides of March!</i> (AO1) Describes the assassination of Caesar positively. (AO2) <ul style="list-style-type: none"> <i>the most beautiful feast</i> (AO1) <i>heavenly service you have given to the republic</i> (AO1) Praises the act and character of the assassins. (AO2) <ul style="list-style-type: none"> <i>heavenly service you have given to the republic</i> (AO1) <i>most loyal of men</i> (AO1) <i>thanks to your generosity</i> (AO1) Speaks negatively of Caesar’s supporters. (AO2) <ul style="list-style-type: none"> <i>this curse of the country (= Antony) was taken out of the way by you</i> (AO1) <i>most dishonourable departure of Antony</i> (AO1) Uses a sarcastic, playful tone in complaining. (AO2) <ul style="list-style-type: none"> <i>makes me a little angry with you at times (although it is hardly right!).</i> (AO1) <i>Since you have left more trouble for me...rest of the world put together!</i> (AO1) States how the assassination has reinvigorated him and helped the state. (AO2) <ul style="list-style-type: none"> <i>I resumed my old spirit</i> (AO1) <i>I reviewed the whole constitutional situation and spoke with intense spirit</i> (AO1) <i>I restored to the weary, wilting senate its ancient and traditional valour.</i> (AO1) 	5 (AO1) 5 (AO2)	Use the 10-mark marking grid. AO1 marks are awarded for the selection of material from the source. AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid. The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately. Comments on punctuation or literary style, based on the English translation of the letter, cannot be credited.

Question	Indicative Content	Marks	Guidance
	<ul style="list-style-type: none"> ○ <i>That day, my intense pleading gave the Roman people hope of recovering their freedom. (AO1)</i> ○ <i>From that time, I have devoted every moment not only to thinking about the Republic, but being active in it. (AO1)</i> <p>Candidates may write more generally on elements of style, such as instances of hyperbole and tone of the letter but must support with evidence from the passage.</p> <p>Candidates may note aspects which suggest he is not wholly enthusiastic about the events of the Ides of March, including the reference to it being 'qualified by some grumbling' and Cicero's tendency to exaggerate his actions and influence.</p> <p>Comments on 'enthusiasm' in general, without a sound understanding of what it is that Cicero is enthusiastic about, should not be credited.</p>		
4	<p>What is the name given to this political alliance?</p> <ul style="list-style-type: none"> • The First Triumvirate. (1) 	<p>1 (AO1)</p>	<p><i>All legitimate answers should be credited.</i></p> <p>Accept 'Triumvirate'.</p>
5	<p>Name one other member of this alliance.</p> <ul style="list-style-type: none"> • (Marcus Licinius) Crassus. (1) 	<p>1 (AO1)</p>	<p><i>All legitimate answers should be credited.</i></p>
6	<p>State one political office which Pompey held during his lifetime.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Consul. (1) • Pro-Consul. (1) • Governor. (1) 	<p>1 (AO1)</p>	<p><i>All legitimate answers should be credited.</i></p> <p>Do not accept 'praetor' or 'pro-praetor'</p>

7	<p>Explain why Caesar and Pompey wished to form this alliance.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> Wished for power and political ‘authority’ for themselves. (AO2) <ul style="list-style-type: none"> Caesar was very ambitious and had enjoyed quick rise to power. (AO1) Caesar had not yet been consul and needed more support to gain the top office (he became consul in 59 BC) – mainly had support only from the people. Pompey brought weight and support from veterans. (AO1) Caesar was frustrated at being seen only as populist and upstart, opposed in all endeavours by the ‘system’/the Optimates. (AO1) Pompey was a successful general with a lot of support and influence, and had held extraordinary commands in 60s BC, giving him a taste of power. (AO1) Pompey needed another powerful politician to champion his cause. (AO2) <ul style="list-style-type: none"> Pompey wanted support from populist Caesar to get land for his veterans and ratification of his treaties established in the East through 60s BC, measures the Optimates opposed. (AO1) Had no regard for Roman constitution or existing system. (AO2) <ul style="list-style-type: none"> Pompey was given rights and commands outside the system in 60s BC. (AO1) Needed financial support and broader appeal. (AO2) <ul style="list-style-type: none"> Crassus was very rich, could help bankroll their plans and ambitions and brought the support of many equites with him. (AO1) Both were discerning politicians who knew they needed their rivals on good terms, enabling them to survive in the face of strong opposition. (AO2) <ul style="list-style-type: none"> Caesar had been gaining offices and popularity through 60s BC, Pompey had been gaining extraordinary commands through 60s BC, each had momentum but needed aspects of each other to gain further influence and dignitas/prestige. (AO1) Caesar wished for harmony with and between rival, important men so that he could enact his own plans. (AO2) <ul style="list-style-type: none"> Pompey and Crassus had been consuls together in 70 BC but were not always on good terms with one another. (AO1) Resentful of opposition to their actions and attitude to Optimates led by Cato. (AO2) <ul style="list-style-type: none"> Optimates did not want individuals to have so much power, so blocked Caesar and Pompey in their ambitions. (AO1) Optimates wished to retain traditional structure of Roman power which benefited them, so acted against the interests of Pompey and Caesar. (AO1) 	<p>5 (AO1)</p> <p>5 (AO2)</p>	<p>Use the 10-mark marking grid.</p> <p>AO1 marks are awarded for the selection of material from the source.</p> <p>AO2 marks for the interpretation, analysis and evaluation of this outlined in the Levels of Response grid.</p> <p>The indicative content is a description of possible content. All legitimate answers and approaches must be credited appropriately.</p> <p>Responses should focus primarily on the period 62 BC-59 BC.</p>
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8*	<p>‘Cicero always strongly opposed individuals who he thought were a threat to the <i>res publica</i>.’</p> <p>Assess to what extent you agree with this opinion by discussing Cicero’s relationship with Caesar and Catiline.</p> <p>You may use Source A as a starting point in your answer.</p> <p>AO1</p> <p>Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Cicero showing opposition to Caesar: <ul style="list-style-type: none"> ○ Cicero opposed by Caesar, who had supported Catiline, for the consulship of 63 BC. ○ Caesar supported the land reform bill of Rullus in 63 BC but Cicero spoke against it. ○ Cicero and Caesar clashed in the trial of Rabirius (63 BC) ○ Cicero supported Cato, who argued for the deaths of the Catilinarian conspirators while Caesar argued for life imprisonment. ○ Cicero’s role in the Bona Dea trial of 62 BC opposed Clodius, who was supported by Caesar. ○ Cicero ideologically opposed to the emergence of The First Triumvirate. ○ Cicero tried to have Caesar’s land laws reassessed in the senate. ○ Cicero opposed Caesar, siding with Pompey in the civil war of 49 BC. ○ <i>Att.</i> 9.4 (philosophical questions) shows Cicero’s opposition to tyranny. ○ Cicero supported the actions of the assassins of Caesar in 44 BC. ○ <i>Att.</i> 14.4 (Ides of March a ‘consolation’) and <i>Fam.</i> 10.28 (Source A) refer to Caesar’s death in a positive manner. ○ <i>Att</i> 13.40 (‘Brutus reports that Caesar has joined the Optimates? Good news! But where is he going to find them – unless he hangs himself?’) • Cicero showing opposition to Catiline: <ul style="list-style-type: none"> ○ Cicero very actively sought to prove Catiline was conspiring and was guilty, including appearing in public wearing a breastplate; delivering four very passionate and forceful speeches against Catiline. ○ Cicero called a SCU to deal with Catiline and his conspirators. ○ Cicero approved Cato’s call for the death penalty for conspirators, even though they were Roman citizens. ○ Cicero ‘hunted down’ Catiline after he fled, with Roman forces defeating Catiline 	<p>10 (AO1)</p> <p>10 (AO2)</p>	<p><i>Assess using the marking grids for the 20-mark extended response.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Whilst candidates may use the provided source as a starting point, they should not be penalised if they offer a full and detailed response which does not do so.</i></p>

	<p>in battle outside Rome.</p> <ul style="list-style-type: none"> • Cicero did not always oppose Caesar strongly and there was mutual respect: <ul style="list-style-type: none"> ○ <i>Att.</i> 2.18 shows Caesar invited Cicero to join his staff at start of First Triumvirate. ○ <i>Att.</i> 9.11a is to Caesar and calls Pompey and Caesar his 'very dear friends'. ○ After the conference at Luca (56 BC), Cicero 'sings his palinode' and discontinues open opposition to the Triumvirate. ○ Cicero's withdrawal from public life between the end of the Civil War and Caesar's assassination (with the exception of his eulogy to Cato). <p>AO2</p> <p>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • That Cicero saw himself as a defender of the <i>res publica</i>, as his speech against Verres and many actions during his life show. • That Cicero opposed individuals becoming too powerful as it went against his ideal, traditional Roman state. • That Cicero used his political status to deliver speeches against individuals and against policies which he saw as a threat to the state, including the Catilinarian speeches. • That Cicero would try to uphold his principles regardless of who he opposed in doing so. • That Cicero may have taken on causes, such as the Bona Dea scandal and the Campanian Law, precisely to oppose individuals such as Caesar. • That what Cicero perceived as a threat to the <i>res publica</i> was not necessarily so. • That Cicero may have used the Catilinarian conspiracy to boost his own prestige during his consulship of 63 BC. • That Cicero was on friendly terms with Caesar at times, exchanging letters (e.g. <i>Att.</i> 9.11a) and were not always opposed to one another. • That Cicero was content for other individuals, such as Pompey, to gain individual power and potentially threaten the <i>res publica</i>. 		
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Section B

Question	Indicative Content	Marks	Guidance
9*	<p>‘The Roman Republic would not have survived if it had allowed the behaviour of Verres to go unpunished.’ Evaluate how far you agree with this statement. Include reference to Cicero’s speech against Verres in your answer.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> • The organization of the <i>res publica</i> and the system of government in Rome which had lasted over 400 years by this point. • What the behaviour of Verres reportedly was and how this undermined the functioning of the Roman Republic. • The importance of the trial and exile of Verres for the career of Cicero, and implications for the survival or fall of the Roman Republic. • The extent to which the speech of Cicero against Verres can be used as a reliable source due to the aims of Cicero and the purpose of the prosecution speech. • The fact that the Roman Republic did not survive in the same form regardless of the punishment of Verres although this happened later and involved many other individuals in the intervening period. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • The organization of the <i>res publica</i> and the system of government in Rome which had lasted over 400 years by this point. <ul style="list-style-type: none"> ○ The hierarchy and <i>cursus honorum</i> which had shared power between elected consuls and officials. ○ The roles of the <i>populares</i> and <i>optimates</i> in the running of the state. ○ How patronage and alliances shaped Roman political life, creating opportunities for abuse of positions of power, such as Verres is accused of. • What the behaviour of Verres reportedly was and how this undermined the functioning of the Roman Republic. <ul style="list-style-type: none"> ○ The charges brought against Verres including his extortion of Sicily and his treatment of the provincials there, which cast a shadow on the integrity of 	<p>10 (AO1)</p> <p>20 (AO2)</p>	<p><i>Assess using the marking grids for the 30-mark extended response.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Learners are expected to make use of scholarly views, academic approaches and sources to support their argument; the approach to crediting this is outlined in the Levels of Response Grid.</i></p>

Question	Indicative Content	Marks	Guidance
	<p>Roman officialdom and on the purpose of Roman provincial governance.</p> <ul style="list-style-type: none"> • How Verres was punished and what effect this had on contemporaries and on the state in the aftermath. <ul style="list-style-type: none"> ○ Verres' advocate Hortensius advised him after Cicero's speech that his case was hopeless and advised him to go into voluntary exile. ○ Corruption was shown in this case to be pervasive but could be pursued through the law courts against those guilty of abusing their posts. ○ Cicero showed that the existing system of the status quo could be challenged. ○ Verres' voluntary exile was a punishment of sorts, but did not involve the loss of his freedom or his life. • The importance of the trial of Verres for the career of Cicero, in comparison to the importance of the trial for the Roman Republic. <ul style="list-style-type: none"> ○ Cicero sets up the trial as putting the Roman Republic itself on trial, playing the role of its defender in the process, but it is hard to assess the validity of this. ○ Cicero makes himself the central character in this drama and perhaps exaggerates the importance of Verres and his crimes in order to inflate the importance of himself and his role. ○ Cicero's speech and writings make the trial of Verres seem important, but it is difficult to gauge how important it was beyond granting Cicero prestige and authority among his peers. • The extent to which the speech of Cicero against Verres can be used as a reliable source due to the aims of Cicero and the purpose of the prosecution speech. <ul style="list-style-type: none"> ○ Cicero used the speech for political capital and was the prosecutor in the trial; his arguments are therefore strong and emphatic, and there is no evidence of speeches rebutting the charges or any arguments showing Verres' side. • The fact that the Roman Republic did not survive in the same form regardless of the punishment of Verres although this happened later and involved many other individuals in the intervening period. <ul style="list-style-type: none"> ○ Whether Julius Caesar's dictatorship, events before that even or the assassination of Caesar is considered an end to the Roman Republic, the fact remained that the Roman Republic changed in form and function regardless of Verres and his trial. 		

<p>10*</p>	<p>'Personal ambition was the most important factor in making individuals successful in the Late Republic.' Evaluate how far you agree with this statement by discussing at least three individuals.</p> <p>AO1 Candidates may show knowledge and understanding of:</p> <ul style="list-style-type: none"> • The extent to which personal ambition played a part in making individual successful in the Late Republic and whether it was the most important. • Other important factors which enabled individuals to meet with success during this period, including patronage, idealism and ties of friendship (<i>amicitiae</i>). • What the term 'successful' might mean in this context of the Late Republic and the extent to which some individuals were more successful than others. • What factors (ambition or other) contributed to the success or otherwise of individuals, with references possible to e.g. Gracchi brothers, Marius, Sulla, Cato, Caesar, Cicero, Pompey, Clodius, Crassus, Mark Antony etc. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • The extent to which personal ambition played a part in making individual successful in the Late Republic and whether it was the most important. <ul style="list-style-type: none"> ○ The nature of Roman politics and the organization of the <i>res publica</i> encouraged individuals to be ambitious in order to become elected and gain prestige, wealth and authority. ○ The system of the Roman Republic was designed to restrict excessively ambitious individuals. ○ Social obligations meant that individuals from certain families were expected to be ambitious and aim to be successful. • Other important factors which enabled individuals to meet with success during this period, including patronage, idealism and ties of friendship (<i>amicitiae</i>). <ul style="list-style-type: none"> ○ Various factors played a significant role in individuals' successes, such as birth and family, patronage and alliances, such as Caesar's support for Clodius or Pompey's links with Sulla; idealism and principles could also help or hinder individuals, e.g. Cato or Cicero. ○ Examples of <i>novi homines</i> such as Gaius Marius and Cicero show that • What the term 'successful' might mean in this context of the Late Republic and the extent to which some individuals were more successful than others. 	<p>10 (AO1)</p> <p>20 (AO2)</p>	<p><i>Assess using the marking grids for the 30-mark extended response.</i></p> <p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Learners are expected to make use of scholarly views, academic approaches and sources to support their argument; the approach to crediting this is outlined in the Levels of Response Grid.</i></p>
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	<ul style="list-style-type: none"> ○ 'Successful' might mean holding personal power, gaining wealth and/or prestige and authority, having political influence, commanding armies or a mixture of all. • What factors made individuals successful, if they should be considered so. <ul style="list-style-type: none"> ○ Cato had famous ancestry and important family ties, was supported by the <i>optimates</i> and was mostly successful in politics for many years; how ambitious he was for himself is hard to determine, but his Republican ideals underpin his career including his suicide at Thapsus in 46 BC. ○ Caesar is usually seen as an example of success which stemmed from his personal ambition. Caesar advanced through the <i>cursus honorum</i> at an unprecedented pace and gained influence. He represented the <i>populares</i> but the extent of his adherence to them or his use of them might be explored. The 'First Triumvirate' alliance brought him success, while his dictatorship could be viewed as the zenith of his personal ambition or a necessity of the times. The manner of his death might be considered to qualify the idea of success. ○ Cicero, as a <i>novus homo</i>, showed much personal ambition starting primarily with the trial of Verres and taking on the established order. His need for patronage and alliances throughout his career suggest their importance in achieving success, but his idealism and principles too, as well as his actions, should be examined in this context. Events connecting to Mark Antony and leading to his death are also relevant. ○ Pompey was a successful army general and held political offices, but due to his defeat at Pharsalus in 49 BC he can be viewed as unsuccessful to an extent. He relied on patronage and alliances to gain influence, while his membership of the 'First Triumvirate' furthered his career for a good part of a decade. He was certainly ambitious, as seen through his relationship with Sulla, his commands through the 60s BC and his actions as a triumvir. ○ Catiline came from a noble family but lost his wealth and position of power; his ideas of revolution appealed to broad section of the Roman people and led to his challenging of the <i>res publica</i>, culminating in his 'noble' death. ○ Clodius was strongly opposed to Cato and then Caesar, while he was supported by Caesar. His actions in challenging Cato, his role in the Bona Dea scandal and Cicero's exile, and his position as one of Caesar's men might be explored. ○ Crassus was extremely wealthy and was the third member of the 'First Triumvirate', but he lacked military prestige and seemed to have been in the shadow of Caesar and/or Pompey for much of his career. His premature death in the East might qualify his success, but Crassus was opportunistic and ambitious for his own advancement. 		
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	<ul style="list-style-type: none">○ Mark Antony rose through positions of power within the Roman state and was Caesar's right-hand man; he took on Caesar's role within the populist faction and was ambitious, as especially seen in the aftermath of the 44 BC assassination and Cicero's opposition to him.		
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Guidance on applying the marking grids for the 10-mark stimulus question

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners should carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO1 = 6 and AO2 = 2.

When using this grid:

- **Determine the level:** start at Level 3 and work outwards until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below.
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

Level	Marks	Characteristics of Performance
5	9–10	AO1: Shows very good knowledge and understanding of the provided source through a range of well selected, accurate and precise material from it AO2: Fully and consistently engages with the question, with perceptive, critical analysis and interpretation of the provided source leading to convincing points which are well-supported and developed
4	7–8	AO1: Shows good knowledge and understanding of the provided source through a range of well selected, mostly accurate, material from it AO2: Engages clearly and directly with the question, with critical analysis and interpretation of the provided source leading to sound points, which are supported and developed
3	5–6	AO1: Shows reasonable knowledge and understanding of the provided source through use of a range of mostly accurate material from it AO2: Engages with some of the fundamental issues of the question, with analysis and interpretation of the provided source leading to some tenable points, which have some support and development
2	3–4	AO1: Shows basic knowledge and understanding of the provided source through use of some material from it with some degree of accuracy AO2: Engages with the general topic of the question, with little analysis and interpretation of the provided source leading to weak points, which have occasional support and development
1	1–2	AO1: Shows limited knowledge and understanding of the provided source through little use of accurate material from it AO2: Limited and very simplistic attempt to engage with the topic of the question, with very little analysis and interpretation of the provided source leading to points of little relevance
0	0	No response or no response worthy of credit

Guidance on applying the marking grids for the 20-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at Level 3 and work outwards until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below.
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9 – 10	<ul style="list-style-type: none"> • very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources and appropriate, effective use of their cultural context and possible interpretation 	5	9 – 10	<ul style="list-style-type: none"> • a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by perceptive critical analysis, interpretation and evaluation of classical sources <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	7 – 8	<ul style="list-style-type: none"> • detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources and appropriate use of their cultural context and possible interpretation 	4	7 – 8	<ul style="list-style-type: none"> • a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p>
3	5 – 6	<ul style="list-style-type: none"> • reasonable knowledge and understanding of the material studied • use of a range of mostly accurate material from classical sources and some use of their cultural context and possible interpretation 	3	5 – 6	<ul style="list-style-type: none"> • a reasonable response to the question containing some relevant points leading to tenable conclusions • points are generally supported by analysis, interpretation and evaluation of classical sources <p><i>the response presents a line of reasoning which is mostly relevant and has some structure</i></p>
2	3 – 4	<ul style="list-style-type: none"> • basic knowledge and understanding of the material studied • use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation 	2	3 – 4	<ul style="list-style-type: none"> • a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions • points are occasionally supported by analysis, interpretation and evaluation of classical sources <p><i>the response presents a line of reasoning but may lack structure</i></p>
1	1 – 2	<ul style="list-style-type: none"> • limited knowledge and understanding of the material studied • use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation 	1	1 – 2	<ul style="list-style-type: none"> • little engagement with the question, any points or conclusions made are of little relevance • isolated use of classical sources with little analysis, interpretation and evaluation <p><i>the information is communicated in an unstructured way</i></p>
0	0	• no response or no response worthy of credit	0	0	• no response or no response worthy of credit

Guidance on applying the marking grids for the 30-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at level 3 and outwards until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below. Typically for AO2, if the response does not engage with any secondary sources or scholarship it will receive the lowest mark within the level, if two or more scholars are cited the response will receive the second mark up within the level, greater engagement with these scholars will elicit a higher mark within the level.
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9 – 10	<ul style="list-style-type: none"> • very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources and/or about classical ideas, and appropriate, effective use of their cultural context and possible interpretation 	5	17 – 20	<ul style="list-style-type: none"> • a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	7 – 8	<ul style="list-style-type: none"> • detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources and/or about classical ideas, and appropriate use of their cultural context and possible interpretation 	4	13 – 16	<ul style="list-style-type: none"> • a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p>
3	5 – 6	<ul style="list-style-type: none"> • reasonable knowledge and understanding of the material studied • use of a range of mostly accurate material from classical sources and/or about classical ideas, and some use of their cultural context and possible interpretation 	3	9 – 12	<ul style="list-style-type: none"> • a reasonable response to the question containing some relevant points leading to tenable conclusions • points are generally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas, and there is some use of secondary sources scholars and/or academic works <p><i>the response presents a line of reasoning which is mostly relevant and has some structure</i></p>
2	3 – 4	<ul style="list-style-type: none"> • basic knowledge and understanding of the material studied • use of a limited range of material from classical sources and/or about classical ideas, with some degree of accuracy, and limited use of their cultural context and possible interpretation 	2	5 – 8	<ul style="list-style-type: none"> • a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions • points are occasionally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas, and there is little or no use of secondary sources, scholars and/or academic works <p><i>the response presents a line of reasoning but may lack structure</i></p>
1	1 – 2	<ul style="list-style-type: none"> • limited knowledge and understanding of the material studied • use of little accurate material from classical sources and/or about classical ideas, and little or no use of their cultural context and possible interpretation 	1	1 – 4	<ul style="list-style-type: none"> • little engagement with the question and any points or conclusions made are of little or no relevance • isolated use of classical sources and/or about classical ideas with little analysis, interpretation and evaluation <p><i>the information is communicated in an unstructured way</i></p>
0	0	<ul style="list-style-type: none"> • no response or no response worthy of credit 	0	0	<ul style="list-style-type: none"> • no response or no response worthy of credit

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