

GCSE (9-1)

Ancient History

J198/02: Rome and its neighbours

General Certificate of Secondary Education

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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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
	Considered – A significant amount of material which is repeating a previous point or incorrect

Question	Indicative content	Marks	Guidance
1 (a)	<p>Identify one of the myths about the childhood of Servius Tullius.</p> <p>Likely valid responses are:</p> <ul style="list-style-type: none"> • Flames appeared above his head while he slept (1) • Priscus' wife stated he would save royal family in its time of need (1) • His mother was impregnated by a god / divine phallus. (1) • The son of Servius Tullius (1) – leading general of Corniculum (1) 	AO1 1	1 mark for any answer that offers a historically valid response. Make sure each valid historical response is rewarded.
1 (b)	<p>Identify one of the problems facing the plebeians before the First Secession.</p> <p>Likely valid responses are:</p> <ul style="list-style-type: none"> • Debt (1) • Land (1) • Poverty (1) • Constant fighting (1) • Neglect for their businesses/farms (1) • Rights being eroded by rich senators/consuls (1) like Appius Claudius (1) • No political representation (1) – no tribune (1) or magistrate (1) to represent them (1) • They voted last (1) so they had little influence on decisions (1). • They were being tortured and whipped (1) • Being arrested (1) • Losing their land (1) • Becoming homeless (1) 	AO1 1	1 mark for any answer that offers a historically valid response.

Question	Indicative content	Marks	Guidance
1 (c)	<p>State two important events that were said to have taken place during the time of Romulus' kingship</p> <p>Events from the Foundation of Rome including:</p> <ul style="list-style-type: none"> • Augury and dispute between Romulus and Remus • Death of Remus to establish Rome's borders. • Creation of political, social or religious systems. For example, the Senate, worship of Jupiter, asylum etc. Each can be awarded as separate events. • Invasion by Caenina and other military conflicts. • Rape of the Sabine Women. Festival, abduction and war with the Sabine's can be awarded as separate events. • Shared rule with Titus Tatius. • Romulus' death – supernatural and political coup. Both accounts can be awarded as separate events. 	AO1 2	2 marks for any answer that offers a historically valid response.

Question 2		Outline how Lucius Junius Brutus helped create the Roman Republic [6 marks]	
Assessment Objectives		AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 3	5–6	<ul style="list-style-type: none"> Response demonstrates accurate and detailed knowledge of several features and/or characteristics that are fully relevant to the question. This is presented as a prose account that shows a clear understanding of the focus of the question. 	<p>Potential elements include:</p> <ul style="list-style-type: none"> The claim that the Delphic Oracle helped Brutus to succeed Superbus – by kissing their mother 'earth' Survival – pretending to have no ambition, to keep close to Superbus and strike when an opportunity arose. Brutus seized upon the death of Lucretia to unite the Roman people against the Tarquins. Brutus used his position (tribune of the celeres) to call an assembly – and outline the crimes of the Tarquins: Sextus' lust and treatment of Lucretia; turning plebeians into slaves, regicide. They voted to exile Lucius Tarquinius Superbus and his family. Took control of the army at Ardea whilst Superbus tried to retake Rome. Is said to have made the decision to create a Republic with two consuls and magistrates. Revitalise the senate. Convince Tarquinius Collatinus to stand down as consul. His role in the Tarquin conspiracy and his decision to execute his own sons for their part in the plot. Death in the battle of Silvia Arsia. <p>Lucretia: Candidates can achieve full marks if they draw several features from this event – if it is clearly linked to Brutus. Any answer omitting Brutus cannot exceed Level 1.</p>
Level 2	3–4	<ul style="list-style-type: none"> Response demonstrates accurate and detailed knowledge of at least one feature and/or characteristic that is fully relevant to the question. This is presented as a prose account that shows some understanding of the focus of the question. 	
Level 1	1–2	<ul style="list-style-type: none"> Response includes basic knowledge and basic understanding that is relevant to the question. 	
	0	No response or no response worthy of credit	

			For example – the Tarquin's contest at Ardea, Sextus' treatment of Lucretia could only be awarded L2 or higher if then linked to Brutus' own actions.
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Question 3		Using details from Passage A and your own knowledge, what can we learn about the rights and lives of plebians between 509 and 440BC? [10 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. There is no requirement to analyse the source's reliability to address the "what can we learn" part of the question. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.	
Level	Marks	Level descriptors	Indicative content
Level 5	9–10	<ul style="list-style-type: none"> The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question (AO1) Response uses a range of fully appropriate details from the stimulus material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue. (AO3) 	Valid features / characteristics that answers could identify from the source include: tribune of the plebs – After the First Secession plebeians were represented in the senate by a tribune. Candidates could develop with: <ul style="list-style-type: none"> Description of the role – to speak in Senate; to demand new laws to improve lives of plebeians (land, voting etc) Volero Publilius' reform to the voting system of the tribune in 472; the suspension of the role during the Decemvirate; the inviolability/protection of the post after the Valerio-Horatian reforms. plebs and patricians to marry – Candidates could use this to demonstrate how the two orders were segregated to protect the bloodline. This had been added to the Twelve Tables by Claudius and was not repealed by Valerio-Horatian laws.
Level 4	7–8	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question (AO1) Response uses a range of fully appropriate details from the stimulus material, which are analysed to draw out most of the relevant characteristics and features and evaluate what we can learn from the source about the specified issue. (AO3) 	
Level 3	5–6	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and some understanding that is relevant to the question (AO1) Response uses some appropriate details from the stimulus material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue. (AO3) 	

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) Response uses some appropriate details from stimulus material, which are analysed to draw out a few of the characteristics and features. (AO3) 	<p>allow plebeians to become consuls: Candidates could explore the patron-client system established by Romulus and how the Republic destroyed it. Plebeians did not have the right to stand as magistrates or lead the army – until the creation of the military tribune.</p> <p>dregs of society: Candidates could use this and the gloss below to explore the attitude of the patrician class towards the plebeians. It could be supported with:</p> <ul style="list-style-type: none"> Appius Claudius and his family; Crassus; Coriolanus. Candidates may use it to explain why legal change and rights were not introduced. Perhaps linking it to 'lose power altogether.' <p>Alternatively, it could be used to explore poverty and hardship. We know most were farmers and artisans living simple lives.</p> <p>prepare the plebeians for war: Candidates could explore the lives of the plebeians were affected by war.</p> <ul style="list-style-type: none"> Attacks on Roman land often impacted the plebeians. Servius' reforms had recognised the impact of war on the plebeians. Valerius Publicola had set fair prices and built a wall to protect the livelihood of plebeians. Livy suggests they were the main fighting force of the early Republic. The stories of the war veteran and the debts incurred by 15 years of war could be used to develop. <p>assembly of the plebs: This could be used to show that the plebeians would unite to demand change. This could be supported by:</p> <ul style="list-style-type: none"> First Secession and Sicinius Indictment of Coriolanus for opposition to fair food prices
Level 1	1–2	<ul style="list-style-type: none"> The response demonstrates basic knowledge that is relevant to the topic of the question (AO1) Response uses few details from the stimulus material and a very basic attempt to draw out any of the characteristics and features. (AO3) 	
	0	No response or no response worthy of credit	

			<ul style="list-style-type: none">• Indictment of Appius Claudius for opposition to tribune election reform• Second Secession• Gaius Canuleius demands for inter-marriage and consulship. <p>forcing the plebeians into the army: Candidates could explore how plebeians used resistance to military service as a political weapon. This was used in the First and Second Secession. Gaius Canuleius uses it to reform inter-marriage laws and establish the military tribune.</p> <p>Demanding new laws: The fact that plebeians need to demand new laws suggests that they are not equal. Reference to war debts, food prices and exclusion from most political office to support.</p> <p>The mark-scheme is not exhaustive, please credit any reasonable knowledge about the lives and rights of plebeians.</p>
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Question 4		Using details from Passage A and your own knowledge, explain why plebeians' lives did not significantly improve between 509 and 440BC [15 marks]	
Assessment Objectives		AO3 = 5 marks = Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied. 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. 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.	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. There is no requirement to analyse the source's reliability. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.	
Level	Marks	Level descriptors	Indicative content
Level 5	13–15	<ul style="list-style-type: none"> Response uses a range of fully appropriate examples from the stimulus material and analyses these examples to make developed, supported judgements and to draw fully convincing conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>The focus of this question will be using information to come to a judgement. The second order historical concept candidates will predominately use will be similarity and difference, but answers may also include discussion on change/continuity.</p> <p>Valid factors that answers could identify from the source include:</p> <p>to share power with the dregs of society/ law allowing plebs and patricians to marry</p> <p>Attitudes of the senate/ patrician class towards the plebeians.</p>
Level 4	10–12	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the stimulus material and analyses these examples to make supported judgements and draw reasonable conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) 	<p>Candidates could develop with reference to:</p> <ul style="list-style-type: none"> Coriolanus and his assertion that the plebeians caused the famine and should starve.

		<ul style="list-style-type: none"> 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	7–9	<ul style="list-style-type: none"> Response uses some appropriate examples from the stimulus material and analyses these examples to make simple judgements and draw basic conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	<ul style="list-style-type: none"> Appius Claudius speeches about the inferiority of a plebeian tribune in the trial of Volero Publilius. Emphasises the role of the plebeians. Livy shares this attitude in much of his writing – blaming the plebeian tribune for unrest. <u>Appius Claudius and his descendants protected patrician rights.</u> Represent patricians aims to protect their own rights. Refusal to grant debt relief; Objection to reform of tribunes; Verginia and the Second Decemvir. <u>Plebeians were seen as soldiers/ labourers/ less intelligent</u> Plebeian demands are only listened to when Rome needs soldiers to defend Rome or have removed labour. Envoys to speak to the plebeians had to inform them of their rightful place – Menenius in the First Secession and the story of the body politic. <p>eventually lose power altogether: Patrician fear of losing power. Candidates could develop with:</p> <ul style="list-style-type: none"> Refusal to compromise over war debt which led to the First Secession. Adding new laws into the 12 tables to prevent inter-marriage. Limits to the right of appeal for plebeians introduced by Tullus Hostilius. Suspended by the Second decemvirate. <p>allow plebeians to become consuls/ plebeian tribunes: The lack of political representation for the plebeians would have restricted their ability to introduce improvements. Weakness of plebeian tribunes to introduce change.</p>
Level 2	4–6	<ul style="list-style-type: none"> Response uses some examples from the stimulus material and analyses these examples, making a very basic attempt to draw conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) There is a basic explanation of the issue in the question. (AO2) 	
Level 1	1–3	<ul style="list-style-type: none"> Response uses few examples from the stimulus material and analyses these, though there is no attempt to draw any about what the source tells us about the historical events and historical period. (AO3) The response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) 	
	0	No response or no response worthy of credit	

			<ul style="list-style-type: none"> • Plebeian tribunes were introduced after the First Secession. Livy is unclear about their role. Apart from presenting laws and indicting unpopular consuls. • Plebeian tribunes struggled to achieve significant change – with the exception of the voting changes achieved by Volero. <p>Prepare the plebeians for war: War is a constant in Livy's account of the origins of Rome. Candidates could use this to show how war was used to control the plebeians, or war damaged their livelihood. Candidates are likely to use 'the senate was overjoyed' to reflect this. It could be developed with:</p> <ul style="list-style-type: none"> • Story of the war veteran • How war is used to restrict protest before the First and Second secession. • Valerius Publicola's actions to support plebeians from war. • The Wars of Independence could be argued led to a decrease in plebeian power because of warfare. <p><u>Other valid features / characteristics that answers could identify include:</u></p> <ul style="list-style-type: none"> • Threat of famine and hardship. • The Senate and Consuls came from the patrician class/ richest. The plebeians suffered from poverty and debt so could not afford to protest, participate in politics • Power and aims of consuls. Consuls inherited many powers of the king. They wanted to extend Rome through war – rather than secure peace and economic growth. • Plebeian demands for more rights are resisted – The war Veteran (war debt); Sicinius (tribunes); Volero (reform), Genucius (Land reform), Verginius and the
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			<p>Second Secession (Twelve Tables and protection from tyrants); Gaius Canuleius (Marriage and right to stand as consul) – all face resistance from the Senate/consuls.</p> <p>Comparison with Athenian democracy – when everyone had a voice led to more change.</p> <p>Answers which challenge the focus of the question: that there were significant improvements.</p> <ul style="list-style-type: none">• Plebeian and military tribunes; voting changes, assembly of the plebs; First and Second Secession had demonstrated the power of the people; twelve tables; Valerio-Horatian laws
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*Question 5		‘All of Rome’s kings failed.’ To what extent do you agree with this view?..... [20 marks]	
Assessment Objectives		AO1 = 10 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = 10 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
Additional guidance		The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. Analysis and discussion of the historical veracity of many of the events outlined in the sources can be rewarded as part of the judgement on AO2. For example, if the veracity of a particular event is in doubt then the quality of the evidence it provides to support a point about the significance of an event can be limited.	
Level	Marks	Level descriptors	Indicative content
Level 5	17–20	<ul style="list-style-type: none"> Response demonstrates a wide range of fully relevant and accurate knowledge, with a good level of detail throughout. There is demonstration through this of a thorough understanding of all the key features and characteristics discussed. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></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. <u>Grounds for agreeing</u> <ul style="list-style-type: none"> The legendary nature of Rome’s early history means that failure of the kings is a narrative device. Romulus failures Struck down by lightning, his two orders lead to conflict; he cannot attract women into Rome and has to abduct them. Has to share power. Numa Despite his successes he leaves Rome vulnerable to attack when he dies. Tullus: Killed by Jupiter for failure to carry out religious duties correctly; Left Rome exhausted and ravaged by disease.
Level 4	13–16	<ul style="list-style-type: none"> Response demonstrates a good range of fully relevant and accurate knowledge, which will be detailed in places. There is demonstration through this of a good level of understanding of most of the key features and characteristics discussed. (AO1) Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) <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 demonstrates a selection of relevant, generally accurate knowledge, but which will lack detail. There is demonstration through this of some understanding of the key features and characteristics discussed. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<ul style="list-style-type: none"> Ancus: His sons did not succeed him despite all of his successes as he allowed a rich outsider to take control of Rome. Priscus: Failed to pass most of his reforms – such as the army. His reign introduced ambitus (ambition). He was murdered by Ancus' sons. Servius: Despite his successes he was killed by his daughter and his son-in-law. Tarquinius Superbus: Was a tyrant. Exiled and deposed. Tried to invade and conquer Rome but failed.
Level 2	5–8	<ul style="list-style-type: none"> Response demonstrates a limited amount of relevant knowledge, which may be lacking in accuracy in places and will lack detail. There is demonstration of limited understanding of the key features and characteristics discussed. (AO1) There is a basic explanation of the issue in the question. (AO2) <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>Grounds for disagreeing</p> <p>Candidates may explore the alleged successes which align to their 'character' and role in the establishment of Rome.</p> <ul style="list-style-type: none"> Romulus. Successfully built the city, established religious, social and political structure. Won wars against the Sabines and Veii. Numa. Religious initiatives. Pontiff, temples and Vestal Virgins. Develop artisans and the forum. Tullus: Victory over Alba Longa and absorbing it into Rome. Introduction of the right to appeal and the Curia Hostilia/Senate House. Ancus: Port at Ostia; envoys; military victories; salt works; extension of the city and reintroduction of religious observances. Priscus: Extension of the senate; Circus Maximus; sewer and extension of the Forum Servius: Census and reduction of military burden on plebeians; Extended the city and the Servian Wall; temple of Diana Superbus: Completed the Great Sewer; took control of the Latin League by subterfuge; conquest of the
Level 1	1–4	<ul style="list-style-type: none"> Response demonstrates very basic knowledge and basic understanding that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <p><i>The information is communicated in a basic/unstructured way.</i></p>	
	0	No response or no response worthy of credit	

			<p>Gabii; created colonies, new temples and extended the Circus Maximus</p> <p><u>Candidates may explore the question through different factors.</u></p> <p>Military may be seen as a success. There may be less success when exploring social, political and economic factors.</p> <p>NB: No reference needs to be made exploring the nature of the evidence to achieve highest levels. Candidates may make reference to the 'legendary' nature of this period, and the sparse archaeological record to express why it is difficult to make definitive conclusions about this issue.</p> <p>This is a depth study extended question and whilst candidates are not expected to include every period – they should have good coverage of the period to substantiate their judgements.</p>
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Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme

High performance 4–5 marks	<ul style="list-style-type: none"> - Learners spell and punctuate with consistent accuracy. - Learners use rules of grammar with effective control of meaning overall. - Learners use a wide range of specialist terms as appropriate.
Intermediate performance 2–3 marks	<ul style="list-style-type: none"> - Learners spell and punctuate with considerable accuracy. - Learners use rules of grammar with general control of meaning overall. - Learners use a good range of specialist terms as appropriate.
Threshold performance 1 mark	<ul style="list-style-type: none"> - Learners spell and punctuate with reasonable accuracy. - Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. - Learners use a limited range of specialist terms as appropriate.
No marks awarded. 0 marks	<ul style="list-style-type: none"> - No response or no response worthy of credit* - The learner's response does not relate to the question. - The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

- Where a candidate has attempted the question and receives a mark (including a mark of 0), they should also receive a mark for SPAG (which could be 0) (no change).
- Where a candidate has not attempted the question and receives NR, they should also receive NR for the SPAG mark.

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

Question	Answer	Mark	Guidance
6 (a)	Name the leader of Carthage, appointed by Rome, after its surrender in 201BC. Valid response <ul style="list-style-type: none"> Hannibal 	AO1 1	1 mark for any answer that offers a historically valid response.
6 (b)	Identify two ways Spain helped Carthage during the Second Punic War. Valid responses include: <ul style="list-style-type: none"> Money (1) It provided silver to fund the war (1). Soldiers from Spain (1) were used to control African colonies (1) Diverted Roman military power (1) from Italy into Spain (1) – prolonging the war. New Carthage was a base for the Barca family (1). Hannibal started his march to Italy from Spain (1). 	AO1 2	1 mark for any answer that offers a historically valid response. Do not reward: Hannibal did not get reinforcements.
6 (c)	Identify two problems facing Hannibal after the battle of Cannae. Valid responses include: <ul style="list-style-type: none"> No siege weapons (1) Weather during siege of Rome (1) Problems with allies (1) Loss of land in Spain (1) Fatigue and tiredness (1) Opposition from Maharbal (1) He can win battles, but not a war. (1) Return to Fabian tactics (1) frustrated Hannibal (1) Creating alliances with Southern Italian towns (1) Tarentum (1) and Capua (1) Need for reinforcements (1) were sent to defend New Carthage in Spain (1) no base or port permanently established (1) to create supply lines (1) Death of Mago (1) Death of Hasdrubal (1) Rise of Scipio Africanus (1) Invasion of Carthage (1) 	AO1 2	1 mark for any answer that offers a historically valid response.

Question 7		What can we learn from Passage B about the aftermath of the battle of Trasimene? [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"> Number of deaths/wounded: Level 3 should be more than just repeating numbers. For example, the Roman army lost significantly more men than the Carthaginians. Nature of casualties: Heavy casualties for Rome - the fact that many of Hannibal's soldiers died from their wounds later. Famous: Hannibal overcame a much stronger army by deceit/ strategy. Escaped: Chaos, confusion and widespread nature as they travelled back to Rome by different routes. Treatment of non-Roman prisoners: To help gain allies. Make a distinction that the Romans are his enemies. Treatment of Roman prisoners. Send a message – and desire for revenge. Treatment of the dead: Respect for the fallen on both sides. Including Roman consul.
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 Livy's description of events after the battle of Trasimene?	[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. 	<ul style="list-style-type: none"> Livy is acting like a historian: Livy identifies his source – a contemporary. Livy questions the exaggerations of other sources. His numbers do seem reasonable and the fact he does not include the wounded on the Carthaginian side suggests that he did not have a reliable source. He criticises other historians for exaggerating the losses. Livy could be using misdirection/ misinformation to suggest that the Carthaginians had heavy losses too: His language implies that Carthage had heavy losses. 'and many more later' The numbers of dead/wounded are not very precise and look like estimates. Livy shows respect to Hannibal. He discusses his respect to the dead and his attempts to find Flaminius' body – with 'immense care.' Candidates may link to Livy's aims presented in his Preface that he was writing to promote Rome. Candidates may use this to explain why he does not want to exaggerate losses. On the other hand, Livy is not writing propaganda – candidates may use this
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>extract to show how he covers a ‘famous’ defeat with respect and humility.</p> <ul style="list-style-type: none"> • Polybius account agrees about the number of Hannibal’s troops who died and the selling of Romans into slavery. Polybius disagrees and argues few escaped. • Students may also cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy. • Inaccurate/ no use. Candidates who conclude it cannot be trusted without substantive comment should be treated with care. The most common examples are – ‘Livy was not there’ or ‘Livy was writing 200 years after the events.’ <p>NB – Be wary of non-substantive responses. Armchair historian, narrative history; Augustan propaganda. These responses have little relevance to the passage – so check carefully.</p>
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Question 9		Explain the main mistakes that the Roman consuls made at Trebia, Trasimene and Cannae. [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) 	Explanations might include: <ul style="list-style-type: none"> Glory and aims of consulship: Consul's wanted victories to grow their reputation and status. This meant that caution was not an option. Lack of experience and nature of consulship: Did not have as much experience as Hannibal as consuls only served for 1 year. Fabius and Marcellus were more successful as they had greater experience of warfare. Failure to use caution: Sempronius, Flaminius and Varro wanted to secure a victory and so attacked even though conditions were not favourable (icy water, ignored plan, sun and dust) Poor leadership: Troops marched into frozen river at Trebia; Flaminius was provoked into battle; fought facing the sun at Cannae. Superior Numidian cavalry: Hannibal was able to use his cavalry to neutralise the Roman cavalry. Supply Lines and Communication: Consuls did not always follow Senate guidance. Flaminius decision to fight without support.
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) 	<ul style="list-style-type: none"> Underestimated Hannibal: Sempronius saw a fatigued army, Flaminius believed Hannibal was trapped, Paullus believed Hannibal's army was tired and had no terrain to exploit. Roman consuls relied on larger and better equipped forces. Hannibal's strategies forced them to make similar mistakes. This is likely to be the most common response. Candidates are likely to write about the three battles in turn and show how Hannibal defeated them. NB – Do not expect to see several different reasons for the higher levels. If a candidate meets the descriptors of a level and their response is detailed and analytical then they should be awarded it.
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	'Hannibal's greatest achievement was crossing the Alps'. To what extent 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]		
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 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><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counterargument), or anywhere between providing the response matches the level descriptors.</p> <p>This would typically include to access Level 3 and above, discussion of ancient sources. This may include at lower levels uncredited stories from the ancient sources OR names of sources; due to the implicit use of sources.</p> <p><u>AO1 and AO2</u></p> <p><u>Points which agree</u></p> <p>Preparations and strategic importance</p> <ul style="list-style-type: none"> Rome controlled the Mediterranean and Hannibal did not have a significant navy to transport his troops.

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>	<ul style="list-style-type: none"> It allowed him to avoid conflict with Rome and could therefore fight in Italy. His dream (Livy 21.22) Could take advantage of rebellions – Boii. <p>Overcoming adversity</p> <ul style="list-style-type: none"> Strategies to defeat Allobrogian attacks and barbarian ambush. (Polybius 3.50-1) Barbarian attack (Livy 21.34 Polybius 3.52-3) Bad weather did not stop him. (Polybius 3.55-3.56 Livy 21.36) <p>Demonstrated his leadership:</p> <ul style="list-style-type: none"> Speech raising morale (Polybius 3.54 and Livy 21.35) <p>Crossing of the Alps made Roman generals over-confident.</p> <ul style="list-style-type: none"> Despite being weakened by the crossing of the Alps –Scipio and Sempronius were over-confident, and Hannibal was able to exploit weaknesses. Scipio's slow advance allowed Hannibal to cause panic in the Roman ranks. Sempronius was provoked to lead his men into the freezing river. (Livy 21.54-56; Polybius 3.72-4) <p>Legacy of the crossing:</p> <ul style="list-style-type: none"> No-one matched this until Napoleon nearly 2000 years later. <p>He did not achieve anything from his many victories.</p> <ul style="list-style-type: none"> Successes at Trebia, Trasimene, Cannae did not weaken Rome significantly. Or taken advantage of - Maharbal (Livy 22.51) The siege of Rome in 212 failed. (Livy 26.11) After leaving Italy Hannibal did not believe he had achieved anything. (Livy 26.11, 30.20, 30.30-1)
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><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
Level 2	5-8	<ul style="list-style-type: none"> 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 	

		<p>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)</p> <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><i>There is a line of reasoning which has some relevance, and which is presented with limited structure.</i></p>	<p><u>Points which challenge:</u></p> <p>Crossing the Alps weakened Hannibal</p> <ul style="list-style-type: none"> Attacked by local tribes: Allobrogi (Polybius 3.50-1) Barbarian attack (Livy 21.34 Polybius 3.52-3) Heavy losses/ low morale and loss of supplies. The unseasonal weather – the harsh winter arrived early making the crossing more treacherous. (Polybius 3.55-6 Livy 21.36) He did not want to cross the Alps: Some historians suggest that he had been forced to cross the Alps by Cornelius Scipio and the battle of the Rading parties. (Livy 21.29 and 21.32) Heavy losses: He had lost about 4,000 horses and 18,000 men crossing the Alps (Polybius 3.56 - dedication at Lacinium.) <p>Hannibal had significant victories despite the crossing of the Alps.</p> <ul style="list-style-type: none"> Victories at Ticinus; Trebia (Livy 21.54-56 Polybius 3.72-4) <p>Hannibal was a great strategist</p> <ul style="list-style-type: none"> Victories at Trasimene (Polybius 3.81-3.86); Undermining Fabius Maximus (Exchange of prisoners Livy 22.23; Escape from Ager Falernus; Drawing Municius into battle at Gernium Livy 22.25-6) Victories over Marcellus and his death in 208. Operated in Italy between 209 and 203 despite losing Tarentum and his supply line. <p>Hannibal saved Carthage from destruction after Zama</p> <ul style="list-style-type: none"> The Senate wanted Carthage destroyed, yet Hannibal was allowed to rule Carthage. <p>Hannibal secured many alliances which prolonged the Second Punic War</p> <ul style="list-style-type: none"> Alliance with Philip V of Macedon; Arpi, Herdonia, Capua and Tarentum alliances.
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	

			<p><u>AO3</u></p> <p>Likely source material to be included is included above:</p> <p>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, identifying the author or source. Analysis will outline how they strengthen their argument or show the limitations of the opposing view.</p> <p>Possible analytical approaches for AO3:</p> <ul style="list-style-type: none"> • Comparison of interpretations and their depiction of Hannibal supports the significance of the Alps crossing. • Livy occasionally 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. Livy implies that the crossing of the Alps was an impressive feat. • Polybius has respect for Hannibal. He does emphasise the mistakes of 'new men' and how Hannibal exploited them. He travelled to the Alps and saw the conditions Hannibal overcame. • Comparison of the different techniques of the three historians. Livy's use of written texts; Polybius use of travel and eyewitness would give him an advantage when considering the significance of the crossing; Plutarch's biography may be used to assess Hannibal's success against Fabius. • NB: Be careful of candidates that accuse Livy of fiction or writing for entertainment, this is too simplistic and is indicative of low level AO3 analysis. More sophisticated analysis is needed for the highest levels. Livy clearly uses a wide range of sources to make his claims. • Comparison of the purpose of the three historians. • Livy's Preface sets out his aim to write the complete history of Rome and celebrate its achievements. He is therefore not
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			<p>writing about Hannibal's achievements. We do not know what Livy felt about Hannibal's achievements.</p> <ul style="list-style-type: none"> • Livy echoes large parts of Polybius' account but challenges his predecessor when he has found more compelling evidence. • Polybius and Livy both present Hannibal as an obstacle to Roman expansion – and therefore the focus is on Roman achievements and Roman setbacks. • Candidates could explore the impact of Polybius' desire to encourage the Greeks to accede to the Roman Empire. He also promotes the achievements of his patron. He establishes Hannibal as a worthy adversary (crossing the Alps) and presents Roman manpower and wealth as the decisive factor against the great Hannibal. This is a clear warning to his countrymen. Polybius promotes Hannibal's achievements including the Alps. <p>Reductive analysis: Claims that the source is unreliable or of no use are examples of basic analysis. For example, <i>Livy is Roman and he is biased and therefore we cannot trust it</i>. This type of analysis is more common for low level responses.</p> <p>Substantive analysis: Will evaluate how the author's context, purpose and techniques contribute to the accuracy or reliability of the event/factor. For example, <i>Livy's Preface - Glory of Rome, urges caution. Livy and Polybius critical of Roman decisions</i>. This type of analysis is more common in high level responses.</p> <p>NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections.</p> <p>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.</p>
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			<p>Students may also cross-reference the information in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations.</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. Relevant discussion of the context of the authors or other sources should be well rewarded.</p>
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Section C: Cleopatra: Rome and Egypt, 69–30 BC

Question	Answer	Mark	Guidance
11 (a)	<p>Give two details from the preparations for the Battle of Actium.</p> <p>Valid responses include:</p> <ul style="list-style-type: none"> • Antony and Cleopatra had between 170 and 500 ships (allow any number in this range) (1) • A & C had 100,000 infantrymen (1) • A & C had 12,000 cavalrymen (1) • Octavian had between 250 and 400 ships (allow any number in this range) (1) • Octavian had 80,00 infantrymen (1) • Octavian had a similar amount of cavalrymen (12,000) to Antony (1) • War at both land and sea was expected (1) • Antony wanted to win victory at sea for Cleopatra (1) • Agrippa led Octavian's forces (1) • Octavian set off in 31BC (1) • They took Methone (southern Greek coastal town) (1) • They then advanced north taking several coastal towns (1) • They then struck from the south (surprising Antony) (1) • Antony readied his fleet at Actium (1) • Agrippa cut off Antony's supplies (or blockaded) (1) • In Antony's camp food went short (1), illness spread (1), morale dropped (1), desertion increased (1) • Small attempts to break out on land (1) • Some kings deserted Antony for Octavian (1) • Leader of Antony's army pleaded to fight on land (1) • Cleopatra won the argument to fight at sea (1) • Antony burnt all the ships he could not crew (1) • Antony perhaps had eyes on retreat from the start (1) shown by taking sails on the ships (1) 	<p>AO1 2</p>	<p>1 mark for any answer that offers a historically valid response.</p> <p>NB. The textbook states that 'Antony and Cleopatra had a force of 500,000 ships' Consequently, allow this for 1 mark.</p>

11 (b)	<p>Give two visual features of Cleopatra's appearance in representations from Greek archaeological sources.</p> <p>Valid responses include:</p> <ul style="list-style-type: none"> • Hellenistic style (1) • Diadem (1) • Jewelled crown (1) • Distinctive hairstyle (1) • Hooked nose (1) • Braided hair (1) • Hair drawn back in a bun (1) • Cypriot coin showing Cleopatra as Aphrodite/Venus (1) 	AO1 2	1 mark for any answer that offers a historically valid response.
11 (c)	<p>Which goddess did Cleopatra dress like, when she met Antony at Tarsus?</p> <ul style="list-style-type: none"> • Aphrodite (1) Venus (1) 	AO1 1	

Question 12		What can we learn from Passage C about Cleopatra's visit to Rome and her reception? [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>It is not required to consider both extracts in Passage C and the whole spread of marks may be reached by analysing 1 extract.</p> <p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> Criticism of Caesar: Caesar was gaining criticism for the passion he was showing to Cleopatra in Rome – '(the passion) which was displayed in Rome itself' Unpopular: Both Cleopatra and her husband (Ptolemy XIV) settling in Caesar's villa made Caesar more unpopular – 'he too got a bad reputation because of both of them' Helped Caesar's critics: Caesar's support for, and association with Cleopatra, gave support to Caesar's critics – '(Caesar) earned the greatest disapproval' (Caesar)'got a bad reputation' Cleopatra was hated: Cleopatra's reception was at times negative – 'I hate the Queen' 'the arrogance of the Queen' Strengthened Cleopatra: Cleopatra's position was no longer solely dependent on her relationship with Caesar – 'signed them (Cleopatra and Ptolemy) among the friends and allies of the Roman people'
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 you think Dio and/or Cicero's account of Cleopatra's visit to Rome and her reception are? [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>It is not required to evaluate both authors – and 5 marks may be reached by looking at one well.</p> <p>Answers should note that the passage includes extracts from Dio/Cicero and consider how accurate they might be in this case:</p> <ul style="list-style-type: none"> Candidates can suggest that Dio: Would not know public opinion: Was writing almost 200 years after the events and so would struggle to comment accurately on public opinion at the time 'he too got a bad reputation because of both of them' Experience as senator: Cassius Dio served as a senator so would have a good insight on political reception – indeed he writes of the Senate formally recognising Cleopatra and Ptolemy's position as rulers and 'friends and allies of the Roman people' Research: Dio researched his History for 22 years, so this enhances the likely accuracy – seen in his awareness of the Senate's official recognition of Cleopatra as a 'friend and ally of the Roman people' Candidates can suggest that Cicero:
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	

			<ul style="list-style-type: none"> • Had a personal dislike: Personally, disliked Cleopatra a great deal 'I hate the Queen', 'arrogance of the Queen'. • Shared xenophobic and misogynist views: Romans had a large number of pre-conceived ideas about foreigners and women. To many Romans like Cicero her visit confirmed these concerns 'I have good reason for it (hating the Queen)' • Relationship with Caesar was forced: Caesar and Cicero had a somewhat forced <i>amicitia</i> (friendship) and consequently was more likely to have a negative view of his and Cleopatra's relationship and visit 'I won't have anything to do with that lot' • Potentially the 'queen' is not Cleopatra: Cicero does not name Cleopatra – but instead mentions 'the queen' which could be another woman connected to Caesar. • Collaboration: The accuracy of the portrayals is heightened due to them largely agreeing on the unpopularity of Cleopatra's visit (Dio) "disapproval (of the passion) displayed in Rome itself", (Caesar) 'got a bad reputation' (Cicero) 'I hate the Queen', 'I won't have anything to do with that lot'
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Question 14		Explain the difficulties Cleopatra faced after the death of her father Ptolemy? [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 of difficulties might include:</p> <ul style="list-style-type: none"> Importance of Caesar: Caesar ordered Ptolemy and Cleopatra to end their civil war and reconcile. Cleopatra successfully turned Caesar into an ally. Could have backfired. Weakness of Ptolemaic dynasty: Her father Ptolemy XII had been unpopular with the Egyptian people – consequently Cleopatra and Ptolemy XIII took over a struggling and divided kingdom, fully dependent on Roman support. Shared power – co-regent: Due to Ptolemy's young age, he could only co-rule with the help of regency advisors – this left Cleopatra as a target for Ptolemy's ambitious advisors. She failed to rule independently (calling herself the Thea-Philopator) Ptolemy rule on his own: Sole regent in 49BC. Begins conflict with Cleopatra. He has a stronger army at his command and Cleopatra finds herself blocked from attacking Alexandria and exiled. Syria and the Gabinians: Bibulus sent his two sons to negotiate with the Gabinians (settled Roman soldiers in
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) 	

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) 	<p>Egypt) to help protect Syria from Parthia. The Gabinians tortured and killed his sons. Cleopatra sent the Gabinians to Bibulus for punishment. Bibullus returned them to Egypt stating it was up to the Senate to decide their punishment. Egypt losing influence.</p> <ul style="list-style-type: none"> • Ptolemy's advisors: Ptolemy and his 3 key advisors began isolating Cleopatra – during a backdrop of poor harvests, disputes between Cleopatra and Ptolemy grew. Rome declared support for Ptolemy and Cleopatra had to leave Alexandria for her safety. • Poor Harvest: Drought and unseasonal lowering of the level of the Nile. Caused unrest. • Roman Civil War. Egypt was being dragged into the civil war in Rome. Ptolemy and Cleopatra - last joint decree sent troops to support Pompey.. Pompey was defeated at Phalarus and sought to turn Egypt into a base to continue the war. Lose control of Egypt. • Assassination of Pompey. Ptolemy ordered Pompey's death to protect Rome from being dragged further into the war. Cleopatra's co-ruler and brother sent the embalmed head to Caesar hoping for support. It backfired and Caesar could use as an excuse to invade.
	0	No response or no response worthy of credit	

Question 15		To what extent do the ancient sources help us to understand whether Cleopatra’s downfall was caused by the rivalry between Antony and Octavian?	
		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		AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about: <ul style="list-style-type: none">historical events and historical periods studiedhow the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 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. 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. .	
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 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><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>This would typically include to access Level 3 and above, discussion of ancient sources. This may include at lower levels uncredited stories from the ancient sources OR names of sources, due to the implicit use of sources.</p> <p>Grounds for agreeing might include:</p> <ul style="list-style-type: none">Political situation in Rome and Antony and Octavian’s continued political slander and propaganda war (and

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>	<p>consequently Octavian making Cleopatra the focus of his propaganda campaign</p> <ul style="list-style-type: none"> The political ambition of Antony and Octavian, and the rivalry had eventually to be resolved by war Octavian's position in Rome improving (compared to Antony's) due to military victories, e.g. over Sextus Pompey (and Antony's Parthian campaign) Mistreatment of Octavia by Antony The impact and threat of the Donations of Alexandria, Antony's will and the legitimisation of Caesarion The rivalry causing the Battle of Actium and this ultimately leading to Cleopatra's downfall <p>Grounds for disagreeing might include:</p> <ul style="list-style-type: none"> The assassination of Caesar Actions of Cleopatra that might have led to her downfall (e.g. focus on Roman politics rather than Egyptian affairs) Cleopatra's relationship with Antony Defeat at Actium <p>Likely source information to be included: <u>Agreement with statement</u></p> <ul style="list-style-type: none"> The decline of Antony and Octavian's relationship and impact on Cleopatra's downfall <ul style="list-style-type: none"> Plutarch Life of Mark Antony 51, 53 The Donations of Alexandria <ul style="list-style-type: none"> The silver denarius of Antony and Cleopatra minted in 32 giving Cleopatra's title as queen of kings and of her sons who are kings Plutarch, Life of Mark Antony 54 Causes of the Battle of Actium <ul style="list-style-type: none"> Antony's treatment of Octavia, Plutarch, Life of Antony 57 Political slander and propaganda, Plutarch, Life of Mark Antony 55-56, 58-59
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><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
Level	5-8	<ul style="list-style-type: none"> Response analyses examples from the ancient sources to give a 	

2		<p>more detailed evaluation of the sources within their historical context.</p> <p>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)</p> <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><i>There is a line of reasoning which has some relevance, and which is presented with limited structure.</i></p>	<ul style="list-style-type: none"> ○ Antony's will, Plutarch, Life of Mark Antony 58-59 ○ Cleopatra's image in Rome, Plutarch, Life of Mark Antony 58 <ul style="list-style-type: none"> • <u>Disagreement with statement</u> • Cleopatra's desire for power <ul style="list-style-type: none"> ○ Cassius Dio, Roman History 42.44 • Roman attitudes to Cleopatra and powerful women <ul style="list-style-type: none"> ○ Cicero, Letters to Atticus XV.15 ○ Cassius Dio, Roman History, 43.27 • The Battle of Actium <ul style="list-style-type: none"> ○ Plutarch, Life of Mark Antony, 58, 61-69 ○ Velleius Paterculus, The Roman History, 2.82-86 ○ Virgil, Aeneid, 8.675-731 • Antony and Cleopatra's suicides <ul style="list-style-type: none"> ○ Plutarch, Life of Mark Antony, 74-76, 79, 81, 83-86 ○ Horace, Ode 1.37 <p>Analysis of the sources should focus on the limitations of the sources in terms of information and approach to Cleopatra, including the Roman focus of the sources, and their attitudes towards women; the effects of the Augustan regime on some of the key contemporary sources (e.g. Virgil) and Plutarch's interest in character and biography.</p> <p>NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections.</p> <p>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>
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. <p>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)</p> <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) <p><i>The information is communicated in a basic/unstructured way</i></p>	
	0	No response or no response worthy of credit	

			<p>The best candidates will analyse how the author's interpretation/context, purpose and techniques contribute to their judgements.</p> <p>Students may also cross-reference the information in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations.</p> <p>The ancient sources should be analysed and evaluated to reach supported conclusions that consider the accuracy and utility of the evidence. Relevant discussion of the context of the authors or other sources should be well rewarded.</p>
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Britannia: from conquest to province, AD 43–c.84

Question	Answer	Mark	Guidance
16 (a)	Name the Governor of Britain who attacked the Druids at Mona (Anglesey). <ul style="list-style-type: none"> Suetonius Paulinus (1); Suetonius (1); Paulinus (1) 	AO1 1	
16 (b)	Give two reasons why Aquae Sulis was important to the Romans. Most likely examples are: <ul style="list-style-type: none"> Baths (1) Natural hot springs (1) Pre-existing religious significance (1) Built a temple (1) dedicated to Roman and native god (1) Sulis (1) Minerva (1) Reservoir (1) Soldiers worshipped there (1) Cultural centre Meeting place (1) 	AO1 2	1 mark for any answer that offers a historically valid response.
16 (c)	Identify two actions of the Governor Ostorius Scapula. Most likely examples are: <ul style="list-style-type: none"> Put down hostile tribes (1) to the West and North (1) Imposed a law (1) lex Iulia de vi publica (1) banned carrying weapons in public (1) Prepared to consolidate south of Trent and Severn (1) Defeated Iceni led uprising (1) Began expeditions beyond frontier (1) Controlled a central area (1) with a capital at Camulodunum (1) founded a colony of veterans there (1) Allowed areas north and south in control of client kings (1) Slow reaction to attack on Ordovices (1) forced them into open conflict (1) defeated Caratacus (1) in 51 (1) 	AO1 2	1 mark for any answer that offers a historically valid response.

Question 17		What can we learn from Passage D about the economic impact of the Roman Army and traders? [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"> Business and profit-making occurred, 'I hear that Frontinius Julius has for sale at a high price the leather ware which he bought here for five denarii apiece' Trade and business were good – the money and goods involved are considerable, 'at least 500 denarii' Goods were supplied for the military on a large scale, '5,000 modii of ears of grain' Goods were probably sourced locally, 'The hides which you write are at Cataractonium' There was a widespread use of cash in the economy, 'I need cash...' The Romans hadn't set up an efficient transport system yet – for trade routes, 'the roads are bad' The Romans/traders used a banking/credit system, 'He has not credited them to my account'
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 18		Using details from Passage D , how accurate do you think the evidence presented on the Vindolanda tablet is about the economic impact of the Roman Army and traders? [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 Vindolanda tablet to the passage for full marks.</p> <ul style="list-style-type: none"> As a business letter it would be expected that the factual evidence and specific details are accurate, 'The hides which you write are at Cataractonium' The accuracy can be questioned as amounts are regularly rounded down in the passage, 'I have laid out as a deposit, about 300 denarii' The documents record official military matters as well as personal messages to and from members of the garrison of <u>Vindolanda</u> and their families – which overall give a good, accurate cross section of information They are a rich and assumedly source of information about life on the northern frontier of <u>Roman Britain</u> from approximately 92-103 AD – although consequently geographically limited, and additionally slightly after the time period studied The original tablet (343) is written in a professional style and consequently is likely to give a direct and accurate account of economic transactions The tablet also suggests a high amount of literacy and economic awareness in the Roman army
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	

			<ul style="list-style-type: none">• The ink is often badly faded or survives as little more than a blur, so that in some instances transcription is not possible (?). Consequently, the published transcriptions have often had to be interpreted subjectively in deciding which marks should be regarded as writing <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 19		Explain why the Roman Palace at Fishbourne was significant. [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) 	Explanations of significance might include: <ul style="list-style-type: none"> A possible reward for Togidubnus' loyalty – therefore demonstrating the kind of rewards that were available for those who stayed loyal to the Romans. It was unique – its magnificence and decoration were unparalleled. Nothing similar was built in Britain at the time (the golden age of villa building was in the 4th century) A possible supply-base – early timber buildings (e.g. probable granaries) were constructed at Fishbourne and it may have acted as a supply-base for Vespasian's campaigns in the south and west. The effect on the native population – from AD 65-70 it was an enormous building built in stone including Purbeck marble. Floors and walls decorated with expensive imported stone, an enormous bath house, black and white geometric mosaics, walls painted in bright colours (red, blue and yellow). This would have magnified the skills and strength of the Romans and demonstrated they were here to stay. Use changed over time
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) 	

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 20		<p>'Caratacus' resistance campaign was the most successful of the Britons' resistance to Roman rule'. To what extent do you agree? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge.</p> <p>[20 marks]</p>	
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 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><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter-argument), or anywhere between providing the response matches the level descriptors.</p> <p>This would typically include to access Level 3 and above, discussion of ancient sources. This may include at lower levels uncredited stories from the ancient sources OR names of sources; due to the implicit use of sources.</p> <p>Some of the points students might explore are outlined below:</p> <p>Evidence that aids understanding:</p> <ul style="list-style-type: none"> <u>Caratacus' successes:</u> <ul style="list-style-type: none"> Resisted Rome after other tribes had submitted

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>	<ul style="list-style-type: none"> Used Silures as base Guerrilla warfare – defence against Aulus Plautius' 4 legions Led Silures and Ordovices of Wales against Scapula Indirectly led to Scapula's death <u>Other resistance campaigns successes:</u> Boudicca <ul style="list-style-type: none"> Allied with Trinobantes Camulodunum Defeat of Ninth Legion Actions of Paulinus London Verulamium Venutius <ul style="list-style-type: none"> Revolt of Brigantes (2 revolts) Lack of action of Maximus and Bolanus Vespasian's need to recover situation Brigantes not subdued for several decades Calgacus <ul style="list-style-type: none"> Speech Battle of Mons Graupius Surprise tactics Broke resistance in north for approx. 2 decades <p>Limitations of the evidence:</p> <ul style="list-style-type: none"> Tacitus' Annals is the only source that records the resistance of Caratacus and the Roman response to him The aims, contexts, beliefs and methods of the ancient writers limit our understanding. Tacitus, for example, appears to sympathise with Calgacus rather than Agricola – giving him more space.
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><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	

Level 2	5-8	<ul style="list-style-type: none"> 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>	<ul style="list-style-type: none"> Cassius Dio is one of only three written Roman sources that document the British revolt of 60–61 AD led by Boudica and the subsequent defeat of Boudica. Until the first century BC, Dio provides only a summary of events; after that period, his accounts become more detailed. <p>Candidates should, to access higher levels, evaluate the extent to which the ancient sources can help us understand how successful Briton leaders were in their resistance campaigns (including Caratacus). Candidates should take account of the contexts, aims, sources and methods of the ancient writers when reaching judgements on the issue at hand.</p> <p>Likely source material to be included:</p> <p>Tacitus, Annals 12.31-40, 14.29-37 Tacitus, Agricola 16-17, 25-26, 30-37 Tacitus Histories 3.44-45 Cassius Dio, History of Rome 62.1-62.3.4, 62.7.1-62.9.2, 62.12.1-62.12.6</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.</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	Students may also cross-reference the information in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations.

			The ancient sources should be analysed and evaluated to reach supported conclusions that take into account the accuracy and utility of the evidence. Relevant discussion of the context of the authors or other sources should be well rewarded.
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Appendix 1: Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. If a script has a scribe cover sheet it is vital to check which boxes are ticked and award as per the instructions and grid below:
 - a. Assess the work for SPaG in **question five** in accordance with the normal marking criteria.
The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third of marks (e.g. grammar only)	Mark if candidate eligible for two thirds of marks (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

2. If a script has a word processor cover sheet attached to it the candidate can still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a word processor cover sheet AND a scribe cover sheet attached to it, see point 1 above.
4. If the script has a transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet, award SPaG as normal.

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