

GCSE (9-1)

Ancient History

J198/02: Rome and its neighbours

General Certificate of Secondary Education

Mark Scheme for June 2025

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

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

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

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**PREPARATION FOR MARKING
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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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% 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.*)

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.)*

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (No Response) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

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

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

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.

12. Subject Specific Instructions

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe cover sheet

- a. 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:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated and therefore what proportion of marks is available to the candidate.
 - 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 (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

Word processed scripts

- If a script has a **word processor cover sheet** attached to it, the candidate **can** still access SPaG marks unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- If you have any queries please contact the OCR Special Requirements Team at srteam@ocr.org.uk

Other

If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter** or a **Practical Assistant cover sheet**, award SPaG as normal.

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

Question	Indicative content	Marks	Guidance
1 (a)	State <u>one</u> building Tarquinius Superbus was said to have built. Likely valid responses are: • Great Sewer, Cloaca Maxima • Made additions to the Circus Maximus • Colonies at Signia and Circeii • Temple of Jupiter Optimus Maximus	AO1 1	1 mark for any answer that offers a historically valid response. Make sure each valid historical response is rewarded.
1 (b)	Identify <u>one</u> of the features from the myth of Romulus' childhood. Likely valid responses are: • Any accurate reference to the struggle between Romulus' grandfather King Numitor and his brother Amulius. • Any accurate reference to his parents – Rhea Silva and Mars. This may include information about her becoming a Vestal Virgin, or the nature of her pregnancy. • Remus was his brother. • Any accurate reference to Amulius demand that the twins be drowned. • Any accurate reference to the Capitoline She wolf – nursing etc. • Any accurate reference to his adoption by Faustulus and Larentia. This may include reference to Faustulus being a shepherd.	AO1 1	1 mark for any answer that offers a historically valid response.
1 (c)	Identify <u>two</u> rights that were said to have been granted by the Twelve Tables Likely valid responses are: • Right to challenge court decisions • Equality in law • Attendance in court • Theft • Lending and debtors • Family law and the right of fathers	AO1 2	1 mark for any answer that offers a historically valid response.

Question	Indicative content	Marks	Guidance
	• Inheritance • Possession, ownership and slavery • Criminal acts • Property law • Public law and treason • Religious law • Ban marriage between patrician and plebeians		

Question 2		Outline how the Etruscan kings improved Rome. [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	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.	Potential elements include: - Priscus: - Political: 100 men from lesser families/good warriors admitted into the Senate. - Building programme: - Circus Maximus was built with spoils to war. This increased the number of festivals and games in Rome. - Forum was extended – supported by archaeological evidence showing building of shops and colonnades. - Began the building of an open-air sewer. - Religious change: - Vestal Virgins increased to six and tightened laws around their chastity. - Military: - Extended Roman influence over the area – defeated many Latin, Etruscan and Sabine cities. - Enlarged the army despite opposition from the augur. - Servius: - Political: - The census – share military burdens according to wealth. - Introduced a new voting system according to wealth/status.
Level 2	3–4	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	Response includes basic knowledge and basic understanding that is relevant to the question.	
	0	No response or no response worthy of credit	

			• Introduction of a new tribal system based around where Romans lived. • Tackling plebeian poverty caused by warfare and debt. Building: • Began construction of the Servian wall. • Extended the city in the Quirinal and Viminal hills. Religious changes: • Built the temple of Diana in Rome in partnership with Latin cities. • Tarquinius Superbus Building program: • Extends the Circus Maximus and Cloaca Maxima. Military: • Created new colonies from military successes at Signia and Circeii. • Sextus conquered Gabii • Defeated the Volsci. Credit candidates who mention the establishment of the Republic – Superbus' actions did lead to the expulsion of the kings. Use the A1 stamp for each point to a maximum of 3
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Question 3		Using details from <u>Passage A</u> and your own knowledge, what can we learn about how Rome overcame Lars Porsena? [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	- 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)	Examiners are reminded to use the AO1 and AO3 stamps, AO3 relates to specific use of the passage. The number of AO1 and AO3 annotations do not correspond to the amount of marks available. For Levels 4 and 5, this typically could include from the start, middle and end of the passage Valid features / characteristics that answers could identify from the source include: Rome needed to end the siege: Rome was running out of food and prices were rising. Many wanted to surrender and readmit Tarquinius Superbus. Rome was no longer united. Gaius Mucius failed to assassinate Lars Porsena: There was a large crowd and Gaius could not identify Lars Porsena. Consequently, he killed his secretary and was captured by Porsena's guard. The plan to assassinate Lars Porsena was out of desperation: Rome was under siege after losing control of the Janiculum. Plebeians were deserting
Level 4	7–8	- 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	- 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	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)	and the Latin League would not help. The Senate was desperate. Gaius Mucius showed bravery: He was captured as a deserter – and gave his plan to the Senate who agreed. He showed no fear talking to Lars Porsena. He placed his hand into the flames. He was remembered for his bravery. Scaevola refers to his left hand due to the injury to his right hand. This may be linked to Cocles and Cloelia. Lars Porsena was scared: Gaius Mucius bravery/plan made Lars Porsena seek peace and abandon Tarquinius Superbus. Porsena would not risk his life to reinstate Superbus. Gaius used trickery/cunning: When Gaius was held by Porsena's bodyguard he used the threat of other Roman's intending to assassinate him. Other factors to be credited - Horatius Cocles defending the bridge. - Cloelia bravery when freeing hostages.
Level 1	1–2	- 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	

Question 4	Using details from <u>Passage A</u> and your own knowledge, explain the importance of individuals during the foundation of the Roman Republic [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	- 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)	Examiners are reminded to use the AO1, AO2 and AO3 stamps, AO3 relates to specific use of the passage. The number of AO1, AO2 and AO3 annotations do not correspond to the amount of marks available. 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. A typical Level 4 or Level 5 response would refer to two or more factors with evidence from the passage coming from the start, middle and end. Valid factors that answers could identify from the source include:
Level 4	10–12	- 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)	

		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)	Standing up to tyrants: ‘Porsenna’s hope of capturing the city was undone by a noble youth’, ‘I came here to kill you’ - Brutus removing Tarquinius Superbus, creating the Republic and strengthening the Republic to fight against Superbus - Brutus acting against his own sons in the Tarquin Conspiracy - The Dictator standing up to Superbus at the Battle of Lake Regilius. Bravery inspired by citizenship. Proud to be Roman ‘because I am not the only one to feel this way’ - Brutus speech against Tarquinius Superbus; Brutus decision to execute his own children for their role in the Tarquin conspiracy. Protect Republic - Gaius Mucius Scavaeola action against Lars Porsena in ending the siege Sacrifice: ‘He thrust his hand into the flames: - Brutus killed his children. Protect Republic. - Brutus death in the battle of Silva Arsia. Sacrifice to defeat Tarquinius Superbus. - Cocles bravery; Cloelia bravery – Prevent Lars Porsena’s victory. - Collatinus resigned his consulship because relative of the Tarquins. Determination ‘Behind me stands many more’ Many of the above are relevant. Cocles and Cloelia; Brutus, Colatinus decision to step down
Level 3	7–9	- 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)	
Level 2	4–6	- 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	- Response uses few examples from the stimulus material and analyses these, though there is no attempt to draw anything 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	

			<u>Other valid features / characteristics that answers could identify include:</u> Any response which discusses individuals' actions. This may refer to anything between Battle of Silva Arsia to 440BC. Such as the war veteran, Volero Publilius, Gaius Terentillus Virginia and Verginius, Valerius and Horatius and Gaius Canuleius.
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*Question 5		Ancient historians only tell us about Roman successes and achievements in the period 753-440BC.’ 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	- Response demonstrates a wide range of fully relevant and accurate knowledge, with a good level of detail throughout. There is demonstration through this of a thorough understanding of all the key features and characteristics discussed. (AO1) - Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	Examiners are reminded to use the AO1 and AO2 stamps. The number of AO1 and AO2 annotations do not correspond to the amount of marks available. 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.
Level 4	13–16	- Response demonstrates a good range of fully relevant and accurate knowledge, which will be detailed in places. There is demonstration through this of a good level of understanding of most of the key features and characteristics discussed. (AO1) - Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	<u>Grounds for agreeing</u> Each king is portrayed as having a positive impact: Romulus foundations; Numa – religion, Tullus – warfare and laws, Priscus – building; Servius Census; Military successes Rome never loses – and overcomes huge obstacles. Romulus against the Sabines; Wars of Independence; Success despite Secessions.

Level 3	9–12	- Response demonstrates a selection of relevant, generally accurate knowledge, but which will lack detail. There is demonstration through this of some understanding of the key features and characteristics discussed. (AO1) - This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	Nature of Livy's work – Glory of Rome. Political initiatives – Senate, Census, Twelve Tables etc Military initiatives – Centuries; equites etc Social initiatives – Patron Client system, Forum Negative events are given a positive spin: Rape of the Sabine women, Rape of Lucretia; abduction of Verginia; Secessions. Nature of history in Ancient Rome: Livy's Preface and the Glory of Rome. Character of the legendary kings representing moral guidance to Roman citizens. Desire to use the 'oral tradition' to link Rome to the gods and other civilisations such as the Greeks (Etruscan) and Troy (Aeneas.) <u>Grounds for disagreeing</u> Plebeian protest – Conflict of the orders: Plebeian unrest is a common theme of the Republic. Livy admits there is tension and tells stories about War Veteran, Spurius Cassius and the death of Gaius Terentilius. Immoral behaviour – Fratricide between Romulus and Remus; Rape of the Sabine women; Rape of Lucretia, Mistreatment of the plebeians during the Wars of Independence; Abduction of Virginia Tarquinius Superbus – His tyranny and treatment of the Romans under his rule. Questionable character of significant figures: Numa's 'marriage'; Romulus and Tullus Hostilius' death; Priscus and ambitus; Servius background; Brutus' failings; Appius Claudius and Appius Claudius Crassus. Wars led to periods of instability
Level 2	5–8	- Response demonstrates a limited amount of relevant knowledge, which may be lacking in accuracy in places and will lack detail. There is demonstration of limited understanding of the key features and characteristics discussed. (AO1) - There is a basic explanation of the issue in the question. (AO2) <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1	1–4	- Response demonstrates very basic knowledge and basic understanding that is relevant to the topic of the question. (AO1) - There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <i>The information is communicated in a basic/unstructured way.</i>	
	0	No response or no response worthy of credit	

			War with Clusium and Lars Porsena nearly destroyed Rome. Threats caused by wars with the Sabines, Alba Longa, Veii and Latins. • Nature of history in ancient Rome – Did not just focus on achievements. Moral decline as demonstrated by legendary kings, Etruscan kings marred by ambitus and largesse. Republic marred by corruption and self-serving politicians. Livy presents the moral decline of Rome as a warning to future generations. Myth vs reality – Historians, like Livy and Dionysius, are aware that elements of the stories are based on mythology and they share alternative versions of events which tarnish the official story. For example: Romulus' death. Servius' parents. The Roman historians are retelling the legendary version of events which is positive, and when possible they challenge this with less positive versions. Archaeological findings can be used to support or challenge key features – Geographical location of Rome helped Rome's expansion. For example, aquifer and the location of the Seven Hills. Artefacts such as the Bolsena mirror and Lapis Niger suggest that the legendary version of Roman History significantly predates Livy and Dionysius. Candidates may argue that the discovery of these and other artefacts suggests the stories about Rome's greatness are a tradition that predates Roman historians. Candidates may say that the Archaeological findings are better at informing why Rome was successful, whilst fragmentary, there is compelling evidence about the reasons for the growth of Rome. NB – To achieve the top of level 5, candidates should be using historical events – such as the expansion of the
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			forum which is equivalent to the start of the Etruscan period in Livy's version – to show a range of understanding. 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. This unit explores change over time and whilst candidates are not expected to include every period – they should have good coverage of the period to substantiate their judgements.
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Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme

High performance 4–5 marks	- 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	- 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	- 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	- The learner writes nothing. - The learner's response does not relate to the question. - The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

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

Question	Answer	Marks	Guidance
6 (a)	Name the mountain range Hannibal crossed with his army in 218BC Valid responses Alps	AO1 1	1 mark for any answer that offers a historically valid response.
6 (b)	Name a Roman consul who led the Roman army at Cannae Valid responses include: - Gaius Terentius Varro - Lucius Aemilius Paullus	AO1 1	1 mark for any answer that offers a historically valid response.
6 (c)	Give <u>three</u> reasons why Hannibal withdrew from Italy in 203BC Valid responses include: - Carthage recalled him to defend them from Roman invasion. - Invasion of Africa by Scipio Africanus - Failure to take advantage of victories – including Cannae, Capua and Tarentum - Fabian Strategy - Defeat of Hasdrubal at Metaurus prevented reinforcements. - Rome's resources - Masinissa alliance with Rome - Rome's ability to fight on multiple fronts - Rome's war of attrition - Defeat in Iberia/ Spain	AO1 3	1 mark for any answer that offers a historically valid response.

Question 7		What can we learn from <u>Passage B</u> about Hannibal's reasons for attacking Rome? [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	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.	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates are likely to pick out and explain the following details: Hannibal said at that time..he was about nine..by the altar: Hannibal was with his father at important events – sacrifice. Join him on the expedition: Hannibal was being prepared for following in his father's footsteps. Hannibal was pleased: He wanted to join his father in an expedition. Swear never to be a friend to the Romans. Taught to hate the Romans by his father. Made him take an oath which he could not break. Would do everything he could to harm the Romans: He kept his oath.
Level 2	2-3	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	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 <u>Passage B</u>, how accurate do you think Polybius' account of Hannibal's reasons for attacking Rome is? [5 marks]	
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to historical contexts in which they were written/produced.	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 3	4-5	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.	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates should relate the evaluation of the passage to the description of the particular event for full marks.
Level 2	2-3	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.	- Polybius was involved in Greek politics and may have heard this story from an eyewitness. - The story may have been well known in Greece because of Hannibal and Antiochus' reputation. - This was a story Hannibal told to Antiochus. Candidates can be awarded marks for stating that Polybius may have heard this from the king's court. - Context – Hannibal fought against the Roman Empire throughout his life.
Level 1	1	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	Potential issues with the passage - It contains direct speech – it is unlikely that this is exactly what was said. - It is likely that Polybius is relying upon a story. He is using it to explain why he believes Hannibal started the Second Punic War.

			• Polybius is writing for a Greek/Roman audience and King Antiochus was a Greek king who was defeated by a Roman/Greek force in 188BC. Hannibal fought for the Seleucid Empire at the battle of Eurymedon in 190BC. It could be claimed that Polybius is using this story as a warning to other Greek states who may want to resist Roman expansion. Any claim that does not recognise the significance of this source and concludes it is inaccurate should be treated with care. If part of a balanced answer you may award Level 2 or higher, otherwise no higher than Level 1. Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.
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Question 9		Explain the importance of Spain to the outcome of the Second Punic War? [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	- 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)	Examiners are reminded to use the AO1 and AO2 stamps. The number of AO1 and AO2 annotations do not correspond to the amount of marks available. Explanations might include: Provided resources and men: Silver mines helped fund Carthage's use of mercenaries and Spain provided troops. When Spain was captured, Carthage capacity to fight was reduced. It created a second front which stretched Carthaginian resources. Rome drew important reinforcements from Italy. Carthage did not want to lose its colony. The Battle of Ebro 217BC severely damaged Carthage's navy and secured control of Spain's seas. This may have limited Carthaginian supplies. Scipio Africanus gained experience in Spain: Scipio developed a group of veteran troops who were able to capture New Carthage and drive Carthage out of Spain by 205BC.
Level 4	7-8	- 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	- 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	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)	Carthage struggled to send reinforcements to Italy from Spain. At the battle of Metaurus Hasdrubal was killed and his Spanish troops defeated. Mago was unable to link his Spanish troops up with Hannibal in Italy. Led to Rome's victory. Candidates may argue that the collapse of Carthage's colonies in Spain was a significant factor in Hannibal leaving Italy – as he lacked reinforcements, resources or money to maintain his position in Rome. Was not significant. Candidates may argue that the main theatre of war in the Second Punic War was in Italy and then Africa. The fall of Spain did not immediately lead to Hannibal's decision to leave Italy. Saguntum was used by the Romans to take control of Spain. Candidates can be rewarded if they argue the main aim of the war was to take Spain from Carthage. Candidates may link this to Rome's ultimatum regarding the siege of Saguntum.
Level 1	1-2	- 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		'Cannae was the most important battle in the Second Punic War'' To what extent do you agree with this view? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. [20 marks]	
Assessment Objectives		AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about: - 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. 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	- 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)	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. This would typically include to access Level 3 and above, discussion of ancient sources. This may include at lower levels stories from the Ancient Sources OR names of sources, due to the implicit use of the sources.. <u>AO1 and AO2</u>

		There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.	Students are expected to demonstrate a good understanding of the events at Cannae for higher levels. <u>Points which agree</u> Hannibal's tactics are best showcased at Cannae • Outnumbered – c.60,000 to 45,000. • Rome chose the battlefield and flat terrain. Hannibal allowed this to encourage over-confidence. Romans lined up with sun in eyes and sand in their faces. • False crescent – collapsed to surround the Roman forces. Use of false surrender to infiltrate enemy lines. • Scale of victory – flower of Roman youth was destroyed. • Panic in Rome – Maximus had to reassure Senate and people that they would defend the city. • Platform to gain allies in Southern Italy – Capua and Tarentum. Allies with Philip V of Macedon. • Humiliation of the Roman survivors. <u>Points which challenge:</u> Cannae was not used effectively • The famous speech in Livy by Maharbal – 'You can win a battle, Hannibal. But you have no idea how to exploit it.' Candidates may explore the argument that this was a missed opportunity. • Other Carthaginian victories against the odds Candidates are most likely to compare with Trasimene, Trebia and Ticinus. Ager Falernus may also be mentioned as an example of Hannibal's success against the Fabian strategy. There are a few other
Level 4	13-16	• Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created, and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3) • The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i>	
Level 3	9-12	• Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3) • The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) • This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) • <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level	5-8		

2		- Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is a no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3) - The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) - There is a basic explanation of the issue in the question. (AO2) <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	battles that may be used such as the Battle of Herdonia in 212BC which was a significant victory. Siege of Saguntum/ Conquest of Iberia These events started the Second Punic War The Battle of Zama and Scipio's African Campaign This campaign defeated Carthage. Hannibal was outwitted and he was forced to leave Italy. The Battle of Ebro and Scipio's Spanish expedition At Ebro Carthage lost its naval presence in Spain and the Roman invasion of Spain stretched Carthage's resources.
Level 1	1-4	- Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3) - Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) - There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <i>The information is communicated in a basic/unstructured way.</i>	AO3 Likely source material to be included: Cannae Polybius 3.111-112; Livy 22.44-22.48 Maharbal speech – Livy 22.51 Ticinus Livy 21.45; Polybius 3.65 Trebia Livy 21.52-56; Polybius 3.72-4 Trasimene Polybius 3.77-86 Siege of Saguntum: Livy 21.7-21.14 Battle of New Carthage Livy 26:46-7 Hannibal recalled Livy 30:20 Zama Livy 30:29-36
	0	No response or no response worthy of credit	Candidates do not have to quote directly from these sources or reference precise chapter numbers/sections. Candidates should be able to draw evidence from these prescribed sources — higher level responses will identify the author they are using — and analyse how

			they strengthen their argument or expose the limitations of the opposing view. Higher level responses will analyse how the author's interpretation/context, purpose and techniques contribute to their judgements. Possible analytical approaches for AO3: Contrast purpose of Polybius, Livy and Plutarch as reason for Cannae's importance • Polybius account of the battle has been argued to be respectful. There is the possibility that it is somewhat exaggerated to emphasise Rome's resilience. • Livy presents the victory as scheming and underhand. Not shown as a great victory but as a dark day for Rome. • Plutarch is focused on Fabius Maximus character – as resisting pressure and defending his country from disaster. Cannae was a great victory – Livy and Polybius both recognise the significance of Hannibal's victory. They may blame Roman mistakes for their defeat, but they do not deny it was a dark day for Rome. Zama marked Rome's superiority – Livy emphasises how significant Scipio's tactics were. He had used Hannibal's ideas against him. Hannibal was not expecting to win. Comparison of the different techniques of the three historians. • Livy's use of written texts
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			• Polybius use of travel and eyewitness; • Plutarch's biography. • NB: Be careful of candidates that accuse Livy of fiction or writing for entertainment, this is too simplistic and is indicative of Level 2-3 AO3 analysis. More sophisticated analysis is needed at Levels 4 and above. • Comparing the nature of the evidence in relation to the event described will normally be representative of high level analysis. For example, Livy's use of Roman records may reveal more about the success/failure of Rome's generals. Comparison of the purpose of the three historians. • Livy's Preface or his desire to write the complete history of Rome. Livy echoes large parts of Polybius' account but challenges his predecessor when he has found more compelling evidence. Hannibal is presented as being a test for Roman expansion – and therefore the focus is on Roman mistakes, rather than Hannibal's ill fortune. • Candidates could explore the impact of Polybius' desire to encourage the Greeks to accede to the Roman Empire. His emphasis upon Roman wealth and manpower as the decisive factor against the great Hannibal is a clear warning to his countrymen. • Plutarch's description of Fabius Maximus' actions emphasises his statesmanship and decision making – defying demagoguery. Therefore, his leadership is providing an allegory for other leaders to follow.
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Section C: Cleopatra: Rome and Egypt, 69–30 BC

Question	Answer	Mark	Guidance
11 (a)	Name the man who ordered the execution of Cleopatra's sister (Arsinoe).	AO1 1	
	Mark Antony (1)		
11 (b)	State <u>two</u> features of Cleopatra's likely education and upbringing.	AO1 2	1 mark for any answer that offers a historically valid response. - Allow 1 mark for any responses which point out that limited evidence is available on aspects of Cleopatra's education and upbringing (but only 1 mark in total for this type of limitation answer – even if they discuss 2 limitations of evidence (i.e. education and family)) - Also allow any feature of education or upbringing that wealthier girls (generally) would receive, e.g. organising slaves (1), preparing family dinners (1), displaying obedience to her husband (1)
	Valid responses include: - Likely she was educated in Alexandria (1), by elite tutors drawn to the city (1) - As a royal she had a first-rate education (1), this may have led to the development of her wit and intelligence (1) - Likely to have interacted with scholars from the Museum of Alexandria (1) - Educated in reading (1), writing (1) and arithmetic (1) (Could have been) taught alongside boys (1) - Brought up in the academic heart of the ancient world (1) - Heavily involved in politics (1), and the running of a nation (1) - Could speak many languages (1) (an extra mark if they say 9 languages) - Probably did not speak Latin (1) - Learned the native Egyptian tongue (1) - Aged 12 her father (Ptolemy XII) faced a potential coup (1), Cleopatra may have fled to Rome for safety (1) - Berenice (her sister) seized the throne (1) - Cleopatra's father in exile for 3 years (1), returned with an armed Roman force (1) - Brought up with 2 brothers and 2 sisters (1) - Brought up that her Macedonian heritage was important (1) - Family's connection to Egypt was important (1) and to the Pharaoh's (1)		
11 (c)	Identify <u>two</u> events from the Civil War between Cleopatra and Ptolemy XIII in 48–47 BC.	AO1 2	1 mark for any answer that offers a historically valid response.
	Valid responses include:		

• Cleopatra raised an army swiftly (1) many were mercenaries (1) • She travelled East (1) perhaps to Ascalon (1) to recruit an army (1) • By the Summer of 48BC she was ready to face Ptolemy (1) • Ptolemy sent his general to meet Cleopatra's forces (1) he was named Achillas (1) • Achillas heard that Pompey was arriving (1) • Ptolemy's advisers recommended killing Pompey (1) to gain the support of Caesar (1) and make him less likely to spend time in Egypt (1) • Pompey was executed (1) by one of Ptolemy's men (1) • Julius Caesar then arrived in Alexandria (1) in October 48 (1) • Caesar was outraged at these events (1) it meant he could not show clemency (1) • Caesar took residence in the Palace (1) • Citizens of Alexandria started riots (1) • Caesar asked the Ptolemies that they pay the heavy debt still owed (1) • The Roman soldiers were given the worst grain and pottery (1) by Pothinus (1) • This made Caesar recall Cleopatra (1) she had to secretly return to Alexandria (1) • Caesar's decision to support Cleopatra was not popular (1) Pothinas sent Achillas (1) to bring their army to Alexandria (1) • Alexandria came under siege (1) • Caesar's men struggled to fight for 4 months (1) against guerrilla warfare (1) • Caesar released Ptolemy from custody (1) this incited further revolt (1) • Caesar received reinforcements from the East (1) • They defeated Ptolemy (1) at the Battle of the Nile (1) in February 47 BC (1) • Ptolemy XIII drowned (1) in the River Nile (1) • Caesar announced co-rule with Cleopatra and Ptolemy XIV (1) and they were married (1)	• Allow 1 mark for any valid details from Caesar's initial meeting with Caesar and his decision to support Cleopatra as they are significant events effecting the Civil War
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Question 12		What can we learn from <u>Passage C</u> about Cleopatra's relationship with Mark Antony? [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	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.	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates are likely to pick out and explain the following details:
Level 2	2-3	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.	Cleopatra only had limited feelings for Antony, "Cleopatra pretended to love Antony with passion" Cleopatra was manipulative with Antony, "she would let her eyes fill with desire for him" Cleopatra controlled Antony, "Her flatterers work hard on Antony for her" Antony at times did not treat Cleopatra well, "Antony was harsh and cruel" Cleopatra was loyal to Antony, "devoted to one man, him alone" They had an intimate relationship, "Antony's lover" They were inseparable (particularly from Cleopatra's perspective), "she could not bear to live"
Level 1	1	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 <u>Passage C</u>, how accurate is Plutarch's description of Cleopatra's relationship with Mark Antony? [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	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.	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates should relate the evaluation of Plutarch to his description of the particular event in the passage for full marks. Candidates can suggest that Plutarch: Plutarch's standpoint - e.g. patriarchal, informed by stereotypes of Egyptians – claiming that Antony is being manipulated, “pretended to love” Had experience as an ambassador – so had experience with political insight, ‘Octavia had married him for politics and for her brother’ Plutarch was not concerned with history so much as the influence of character, good or bad – Cleopatra “charming”, Antony “cruel” Had a biographical technique – which would focus on character traits, “charming” The account comes from a parallel life of Antony so the focus is not only on him (rather than Cleopatra), but is also selected for comparison to a famous Greek (in this case Demetrius).
Level 2	2-3	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	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	

			• Plutarch had a negative and moralising view of Antony, “determined to destroy a mistress who was devoted” • Not contemporary to Cleopatra (writing in the next century) – how would he know all of these internal aspects of their lives, “Her flatterers worked hard on Antony for her” • Plutarch himself acknowledged that some of his sources were unreliable in his work. Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.
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Question 14		Explain the significance of the birth of Caesarian. [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	- 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)	Examiners are reminded to use the AO1 and AO2 stamps. The number of AO1 and AO2 annotations do not correspond to the amount of marks available. Explanations of difficulties might include: Legitimacy – It was beneficial for Mark Antony that Julius Caesar was Caesarion's father (some doubted the boy's paternity) – as it would raise doubts as to the legitimacy of Octavian as Caesar's heir. Cleopatra's relationship with Caesar and Rome – When Ptolemy XIV died in 44BC, Caesarion (only 3 years old) was made co-ruler with Cleopatra. Security for Caesar – With his mistress and son on the throne, Caesar had full security in Egypt and could benefit fully from its resources. Control for Cleopatra – Co-ruling with Caesarion gave Cleopatra complete control of her homeland in the safety of Rome's full support. Cleopatra enhanced this by promoting Caesarion in coinage
Level 4	7-8	- 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	- 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	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)	and reliefs as king (with herself being seen as dutiful mother and Queen). Emphasises the qualities she shared with Isis – Isis was seen as the goddess of fertility. The birth of Caesarion allowed Cleopatra to demonstrate her own fertility and connect her reign to Egyptian traditions. Credit students who mention Cypriot coins depicting Cleopatra nursing Caesarion. There is a debate whether the coins depict Isis or Cleopatra, reward either interpretation if applied effectively.
Level 1	1-2	- Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) - There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)	
	0	No response or no response worthy of credit	

Question 15		The battle of Actium destroyed everything Cleopatra achieved'. How far do you agree with this statement? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge [20 marks]	
Assessment Objectives		AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about: - 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. 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	<i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3) - The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) - Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)	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. 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. This could be in the form of agreeing that: 1) Her achievements were destroyed through Actium

		<i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	...and disagreeing that: 2) Her achievements were destroyed for other reasons
Level 4	13-16	• <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3) • The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	Alternatively, the debate could be that: 1) Actium destroyed everything that Cleopatra achieved ...and disagreeing that: 2) Actium didn't, she still achieved much Grounds for agreeing might include: <u>That the Battle of Actium was responsible for destroying her achievements</u> • Cleopatra did not achieve anything at the Battle of Actium in 31BC, as she fled back to Alexandria and left Antony's forces to surrender to Octavian • In much of the propaganda which followed Octavian's victory at Actium – it was common for Cleopatra to not even be named – such was the disgust that Romans were meant to feel for her • After the loss, Antony's reputation was in tatters – and Cleopatra was inextricably linked to this • After defeat Cleopatra feared her own position and consequently made a grand entry into Alexandria to prevent news of her loss • Octavian gained the treasury of Alexandria to pay off his soldiers • The loss directly related to Antony and Cleopatra's suicides • Antyllus and Caesarion were killed indirectly after the loss • As a result of the loss it was planned that she be paraded in triumph in chains with her children – defeated and embarrassed (thus countering many of her earlier achievements and losing honour)
Level 3	9-12	• <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3) • The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) • This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level	5-8		

2		• <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is a no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3) • The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) • There is a basic explanation of the issue in the question. (AO2) <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	• Now control of Egypt and its resources were Octavian's Grounds for disagreeing might include: <u>Achievements</u> • It was an achievement to get the throne back from her brother and then stay in power for so long • she achieved a link with Rome through her relationship with Caesar which was useful for her politically • the son they had together was an achievement for her personally as it cemented her relationship with Caesar • Caesarion was also a political achievement as he was an heir to Caesar and gave Cleopatra a claim to his legacy not just in the East but in Rome • again, she was able to cement her relationship with Antony by having children with him • she achieved a lot personally with Mark Antony as she loved him and won him over so that he fell in love with her • Antony stayed in the East and put off campaigns to be with her so she had achieved gaining control over him • the alliance with Octavian was soon broken, and Cleopatra achieved consolidating a power base with Antony in the East to challenge Rome in the West • through the donations of Alexandria Cleopatra not only achieved more status and prestige being named co-ruler of Egypt and Cyprus with Caesarion, but her children gained important lands • she achieved political independence and chose her own fate, to die rather than be paraded in chains as a captive of Octavian back in Rome <u>Other reasons (than Actium) that she didn't maintain achievements</u>
Level 1	1-4	• Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3) • Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <i>The information is communicated in a basic/unstructured way.</i>	
	0	No response or no response worthy of credit	

			• in the end her relationship with Caesar brought no further political power, and she was left in the same position after his assassination as Octavian was named heir in his will • therefore, her personal relationship with Caesar was not an achievement as he died early • her attempts to ally herself with the Caesarian faction and Dolabella after Caesar's death came to nothing – she was summoned by Antony to answer to her actions • Antony still married Octavia back in Rome even after they had spent time together, as Antony had made an alliance with Octavian • when Cleopatra and Antony were together they did not achieve a lot politically as they spent their time in leisure, amusements, feasting, dressing up as gods etc. • Cleopatra was also not able to achieve any kind of political alliance with Octavian when he came to Alexandria in 30BC, and essentially lost control of her kingdom • in the end Mark Antony killed himself after her faked suicide – their children did survive the Roman take-over of Egypt, but never achieved the power their parents had. Likely source information to be included: • Plutarch, <i>Life of Mark Antony</i> 26-29, 31-32, 36, 48-49, 57-59, 61-68, 76, 79, 81, 84-86 • Horace, <i>Odes</i> 1.37 • Coin of Cleopatra and Caesarion minted in Cyprus • Relief of Cleopatra and Caesarion • Cassius Dio, <i>Roman History</i> 42.44 • Suetonius, <i>Life of Divine Julius</i> 52 • Coin (denarius) of Antony and Cleopatra • Velleius Paterculus, <i>The Roman History</i> 2.82-86 • Virgil, <i>Aeneid</i> 8.675-731
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			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. <u>Possible additional evaluative points related to 'achievement'</u> • Candidates could argue that what we see as achievements or lack of them, may be very different to what Cleopatra felt were her own achievements • anything positive which could be seen as an achievement for Cleopatra may be written about in a negative way to show Cleopatra as a failure • the fact that Cleopatra has been immortalized in the sources, and written about with such importance, and is therefore still famous even today, is an achievement in itself • the sources show that she achieved a lot as a woman in the ancient world – when most women were not allowed political power or to be involved in military campaigns • the sources blame Cleopatra for a lack of achievements by Caesar and Antony when she has 'bewitched' them and gained control over them, and that her achievement was being able to influence important Roman leaders
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Britannia: from conquest to province, AD 43–c.84

Question	Answer	Mark	Guidance
16 (a)	Name the Emperor who invaded Britain in AD 43.	AO1 1	
	• Claudius (1)		
16 (b)	State two examples of Caratacus' resistance to Rome.	AO1 2	1 mark for any answer that offers a historically valid response. NB. Allow any examples from Tacitus 12.31-40 Although Medway is invasion allow for this question.
	Most likely examples are: • Led the Catuvellauni tribe (10 (Also allow Trinovantes) • Did not want to be ruled by the Romans (1) • Did not want to be an ally of the Romans (1) • Used South Wales as his base (1) the territory of the Silures (1) • Resisted for almost a decade (1) • Battle of Medway (1) The British force was led by two brothers: Togodumnus and Caratacus (1), Romans led by Aulus Plautius (1), consisted of four legions (1), a force approximately 20,000 strong (1). On hearing of the Roman landing at Richborough, the British force met the advancing Romans at the River Medway (1) Romans swam across the river and attacked the British chariot horses (1), surprising the Britons and causing panic (1). Using this initial advantage, Vespasian (1) crossed the river with a large force (1)., the Romans launched a daring attack led by Geta eventually winning (1) the battle lasted for two days (1) • Leading the Silures (1) and Ordovices (1) against Scapula (1) • Used guerrilla warfare (1) • Tried to drum up support by reminding tribes of ancestors who had repelled Caesar (1) • Took Scapula by surprise (1) • Defeated in AD 51 (1) Caratacus' wife and daughter were taken (1) his brothers surrendered (1) Caratacus fled to Queen Cartimandua (1) Caratacus was arrested (1)		

16 (c)	Identify <u>two</u> tactics used by Agricola.	AO1 2	1 mark for any answer that offers a historically valid response.
	Most likely examples are: • Understood cultural aspects of local tribes (1) • Balanced force with diplomacy (1) • Garrisoned troops (1) • Gradually advanced northwards (1) • Established a train of fortresses (1) • At Mons Graupius (1) put auxiliaries (light infantry) in the front line (1) preventing the Caledonians slashing swords destroying the infantry of legions (1) • Sacrificed auxiliaries who were provincial troops to protect the Roman citizens who made up the legions. • Used cavalry (1) used them to sweep in from the flanks (1) • Subjugated Anglesey (1) • Encircled tribes with his fleet (1)		

Question 17		What can we learn from <u>Passage D</u> about Caligula's preparations for an invasion of Britain? [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	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.	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates are likely to pick out and explain the following details: - Caligula employed some traditional battle formations, "battle line drawn up...ballistas and other artillery deployed". - Caligula's preparations for invasion were chaotic, "nobody knowing or guessing what on earth he was about to do". - Caligula did not seriously consider an actual invasion of Britain, "ordered them to collect seashells". - Caligula's preparations (or at least the Roman army's preparations) were thorough, "ballistas and other artillery deployed". - His preparations were all for show as the siege engines were moved to the coast to show his power. "ballistas and other artillery deployed". - Caligula's preparations included plans to publicise his victory, "he erected a very tall tower". - Caligula's preparations included plans to reward his victory, "announced to the soldiers a bounty".
Level 2	2-3	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	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 <u>Passage D</u>, evaluate how accurate do you think Suetonius' account of preparations for an invasion of Britain is in this passage? [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	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.	Examiners are reminded to use the AO3 stamp. The number of AO3 annotations do not correspond to the amount of marks available. Candidates should relate the evaluation of Suetonius to the passage for full marks. - Candidates may note that Suetonius was writing over half a century after the events he describes and discuss the potential impact of this upon his accuracy. - Suetonius enjoyed spells in charge of the imperial libraries and the Imperial Archive. These posts would have offered him access to a wealth of earlier source material including military strategy, "battle lines drawn up on the edge of the channel". - However, during the reign of Hadrian, when his work was published, Suetonius was dismissed. - We do not know exactly what source material Suetonius had access to when composing his biography of Caligula. - Candidates may note that Suetonius was writing a biography of Claudius. As a Rome based writer, at the heart of the Imperial System, Suetonius was
Level 2	2-3	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	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	

			interested in gossip. This may have resulted in undue emphasis being placed on this, “with nobody knowing or guessing what on earth he was about to do”. • Students may discuss whether Suetonius or his sources could have exaggerated the actions of Caligula “collect seashells” to demonstrate his madness or add colour to his biography which is often sensationalist. • Evidence suggests that “collecting seashells to fill their helmets” could be a fabrication as the word for <i>shell</i> in Latin doubles as the word that the legionaries of the time used to call the 'huts' that the soldiers erected during the night while on campaign. • Most of what Suetonius says of Caligula is negative, “spoils of the Ocean”. • Suetonius has a reputation for fabricating long speeches, in this extract he is only using a short summary to potentially emphasise Caligula’s madness. • It is difficult to challenge Suetonius as most of what is known about the reign of <u>Caligula</u> comes from Suetonius. Other contemporary Roman works, such as those of <u>Tacitus</u>, contain little, if anything, about Caligula. Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy, e.g. Adminius was the brother of Togodumnus and Caratacus which is why he had a band of men & why Caligula thought he would be important to help his preparations for invasion.
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Question 19		Explain what caused the Brigantes to rebel in AD 69 [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	- 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)	Examiners are reminded to use the AO1 and AO2 stamps. The number of AO1 and AO2 annotations do not correspond to the amount of marks available. Explanations of causes might include: Potential dissension among the Romans – the death of Nero in AD 68 was followed by the violent struggle for control of the empire in the Year of the Four Emperors AD 69. Many of the troops favoured Vespasian who had commanded the Second Legion, though many of the soldiers in Britain owed their promotions to Vitellius (one of the losing contenders for emperor) and were reluctant to change their allegiance. This potential dissension provided a perfect backdrop for rebellion in AD 69. Venutius' resentment towards Queen Cartimandua – Cartimandua had shown herself pro-Roman and strengthened her power when handing over the rebel Caratacus. Her husband Venutius did not share Cartimandua's political views. When Cartimandua tries to depose Venutius and replace him with his own armour-bearer, the tribe supported Venutius in the first revolt – (the
Level 4	7-8	- 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	- 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	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)	Romans response was to intervene under the bequest of Cartimandua). Venutius' hatred of the Romans – after the Romans managed to rescue Cartimandua, the throne was left to Venutius. (He had led resistance against the Romans since the capture of Caratacus) this led to the second revolt as he exploited the Roman instability during the Year of Four Emperors.
Level 1	1-2	- 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		To what extent was the development of towns and buildings the most significant impact of Roman rule on Britain? 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: - 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. 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	• Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3) • The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counterargument), or anywhere between providing the response matches the level descriptors. 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. Candidates are required to evaluate the extent to which the ancient sources can help us understand the most significant impacts of Roman rule. Candidates should take account of the contexts, aims, sources and methods of the ancient writers when reaching judgements on the issue at hand. Candidates are required to evaluate the extent to which the ancient sources can help us understand the different ways Roman rule impacted upon Britain and the extent of that impact.
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Level 4	13-16	• <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3) • The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2) <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	<u>Additional Guidance for assessing Archaeological findings alongside the written evidence.</u> Candidates should take account of the contexts, aims, sources and methods of the ancient writers when reaching judgements on the issue at hand. (This is needed to reach the highest level of AO3) Candidates could take account of the degree of completeness or typicality of archaeological findings. In addition, they may combine these findings to explain whether they agree or challenge each other. Candidates may use the written evidence to evaluate the impact of Roman rule as demonstrated in the archaeological record. (These can help candidates access all levels for AO3) Some of the points students might explore are outlined below:
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Level 3	9-12	• <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3) • The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) • This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> •	Evidence that aids understanding: • <u>The impact of Roman Rule on development of towns and buildings:</u> Romanisation: Fishbourne Roman Palace. Villa created for a local tribal leader in exchange for his support. Military and settlement: Camulodunum (Colchester). Developed as a settlement for Roman war veterans. NB – Tacitus informs us that local tribes disliked this settlement as it reduced their influence over the area. Religious syncretism (merging local deities with Roman ones): Aquae Sulis (Bath) Minerva and Sulis are merged. Trade and cultural diversification - Development of London (previously possibly regarded only as a
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Level 2	5-8	• <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is a no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3) • The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) • There is a basic explanation of the issue in the question. (AO2) • <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	trading-place and not a city) Main port providing connections with the Empire. Religious diversity in London demonstrates the impact of Roman rule. Candidates should be explaining the reasons for these developments. Romanisation or to improve control. • <u>Other impacts of Roman rule:</u> <i>Imposition of the lex Iulia de vi publica</i> which changed the warrior code Client kingdoms, and the ending of some of them (e.g. Iceni) Consequences of defeat of rebellions Changes in how Britain was organised – socially, administration, politically. Changes in religion (e.g. Suetonius Paulinus attack on Mona, imperial cult) Expansion (over the period) North Adopting of Roman culture, e.g. baths, banquets Military impact, e.g. fortresses Economic impact, e.g. Vindolanda business letter Trade – Access to Roman markets Engineering – Roads, Sewers etc. Limitations of the evidence: Incomplete nature of the historical record. For example, Vindolanda tablets are a snapshot into life on the Frontier in Roman Britain. Written by Romans – do not provide a British voice. Extent to which Britons benefitted or wished to participate in Roman life.
Level 1	1-4	• Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3) • Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <i>The information is communicated in a basic/unstructured way.</i>	

	0	No response or no response worthy of credit	In this period there is little archaeological evidence of the common Britons participating in Roman life. The elites and leaders may be benefitting. Evidence for participation in Roman life is much later c.130AD with inscriptions showing marriage between Roman soldiers and British women. Also the record is incomplete so it may have started earlier – but there is no current evidence of this. Combination of Roman historians like Tacitus, with Vindolanda tablets and other archaeological sites/artefacts supports the impact of Romanisation. Coins – These do not prove that the British were using the currency. The depiction of ‘wheat’ could just be indicating that these are British staters. Trade is most likely with Gaul (France) and not the British. The aims, contexts, beliefs and methods of the ancient writers limit our understanding. E.g., Tacitus’ <i>Agricola</i> is valuable as it has first-hand knowledge of the stories of Agricola’s three tours of duty – however, it was written in praise of his late father-in-law Agricola – and he dismisses other governors. Likely source material to be included: Tacitus, <i>Annals</i> 12.31-32, 14.29-30, 14.33 Tacitus, <i>Agricola</i> 14, 17, 21 Vindolanda tablet 309, 343 Dio, <i>Roman History</i> 62.12.5 Gold stater of Verica Tombstone of Rufus Sita Tombstone of Sextus Valerius Genialis
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			NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections. Instead, candidates should be able to draw evidence from these prescribed sources — higher level responses will clearly note the author or artefact they are using — and analyse how they strengthen their argument or expose the limitations of the opposing view. The best candidates will analyse how the author's interpretation/context, purpose and techniques contribute to their judgements. Students may also cross-reference the information in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations. 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. <u>High level analysis:</u> It is worth noting that some candidates may measure the impact of Roman rule by reflecting on what Britain was like <u>before</u> Roman rule. They may even support this with primary sources such as the Gold stater of Cunobelinus. Where possible this measured, complex and supported evaluation impact should be awarded highly in and within levels. Candidates achieving higher levels should show an awareness why/how these impacts were significant.
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			For example – roads for troop movements and later trade. At highest levels candidates may discuss the interconnectivity of the impacts and draw out a reason which explains why they were interconnected. For example, the Romans wanted to secure their control of Britain.
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Assessment Objective (AO) Grid

	AO1	AO2	AO3	SpaG	Totals
Section A					
1	4				4
2	6				6
3	5		5		10
4	5	5	5		15
5	10	10		5	25
Section B/C/D					
6/11/16	5				5
7/12/17			5		5
8/13/18			5		5
9/14/19	5	5			10
10/15/20	5	5	10		20
Totals	45	25	30	5	105

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