

**General Certificate of Secondary Education**  
**Ancient History**  
**The rise of Rome**  
**Specimen Paper**

**A032**

Time: 1 hour 15 minutes

**Additional materials:** Answer Booklet 8 pages

### INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided in the Answer Booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Write your answers in black ink only.
- This paper has **two** options:  
Option 1: The origins of Rome: The kings, 753–508 BC  
Option 2: Hannibal's invasion and defeat, 218–146 BC
- Answer questions from **either** Option 1 **or** Option 2.
- Answer **all** the questions in Section A and **one** question from Section B.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **86**.
- You will be assessed on the quality of written communication in your answer to the following questions: 4 or 5 (Option 1), or, 9 or 10 (Option 2). Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

This document consists of **6** printed pages and **2** blank pages.

Answer questions from **either** Option 1 **or** Option 2.

**Option 1: The origins of Rome: The kings, 753–508BC**

**Section A**

Answer **all** the questions in this section.

1 Briefly outline **two** reasons why the Romans removed their kings. **[5]**

2 Read the following passage from Livy, and answer the questions which follow.

The troops, who had been alarmed by the sudden storm, soon recovered when it passed over and the sun came out again. Then they saw that the throne was empty, and, ready though they were to believe the senators, who had been standing at the king's side and now declared that he had been carried up on high by a whirlwind, they none the less felt like children bereft of a father and for a long time stood in sorrowful silence. Then a few voices began to proclaim Romulus's divinity; the cry was taken up, and at last every man present hailed him as a god and son of a god, and prayed to him to be for ever gracious and to protect his children.

Livy, *The History of Rome* 1.16

(a) Outline and explain what is happening at this point. **[8]**

(b) How accurate do you think this account is? **[5]**

3 Read the following passage from Livy, and answer the questions which follow.

Now began the reign of Tarquinius Superbus – Tarquin the Proud. His conduct merited the name. In spite of the ties of kin, he refused Servius the rite of burial, saying, in brutal jest, that Romulus's body had not been buried either. He executed the leading senators who he thought had supported Servius. Well aware that his treachery and violence might form a precedent to his own disadvantage, he employed a bodyguard. His anxiety was justified; for he had usurped by force the throne to which he had no title whatever: the people had not elected him, the Senate had not sanctioned his accession. Without hope of his subjects' affection, he could rule only by fear; and to make himself feared as widely as possible he began the practice of trying capital causes without consultation and by his own sole authority.

Livy, *The History of Rome* 1.49

(a) How does this passage help us to understand Roman views of kings? You must refer to both this passage and other examples. **[14]**

(b) The Romans decided to remove their kings. How far does Livy help us to understand why? You should refer to both this passage and other ancient sources which you have studied. **[18]**

**Section B**

Answer **either** question 4 **or** question 5

**4** 'Livy's account of early Rome is just myth.' Explain to what extent you agree with this view.

In your answer you should:

- briefly describe the reigns of any **two** kings;
- explain why you think these events may or may not have happened;
- show knowledge of relevant sources for the period;
- consider how reliable you think Livy is.

**[30]**

 Spelling, punctuation and grammar **[6]**

**5** How accurately can we assess the contribution made by Romulus and Numa to the development of early Rome?

In your answer you should:

- give a brief account of the development of Rome under Romulus and Numa;
- assess the importance of the contributions of Romulus and Numa;
- show knowledge of relevant sections of Livy;
- consider how accurate Livy's account is.

**[30]**

 Spelling, punctuation and grammar **[6]**

Do **not** answer questions from this option if you have already answered questions from Option 1.

**Option 2: Hannibal's invasion and defeat, 218–146 BC**

**Section A**

Answer **all** the questions in this section.

- 6** Briefly outline **two** reasons why the Romans defeated Hannibal. **[5]**
- 7** Read the following passage from Livy, and answer the questions which follow.

From the Druentia Hannibal advanced towards the Alps mainly through open country, and reached the foothills without encountering any opposition from the local tribes. The nature of the mountains was not, of course, unknown to his men by rumour and report – and rumour commonly exaggerates to truth; yet in this case all tales were eclipsed by the reality. The dreadful vision was now before their eyes: the towering peaks, the snow-clad pinnacles soaring to the sky, the rude buttes clinging to the rocks, beasts and cattle shrivelled and parched with cold, the people with their wild and ragged hair, all nature, animate and inanimate, still with frost: all this and other sights the horror of which words cannot express gave a fresh edge to their apprehension.

Livy, The History of Rome 21.32

- (a) (i)** Give details of what Hannibal is doing at this point. **[4]**
- (ii)** Explain **two** reasons for his actions. **[4]**
- (b)** How reliable do you think Livy's account is at this point? **[5]**
- 8** Read the following passage from Livy, and answer the questions which follow.

Such were the events in Spain during the second summer of the Punic War, when in Italy the wise delaying tactics of Fabius had broken the terrible continuity of Roman defeats. These tactics gave Hannibal much cause for anxiety, as he could see that at last the Romans had chosen a war leader who, instead of trusting to luck, was capable of a rational plan of campaign; but in Rome they met with nothing but contempt. Everyone, soldiers or civilians, despised Fabius, especially when during his absence from the army, the irrepressible Minucius had fought a battle with some success – or which had, at least, a not unhappy ending.

Livy, The History of Rome 22.23

- (a)** 'Everyone despised Fabius.' Using this passage as a starting point, explain why the Romans were angry with Fabius. You must refer to both this passage and other examples. **[14]**
- (b)** How accurate is Livy's account of the role of Fabius in the defending Italy against Hannibal? You must refer to both this passage and other ancient sources which you have studied.

**[18]**

**Section B**

Answer **either** question 9 **or** question 10

- 9** 'Hannibal was a great commander, but his ambition led him to disaster.' How far do you think Livy helps us to assess whether this view is accurate?

In your answer you should:

- give a brief account of Hannibal's qualities as a commander;
- explain the extent to which ambition affected his decisions;
- show knowledge of Livy and other relevant sources;
- consider how reliable you think Livy is.

**[30]**

 Spelling, punctuation and grammar **[6]**

- 10** How accurately can we assess why the Romans were defeated at Cannae? Explain your answer.

In your answer you should:

- give an account of the battle of Cannae;
- distinguish between the contribution of the Romans and that of Hannibal to the defeat;
- show knowledge of relevant sections of Livy;
- consider how reliable you think Livy is.

**[30]**

 Spelling, punctuation and grammar **[6]**

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*Sources:*

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Livy Book One, Rome under the Kings *ibid.* 1.16

Livy Book One, Rome under the Kings *ibid.* 1.49

From *The War with Hannibal*, Livy. Books XXI-XXX of *The History of Rome from its Foundation*. Translated by Aubrey De Sélincourt, Ed. Betty Radice. Penguin 1965. Reproduced by permission of Penguin Books Ltd.

Livy Book XXI *ibid.* 21.32

Livy Book XXII *ibid.* 22.23

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Unit A032: The rise of Rome

**Specimen Mark Scheme**

The maximum mark for this paper is 86.

## GCSE Ancient History: Assessment Grids for Section A

	AO1 (Recall, Select, Organise)		AO2 (Understand)		AO3 (Interpret, Evaluate, Respond)	
<b>Level 5 Thorough</b>	<b>4</b> Answers contain <b>thorough</b> knowledge of the events, sources and issues relevant to the question. Information is detailed, <b>thoroughly</b> relevant, well selected and organised.	<b>5</b>	<b>4</b> Answers demonstrate a <b>thorough</b> understanding of issues, events and sources relevant to the question.	<b>5</b>	<b>5</b> Answers interpret, analyse and evaluate evidence <b>thoroughly</b> and reach reasoned and substantiated conclusions. They construct an informed personal response based on <b>thorough</b> evaluation and interpretation of the source material.	<b>7-8</b>
<b>Level 4 Sound</b>	<b>3</b> Answers contain <b>sound</b> knowledge of the events, sources and issues relevant to most of the question. Information is <b>sound</b> , relevant and organised.	<b>3-4</b>	<b>3</b> Answers demonstrate a <b>sound</b> understanding of issues, events and sources relevant to most of the question.	<b>3-4</b>	<b>3-4</b> Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on <b>sound</b> evaluation and interpretation of the source material.	<b>5-6</b>
<b>Level 3 Some</b>	<b>2</b> Answers contain <b>some</b> knowledge of the events, sources and issues relevant to some of the question. There is <b>some</b> evidence of selection and organisation of information.		<b>2</b> Answers show <b>some</b> understanding of issues, events and sources relevant to <b>some</b> of the question.		<b>2</b> Answers include <b>some</b> evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on <b>some</b> of the source material.	<b>3-4</b>
<b>Level 1/2 Limited/None</b>	<b>0-1</b> Answers contain <b>limited or no</b> knowledge of events, sources and issues. Information that has been included is disorganised and has <b>limited or no</b> relevance.		<b>0-1</b> Answers show <b>limited or no</b> understanding of events or sources.		<b>0-1</b> Answers offer <b>limited or no</b> evaluation. They offer a personal response based on <b>limited or no</b> evidence, or <b>no</b> response.	<b>0-2</b>

## GCSE Ancient History: Assessment Grids for Section B

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
<b>Level 5 Thorough</b>	<p><b>8-10</b></p> <p>Answers contain <b>thorough</b> knowledge of the events, sources and issues relevant to the question.</p> <p>Information is detailed, <b>thoroughly</b> relevant, well selected and organised.</p> <p>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>	<p><b>8-10</b></p> <p>Answers demonstrate a <b>thorough</b> understanding of issues, events and sources relevant to the question.</p>	<p><b>8-10</b></p> <p>Answers interpret, analyse and evaluate evidence <b>thoroughly</b> and reach reasoned and substantiated conclusions.</p> <p>They construct an informed personal response based on <b>thorough</b> evaluation and interpretation of the source material.</p>
<b>Level 4 Sound</b>	<p><b>6-7</b></p> <p>Answers contain <b>sound</b> knowledge of the events, sources and issues relevant to most of the question.</p> <p>Information is <b>sound</b>, relevant and organised.</p> <p>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p><b>6-7</b></p> <p>Answers demonstrate a <b>sound</b> understanding of issues, events, and sources relevant to most of the question.</p>	<p><b>6-7</b></p> <p>Answers interpret, analyse and evaluate evidence and draw relevant conclusions.</p> <p>They offer a personal response based on <b>sound</b> evaluation and interpretation of the source material.</p>
<b>Level 3 Some/Partial</b>	<p><b>4-5</b></p> <p>Answers contain <b>some</b> knowledge of the events, sources and issues relevant to some of the question.</p> <p>There is <b>some</b> evidence of selection and organisation of information.</p> <p>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</p>	<p><b>4-5</b></p> <p>Answers show <b>some</b> understanding of issues, events and sources relevant to <b>some</b> of the question.</p>	<p><b>4-5</b></p> <p>Answers include <b>some</b> evaluation and interpretation of evidence and draw at least partially relevant conclusions.</p> <p>They offer a personal response based on <b>some</b> of the source material.</p>

	<b>AO1 (Recall, Select, Organise)</b>	<b>AO2 (Understand)</b>	<b>AO3 (Interpret, Evaluate, Respond)</b>
<b>Level 2 Limited</b>	<p style="text-align: center;"><b>2-3</b></p> <p>Answers contain <b>limited</b> knowledge of the events, sources and issues relevant to parts of the question.</p> <p>There is <b>limited</b> evidence of selection or organisation of information.</p> <p>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p style="text-align: center;"><b>2-3</b></p> <p>Answers show <b>limited</b> understanding of events and sources.</p>	<p style="text-align: center;"><b>2-3</b></p> <p>Answers draw <b>limited</b> conclusions based on the evidence they have included.</p> <p>Answers offer a personal response at a <b>limited</b> level.</p>
<b>Level 1 Minimal/None</b>	<p style="text-align: center;"><b>0-1</b></p> <p>Answers contain <b>minimal or no</b> knowledge of events, sources and issues.</p> <p>Information that has been included is disorganised and has <b>minimal or no</b> relevance.</p> <p>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p>	<p style="text-align: center;"><b>0-1</b></p> <p>Answers show <b>minimal or no</b> understanding of events or sources.</p>	<p style="text-align: center;"><b>0-1</b></p> <p>Answers offer a <b>minimal</b> personal response, without reference to evidence, or <b>no</b> response.</p>

Section A: Option 1: The origins of Rome: The kings, 753–508 BC		
Question Number	Answer	Max Mark
	<p><b>The Section A marking grids should be used to mark questions 1-3. The information suggested below is indicative only, and any accurate points should be credited in line with the Section A marking grids.</b></p>	
1	<p><b>Briefly outline two reasons why the Romans removed their kings.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• the behaviour of Tarquin the Proud;</li> <li>• details of the rape of Lucretia;</li> <li>• the desire for freedom from rule of one individual;</li> <li>• the value of liberty in Rome.</li> </ul> <p>Answers may question the extent to which this last point was a real motive.</p>	<p>[5]</p> <p>AO1:5</p>
2	<p><b>Read the following passage from Livy, and answer the questions which follow.</b></p> <p><i>The troops, who had been alarmed by the sudden storm, soon recovered when it passed over and the sun came out again. Then they saw that the throne was empty, and, ready though they were to believe the senators, who had been standing at the king's side and now declared that he had been carried up on high by a whirlwind, they none the less felt like children bereft of a father and for a long time stood in sorrowful silence. Then a few voices began to proclaim Romulus's divinity; the cry was taken up, and at last every man present hailed him as a god and son of a god, and prayed to him to be for ever gracious and to protect his children.</i></p> <p style="text-align: right;"><b>Livy, <i>The History of Rome</i> 1.16</b></p>	
2(a)	<p><b>Outline and explain what is happening at this point.</b></p> <p>Key elements of what is happening are:</p> <ul style="list-style-type: none"> <li>• the death of Romulus;</li> <li>• who was the first king of Rome;</li> <li>• his disappearance;</li> <li>• his ascending to heaven;</li> <li>• and his deification.</li> </ul> <p>Explanation:</p> <ul style="list-style-type: none"> <li>• answers should show understanding of the passage and the significance of the event in Livy's narrative;</li> <li>• that the circumstances of Romulus' death were rather mysterious;</li> <li>• that later rulers were honoured by being deified, hence Romulus' deification in Livy's account.</li> </ul>	<p>[8]</p> <p>AO1:4</p> <p>AO2:4</p>

Section A: Option 1: The Origins of Rome: The Kings 753-508 BC		
Question Number	Answer	Max Mark
2(b)	<p><b>How accurate do you think this account is?</b></p> <p>Answers should include evaluation of the passage and questioning of its reliability as a historical source:</p> <ul style="list-style-type: none"> <li>questioning how Romulus died;</li> <li>considering whether there is any factual basis for this narrative;</li> <li>questioning of who was responsible for his disappearance – was he murdered?</li> </ul> <p>Any reasonable explanation and evaluation of the passage should be rewarded.</p>	<p>[5]</p> <p>AO3:5</p>
3	<p><b>Read the following passage from Livy, and answer the questions which follow.</b></p> <p><i>Now began the reign of Tarquinius Superbus – Tarquin the Proud. His conduct merited the name. In spite of the ties of kin, he refused Servius the rite of burial, saying, in brutal jest, that Romulus’s body had not been buried either. He executed the leading senators who he thought had supported Servius. Well aware that his treachery and violence might form a precedent to his own disadvantage, he employed a bodyguard. His anxiety was justified; for he had usurped by force the throne to which he had no title whatever: the people had not elected him, the Senate had not sanctioned his accession. Without hope of his subjects’ affection, he could rule only by fear; and to make himself feared as widely as possible he began the practice of trying capital causes without consultation and by his own sole authority.</i></p> <p style="text-align: right;"><b>Livy, <i>The History of Rome</i> 1.49</b></p>	
3(a)	<p><b>How does this passage help us to understand Roman views of kings? You must refer to both this passage and other examples.</b></p> <p>Answers should include selection of relevant information from the passage:</p> <ul style="list-style-type: none"> <li>Tarquin’s pride;</li> <li>his refusal to bury Servius;</li> <li>his executions of senators;</li> <li>his employment of a body guard;</li> <li>that he usurped the throne;</li> <li>that he had to rule by fear.</li> </ul> <p>This may be developed with knowledge that:</p> <ul style="list-style-type: none"> <li>Tarquin the Proud was the last king of Rome;</li> <li>the Romans hated individual rulers;</li> <li>they thought they ruled by fear;</li> <li>Livy was writing many centuries later.</li> </ul>	<p>[14]</p> <p>AO1:4</p>

Section A: Option 1: The origins of Rome: The kings, 753–508 BC		
Question Number	Answer	Max Mark
3(a) cont'd	<p>Answers should show understanding of the main concerns Romans had about rulers:</p> <ul style="list-style-type: none"> <li>• execution of senators;</li> <li>• use of a bodyguard;</li> <li>• treachery/violence;</li> <li>• usurping the throne;</li> <li>• rule by fear or any other areas chosen from the passage.</li> </ul> <p>Evaluation and interpretation might include:</p> <ul style="list-style-type: none"> <li>• consideration of what Livy's sources might have been;</li> <li>• how Livy was reading back a view from his own times under Augustus and after the Republic/Civil Wars of the first century BC;</li> <li>• this was the end of the regal period;</li> <li>• other earlier kings were presented differently.</li> </ul>	AO2:5  AO3:5
3(b)	<p><b>The Romans decided to remove their kings. How far does Livy help us to understand why? You should refer to both this passage and other ancient sources which you have studied.</b></p> <p>Answers should include factual details of events that led the Romans to remove their Kings:</p> <ul style="list-style-type: none"> <li>• the reign of Tarquin the Proud;</li> <li>• the dictatorial nature of his rule;</li> <li>• the rape of Lucretia;</li> <li>• details of the plot by Brutus;</li> <li>• expulsion of the Tarquins from Rome.</li> </ul> <p>Answers should show understanding of the factors which influenced the Romans:</p> <ul style="list-style-type: none"> <li>• desire for freedom;</li> <li>• especially from the rule of the Tarquins, who may have been seen as foreign to some extent;</li> <li>• context of the establishment of the consulship;</li> <li>• Brutus and his personal involvement in events via Lucretia.</li> </ul> <p>Answers should evaluate Livy's account in order to determine how far it is helpful:</p> <ul style="list-style-type: none"> <li>• interpretation of the events - questioning of the balance of personal motivation – the rape of Lucretia – and public dissatisfaction (as in the passage);</li> <li>• questioning of Livy's sources for these events;</li> <li>• recognition that much is based on a later prejudice being read back onto the events.</li> </ul>	[18]  AO1:5  AO2:5  AO3:8
<b>Section A: Total: 50</b>		

Section B: Option 1: The Origins of Rome: The Kings, 753–508 BC		
Question Number	Answer	Max Mark
	<p>The Section B marking grids should be used to mark questions 4 and 5.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the Section B marking grids.</p>	
4	<p><b>‘Livy’s account of early Rome is just myth.’ Explain to what extent you agree with this view.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• briefly describe the reigns of any two kings;</li> <li>• explain why you think these events may or may not have happened;</li> <li>• show knowledge of relevant sources for the period;</li> <li>• consider how reliable you think Livy is.</li> </ul> <p>Answers should include factual details about the reigns of two kings:</p> <ul style="list-style-type: none"> <li>• the foundation by Romulus, including the foundation myth and the conflict with Remus;</li> <li>• the foundation of Roman religion by Numa;</li> <li>• the role of other kings in the establishment of the military and order within the state;</li> <li>• Aeneas might also be included.</li> </ul> <p>Knowledge of the details given by Livy must be shown, but other factual information relevant to the question (such as archaeological evidence) should also be credited.</p> <p>Answers should include understanding of the difference between history and mythology and the events described:</p> <ul style="list-style-type: none"> <li>• the idea of a foundation myth (perhaps with reference to Virgil and an understanding of the relationship with the Augustan regime and the ideas at the time when Livy was writing);</li> <li>• the different elements involved in building the state (law, religion, warfare);</li> <li>• understanding of the nature of mythology as stories;</li> <li>• whilst history is supposed to have its basis in fact and be related to what happened, with sources which can be traced.</li> </ul> <p>Answers should evaluate how far Livy’s account is ‘just myth’:</p> <ul style="list-style-type: none"> <li>• questioning and evaluating Livy’s account;</li> <li>• considering whether there could have been any evidence for him to write as he did at the time;</li> <li>• showing how Livy used details from elsewhere to create his narrative (such as with the story of Tullus Hostilius);</li> <li>• questioning the validity of his account;</li> <li>• interpretation of events as a foundation myth.</li> </ul> <p>The key to this evaluation will be questioning the details of Livy’s account and considering how reliable he appears to be.</p>	<p>[30]</p> <p>AO1:10</p> <p>AO2:10</p> <p>AO3:10</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15.	<b>SPaG</b> <b>[6]</b>

Section B: Option 1: The Origins of Rome: The Kings, 753–508 BC		
Question Number	Answer	Max Mark
5	<p><b>How accurately can we assess the contribution made by Romulus and Numa to the development of early Rome?</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• give a brief account of the development of Rome under Romulus and Numa;</li> <li>• assess the importance of the contributions of Romulus and Numa;</li> <li>• show knowledge of relevant sections of Livy;</li> <li>• consider how accurate Livy’s account is.</li> </ul> <p>Answers should include factual details of Romulus and Numa’s contributions:</p> <p>Details for Romulus:</p> <ul style="list-style-type: none"> <li>• his role as the founding king of Rome;</li> <li>• the location of the city and the conflict with his brother;</li> <li>• the bringing together of disparate groups;</li> <li>• the rape of the Sabine women;</li> <li>• the establishment of some form of ruling group and kingship;</li> <li>• the establishment of Rome as a place for fugitives.</li> </ul> <p>Details for Numa:</p> <ul style="list-style-type: none"> <li>• the establishment of religion;</li> <li>• the establishment of order;</li> <li>• the Etruscan elements in the state.</li> </ul> <p>Knowledge of archaeological evidence of the development of early Rome should be credited where relevant.</p> <p>Factual details about when Livy was writing and his aims, as well as knowledge of his text, should also be rewarded where relevant.</p> <p>Answers should show understanding of:</p> <ul style="list-style-type: none"> <li>• the nature of the contribution of each king in relation to the development of the city;</li> <li>• with the factual details considered above shown in the context of the development of the city;</li> <li>• the nature of the source: Livy and archaeological evidence.</li> </ul> <p>Evaluation should focus on how accurately we can assess. Answers should include:</p> <ul style="list-style-type: none"> <li>• discussion of the difficulties in finding out about this early period of Roman history;</li> <li>• how the evidence of Livy can be contrasted with archaeological evidence;</li> <li>• that Livy’s writing is entirely made up from Greek stories;</li> <li>• that it is impossible to produce an accurate assessment.</li> </ul>	<p>[30]</p> <p>AO1:10</p> <p>AO2:10</p> <p>AO3:10</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15.	SPaG [6]
<b>Section B: Total: 36</b>		

Section A: Option 2: Hannibal's invasion and defeat, 218–146 BC		
Question Number	Answer	Max Mark
	<p><b>The Section A marking grids should be used to mark questions 6-8. The information suggested below is indicative only, and any accurate points should be credited in line with the Section A marking grids.</b></p>	
6	<p><b>Briefly outline two reasons why the Romans defeated Hannibal.</b></p> <p>Answers should discuss the impossible nature of Hannibal's expedition:</p> <ul style="list-style-type: none"> <li>• the length of his march;</li> <li>• difficulties in provisioning;</li> <li>• the tactics of Fabius connected with this;</li> <li>• lack of support from Carthage;</li> <li>• the intelligence of Scipio Africanus in coming to understand Hannibal's tactics.</li> </ul>	<p>[5]</p> <p>AO1:5</p>
7	<p><b>Read the following passage from Livy, and answer the questions which follow.</b></p> <p><i>From the Druentia Hannibal advanced towards the Alps mainly through open country, and reached the foothills without encountering any opposition from the local tribes. The nature of the mountains was not, of course, unknown to his men by rumour and report – and rumour commonly exaggerates to truth; yet in this case all tales were eclipsed by the reality. The dreadful vision was now before their eyes: the towering peaks, the snow-clad pinnacles soaring to the sky, the rude buttes clinging to the rocks, beasts and cattle shrivelled and parched with cold, the people with their wild and ragged hair, all nature, animate and inanimate, still with frost: all this and other sights the horror of which words cannot express gave a fresh edge to their apprehension.</i></p> <p style="text-align: right;"><b>Livy, <i>The History of Rome</i> 21.32</b></p>	
7(a)	<p><b>Give details of what Hannibal is doing at this point.</b></p> <p>Answers should include:</p> <ul style="list-style-type: none"> <li>• Hannibal has assembled his fighting force;</li> <li>• they have marched from Spain;</li> <li>• through southern Gaul;</li> <li>• and are preparing to cross the Alps;</li> <li>• on the way to Rome.</li> </ul>	<p>[4]</p> <p>AO1:4</p>

Section A: Option 2: Hannibal's Invasion and Defeat, 218–146 BC		
Question Number	Answer	Max Mark
7(b)	<p><b>Explain two reasons for his actions.</b></p> <p>Answers should show an understanding of Hannibal's motives for attacking Rome and his choice of route:</p> <ul style="list-style-type: none"> <li>• his desire to surprise the Romans by attacking from the North;</li> <li>• his wish to expand territory from Spain across to Italy;</li> <li>• his personal hatred of the Romans.</li> </ul> <p>Two reasons should be given and explained.</p>	[4]  AO2:4
7(c)	<p><b>How reliable do you think Livy's account is at this point?</b></p> <p>Answers should include evaluation of the passage and questioning of its reliability as a historical source:</p> <ul style="list-style-type: none"> <li>• questioning how Livy could have known exactly what was happening at this particular point;</li> <li>• distinguishing between the facts given - that Hannibal passed this way;</li> <li>• and the details given, which may have been created by Livy to make his account more interesting.</li> </ul>	[5]  AO3:5
8	<p><b>Read the following passage from Livy, and answer the questions which follow.</b></p> <p><i>Such were the events in Spain during the second summer of the Punic War, when in Italy the wise delaying tactics of Fabius had broken the terrible continuity of Roman defeats. These tactics gave Hannibal much cause for anxiety, as he could see that at last the Romans had chosen a war leader who, instead of trusting to luck, was capable of a rational plan of campaign; but in Rome they met with nothing but contempt. Everyone, soldiers or civilians, despised Fabius, especially when during his absence from the army, the irrepressible Minucius had fought a battle with some success – or which had, at least, a not unhappy ending.</i></p> <p style="text-align: right;"><b>Livy, <i>The History of Rome</i> 22.23</b></p>	
8(a)	<p><b>'Everyone despised Fabius.' Using this passage as a starting point, explain why the Romans were angry with Fabius. You must refer to both this passage and other examples.</b></p> <p>Answers should include details of the position which Fabius found himself in:</p> <ul style="list-style-type: none"> <li>• Romans having been defeated by a very clever tactician in Hannibal, but wanting quick action;</li> <li>• difficult for Fabius to defeat such a clever general especially after battles like Trasimene;</li> <li>• but also difficult for him because of the pressures of wanting a quick result.</li> </ul> <p>Details of Minucius' action against Hannibal should be rewarded, but are not essential.</p>	[14]  AO1:4

<b>Section A: Option 2: Hannibal's Invasion and Defeat, 218–146 BC</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>8(a) cont'd</b>	<p>Answers should show understanding of the two types of difficulty, tactical and political.</p> <p>Neither issue is developed, but the details of Minucius' role might be shown to assist.</p> <p>Answers should evaluate the nature and usefulness of the source:</p> <ul style="list-style-type: none"> <li>the general point of difference between political and tactical difficulties might be accepted;</li> <li>Livy's sources may be questioned;</li> <li>other accounts (Plutarch and Polybius) also point to similar difficulties for Fabius, so may confirm validity of passage;</li> <li>it is difficult to know what Hannibal's response was.</li> </ul>	<p>AO2:5</p> <p>AO3:5</p>
<b>8(b)</b>	<p><b>How accurate is Livy's account of the role of Fabius in the defending Italy against Hannibal? You must refer to both this passage and other ancient sources which you have studied.</b></p> <p>Answers should include:</p> <ul style="list-style-type: none"> <li>factual details of Fabius' role and his delaying tactics as given by Livy;</li> <li>his role in attempting to keep Hannibal at bay by not engaging with him directly after the initial defeats.</li> </ul> <p>Factual details of the defeats suffered by the Romans at Trasimene and Cannae may also be included.</p> <p>Answers should show an understanding of Fabius' course of action and his decision to keep Hannibal at bay, which might include:</p> <ul style="list-style-type: none"> <li>what he achieved by not fighting Hannibal directly;</li> <li>by attempting to wear him down;</li> <li>so that disasters such as those at Trasimene and Cannae were not repeated.</li> </ul> <p>Answers should include detailed evaluation of Livy's account, including:</p> <ul style="list-style-type: none"> <li>consideration of his sources and how he depicts Fabius;</li> <li>what might be meant by an accurate account;</li> <li>how fully Livy could have known about these events;</li> <li>how much can be known about these events;</li> <li>discussion of Livy's aims;</li> <li>how possible it is to evaluate the accuracy of Livy's account.</li> </ul> <p>The best answers might also include reference to Polybius and Plutarch, and the idea of delaying – but this is not essential.</p>	<p>[18]</p> <p>AO1:5</p> <p>AO2:5</p> <p>AO3:8</p>
<b>Section A: Total: 50</b>		

Section B: Option 2: Hannibal's Invasion and Defeat, 218–146 BC		
Question Number	Max Mark	Max Mark
	<p>The Section B marking grids should be used to mark questions 9 and 10.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the Section B marking grids.</p>	
9	<p><b>'Hannibal was a great commander, but his ambition led him to disaster.'</b> How far do you think the Livy helps us to assess whether this view is accurate?</p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• give a brief account of Hannibal's qualities as a commander;</li> <li>• explain the extent to which ambition affected his decisions;</li> <li>• show knowledge of Livy and other relevant sources;</li> <li>• consider how reliable you think Livy is.</li> </ul> <p>Answers should include factual details about Hannibal's qualities as a leader:</p> <ul style="list-style-type: none"> <li>• his courage;</li> <li>• determination;</li> <li>• vision;</li> <li>• tactical intelligence.</li> </ul> <p>Answers should give examples from the march across the Alps and the battles to support these.</p> <p>The may also include details of his ambition, especially in the size of his expeditionary force and the attempt to cross the Alps.</p> <p>Details of the Carthaginian attempts to recall him and their lack of support, as well as Roman attempts to stop him both under Fabius and Scipio should be rewarded where relevant.</p> <p>Other details from Livy's account, including his speeches, should be credited where relevant.</p> <p>Answers should demonstrate understanding that the reasons why he failed in Italy should be distinguished from his final defeat. This might include:</p> <ul style="list-style-type: none"> <li>• understanding that his ambition as the son of Hamilcar drove him to lead the expedition against the Romans even when he lacked wider Carthaginian support;</li> <li>• his interest in surprise and attacking from the north and reasons for his choice of route;</li> <li>• his tactics in Italy and early success;</li> <li>• the response from the Romans, and how this drove him ultimately to failure.</li> </ul>	<p>[30]</p> <p>AO1:10</p> <p>AO2:10</p>

Section B: Option 2: Hannibal's Invasion and Defeat, 218–146 BC		
Question Number	Answer	Max Mark
9 cont'd	<p>Answers should interpret the details from Livy to consider whether or not Hannibal was driven by ambition:</p> <ul style="list-style-type: none"> <li>• consideration of the motivations which Livy attributes to Hannibal, such as the influence of his father and his deep hatred of Rome;</li> <li>• questioning and evaluating Livy's account and considering whether there could have been any evidence for him to write as he did at the time;</li> <li>• questioning the details of Livy's account and considering how reliable he appears to be;</li> <li>• this might include a contrast with details from Polybius and Plutarch.</li> </ul>	AO3:10
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15.	<b>SPaG</b> <b>[6]</b>
10	<p><b>How accurately can we assess why the Romans were defeated at Cannae? Explain your answer.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>give an account of the battle of Cannae;</b></li> <li>• <b>distinguish between the contribution of the Romans and that of Hannibal to the defeat;</b></li> <li>• <b>show knowledge of relevant sections of Livy;</b></li> <li>• <b>consider how reliable you think Livy is.</b></li> </ul> <p>Answers should include why the Romans were defeated at Cannae, including details of:</p> <ul style="list-style-type: none"> <li>• Hannibal's tactics and preparations for the battle;</li> <li>• the Roman response;</li> <li>• the role of Hannibal as leader during the battle.</li> </ul> <p>Answers should include understanding of the causes of the Roman defeat, with a clear distinction between:</p> <ul style="list-style-type: none"> <li>• the role of Hannibal as a clever tactician;</li> <li>• the failure of the Romans to respond adequately to the challenges he laid down.</li> </ul> <p>Answers should evaluate how accurately we can assess why the Romans were defeated:</p> <ul style="list-style-type: none"> <li>• consideration of the details of Livy's account and how reliable these details are likely to be;</li> <li>• inclusion of other evidence, such as that from Polybius;</li> <li>• using this to conclude the extent to which our knowledge can be certain;</li> <li>• evaluation of different aspects of the battle;</li> <li>• conclusion about the accuracy of knowledge of the reasons for the Roman defeat.</li> </ul>	<p>[30]</p> <p>AO1:10</p> <p>AO2:10</p> <p>AO3:10</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 15.	<b>SPaG</b> <b>[6]</b>

Section B: Total: 36

**Spelling, punctuation and grammar (SPaG) assessment grid**

<b>High performance 5-6 marks</b>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<b>Intermediate performance 3-4 marks</b>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b>Threshold performance 1-2 marks</b>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

**Assessment Objectives Grid (includes QWC)****Option 1**

Question	AO1	AO2	AO3	SPaG	Total
1	5				5
2(a)	4	4			8
2(b)			5		5
3(a)	4	5	5		14
3(b)	5	5	8		18
4	10	10	10	6	36
5	10	10	10	6	36
<b>Totals</b>	<b>28</b>	<b>24</b>	<b>28</b>	<b>6</b>	<b>86</b>

**Option 2**

Question	AO1	AO2	AO3	SPaG	Total
6	5				5
7(a)	4	4			8
7(b)			5		5
8(a)	4	5	5		14
8(b)	5	5	8		18
9	10	10	10	6	36
10	10	10	10	6	36
<b>Totals</b>	<b>28</b>	<b>24</b>	<b>28</b>	<b>6</b>	<b>86</b>

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