

GCSE

Ancient History

Unit **A032**: The Rise of Rome

General Certificate of Secondary Education

Mark Scheme for June 2014

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
A1	Evidence for making a judgement on the quality of AO1 (Recall, Select and Organise) performance in Section B
A2	Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B
A3	Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B
BOD	Indication of where the examiner has given ‘Benefit of Doubt’ to part of an answer either due to lack of clarity or potential confusion in Section B
SEEN	Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence in both Sections A and B.

Subject-specific Marking Instructions

Marking grids should be used throughout. Where 5 has been allocated, examiners should look to award 5 marks if there is not a good reason to go to the bottom of the level.

MARK SCHEME

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

Question	Answer	Marks	Guidance	Levels of Response
	Indicative content			
1	AO1: Factual details: <ul style="list-style-type: none"> increased the size of the Senate made war successfully on the Latins planned out the Circus Maximus established games improved the forum built Cloaca Maxima finished Temple of Jupiter. 	5	Outline <u>two</u> important achievements of Tarquinius Priscus. Two discrete achievements with detail from Tarquinius Priscus' life needed – some examples provided but other viable answers possible.	AO1 = 5 Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1
2(a)	AO1: Factual details: <ul style="list-style-type: none"> the population of Rome <u>began</u> from the 'shabby and poor gang' the population of Rome grew: 'asylum seekers' entered the city, 'a crowd from the neighbouring people came there' at the beginning the growing population appeared to be <u>classless</u>: 'everyone without distinction', 'slaves or free men' people seemed to be <u>attracted by opportunity</u> - 'all looking for a new start' as the <u>population grew to sufficient levels</u> - 'the strength needed to reach 	4	Outline what Passage 1A tells us about the origins of the Romans. Answers here need to be drawn from the Livy passage: possible responses could be those provided - candidates do not have to mention all to gain full marks.	AO1 = 4 Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance									
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	<ul style="list-style-type: none"> • (the) greatness - a senate was formed • these senators were called 'fathers' and they were later to become the <u>rich or upper class</u> - 'the patricians' • the passage portrays him as the city's founder 											
2(b)	<p>AO2: Understanding</p> <ul style="list-style-type: none"> • Romulus had the vision to realise that the city needed more people in it - 'so the city wasn't empty...' • Romulus used various ruses to attract outsiders and increase the population of the city: <ul style="list-style-type: none"> • 'he pretended...was born from the earth itself' • 'they were his family' • 'he opened a place for asylum seekers' • Romulus was in charge of this process - he made the key decisions: <ul style="list-style-type: none"> • 'he was no longer unhappy with the strength of his manpower' • 'he provided a council for his forces' • 'he created one hundred senators'. 	4	<p>Using the details in Passage 1A, explain why Romulus was important in the development of Rome.</p> <p>Reward highly any discussion which demonstrates understanding of the importance of Romulus and how this links in with the foundation myth of Rome.</p> <p>Need for understanding of context and fully developed point: possible answers could be the following provided - candidates do not have to mention all to get full marks.</p>	<p>AO2 = 4</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Level 5</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Level 4</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Level 3</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Level 1/2</td> <td style="text-align: right;">0-1</td> </tr> </table>	Level 5	4	Level 4	3	Level 3	2	Level 1/2	0-1
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Question	Answer	Marks	Guidance	
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2(c)	<p>AO3: Evaluation and interpretation of the source</p> <ul style="list-style-type: none"> • general discussion of the value of Livy should be rewarded - the fact the stories of early Roman history come from Greek myths (ie borrowing these Greek foundation myths) • however for the higher bands answers must focus on this passage and consider how Livy could have known the details contained in it. • there may be reference to Livy's possible sources - Fabius Pictor, Piso, Macer - and archaeological evidence: reward highly if accurate and relevant. 	5	<p>Using details from Passage 1A, explain how accurate you think Livy's account of these events is.</p> <p>Need for evaluation of the passage here: discussion of the value of Livy as a source is needed; what does Livy say and how accurate is it likely to be.</p>	<p>AO3 = 5</p> <p>Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1</p>
3(a)	<p>AO1: Factual details</p> <p>Factual details about how Livy describes the reign of Lucius Tarquinius taken from the passage:</p> <ul style="list-style-type: none"> • arrogance/pride: 'his deeds got him the name Superbus' • refused to allow Servius to be buried • he killed the most important senators • made himself king in such an evil way • surrounded himself with armed men • had no right to rule except by force • could not rely on the good will of the citizens • rule by fear: trials with no juries • killed or exiled 'enemies' and would take their belongings or money 	14	<p>In what ways does Passage 1B help us to understand why the Romans wanted to get rid of the Tarquins?</p> <p>Need for factual details about the reign of Lucius Tarquinius taken from the Livy passage - a number of possible details are suggested but reward other relevant and justifiable details.</p>	<p>AO1 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1</p>

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	<p>Reward any reference to the negative aspects of Tarquinius Priscus which could have upset the Romans:</p> <ul style="list-style-type: none"> • arrogance (rearranging cavalry units/ interfering with how omens were interpreted) <p>Reward responses that mention Livy writing at the time of Augustus and knowledge of how this could influence his view</p> <p>AO2: Understanding Understanding that this view of Livy's is a <u>profoundly critical view</u></p> <p><u>cultural</u>: refusal to follow established practices (burial of Servius)</p> <p><u>political</u>:</p> <ul style="list-style-type: none"> • lack of legitimacy in his succession to the throne • conflict/failure to govern with the support of different sectors of Roman society - the elites (senators) and also the common people • tyranny where illegitimate rule could only be carried through coercion • only kept in power by military means 		<p>Need for understanding of the context, meaning and significance of the details identified in AO1: in other words – the IMPACTS of these policies. Possible answers are suggested - do not need all for full marks.</p>	<p>AO2 = 5</p> <table border="0"> <tr> <td>Level 5</td> <td>5</td> </tr> <tr> <td>Level 4</td> <td>3–4</td> </tr> <tr> <td>Level 3</td> <td>2</td> </tr> <tr> <td>Level 1/2</td> <td>0–1</td> </tr> </table>	Level 5	5	Level 4	3–4	Level 3	2	Level 1/2	0–1
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	<p><u>judicial</u>: suspension of normal legal practices and resort to extra-legal and corrupt practices.</p> <p>AO3: Interpretation, evaluation and response</p> <ul style="list-style-type: none"> • understanding of when Livy was writing (seven centuries later) and how this may have affected what he wrote • linking in with AO2, credit highly responses that present some discussion of Livy's aims in presenting this episode of Roman history in this particular way - perhaps exaggerating the details of Lucius Tarquinius' reign to justify the eventual removal of the Kings and the development of the Republic. 		<p>Evaluation of Livy as a source - the passage is quite detailed: expect some discussion as to how would Livy have known about these details. What sources would Livy have consulted or just accepted in writing his history.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 3–4</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>
3(b)	<p>AO1: Factual details</p> <ul style="list-style-type: none"> • expect/reward reference and discussion of details from Livy 1.49 already mentioned in AO1 for question 3(a) • further details from the rest of Livy 1.49 (also 1.51-59): <ul style="list-style-type: none"> • relationship with the Senate: reduction of numbers/refusal to consult 	18	<p>How far does Livy help us to understand how Romans of Livy's time felt about kings?</p> <p>Expect significant reference to Livy who is the key ancient source here - this must be made relevant to the question asked: some useful areas to look for and reward are suggested.</p> <p>Also look for some reference to Virgil - some</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 3–4</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>

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	<ul style="list-style-type: none"> • made foreign policy independently: relationship with the Latins • Behaviour of Sextus <ul style="list-style-type: none"> • details about other events drawn from Livy - some comparison with <u>positive</u> ways in which other kings are portrayed - eg. Numa or Romulus/or even positive aspects of Tarquins • Virgil references: <ul style="list-style-type: none"> • Romulus, 'the gods stamp him with his own majesty' • Ancus, 'more of a boaster' • 'the Tarquin Kings and the proud spirit of avenging Brutus'. <p>AO2: Understanding Building on some of the themes raised in question 3(a) as to why and how Tarquinius and Sextus as examples of Kings displaying 'unroman' behaviour in both character and actions.</p> <p><u>Character:</u></p> <ul style="list-style-type: none"> • Tarquinius' arrogance/refusal to allow burial of Servius • Sextus' treatment of Lucretia a dramatic contrast with the nobility and restraint of Brutus 		<p>Aeneid extracts are suggested. Highest marks can be awarded without reference to Virgil.</p> <p>Need to see some attempt to explain/ make a judgement on:</p> <ul style="list-style-type: none"> • <u>how</u> Romans of Livy's time felt about Kings - ie. mostly critical although some positive aspects of Kings are presented • <u>why</u> this should be: an understanding of the context in which Livy and Virgil were writing is necessary for higher marks - these kings often displayed 'unroman' values which did not fit in with the 'restoration of the Republic'. <p>The wording of the question highlights Kings - it is assumed that responses will understand this as Roman Kings but if students interpret this differently (this will be unlikely) and make a good case, reward appropriately.</p>	<p>AO2 = 5</p> <table style="border: none;"> <tr> <td>Level 5</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Level 4</td> <td style="text-align: right;">3–4</td> </tr> <tr> <td>Level 3</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Level 1/2</td> <td style="text-align: right;">0–1</td> </tr> </table>	Level 5	5	Level 4	3–4	Level 3	2	Level 1/2	0–1
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	<p><u>Actions:</u></p> <ul style="list-style-type: none"> • refusal/failure to continue with established norms/practices re politics/judiciary (treatment of Senate/ failure to consult/ resort to tyranny and coercion) • also how other Kings can be presented as showing Roman and unroman attributes <p>AO3: Interpretation, Evaluation and Response</p> <ul style="list-style-type: none"> • understanding of when Livy and Virgil were writing (seven centuries later) and how this may have affected what they wrote <ul style="list-style-type: none"> • recent Roman history of the Civil Wars in which powerful individuals had emerged and upset the balance of power • context of the Augustan age and trying to present the ending of the monarchy/ move to a republic as both necessary and justified • reward highly any reference to and discussion of Livy's Preface in an attempt to understand his motives in writing and presenting Roman history in this way. 		<p>Also reward students who interpret question more generally and focus on Romans of Livy's time viewing the nature of kingship and how this might apply to the Augustan age (ie. Julius Caesar as 'king')</p> <p>Detailed evaluation of Livy and Virgil and the conditions in which they were writing: there is considerable amount of detail here which is useful and helps build a considerable picture.</p>	<p>AO3 = 8</p> <p>Level 5 8–10</p> <p>Level 4 6–7</p> <p>Level 3 4–5</p> <p>Level 2 2–3</p> <p>Level 1 0–1</p>

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4	<p>AO1: Factual details about Numa's role in the development of Rome</p> <p><u>Numa:</u></p> <ul style="list-style-type: none"> • Livy 1,18-20: also Virgil 6, 811–12 • religious/ legal/ political aspects (religious buildings - Temple of Janus and altar for Jove/ calendar/ priesthoods/ Vestal Virgins) • foreign policy (peace with the surrounding peoples) <p><u>Romulus:</u></p> <ul style="list-style-type: none"> • Livy 1,8 and 9–15; also Virgil 6,778–787 • legal/ political aspects (laws/ lictors/ senators/ building of the city of Rome) • foreign policy/ strategic aspects (war with Sabines/ Veii et al) • factual information indicating the context and time when Livy and Virgil were writing. <p>AO2: Understanding</p> <p>'a rough group of men' - development from details in AO1: this could be argued in different ways:</p> <ul style="list-style-type: none"> • 'a civilised state' - see details from AO1: 	30	<p>'Numa made a civilised state from a rough group of men.' How far do you agree with this view of the development of Rome?</p> <p>Key aspects (ie policies and actions) of the reign of Numa according to Livy (and Virgil) with relevant details: also expect some reference to the rule of Romulus in order to address the question effectively - some of the key themes are suggested and students would be expected to cover most - but not all - of these themes for highest marks.</p> <p>Reward any reference to non-literary evidence (ie archaeological evidence).</p> <p>Exceptionally there may be references to Plutarch (lives of Romulus and Numa): do not expect to see this but if there are references, reward fully.</p> <p>To be rewarded at the higher mark levels responses need to address the issue of Numa's contribution to the development of Rome: ie the hypothesis indicated in the question.</p> <ul style="list-style-type: none"> • to what extent did Numa inherit a 'rough 	<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>8–10</td></tr> <tr><td>Level 4</td><td>6–7</td></tr> <tr><td>Level 3</td><td>4–5</td></tr> <tr><td>Level 2</td><td>2–3</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p>AO2 = 10</p> <table> <tr><td>Level 5</td><td>8–10</td></tr> <tr><td>Level 4</td><td>6–7</td></tr> <tr><td>Level 3</td><td>4–5</td></tr> <tr><td>Level 2</td><td>2–3</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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	<p>this could be argued in different ways:</p> <ul style="list-style-type: none"> ○ no: Romulus had already made a significant contribution to the development of Rome and had created the basis of a functioning political system with law and culture which Numa was able to build on and develop ○ yes: Romulus' achievement was much less significant and therefore Numa was the one who created the basis of a civilised state - law/religion/culture <p>AO3: Interpretation, Evaluation and Response</p> <ul style="list-style-type: none"> • Virgil: commissioned to write the Aeneid during 20s BC in order to link Augustus and Julian clan to Romulus and foundation of Rome: thus will present the story of Rome's early kings in a specific way. Also need to assess the value of poetry as historical evidence • Livy: although not directly commissioned would most likely wish to present 		<p>group of men' from Romulus?</p> <ul style="list-style-type: none"> • to what extent did Numa bequeath a 'civilised state'? - some responses may make comparison 'forward' with Tarquins (ie. Went back to an uncivilised state): reward appropriately <p>Reward highly responses that attempt to define these phrases and then direct information towards answering the question - look for argument and judgement</p> <p>If responses focus ONLY on Numa these can access highest levels in AO1 if done well but not AO2</p> <p>Need for explanation and judgement that is relevant to the question - analysis of the evidence and its links to the foundation and development of Rome</p> <p>Need to evaluate Livy and Virgil as sources here - the sources that Livy may have had access to, the reasons for and context within which he is writing.</p>	<p>AO3 = 10</p> <table border="0"> <tr> <td>Level 5</td> <td>8–10</td> </tr> <tr> <td>Level 4</td> <td>6–7</td> </tr> <tr> <td>Level 3</td> <td>4–5</td> </tr> <tr> <td>Level 2</td> <td>2–3</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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	<p>Rome's early Kings in their best light for several reasons (personal preferences - see Preface - but also to support the Augustan regime which had restored order after the chaos of the civil wars)</p> <ul style="list-style-type: none"> evidently the information in both Livy and Virgil is likely to be based on myth rather than historical rigour but expect some discussion of the significance of this. 			
	<p>SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.</p>	6		<p>High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2</p>
5	<p>AO1: Factual details</p> <ul style="list-style-type: none"> the story of Aeneas - key aspects of this according to Livy (Livy, 1.3) and the link to Rome: the heroic/ mythical qualities ascribed to Aeneas the story of Romulus and Remus - key aspects of this according to Livy (Livy, 1.3-7) and links to the founding of Rome: rearing by the she-wolf / the death of Remus aspects from the story of the Kings - key details of these either individually or collectively from Romulus through to Tarquinius Superbus according to Livy (Livy, 1.8- 59) and links to the development of Rome: the good/ bad qualities of the different individuals/ behaviour/ policies/ actions 		<p>'I would like people to think carefully about what sort of lives and morals the people had.' (Livy, <i>Preface</i>) How far do you think that Livy succeeded in this aim?</p> <p>This is a very wide-ranging question which needs a degree of latitude and discretion in the crediting of responses and the award of marks.</p> <p>'Two stories from the early history of Rome' can include reference to a <u>wide variety of examples</u> as revealed in AO1: the important aspect here is the selection of the material and how these</p>	<p>AO1 = 10</p> <p>Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1</p>

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	<ul style="list-style-type: none"> • relevant sections of Livy including reference to and discussion of the <i>Preface</i> (what aims Livy is outlining here) and details of when Livy was writing - the Augustan period (after the end of the civil wars) and the influences this would have had on writing. <p>AO2: Understanding</p> <ul style="list-style-type: none"> • explanation in answer to the question: using information from AO1, candidates need to make the case how Livy's aims in the Preface are/ are not supported in the detail/ descriptions he gives from the stories chosen (so that people could see ...'<i>discipline slipping gradually</i>' ...'<i>things to copy</i>' ...'<i>things which are rotten...which you can avoid</i>') • understanding/awareness of the influences that shaped the life and writing of Livy - the collapse of political and moral order at the end of the Republic - and how this would impact upon accuracy but also his purposes in writing his History/ presenting Rome's past as identified in the Preface: • '<i>until we arrive at these days</i>' 		<p>details/ descriptions relate to lives and morals' - mere recounting of facts/ events cannot gain the higher mark levels</p> <p>Answers must use the information from AO1 to present <u>an explanation and (for A03) make a judgement</u> within the context of the question - ie to link description/ details of chosen individuals with his purpose in writing the Preface and whether this works or not.</p>	<p>AO2 = 10</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Level 5</td> <td style="width: 50%;">8–10</td> </tr> <tr> <td>Level 4</td> <td>6–7</td> </tr> <tr> <td>Level 3</td> <td>4–5</td> </tr> <tr> <td>Level 2</td> <td>2–3</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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	<ul style="list-style-type: none"> • <i>'riches have brought greed'</i> • <i>'good examples to follow'</i> <p>AO3: Interpretation, Evaluation and Response</p> <ul style="list-style-type: none"> • despite attempting a historical explanation of the events of early Rome, Livy's views would have been shaped by the events of his own times: linking with AO2, candidates will need to analyse the reliability and aims of Livy - reward fully any development of reference to and discussion of Livy's Preface and its focus on moral issues as a reason for success or failure (and influence of the moral recovery attempted by Augustus) • in evaluating Livy as evidence, credit highly responses that make some assessment of Livy's own sources and a judgement as to accuracy of what he was writing. Credit highly any illustration of argument with reference to archaeological evidence - links to AO1: the Temple of Jupiter, Cloaca Maxima - as Livy attempts to put these into an historical context • judgement in answer to the question: using information from AO1, candidates need to make the case how Livy's aims in the Preface are/ are not supported in the detail/ descriptions he gives from the stories chosen 		<p>Answers should discuss the aims of Livy in presenting the stories of early Rome in this particular way and the accuracy and reliability as evidence here: reward any reference to other forms of evidence - most likely to be archaeological - but this is not necessary for students to reach highest mark levels.</p>	<p>AO3 = 10</p> <table border="0"> <tr> <td>Level 5</td> <td>8–10</td> </tr> <tr> <td>Level 4</td> <td>6–7</td> </tr> <tr> <td>Level 3</td> <td>4–5</td> </tr> <tr> <td>Level 2</td> <td>2–3</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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Option 2: Hannibal's invasion and defeat, 218–146 BC

Question	Answer	Marks	Guidance	
	Indicative content			Levels of Response
6	<p>AO1: Factual details</p> <ul style="list-style-type: none"> • strategic - control of the western Mediterranean/trade • importance of Sicily and Sardinia (ie, support for Mammertines) • ideological - different political/cultural/religious customs • economic resources - grain/olive oil/wheat of North Africa: silver/mineral resources of Spain • military - Carthage's naval might as opposed to Rome's land forces • personal - hatred of Hamilcar/Hannibal/Hasdrubal for Rome • historical context - legacy of/unfinished business from first Punic War. 	5	<p>Outline <u>two</u> reasons why Rome and Carthage were rivals?</p> <p>Two discrete reasons needed - some examples provided but other viable answers possible.</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 3–4</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>
7(a)	<p>AO1: Factual detail</p> <ul style="list-style-type: none"> • the difficult terrain and steep mountains - 'the boulder-strewn terrain and precipitous mountain slopes' • the enemy - the mountain tribesmen appeared threateningly above them' • potential destruction - 'would have inflicted dire slaughter and panic on the army. 	4	<p>Using Passage 2A, outline the difficulties the Carthaginian army faced on this part of their journey.</p> <p>Answers here need to be drawn from the Livy passage: possible responses are suggested - points well made with support from source needed: candidates do not have to mention all to gain full marks.</p>	<p>AO1 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>

Question	Answer	Marks	Guidance	
	Indicative content			Levels of Response
7(b)	<p>AO2: Understanding</p> <ul style="list-style-type: none"> caution - 'ordered his column to halt and sent his Gallic guides forward to reconnoitre' realised the need to gain knowledge/intelligence about the enemy - 'he learned...at night the tribesmen all slipped away to their homes' clever tactics/ruses de guerre - 'he advanced toward the high ground as if...' and activities designed to conceal his real intentions. 	4	<p>Using details from Passage 2A, explain how Hannibal showed good leadership in trying to overcome some of these difficulties.</p> <p>Need to link details in the passage with a developed explanation of how Hannibal showed good leadership - key points are suggested.</p>	<p>AO2 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>
7(c)	<p>AO3: Interpretation and Evaluation</p> <p>There is considerable detail given here by Livy which gives a clear picture of some of the difficulties that the Hannibal and the Carthaginians were facing.</p> <p>Reward highly responses that make some assessment of the accuracy and reliability of Livy as a source here:</p> <ul style="list-style-type: none"> are these details likely to be accurate? why does he seem to be taking a view that is supportive of Hannibal and gives such a dramatic description of the physical environment? what aims does Livy have in writing history? 	5	<p>Using details from Passage 2A, explain how accurate you think Livy's account of these events is.</p> <p>Credit highly responses that contain a considerable amount of detail and understanding which is indicative of knowledge of the passage and the circumstances in which it was written.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 3–4</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>

Question	Answer	Marks	Guidance																	
	Indicative content		Levels of Response																	
8(a)	<p>AO1: Relevant factual knowledge</p> <ul style="list-style-type: none"> • Hannibal's understanding of Fabius' tactical skill and how 'intelligently he applied it' • Hannibal's understanding that Fabius' strategy relied upon: <ul style="list-style-type: none"> • undermining Carthaginian 'weaponry in which they were superior' • 'wasting their inadequate resources' • the Carthaginians 'wasting their already inferior manpower' • Some reference to and description of the various 'military tactics and devices' Hannibal employed: <ul style="list-style-type: none"> • 'a direct assault' • 'diversionary attacks' • 'to draw him out in any direction' • 'always trying to persuade Fabius to abandon his safe, defensive strategy' • reference to the description of 'a skilled wrestler' • possible to compare/ contrast this with Polybius 3, 89. <p>AO2 Understanding</p> <p>Passage is very useful because a great amount of detail is contained therein</p> <ul style="list-style-type: none"> • explanation of why Hannibal used such tactics in response to the Fabian strategy: some assessment of his aims/intentions 	14	<p>In what ways does Passage 2B help us to understand how Hannibal tried to overcome the tactics of Fabius Maximus?</p> <p>Answers here need to be drawn from the Plutarch passage: possible responses could be those suggested - candidates do not have to mention all to gain full marks.</p> <p>Candidates need to explain how the passage can be very useful in allowing us to understand Hannibal's awareness of how a successful Fabian strategy would undermine Carthaginian strengths and the methods through which he attempted to get Fabius to abandon his</p>	<p>AO1 = 4</p> <table border="0"> <tr><td>Level 5</td><td>4</td></tr> <tr><td>Level 4</td><td>3</td></tr> <tr><td>Level 3</td><td>2</td></tr> <tr><td>Level 1/2</td><td>0–1</td></tr> </table> <p>AO2 = 5</p> <table border="0"> <tr><td>Level 5</td><td>5</td></tr> <tr><td>Level 4</td><td>3–4</td></tr> <tr><td>Level 3</td><td>2</td></tr> <tr><td>Level 1/2</td><td>0–1</td></tr> </table>	Level 5	4	Level 4	3	Level 3	2	Level 1/2	0–1	Level 5	5	Level 4	3–4	Level 3	2	Level 1/2	0–1
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Question	Answer	Marks	Guidance	
	Indicative content			Levels of Response
	<p>and/or approach/thinking that can be inferred from the passage</p> <ul style="list-style-type: none"> • understanding of the situation that Hannibal found himself in (the victorious aftermath of Trasimene) • comparison of tactics that Hannibal had used in earlier battles. <p>AO3: Evaluation and Interpretation of the source</p> <ul style="list-style-type: none"> • evaluation of Plutarch as a source. Some coverage is needed of when Plutarch is writing and the context of this (later 1st/early 2nd century AD) • possible motives/aims in writing – admiration for ‘the idea of Rome’, a biographer rather than a historian with emphasis on a dramatised, moralistic view of his subject (ie. Portrayal of Fabius in a heroic way). 		<p>defensive campaign.</p> <p>Evaluation of Plutarch as a source - the passage is quite detailed: expect some discussion as to how Plutarch would have known about these details. What sources would Plutarch have consulted or just accepted in writing his history.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 3–4</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>
8(b)	<p>AO1: Factual details</p> <p>Details from the Plutarch passage:</p> <ul style="list-style-type: none"> • the weaknesses in the Carthaginian army that the Fabian strategy was exposing: <ul style="list-style-type: none"> - 'unable to use the weaponry in which they were superior' - 'losing their already inferior manpower' - 'wasting their inadequate resources' • failure of Carthaginian strategy - 'Fabius remained convinced that his strategy would succeed and obstinately stuck to his policy' 	18	<p>How useful are the ancient sources in helping us to understand why Hannibal failed to win the war in Italy?</p> <p>Remember that the question is asking for reference to the passage (as well as other sources) so reward highly those responses that do this. Some examples of this are detailed below although candidates do not have to mention all to gain full marks.</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 3–4</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>

Question	Answer	Marks	Guidance									
	Indicative content			Levels of Response								
	<ul style="list-style-type: none"> • details/ comparisons with Polybius 3, 89: <ul style="list-style-type: none"> - 'Carthaginian soldiers had been trained from early manhood in non-stop warfare' - 'they had closed off every option and their only hope lay in victory' • some details/ comparison with Livy 22, 23.1 which highlights the positive qualities of Fabius' strategy: <ul style="list-style-type: none"> - 'respite from the non-stop run of Roman military disasters' - 'a master of military strategy' <p>Reference to other factors that could explain the failure of the war in Italy:</p> <ul style="list-style-type: none"> • not capturing Rome after the battle of Cannae (Livy 22.51) • failure to break Italian 'confederation' • lack of support or direction from Carthage itself. <p>AO2: Understanding</p> <ul style="list-style-type: none"> • Plutarch and Polybius (and to a lesser extent Livy) are very useful in so far as they give clear and wide-ranging information as to the success of the Fabian strategy (despite the hiatus of Cannae) and the failure of the Carthaginians to break this permanently • Candidates show understanding based on the Plutarch passage (and consolidated by reference to and explanation of the Polybius 3, 89/ Livy 22. 23.1 passages) that the success of the Fabian strategy would consolidate the 		<p>Need to look for clear and relevant explanations here as to why the Carthaginians lost the war in Italy - for higher levels responses must deal with a range of factors (beyond the failure to change the Fabian strategy).</p>	<p>AO2 = 5</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Level 5</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Level 4</td> <td style="text-align: right;">3–4</td> </tr> <tr> <td>Level 3</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Level 1/2</td> <td style="text-align: right;">0–1</td> </tr> </table>	Level 5	5	Level 4	3–4	Level 3	2	Level 1/2	0–1
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Question	Answer	Marks	Guidance											
	Indicative content			Levels of Response										
	<p>stated Carthaginian weaknesses and is a key factor in explaining military failure in Italy</p> <ul style="list-style-type: none"> • an awareness that the sources do give some good understanding that the Fabian strategy does go some way to explaining why Hannibal failed to win the war in Italy • BUT there are also other factors - as suggested in AO1 - which need to be brought into a wider explanation. <p>AO3: Interpretation, Evaluation and Response There needs to be some discussion of how accurate and reliable Plutarch, Livy and Polybius are as sources.</p> <p><u>Plutarch:</u></p> <ul style="list-style-type: none"> • some coverage is needed of when Plutarch is writing and the context of this (late 1st /early 2nd century AD) • possible motives/ aims in writing – admiration for ‘the idea of Rome’ • a biographer rather than a historian with emphasis on a dramatised, moralistic view of his subject. <p><u>Livy:</u></p> <ul style="list-style-type: none"> • lived well after the events that he is describing here • unlike Polybius, he did not travel to places he was writing about • relied on earlier sources such as Polybius • some discussion of Livy's aims as a historian. <p><u>Polybius:</u></p>		<p>Need for evaluation of passage but also other source references - Livy and Polybius. Credit highly those students who bring in a reference to and discussion of other sources.</p>	<p>AO3 = 8</p> <table border="0"> <tr> <td>Level 5</td> <td>7 -8</td> </tr> <tr> <td>Level 4</td> <td>5–6</td> </tr> <tr> <td>Level 3</td> <td>3-4</td> </tr> <tr> <td>Level 2</td> <td>2</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	7 -8	Level 4	5–6	Level 3	3-4	Level 2	2	Level 1	0–1
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Question	Answer	Marks	Guidance	
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	<ul style="list-style-type: none"> • reference to aspects of Polybius' life and method of writing • although born after these events these were within living memory • he travelled widely and was able to interview persons who could be present at or have memory of these events. 			

Question	Answer	Marks	Guidance											
	Indicative content		Levels of Response											
9	<p>AO1: Factual detail <u>Preparations before the battle:</u></p> <ul style="list-style-type: none"> • Roman error re disagreement about tactics amongst the two consuls and Varro's military inexperience - Paullus/ Varro (Livy 22,44) • Carthaginian success re choice of position and terrain (sun and wind both adversely affected Romans - Livy 22, 46–7 but this <u>not</u> described in Polybius) • the composition, armour and placement of the respective armies, eg Hannibal anticipating Roman tactics and Africans equipped with 'Roman armour and weapons... captured in previous battles' (Livy 22, 45–6) <p><u>Tactics/events during the battle:</u></p> <ul style="list-style-type: none"> • initial Roman infantry success against Carthaginian centre of Gauls/ Spanish developed into encirclement by Africans (Livy 22, 47) • Roman cavalry outwitted by Numidian 'treachery' (Livy 22, 48) • injury to Paullus forced some of the Roman cavalry to fight on foot (Livy 22, 49). <p><u>After the battle</u></p> <ul style="list-style-type: none"> • 'the rout became universal' with Romans seeking unsatisfactory refuge in the two camps and the village of Cannae which 'lacked fortifications' caused increased casualties (Livy 22, 49.13). <p>AO2: Understanding</p> <ul style="list-style-type: none"> • There is the possibility that responses 	30	<p>'Livy helps us to understand why the Carthaginians defeated the Romans at Cannae.' How far do you agree with this view?</p> <p>Important factual details from Livy need to be referenced here - some suggestions are provided: do not expect all to be covered to award full marks in this section.</p> <p>Responses do not require discussion of Polybius to gain highest marks but reward highly references that are made.</p> <p>(Polybius 3, 110)</p> <p>(Polybius 3, 113-4)</p> <p>(Polybius 3, 115)</p> <p>(Polybius 3, 116)</p> <p>Polybius identifies that 'it was the numbers of the Carthaginian cavalry that contributed most to the victory' (3, 117);</p>	<p>AO1 = 10</p> <table border="0"> <tr> <td>Level 5</td> <td>8–10</td> </tr> <tr> <td>Level 4</td> <td>6–7</td> </tr> <tr> <td>Level 3</td> <td>4–5</td> </tr> <tr> <td>Level 2</td> <td>2–3</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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	<p>may be a narrative account of the battle however in order to gain marks in the higher levels answers need to make explicit links from this account to the analytical thrust of the question (ie explaining <u>why and how</u> the Romans were defeated and how well or not Livy explains this)</p> <ul style="list-style-type: none"> • reward responses that make explicit links between the events/ tactics/ preparations of the battle and the different levels of generalship - the superior awareness/ ability of Hannibal compared to the performance of the Roman consuls - and how well or not Livy explains this • realisation/ analysis that Livy give considerable detail and useful explanation as to why the battle was fought in a particular way and resulted in a victory for the Carthaginians. <p>AO3: Interpretation, Evaluation and Response There needs to be some discussion and evaluation of how accurate and reliable Livy is as a source:</p> <ul style="list-style-type: none"> • lived well after the events that he is describing here • unlike Polybius, he did not travel to places he was writing about • considerable reliance upon Polybius ('an authority by no means to be despised') which is particularly relevant in this specific case and other sources certainly Polybius Book 3 would support much of 		<p>As indicated in AO1, for higher marks candidates must address the question and not simply recount a narrative of the battle - the usefulness of Livy's account needs to be discussed here.</p> <p>Reward highly any comparison with Polybius' account although do not expect this.</p> <p>Need to evaluate Livy as sources here - the evidence that they may have had access to, the reasons for and context within which they were writing.</p>	<p>AO2 = 10</p> <table border="0"> <tr><td>Level 5</td><td>8–10</td></tr> <tr><td>Level 4</td><td>6–7</td></tr> <tr><td>Level 3</td><td>4–5</td></tr> <tr><td>Level 2</td><td>2–3</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p>AO3 = 10</p> <table border="0"> <tr><td>Level 5</td><td>8–10</td></tr> <tr><td>Level 4</td><td>6–7</td></tr> <tr><td>Level 3</td><td>4–5</td></tr> <tr><td>Level 2</td><td>2–3</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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Question	Answer	Marks	Guidance	
	Indicative content			Levels of Response
	<p>Livy's views and the details of the Carthaginian victory/ Roman defeat but Livy may well just be reiterating Polybius' conclusions here</p> <ul style="list-style-type: none"> • Livy's aims in writing history/ presenting these events in a particular way (reference to Livy's Preface). 			
	<p>SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.</p>	6		<p>High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2</p>

Question	Answer	Marks	Guidance											
	Indicative content		Levels of Response											
10	<p>AO1: Factual details The strategy of attrition against Hannibal:</p> <ul style="list-style-type: none"> • Fabius' campaigns in Southern Italy after Cannae - Casilinum/ Samnium (Livy 24, 19–20) • recapture of Tarentum in 209 BC (eg kept Hannibal tied down in S. Italy) <p>Loyalty of allies:</p> <ul style="list-style-type: none"> • failure of Hannibal to break up the confederation of N. Italians who remained committed to Rome • negotiations with Numidian, Masinissa, begun in 205 BC <p>The blocking of reinforcements for Hannibal:</p> <ul style="list-style-type: none"> • defeat of Hasdrubal at the river Metaurus in 207 BC (Livy 27, 47–50) <p>Roman success in undermining Carthaginian power in Spain with role of Scipio as commander from 211 BC important - successes here:</p> <ul style="list-style-type: none"> • New Carthage - 210 BC (Livy 26, 42–9) • Baecula - 209 BC (Livy 27, 18) • Ilipia - 206 BC (Livy, 28, 12–16) <p>Role of Scipio who reformed the way army fought in response to Hannibal - Scipio's record and achievements:</p> <ul style="list-style-type: none"> • character and personal skills that complemented his role as a professional soldier • crossed to Africa in 204 BC: capture of 	30	<p>Why did the Romans win the Second Punic War (218–202 BC)?</p> <p>Important factual details need to be referenced here - some suggestions are provided: do not expect all to be covered to award full marks in this section.</p> <p>Expect most of the factual detail to be from Livy: there is a great deal more relevant factual detail in the ancient sources than is included within the set prescription, this should be credited if included but is not expected and is not required to gain the highest marks – reward any references to Livy that are accurate and relevant.</p> <p>Responses do not require discussion of Polybius to gain highest marks but reward highly references that are made.</p> <p>(Polybius 9, 1-3)</p> <p>(Polybius 10)</p>	<p>AO1 = 10</p> <table border="0"> <tr> <td>Level 5</td> <td>8–10</td> </tr> <tr> <td>Level 4</td> <td>6–7</td> </tr> <tr> <td>Level 3</td> <td>4–5</td> </tr> <tr> <td>Level 2</td> <td>2–3</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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Question	Answer	Marks	Guidance	
	Indicative content			Levels of Response
	<p>Syphax/ Massinissa onto Rome's side: loss of key allies for Carthage here and gaining of cavalry resources for Rome (Livy 29, 29)</p> <ul style="list-style-type: none"> • careful preparation before the final battle (Livy, 30.29.9/ 33.1-3) <p>Armistice of 203 BC - forced on the Carthaginians by Scipio's successes; an armistice in Rome's favour?</p> <p>The superior discipline, numbers and organisation of the army of Rome; some key details about the battle of Zama from Livy 30.33.12 - 35.11:</p> <ul style="list-style-type: none"> • despite Hannibal's clever deployment of his diverse troops, Carthaginian army caught unprepared (elephants panicked/ auxiliaries fled and caused confusion) • Roman unity versus Carthaginian disunity • Roman advantages in numbers and morale/ better use of cavalry. <p>Role of other factors:</p> <ul style="list-style-type: none"> • superiority at sea • roads and fortresses • at Zama, the loss of Hannibal's winning touch and feel for strategy. <p>AO2: Understanding</p> <ul style="list-style-type: none"> • one would expect the majority of responses to focus on the period in the immediate lead up to the battle of Zama and the battle itself in answering the question - this approach can score highly 		<p>(Polybius 15,3 -15)</p> <p>(Polybius 15, 16 gives a thoughtful summary of how difficult it was for Hannibal to counter many of the advantages that the Romans possessed by the end of the war).</p>	

Question	Answer	Marks	Guidance																					
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	<p>if done well</p> <ul style="list-style-type: none"> • the key element is to provide a set of reasons that can explain why Rome won and why Carthage lost • look to reward highly candidates who take a longer view and can order reasons into a more sophisticated historical perspective: <ul style="list-style-type: none"> { long-term: medium term short term <p>that are linked into the details identified in AO1 <u>and</u> are able to make a relative historical judgement.</p> <p>AO3: Interpretation, Evaluation and Response There needs to be some discussion and evaluation of how <u>accurate and reliable Livy is as a source</u>:</p> <ul style="list-style-type: none"> • lived well after the events that he is describing here • unlike Polybius, he did not travel to places he was writing about • considerable reliance upon Polybius ('an authority by no means to be despised') which is particularly relevant in this specific case and other sources certainly Polybius books 9, 15 and 16 would support much of Livy's views and the reasons for/ details of Roman victory and Carthaginian defeat but Livy may well just be reiterating Polybius' conclusions/ narrative here • Livy's aims in writing history/ presenting 		<p>Effective answers will identify a number of reasons as to why the Romans won and the Carthaginians lost and will locate these in a convincing historical context: responses that give an account of the battle of Zama in narrative form cannot access the highest mark levels.</p> <p>Evaluation of Livy and Polybius as sources - there is some considerable detail here: expect some discussion as to how these ancient writers would have known about these details. What sources would Livy and Polybius have consulted or just accepted in writing this history.</p>	<p>AO2 = 10</p> <table border="0"> <tr><td>Level 5</td><td>8–10</td></tr> <tr><td>Level 4</td><td>6–7</td></tr> <tr><td>Level 3</td><td>4–5</td></tr> <tr><td>Level 2</td><td>2–3</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p>AO3 = 10</p> <table border="0"> <tr><td>Level 5</td><td>8–10</td></tr> <tr><td>Level 4</td><td>6–7</td></tr> <tr><td>Level 3</td><td>4–5</td></tr> <tr><td>Level 2</td><td>2–3</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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Question	Answer	Marks	Guidance	
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	<p>these events in a particular way (reference to Livy's Preface?).</p> <p><u>Assessment of Polybius</u> is necessary here:</p> <ul style="list-style-type: none"> • reference to aspects of Polybius' life and method of writing • although born after these events these were within living memory • he travelled widely and was able to interview persons who could have been present at or have memory of these events (ie use of Philinus and Fabius Pictor) • intentions in writing: to present to a Greek audience the inevitability of Roman success / also may over-emphasise the role and success of Scipio. 			
	<p>SPaG</p> <p>Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.</p>	6		<p>High performance 5–6</p> <p>Intermediate performance 3–4</p> <p>Threshold performance 1–2</p>

APPENDIX 1

GCSE Ancient History: Marking Grids for Section A

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

GCSE Ancient History: Marking Grids for Section B

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

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

APPENDIX 2

Spelling, punctuation and grammar (SPaG) assessment grid

High performance 5–6 marks
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.
Intermediate performance 3–4 marks
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.
Threshold performance 1–2 marks
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.

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- 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:
- i. 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 (or word processor) and was eligible for all the SPaG marks.
- ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
- iii. 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 (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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