

**GCSE**

**Ancient History**

Unit **A032**: The Rise of Rome

General Certificate of Secondary Education

**Mark Scheme for June 2015**

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

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

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

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## 1 Annotations

Annotation	Meaning
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 of 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.
BP	Indication of a blank page, on which the candidate has not written.

## 2 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.

## 3 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:
- b. 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.
- c. 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.
- d. 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

- a. 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.
- b. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- c. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at [specialrequirements@ocr.org.uk](mailto:specialrequirements@ocr.org.uk) who can check what access arrangements were agreed.
- d. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## MARK SCHEME

## OPTION 1

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1	<p><b>AO1: Factual details:</b></p> <ul style="list-style-type: none"> <li>• Brother of Romulus – sons of Rhea Silva (the Vestal virgin) and miraculously survived attempted murder when young</li> <li>• Aided Romulus in some of the ‘early events’ <ul style="list-style-type: none"> <li>- Helped found Rome</li> <li>- Although captured by Numitor assisted in killing King Amulius and restoring Numitor to his rightful throne</li> <li>- Built a temple on the Aventine Hill so that he could look for omens</li> </ul> </li> <li>• Killed by Romulus despite having considerable support from some early Romans</li> <li>• Remus acting as a ‘reflection’/‘comparison’ to make Romulus seem stronger;</li> </ul>	[5]	Two discrete events with detail from Remus’ life and role needed - some examples provided but other viable answers possible.	<p><b>AOI = 5</b></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	
			Content	Levels of Response
2a	<p><b>AO1: Factual details:</b></p> <ul style="list-style-type: none"> <li>• ‘the remaining Horatius charged... with great force’</li> <li>• ‘he killed the second Curiatus before the last one ... could get near’</li> <li>• ‘they were not equal in hope or in strength’</li> <li>• the third Curatius was demoralised – ‘spirit had been broken’</li> <li>• motivation – ‘revenge’</li> <li>• Curiatii were attacked ‘separately’</li> <li>• the third Curatius was wounded and exhausted – ‘tired by his wounds and from dragging his wounded body around’;</li> </ul>	[4]	<p>Answers here need to be drawn from the Livy passage – ie. reasons for the Horatii victory: most likely responses will be those provided - candidates do not have to mention all of the reasons to gain full marks.</p>	<p><b>AO2 = 4</b>            Level 5 - 4            Level 4 - 3            Level 3 - 2            Level 1/2 - 0/1</p>
2b	<p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• excitement – ‘the Romans cheered their soldier on with a great cry’: the outcome was in the balance</li> <li>• struggle over territory/ high stakes on the outcome               <ul style="list-style-type: none"> <li>- ‘so that Rome rules over Alba’</li> <li>- ‘one had power over the other. The other was now their subject’;</li> </ul> </li> </ul>	[4]	<p>The question is focusing on why the two armies were involved</p> <p>Answers need to link the details from the passage with explanation to access higher mark bands</p>	<p><b>AO2 = 4</b>            Level 5 - 4            Level 4 - 3            Level 3 - 2            Level 1/2 - 0/1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
2c	<p><b>AO3: Evaluation and interpretation of the source</b></p> <ul style="list-style-type: none"> <li>• however for the higher bands answers must focus on this passage and consider how Livy could have known the details contained in it (for example the speech or the cheering of the onlooking armies)</li> <li>• there may be reference to Livy's possible sources - Fabius Pictor, Piso, Macer</li> <li>• general discussion of the value of Livy should be rewarded;</li> </ul>	[5]	<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><b>AO3 = 5</b>  Level 5 - 5  Level 4 - 3/4  Level 3 - 2  Level 1/2 - 0/1</p>
3a	<p><b>AO1: Factual details</b></p> <ul style="list-style-type: none"> <li>• factual details about how Livy describes the changes introduced by Romulus taken from the passage: <ul style="list-style-type: none"> <li>- the people were called 'together in an assembly...to bring them together as a group'</li> <li>- 'gave them laws'</li> <li>- Made himself more important 'by having symbols of power'</li> <li>- 'got himself twelve lictors'</li> <li>- Introduced the 'special Roman "curule" throne'</li> <li>- Introduced the 'special toga "praetexta"'</li> </ul> </li> </ul>	[14]	<p><b>AO1</b>  Need for factual details about the changes that were introduced by Romulus taken from the Livy passage - a number of possible details are suggested but reward other relevant and justifiable details.</p> <p>Three developed factors could access highest level</p>	<p><b>AO1 = 4</b>  Level 5 - 4  Level 4 - 3  Level 3 - 2  Level 1/2 - 0/1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• Reward any reference in the last sentence to the physical growth of the city – ‘the city walls grew’...</li> <li>• Reward responses that mention Livy writing at the time of Augustus and knowledge that this could influence his view</li> </ul> <p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• understanding that Livy is presenting the beginning of Roman society and civilisation <ul style="list-style-type: none"> <li>- political: the use of an assembly through which decisions could be made and policies transmitted</li> <li>- legal: reference to laws but also the curule chair/ toga preatexta signifies the importance of a legal code and its enforcement</li> <li>- administration: the reference to lictors would indicate the need to protect the monarchy but also enforcement of the legal code and political decisions</li> <li>- the monarchy: the need to elevate its status</li> <li>- physical growth of the city</li> </ul> </li> <li>• the fact that a number of these customs/ institutions were inherited from the Etruscans could suggest imitation rather than innovation</li> </ul>		<p><b>AO2</b></p> <p>Need for understanding of the context, meaning and significance of the details identified in AO1: possible answers that students could explore are suggested – however reference to such categories could be implicit rather than explicit.</p> <p>Not all needed for full marks</p>	<p><b>AO2 = 5</b></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	
			Content	Levels of Response
	<p><b>AO3: Interpretation, evaluation and response</b></p> <ul style="list-style-type: none"> <li>• understanding of when Livy was writing (seven centuries later) and how this may have affected what he wrote</li> <li>• 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 emphasising certain details of Romulus' reign to identify its importance in the later development of the Republic;</li> </ul>		<p><b>AO3</b></p> <p>Evaluation of Livy as a source - the passage is quite detailed: expect some discussion as to how Livy would have known about these details. What sources would Livy have consulted or just accepted in writing his history?</p> <p>Details in passage must be referred to if Level 4 to be accessed.</p>	<p><b>AO3 = 5</b></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	
			Content	Levels of Response
3b	<p><b>AO1: Factual details</b></p> <ul style="list-style-type: none"> <li>• expect/ reward reference and discussion of details from <b>Livy 1.8</b> already mentioned in AO1 for question 3a)</li> <li>• Romulus: also <b>Livy 1,8 9-15</b>; <ul style="list-style-type: none"> <li>- legal/ political aspects (laws/ lictors/ senators/ building of the city of Rome)</li> <li>- foreign policy/ strategic aspects (war with Sabines/ Veii et al); also <b>Virgil 6,778-787</b></li> <li>- Romulus: 'the gods stamp him with his own majesty'/ Rome...will be founded under his auspices...and she will enclose seven citadels within her one city wall'</li> </ul> </li> <li>• Numa: <b>Livy 1,18-20</b>: - religious/ legal/ political aspects (religious buildings - Temple of Janus and altar for Jove/ calendar/ priesthoods/ Vestal Virgins) <ul style="list-style-type: none"> <li>- foreign policy (peace with the surrounding peoples): also <b>Virgil 6, 811-12</b></li> <li>- 'the first Roman king who will found our city on laws'/ 'a poor land into a mighty empire'</li> </ul> </li> <li>• factual information indicating the context and time when Livy and Virgil were writing</li> </ul>		<p><b>AO1</b></p> <p>Factual details about Romulus and Numa needed: expect significant reference to Livy that is the key ancient source here - this must be made relevant to the question asked – ie. <b>POLITICAL</b> changes: although use of the specified passage may be limited, some useful areas to look for beyond this are identified.</p> <p>Also expect reference to Virgil - not much here but some Aeneid extracts are suggested: highest marks can be awarded without this reference as long as other sources beyond the passage are referred to</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><b>AO1 = 5</b></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	
			Content	Levels of Response
	<p><b>AO2: Understanding</b> One would expect a definition of development and for higher order answers a division into key categories</p> <ul style="list-style-type: none"> <li>• Political/ Legal – creation of political and legal offices and code of laws which allowed government to be carried out. Also the enforcement of this through effective institutions – an enhanced monarchy/ lictors etc. <ul style="list-style-type: none"> <li>- Stronger evidence for this under Romulus despite Virgil’s reference?</li> </ul> </li> <li>• Religious – some hint of this under Romulus but Numa more renowned for his religious policy with temples/ priests/ calendar: political unity that can be achieved through this?</li> <li>• Foreign policy – strengthening of ties with neighbouring tribes either through alliance or war/ force: also the growth of the city and the ‘empire’, as a result of this <ul style="list-style-type: none"> <li>- both Kings have reasonable record in this aspect</li> </ul> </li> </ul> <p>Distinctions between the reigns – it is possible to make different judgements, argue different views/ conclusions here:</p> <ul style="list-style-type: none"> <li>• Romulus had already made a significant contribution to the development of a functioning political system with law and</li> </ul>		<p><b>AO2</b> The question clearly identified Romulus and Numa <b>only</b> and their contribution to the political changes of early Rome.</p> <p>Understanding will build on what was outlined in 3a) – higher order responses will focus on POLITICAL changes: religion/ law/ foreign policy must be seen/ made relevant to this political context.</p> <p>Also expect connections/ links/ contrasts between both reigns in this context.</p>	<p><b>AO2 = 5</b> Level 5 - 5 Level 4 - 3/4 Level 3 - 2 Level 1/2 - 0/1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>culture which Numa was able to build on and develop</p> <ul style="list-style-type: none"> <li>• Romulus' achievement was much less significant and therefore Numa was the one who created the basis of a civilised state - law/ religion/ culture</li> </ul> <p><b>AO3: Interpretation, Evaluation and Response</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>- trying to present a new morality at the end of the civil wars and harking back to the foundations of Rome as a model for this and the re-establishment of 'Roman' values</li> </ul> </li> <li>• 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;</li> </ul>		<p><b>AO3</b> 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><b>AO3 = 8</b> Level 5 – 7-8 Level 4 - 5/6 Level 3 – 3/4 Level 2 - 2 Level 1 - 0-1</p>

Question	Answer	Marks	Guidance	
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4	<p><b>AO1: Factual details about Aeneas' role in the early history of Rome</b></p> <ul style="list-style-type: none"> <li>• the story of Aeneas - key aspects of this <b>according to Livy</b> (Livy, 1.3) and the link to Rome: <ul style="list-style-type: none"> <li>- Aeneas, son of Anchises (and Aeneas' son Ascanius) and Venus left Troy and after many travels arrived in Laurentum</li> <li>- Aeneas married Lavinia daughter of King Latinus and founded city of Lavinium</li> <li>- war against Turnus (Rutulians) and the Etruscans: 'Latins' won but Aeneas killed</li> <li>- Developments after Aeneas' death: <ul style="list-style-type: none"> <li>- Differing accounts about Ascanius/ Iulus, founder of Alba Longa</li> <li>- the kings of Alba ( Siviis to Amulius) and the rape of Rhea Silva leading to the birth of 'the twins' and eventual foundation of Rome</li> </ul> </li> </ul> </li> <li>• the story of Aeneas - key aspects of the story <b>according to Virgil</b> (Virgil 1.1-11) and also (6.752-772): <ul style="list-style-type: none"> <li>- 'Savage Juno' forces Aeneas' exile from Troy with his father Anchises and son Ascanius (wife/mother Creusa died)</li> <li>- Founded his city in, and brought his gods, to Latium</li> </ul> </li> </ul>	[30]	<p><b>AO1</b> Key aspects/ events of Aeneas' life according to Livy (and Virgil) with relevant details: answers need to focus on the centrality of Aeneas in the narratives.</p> <p>Some of the key themes/ details are suggested and students would be expected to cover most - but not all - of these themes for highest marks.</p>	<p><b>AO1 = 10</b> Level 5 - 8-10 Level 4 - 6-7 Level 3 - 4-5 Level 2 - 2-3 Level 1 - 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>- links to Alba and then through to Rome's foundation</li> <li>• some definition of importance: ie.the story of Aeneas and the link to Rome: the heroic/ mythical qualities ascribed to Aeneas by both sources</li> <li>• Knowledge of when and the context within which Livy and Virgil were both writing</li> <li>• Archaeological evidence – images of Aeneas on the Ara Pacis</li> </ul> <p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• Importance - how Aeneas is presented: <ul style="list-style-type: none"> <li>- The central role that he plays in these early narratives</li> <li>- The language used to describe him</li> <li>- The links to divinity</li> <li>- The links to Troy</li> <li>- The talents/ skills/ qualities Aeneas displays</li> </ul> </li> <li>• Importance – why Aeneas is presented in this way: <ul style="list-style-type: none"> <li>- links with early Greek legends and the importance of the myth of Troy</li> <li>- the qualities that Aeneas displays become ‘Roman qualities’</li> </ul> </li> </ul>		<p><b>AO2</b> Answers will need to address the issue of importance and why/ how the sources present Aeneas in such a heroic/ mythical way.</p> <p>Some themes are suggested: it is not expected that students will cover all of these for highest marks but some explanation of importance is required and how and why this is presented in the sources</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><b>AO2 = 10</b> Level 5 - 8-10 Level 4 - 6-7 Level 3 - 4-5 Level 2 - 2-3 Level 1 - 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>- need for a foundation myth that will chime with the Augustan need for legitimacy</li> <li>• 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.</li> </ul> <p><b>AO3: Interpretation, Evaluation and Response</b></p> <ul style="list-style-type: none"> <li>• Virgil: encouraged to write the Aeneid during 20s BC in which he links Augustus and Julian clan to Romulus and foundation of Rome: thus will present the story of early Rome in a specific way. Candidates could refer to Virgil's family losing land in Civil War and thus presenting positive view of Augustan regime</li> <li>• Livy: although not directly commissioned would most likely wish to present Rome's early history 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).</li> <li>• Also need to assess the value of poetry as historical evidence Credit any discussion of Virgil as a writer of 'Epic' poetry (different rules/ customs to 'History')</li> </ul>		<p><b>AO3</b></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>If mentioned – some discussion of the Aeneas representation on the Ara Pacis and the Augustan context for this</p>	<p><b>AO3 = 10</b></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>

Question	Answer	Marks	Guidance	
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5	<p><b>AO1: Factual details taken from the reigns of the later Kings</b></p> <ul style="list-style-type: none"> <li>• aspects from the story of the later Kings <ul style="list-style-type: none"> <li>- key details of these either <i>individually or collectively</i> from Tullus 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</li> </ul> </li> <li>• <b>Tullus:</b> Livy 1,22/23 onwards; also Virgil 6, 813-15 <ul style="list-style-type: none"> <li>- foreign policy (war against the Albans and later the Sabines)</li> </ul> </li> <li>• <b>Ancus:</b> Livy 1,32-34; also Virgil 6, 816-19 <ul style="list-style-type: none"> <li>- religious and foreign policy aspects</li> </ul> </li> <li>• the <b>Tarquins</b> poor/bad actions/ policies: <ul style="list-style-type: none"> <li>- legal abuse: <b>Superbus</b> 'trying of capital causes without consultation' and refusal to consult the Senate (Livy 1, 49)</li> <li>- <b>Priscus</b> 'trickery' of removing Ancus' sons, arrogance (Livy,1.36): manner in which Servius was killed and Priscus took power (Livy 1,48/9)</li> <li>- <b>Superbus</b> 'lawless and tyrannical' (Livy 1.52)/ 'leading citizens killed' (Livy 1.56) / seizing power</li> <li>- <b>Sextus</b> 'rape of Lucretia (Livy 1.58), 'robbery and violence' amongst the Gabii (Livy 1.59)</li> </ul> </li> </ul>		<p><b>AO1</b></p> <p>This is a wide-ranging question where responses are most likely to focus on the role of the Tarquins, although it is perfectly permissible for candidates to discuss Tullus, Ancus and Servius Tullius (although evidence is much more limited here)</p> <p>Closely linked to AO2, candidates are expected to engage with the 'bad' aspect of the question – so details of both bad and good policies/ aspects/ events need to be identified</p> <p>The question specifies Livy so answers will need to identify the key factual details from this source: reward reference to any other source (some references to Virgil are included here)</p>	<p><b>AO1 = 10</b></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>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• <b>BUT</b> alternative facts need to be identified - <b>Tarquins</b> : 'good' things in political/ social/ foreign policy aspects:               <ul style="list-style-type: none"> <li>- <b>Priscus</b> increased the size of the Senate (Livy 1, 35), successful war against the Sabines and 'ancient Latins' (Livy 1, 36-8), construction projects (Livy 1.38 : drainage/planning - Circus Maximus/ fortification/ forum/ temple of Jupiter)</li> <li>- <b>Servius</b> created census for tax system/ Temple for Diana/ added 3 hills/ pomerium/ organised army into centuries</li> <li>- <b>Superbus</b>' success in foreign policy (Volscii/ Gabii /Aequii), attributed construction (cloaca maxima/ circus maximus/ the forum - Livy 1.56)</li> </ul> </li> <li>• relevant sections of Livy (and other relevant sources) including reference to and discussion of the Preface (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 might have had on writing;</li> </ul> <p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• understanding / awareness of the demands of the question and need to present the details in A01 within the context of an argument that recognises that '<b>bad</b>' needs some challenge: for example a very credible case can be made for Priscus and Superbus</li> </ul>		<p><b>AO2</b></p> <p>As anticipated above, answers must use the information from AO1 to present an explanation and make a judgement within the context of the question – ie.to what extent were the policies of the later Kings <b>COMPLETELY</b> bad?</p>	<p><b>AO2 = 10</b></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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	<p>not deserving this reputation at all (see A01) because they accomplished many 'good' things</p> <ul style="list-style-type: none"> <li>• It is more difficult to argue a positive case for Sextus</li> </ul> <p><b>AO3: Interpretation, Evaluation and Response</b></p> <ul style="list-style-type: none"> <li>• despite attempting an 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)</li> <li>• in evaluating Livy as evidence, credit highly responses that make some assessment of Livy's own sources and a judgement as to reliability 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</li> </ul>		<p>Answers which look at both sides of the question and then come to a coherent judgements will access the higher mark levels – answers that look only at 'bad' will access level 3 only</p> <p><b>AO3</b> Answers should discuss the aims of Livy in presenting the stories of early Rome in this particular way and the 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><b>AO3 = 10</b> Level 5 - 8-10 Level 4 - 6-7 Level 3 - 4-5 Level 2 - 2-3 Level 1 - 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>Also need to assess the value of poetry as historical evidence Credit any discussion of Virgil as a writer of 'Epic' poetry (different rules/ customs to 'History')</li> </ul>			

## OPTION 2

Question	Answer	Marks	Guidance	
			Content	Levels of Response
6	<p><b>AO1 - Factual details</b></p> <ul style="list-style-type: none"> <li>• because Hannibal invaded Italy from the North (the Carthaginian threat)</li> <li>• 'unfinished' business from the 1st Punic War – conflict for naval control of the Western Mediterranean (Sicily) / trading rival</li> <li>• Conflict for the strategic and economic control of 'Spain'</li> <li>• Revenge for the attack on Saguntum</li> <li>• Need to protect the integrity of the Northern confederation of Gallic tribes;</li> </ul>	[5]	Two discrete reasons needed – a number of reasons are possible here; some examples provided but other viable answers possible	<p><b>AOI = 5</b></p> <p>Level 5 - 5  Level 4 - 3/4  Level 3 - 2  Level 1/2 - 0/1</p>
7a	<p><b>AO1: Factual detail</b></p> <ul style="list-style-type: none"> <li>• Some 'urged him' to rest and give 'the exhausted soldiers time to recover':</li> <li>• Maharbal gave opposite advice – 'urging him not to waste a moment</li> <li>• Maharbal gave very critical advice – 'you have no idea how to exploit it (the victory)';</li> </ul>		Answers here need to be drawn from the Livy passage: possible responses are suggested - two points well made with support from source needed:	<p><b>AO1 = 4</b></p> <p>Level 5 - 4  Level 4 - 3  Level 3 - 2  Level 1/2 - 0/1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
7b	<p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• importance for Hannibal - bad consequences because he had 'no idea how to exploit' a victory (the inference being that Carthage lost its advantage)</li> <li>• importance for Hannibal – he had to endure criticism from one of his key generals: 'Maharbal's reply was short to the point' – a divided command?</li> <li>• importance for Rome – good consequences because the delay 'proved the salvation of Rome and her empire';</li> </ul>	[4]	<p>Need to link details in the passage with an explanation of the impact the decision here for both Hannibal AND Rome - some points are suggested: highest marks need to cover two of these with full support from the passage.</p>	<p><b>AO2 = 4</b>            Level 5 - 4            Level 4 - 3            Level 3 - 2            Level 1/2 - 0/1</p>
7c	<p><b>AO3: Interpretation and Evaluation</b></p> <ul style="list-style-type: none"> <li>• there is considerable detail given here by Livy which gives a clear picture of the events after Cannae and some of the detail of the conversations that occurred</li> <li>• reward highly responses that make some assessment of the accuracy and reliability of Livy as a source here:               <ul style="list-style-type: none"> <li>- are these details likely to be accurate – 'crowding around' / 'it all seemed far too optimistic'?</li> <li>- How would Livy know what the detail of conversations would have been?</li> </ul> </li> </ul>	[5]	<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 (ie. an answer that evaluates Livy well but without explicit reference to the passage can only gain bottom level 4)</p>	<p><b>AO3 = 5</b>            Level 5 - 5            Level 4 - 3/4            Level 3 - 2            Level 1/2 - 0/1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
8a	<p><b>AO1: Relevant factual knowledge</b></p> <ul style="list-style-type: none"> <li>• Weapons: <ul style="list-style-type: none"> <li>- Cavalry: Italian cavalry on the right wing/ Numidian cavalry on the left</li> <li>- Infantry: spearmen (hastati)</li> <li>- Light infantry/ skirmishers (velites)</li> </ul> </li> <li>• Tactics/ deployment of troops: <ul style="list-style-type: none"> <li>- Infantry at the front but organised into companies (maniples) with wide passages in between</li> <li>- Platoons of skirmishers to fill in the gaps between the companies of infantry</li> <li>- Cavalry on the wings</li> <li>- Laelius positioned on the right wing in charge of the Italian cavalry</li> </ul> </li> <li>• Knowledge of time and context for when Livy was writing;</li> </ul>	[14]	<p><b>AO1</b></p> <p>Answers here need to be drawn from the Livy passage: possible responses could be those suggested- candidates do not have to mention all to gain full marks but it is expected that for higher marks responses will have some analytical organisation rather than merely a list</p>	<p><b>AO1 = 4</b></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	
			Content	Levels of Response
	<p><b>AO2 Understanding</b></p> <ul style="list-style-type: none"> <li>• passage is very useful because a great amount of detail is contained therein</li> <li>• Flexibility and manoeuvrability: <ul style="list-style-type: none"> <li>- the maniples are to be deployed with 'wide passages' so as not to 'disrupt the battle lines' when Carthaginian elephants charged</li> <li>- The skirmishers are given orders to 'retreat when the elephants charged' / also to 'scatter right and left and link up with the frontline troops'</li> <li>- To leave the elephants 'vulnerable to fire from both quarters'</li> </ul> </li> <li>• explanation of why Scipio is preparing such tactics in response to Hannibal's strategy which had been so successful in the war in Italy: some assessment of Scipio's aims/ intentions and/or approach/ thinking that can be inferred from the passage <ul style="list-style-type: none"> <li>- Eg. Laelius 'appointed by senatorial decree rather than by lot' which could suggest being deliberately chosen because of his greater military capability;</li> </ul> </li> </ul>		<p><b>AO2</b></p> <p>Candidates need to explain how the passage can be very useful in allowing us to understand Scipio's awareness of how a successful and flexible deployment/use of the different aspects of an army could counter Carthaginian strengths</p>	<p><b>AO2 = 5</b></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	
			Content	Levels of Response
	<p><b>AO3: Evaluation and Interpretation of the source</b></p> <ul style="list-style-type: none"> <li>• evaluation of Livy as a source. Some coverage is needed of when he is writing and the context of this <b>AND</b> with reference to details in the passage</li> <li>• possible motives/ aims in writing: <ul style="list-style-type: none"> <li>- despite admiration for Scipio as the eventual victor over Hannibal and responsible for the growth of Roman power, Livy is trying to construct an analysis as to how and why the Romans were able to win at Zama.</li> </ul> </li> </ul>		<p><b>AO3</b> Evaluation of Livy as a source - the passage is quite detailed: expect some discussion as to how Livy would have known about these details. What sources would Livy have consulted or just accepted in writing his history?</p>	<p><b>AO3 = 5</b> Level 5 - 5 Level 4 - 3/4 Level 3 - 2 Level 1/2 - 0/1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
8b	<p><b>AO1: Factual details</b></p> <ul style="list-style-type: none"> <li>• Details from the Livy passage: similar to A01 in question 8a), in which Roman strengths are identified with regard to: <ul style="list-style-type: none"> <li>- weaponry</li> <li>- deployment</li> <li>- tactics</li> </ul> </li> <li>• details from the continuing passage in Livy 33.4 onwards which emphasises Carthaginian weaknesses: <ul style="list-style-type: none"> <li>- reliance on elephants (Livy mentions 80!)</li> <li>- diversity of the Carthaginian army (eg.Ligurians/ Gauls/ Numidians/ Africans(Moors) – meant confusion in giving orders ('a confused roar'/ 'wide variety of languages')</li> <li>- lack of unity over reasons for fighting: <ul style="list-style-type: none"> <li>[Auxiliaries - for money</li> <li>Gauls- hatred of the Romans</li> <li>Ligurians- expansion</li> <li>Numidians - fear of Masinissa]</li> </ul> </li> </ul> </li> <li>• Some details from Livy ( 33.12- 35.3) that describes the battle and the success of Scipio's tactics and Carthaginian weaknesses already referred to: <ul style="list-style-type: none"> <li>- Loss of control over the elephants <ul style="list-style-type: none"> <li>- Loss of cavalry support for the Carthaginians</li> </ul> </li> </ul> </li> </ul>	[18]	<p><b>AO1</b></p> <p>The question is asking for reference to the passage (as well as other sources – this will most probably be Livy 34 onwards) so reward highly those responses that do this. Expect re-iteration of some of the details that will have been used in 8a) but these will be more obviously focused on the strengths that allowed the Romans to win the battle</p> <p>[It is perfectly permissible for students to refer to Polybius 15.11-16 and wider factual details: do not expect this for higher mark bands]</p>	<p><b>AO1 = 5</b></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	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>- Disunity and division within the Carthaginian units</li> <li>- Role of the Roman generals: Scipio but also Laelius and Masinissa</li> </ul> <ul style="list-style-type: none"> <li>• Relevant factual details beyond the passage that could give a wider perspective on the outcome at Zama: <ul style="list-style-type: none"> <li>- Roman superiority at sea</li> <li>- The loyalty of Rome's allies</li> <li>- The blocking of reinforcements for Hannibal</li> <li>- Earlier Roman success in Spain;</li> </ul> </li> </ul> <p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• Candidates show understanding as to WHY Hannibal lost the battle of Zama based on the Livy passage(s)</li> <li>• Livy is very useful in the considerable detail he gives before and during Zama with clear descriptions of the composition of the armies and tactics used</li> <li>• Also an awareness that Livy is very useful in explaining Hannibal's overall failure at Zama</li> </ul>		<p><b>AO2</b></p> <p>Need to look for clear and relevant explanations here as to why the Carthaginians lost the battle at Zama – for higher level award, responses must go beyond the given passage.</p>	<p><b>AO2 = 5</b></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	
			Content	Levels of Response
	<p><b>AO3: Interpretation, Evaluation and Response</b></p> <ul style="list-style-type: none"> <li>• there needs to be some discussion and evaluation of how accurate and reliable Livy is as a source: <ul style="list-style-type: none"> <li>- lived well after the events that he is describing here</li> <li>- unlike Polybius, he did not travel to places he was writing about</li> <li>- 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 15 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</li> <li>- Livy's aims in writing history/ presenting these events in a particular way (reference to Livy's Preface?)</li> </ul> </li> </ul>		<p><b>AO3</b></p> <p>Need for evaluation of Livy passage(s): do not expect but reward highly any reference to and evaluation of other sources (such as Polybius)</p>	<p><b>AO3 = 8</b></p> <p>Level 5 – 7-8</p> <p>Level 4 - 6-7</p> <p>Level 3 - 3-4</p> <p>Level 2 - 2</p> <p>Level 1 - 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
9	<p><b>AO1: Factual detail</b></p> <ul style="list-style-type: none"> <li>• <b>Lake Trasimene</b> (Livy 22, 4 – 7 / Polybius 3, 82 - 85) The battle (key events) <ul style="list-style-type: none"> <li>- Hannibals' role in winning the battle - his choice of terrain and use of meteorological conditions (fog / use of lake to drown Romans)</li> <li>- The role of Flaminius in losing the battle - 'fell into the prepared trap'/ provocation of Romans/ Hannibal's understanding/ manipulation of his enemy</li> </ul> </li> </ul> <p>Results (most significant)</p> <ul style="list-style-type: none"> <li>- Comparisons of Roman casualties (two legions destroyed)/ Carthaginian casualties</li> <li>- Hannibal now had control of central Italy and its resources but no towns in Etruria and Umbria opened their doors to Hannibal</li> <li>- No effective Roman army in the field or between Carthaginians and Rome</li> <li>- Roman strategy changed: Fabius Maximus appointed dictator with new tactics (avoiding battles etc.)</li> <li>- New legions were raised fairly quickly</li> </ul>	[30]	<p><b>AO1</b></p> <p>Factual details from Livy (and Polybius and Plutarch where possible and appropriate) need to be referenced here - some suggestions in outline are provided</p> <p>Discussion of results/ consequences of the battle is permissible but this is not essential to score highly</p> <p>Responses do not require discussion of Polybius or Plutarch to gain highest marks but reward highly any relevant and appropriate references that are made.</p>	<p><b>AO1 = 10</b></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>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• There is a danger that some responses may be a narrative account of the battle without explicit links to the analytical thrust of the question (ie. focusing on tactics/ results and explaining why and how Trasimene was/ was not the greatest of Hannibal's victories - this approach will not gain the higher mark levels in A02</li> <li>• realisation/ analysis that Livy gives considerable detail and useful explanation as to the preparations for, conduct and results of the different battles;</li> </ul> <p><b>AO3: Interpretation, Evaluation and Response</b></p> <ul style="list-style-type: none"> <li>• there needs to be some discussion and evaluation of how accurate and reliable Livy is as a source: <ul style="list-style-type: none"> <li>- lived well after the events that he is describing here</li> <li>- unlike Polybius, he did not travel to places he was writing about</li> <li>- 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 Livy's views and the details of the Carthaginian victory/ Roman defeat but</li> </ul> </li> </ul>		<p><b>AO2</b></p> <p>As indicated in AO1, for higher marks candidates must address the question and not simply recount a narrative of the battle</p> <p>The focus here needs to be not on telling the story of the battle but how the battle at Trasimene demonstrated Hannibal's skill as a general (this may include reference to other battles but should not dominate the answer)</p> <p>In coming to a judgement it is likely that responses will agree with the question: reward different shades of view as long as the argument is credible</p> <p><b>AO3</b></p> <p>The usefulness of Livy's account (and Polybius/ Plutarch if used) needs to be evaluated here - the evidence that he/ they may have had access to, the reasons for and context within which they were writing.</p> <p>Reward highly any comparison with Polybius' account – and Plutarch's references to Fabius if included - although do not expect this for highest marks</p>	<p><b>AO2 = 10</b></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> <p><b>AO3 = 10</b></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>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>Livy may well just be reiterating Polybius' conclusions here</p> <ul style="list-style-type: none"> <li>- Livy's aims in writing history/ presenting these events in a particular way (reference to Livy's Preface).</li> <li>-</li> </ul>			
10	<p><b>AO1: Factual details</b></p> <p>Positions of Roman and Carthaginian power before and after 218 BC:</p> <ul style="list-style-type: none"> <li>• Rome controlled Sicily and Sardinia (gained as a result of peace in 241 BC)</li> <li>• Carthage had lost Sicily and Sardinia in 241 BC but had retained control of southern Spain which was vital to Carthaginian interests</li> <li>• Hannibal's capture of Saguntum [Livy, 21, 21.1]</li> <li>• Respective Roman/ Carthaginian military power: <ul style="list-style-type: none"> <li>- Trebia [Livy 21, 55]</li> <li>- Cannae [Livy 22, 46]</li> </ul> </li> </ul> <p>Roman/Carthaginian power in/ after 202 BC</p> <ul style="list-style-type: none"> <li>• Discussion of the shorter/ longer term impacts of the battle of Zama – the terms of the 'peace' that was imposed by Rome upon Carthage (Livy 30, 37 [Polybius15,18) and the consequences of this to 146 BC?</li> </ul>	[30]	<p>Important factual details of the period from 218BC and the terms of the peace treaty need to be referenced here.</p> <p>Some suggestions have been made but credit any references that are attempting to define power of the respective states before during and after the specified time period as long as this is relevant to the answer</p> <ul style="list-style-type: none"> <li>• Expect most of the factual detail to be from Livy: <b><i>the difficulty here is that much of the factual detail in the ancient sources is not in the prescription - reward any references to Livy (and Polybius where appropriate) that are accurate and relevant.</i></b></li> </ul>	<p><b>AO1 = 10</b></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>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• Judgement of Polybius on whole war [1,3.6]</li> </ul> <p><b>AO2: Understanding</b></p> <p>It should be possible to access the highest mark levels whatever the approach as long as answers address the question in a cogent and analytical manner</p> <p>→ <b>Change in Roman power - positive:</b></p> <ul style="list-style-type: none"> <li>- defeat of Carthage now meant that Rome controlled the Western Mediterranean - no power here that could challenge Roman imperial ambitions with consequent <b>economic/ commercial and military benefits</b></li> <li>- Rome also spreading <b>political, economic and military</b> influence Eastwards (Macedon/ Syria) although this control not yet assured</li> </ul> <p>→ <b>Change in Roman power - negative:</b></p> <ul style="list-style-type: none"> <li>- <b>political</b> : general war-weariness amongst much of the population (although not all); devastation of much of Italy</li> <li>- <b>economic</b> cost of war and bankruptcy; growing imperial obligations/ burdens as new provinces were coming under Rome's control and needed administration (Africa/ Spain/ Macedon/</li> </ul>		<p><b>AO2</b></p> <p>Candidates are expected to make a judgement as to a shift in the balance in power across the period of the war (218-202 BC): this can be broached in a number of ways</p> <ul style="list-style-type: none"> <li>• The most straightforward approach would be a direct comparison between 218 and 202 BC – the status quo antebellum and postbellum. Expect some attempt to define different categories for this comparison: these might be – political, economic, military.etc. However it is perfectly permissible for candidates to define this in their own terms and can be highly rewarded at A02.</li> <li>• Some responses might focus on the 'rising power for Rome' and 'declining power for Carthage': reward highly also candidates that are more nuanced in their approach - ie. see Rome's position after Zama as containing difficulties/ problems as well as successes</li> <li>• Some might focus on the peace conditions that were imposed upon</li> </ul>	<p><b>AO2 = 10</b></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>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>Greece/ Sicily/ Sardinia/ Corsica by 146 BC)</p> <p>➔ <b>power of Carthage - decline</b></p> <ul style="list-style-type: none"> <li>- <b>political:</b> could live as free men under their own laws</li> <li>- <b>military:</b> whole fleet except for 10 warships to be handed over to Rome</li> <li>- <b>social:</b> deserters and POWs had to be returned/ 100 hostages between ages of 14-30 chosen by Scipio, handed over to Rome</li> <li>- <b>economic:</b> could keep their prewar trading centres and territorial possessions/ indemnity of 10,000 talents to be paid over 50 years</li> <li>- <b>diplomatic:</b> not allowed to make war on any nation in Africa without permission of SPQR and forbidden to make war beyond Africa/ had to restore all lands to Masinissa - Carthage now became a <b>dependent</b> ally of Rome and vulnerable to any aggressor in Africa (notably Masinissa);</li> </ul>		<p>Carthage and how this may have affected Carthaginian power in order to assess the impact of war: some candidates may take a longer view and make comparisons with the status quo ante and post bellum and the changes in the respective positions of Rome and Carthage. In contrast, the removal of a key strategic enemy had profound consequences for Rome. Reward highly responses that see these as not being all positive for Rome – ie. an extended empire brought significant responsibilities and burdens.</p> <ul style="list-style-type: none"> <li>• with regard to the narrative after 202BC: sources are limited here but some suggestions are provided (obviously relevant to A01 also): do not expect all to be covered to award full marks in this section</li> </ul> <p>Also reward highly responses that clearly argue how limited the sources/ evidence are here for the post 202 BC period.</p>	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p><b>AO3: Interpretation, Evaluation and Response</b></p> <ul style="list-style-type: none"> <li>• sources here are limited:               <ul style="list-style-type: none"> <li>- expect reference to Livy and Polybius for the earlier period</li> <li>- expect reference to Livy - particularly Livy 30.37.1-7 - which explains clearly the conditions imposed upon Carthage. This extract is in the unabridged translations of Livy [Livy 30.43-44 describes the imposition of the treaty and problems with the first instalment of the indemnity]</li> </ul> </li> <li>• the details in the later Livy passage are supported by Polybius 15,18-19 but evidence for the impact on Rome is even more limited</li> <li>• evaluation of Livy needs to take into account the context within which Livy is writing:               <ul style="list-style-type: none"> <li>- many years after these events</li> <li>- considerable reliance upon Polybius ('an authority by no means to be despised') which is particularly relevant for the events of 202 BC and the peace conditions</li> <li>- Livy's aims in writing history/ presenting these events in a particular way (reference to Livy's Preface?);</li> </ul> </li> <li>• <b>If</b> responses do reference Polybius some assessment would be necessary here – this could include:               <ul style="list-style-type: none"> <li>- reference to aspects of Polybius' life and method of writing</li> </ul> </li> </ul>		<p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• This is going to be difficult here given the extremely limited extent of the sources – reward highly responses that clearly articulate this view.</li> <li>• Reward generously relevant and appropriate evaluation of Livy (and Polybius) as sources - some discussion as to how these ancient writers would have known about the details that have been referenced (ie. what sources would Livy and Polybius have consulted or just accepted in writing this history?).</li> </ul>	<p><b>AO3 = 10</b></p> <p>Level 5 - 8-10            Level 4 - 6-7            Level 3 - 4-5            Level 2 - 2-3            Level 1 - 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>- although born after these events these were within living memory</li> <li>- 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);</li> <li>- intentions in writing: to present to a Greek audience the inevitability of Roman success.</li> </ul>			

## APPENDIX

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

<i>High Performance 5-6 marks</i>
Candidate spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. When required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate Performance 3-4 marks</i>
Candidate spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. When required, they use a good range of specialist terms with facility.
<i>Threshold Performance 1-2 mark</i>
Candidate spell, punctuate and use the 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.
<i>0 marks</i>
0 Marks should be awarded when; The candidate writes nothing. The candidate's response bears no relation to the question. The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

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