



Oxford Cambridge and RSA

Thursday 15 June 2017 – Afternoon

GCSE ANCIENT HISTORY

A032/01 The rise of Rome

MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 86

FINAL

Version: **Pre-SSU** Last updated: **25/07/2017**

(FOR OFFICE USE ONLY)

This document consists of 33 pages

PREPARATION FOR MARKING ON-SCREEN

1. Make sure that you have accessed and completed the relevant and training packages for on-screen marking: *scoris assessor Online Training* and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the Instructions for On-Screen Marking and the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses and the **required number** of standardisation responses.

PREPARATION FOR PAPER BASED MARKING

1. Make sure that you have accessed and completed the relevant training for paper based marking.
2. Make sure that you have read and understood the Instructions for Specialist Marking and the mark scheme and the question paper for this unit.
3. Before the Standardisation meeting you must mark at least 10 scripts from several centres. Use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
- there is nothing written in the answer space
- Award Zero '0' if:
- anything is written in the answer space and is not worthy of credit (this includes text and symbols).
- Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

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

10. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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.

11. **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.

12. Here is the mark scheme for this question paper.

Option 1: The origins of Rome: The kings, 753–508 BC				
1	<p>AO1: Factual details:</p> <ul style="list-style-type: none"> Selected king by the peoples' vote and ratified by the Senate The conflict between the Triplets – Horatii and Curiatii Defeated the Albans in battle – destruction of Alba Long and execution of Alban general Mettius as a result of this Declared war on the Sabines and defeated them in battle Some return to the religious ways of Numa toward the end of his reign in response to plague Died as a result of Jupiter's anger/ the palace being struck by lightning 	[5]	<p>Two discrete details with information from the reign of Tullus Hostilius needed - some examples provided but other viable answers are possible.</p>	<p>AO1 = 5 Level 5 - 5 Level 4 – 3-4 Level 3 - 2 Level 1/2 – 0-1</p>
2a	<p>AO1: Factual details:</p> <ul style="list-style-type: none"> Suckled by a she-wolf; Two children the same age (Romulus and Remus); They 'worked hard with animal pens and the animals' They 'wandered about the forest hunting' They 'not only attacked wild beasts, but also robbers loaded up with stolen goods' They 'shared what they took among the shepherds' 	[4]	<p>Answers here need to be drawn from the Livy passage and the statue – the focus is on the childhood of Romulus and Remus candidates do not have to mention all of the qualities to gain full marks.</p> <p>Ideally two points well made from both sources are needed</p>	<p>AO2 = 4 Level 5 - 4 Level 4 - 3 Level 3 - 2 Level 1/2 – 0-1</p>

2b	<p>AO2: Understanding</p> <ul style="list-style-type: none"> • Rustic, hard upbringing has connotations of simplicity and being down to earth – an image of being manly and virile • Attacking robbers – fairness and honesty • A group of young men who followed them – connotations of leadership and/ or community • These were all qualities that Romans prided themselves as having and were inherited from their founder 	[4]	<p>The question is focusing on how these details link into the importance of such qualities for the Romans and how they saw themselves</p> <p>Answers need to link the details from the passage with explanation to access higher mark bands and use both sources for highest mark band</p>	<p>AO2 = 4 Level 5 - 4 Level 4 - 3 Level 3 - 2 Level 1/2 – 0-1</p>
<ul style="list-style-type: none"> • 2c 	<ul style="list-style-type: none"> • AO3: Evaluation and interpretation of the source • Discussion of the value of Livy as a source but for the higher bands answers must focus on this passage and consider how Livy could have known the details contained in it • Awareness that the Capitoline she-wolf was created much later, and therefore based upon the same myth that Livy is using. 	[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 reliable is it likely to be.</p> <p>Answers which accurately use the nature of Image 1 to make a judgement about the value of Livy should be rewarded in the higher mark bands.</p>	<p>AO3 = 5 Level 5 - 5 Level 4 – 3-4 Level 3 – 2 Level 1/2 – 0-1</p>

3a	<p>AO1: Factual details</p> <ul style="list-style-type: none"> → A number of references to the start of the war: <ul style="list-style-type: none"> • The Romans ‘breaking the laws of hospitality’ • ‘tricked by religion and good faith’ • The ‘abducted women’ → References to the ending of the war: <ul style="list-style-type: none"> • the role of the Sabine women ‘threw themselves between the flying spears’/ ‘separated the clashing armies’/ Arguments directed at the two ‘sides’ – ‘we are the cause of this war’...’’widows or orphans’ • Impact of this – ‘moved the leaders and the crowd’/ ‘commanders... made a treaty’/ ‘to make one community out of two... shared the power’ • Romulus made peace with Titus Tatius the king of the Sabines. They shared the power, and made Rome the capital <p>AO2: Understanding</p> <ul style="list-style-type: none"> • Candidates show an understanding of the ‘rape’ of the Sabine women – the breaking of agreements/ betrayal of trust to resolve Rome’s population shortage • such described actions clearly offended the Sabine men who began the war to get their womenfolk returned • The abducted women ended the war with the Sabines which meant that neither side had to look weak by losing. • understanding that Livy is presenting a particular view of this event 	[14]	<p>AO1</p> <p>Need for factual details about the reasons for the start and end of the war with the Sabines taken from the passage- a number of possible details are suggested but reward other relevant and justifiable details.</p> <p>For highest mark bands both start and end of the war need to be discussed</p> <p>AO2</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 - do not need all for full marks;</p>	<p>AO1 = 4 Level 5 - 4 Level 4 - 3 Level 3 - 2 Level 1/2 – 0-1</p> <p>AO2 = 5 Level 5 - 5 Level 4 – 3-4 Level 3 - 2 Level 1/2 – 0-1</p>
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	<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: <ul style="list-style-type: none"> - as an account of an important event in the reign of Romulus - emphasising such positive aspects of this event to identify its importance in the later development of the Republic. 		<p>AO3</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>AO3 = 5 Level 5 - 5 Level 4 – 3-4 Level 3 – 2 Level 1/2 – 0-1</p>
3b	<p>AO1: Factual details</p> <ul style="list-style-type: none"> • Reference to details in the passage – ‘shared the power and made Rome the capital’ – the passage goes on to say ‘the joint populations were named the Quirites after the Sabine city of Cures to please the Sabines’ this is an example of Romulus building better relations with neighbours to gain security <ul style="list-style-type: none"> - foreign policy/ strategic aspects: war with local communities Sabines:/ Fidenae / Veii [Livy 1, 9-15] • Other areas for Romulus that could be covered [Livy 1,7-9 / Virgil 6 778-787] <ul style="list-style-type: none"> - Religion: adoption of the Hercules cult as taught by Evander – ‘proper ceremony...his religious duties’ - Law: ‘gave them laws’ and respect for the laws: lictors ‘to attend his person’/ curule chair - Political aspects: 100 senators - Construction of the city: building of the city 	[18]	<p>AO1</p> <p>Expect to see a discussion of Romulus and Numa but reward reference to other early Kings if relevant.</p> <p>Livy is the key ancient source here: this must be made relevant to the question asked. Reward any relevant reference to Virgil.</p> <p>Although use of the specified passage may be limited, some useful areas to look for beyond this are identified.</p>	<p>AO1 = 5 Level 5 - 5 Level 4 – 3-4 Level 3 – 2 Level 1/2 – 0-1</p>

	<p>of Rome/ fortifying the Palatine) [Livy 1, 7-9]</p> <ul style="list-style-type: none"> • Areas that could be covered for Numa: [Livy 1,18-20: also Virgil 6, 811-12] <ul style="list-style-type: none"> - Religious/ legal/ political aspects (religious buildings - Temple of Janus and altar for Jove/ calendar/ priesthoods/ Vestal Virgins) - foreign policy (peace with the surrounding peoples) • Reward relevant details for the reigns of Tullus Hostilius and Ancus Marcius • factual information indicating the context and time when Livy and Virgil were writing <p>AO2: Understanding</p> <p>For higher level responses look for a definition of what constitutes a ‘strong city’</p> <p>This could be a continuation of the theme outlined in the passage – ie. foreign policy/ security/ strategic issues in which relations are built with neighbouring tribes and Rome’s position secured through military and/or diplomatic means.</p> <p>Alternatively responses may well move beyond discussion of external aspects and focus on internal developments – political/ legal/religious policies that are building a strong and cohesive civil society within Rome itself.</p> <p>AO3: Interpretation, Evaluation and Response</p> <ul style="list-style-type: none"> • understanding of when Livy and Virgil were writing 	<p>AO2</p> <ul style="list-style-type: none"> • The question is a wide one – look for a definition of what makes ‘a strong city’ • There is no single correct response – reward highly responses that address the question and provide thoughtful logical explanation <p>AO3</p> <p>Detailed evaluation of Livy and Virgil and the conditions in which they were writing:</p>	<p>AO2 = 5 Level 5 - 5 Level 4 – 3-4 Level 3 – 2 Level 1/2 – 0-1</p> <p>AO3 = 8 Level 5 – 7-8 Level 4 - 5-6</p>
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	<p>(seven centuries later) and how this may have affected what they wrote</p> <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> • reward highly any reference to and discussion of Livy's Preface/Virgil's Aeneid in an attempt to understand his motives in writing and presenting Roman history in this way; 		<p>there is considerable amount of detail here which is useful and helps build a considerable picture.</p>	<p>Level 3 - 3-4 Level 1/2 – 0-2</p>
4	<p>AO1: Factual details about Aeneas' and Hercules' role in the early history of Rome</p> <ul style="list-style-type: none"> • <u>the story of Aeneas</u> - key aspects of this according to Livy (Livy, 1.3) and the link to Rome: <ul style="list-style-type: none"> - Aeneas, son of Anchises (and Aeneas' son Ascanius) and Venus left Troy and after many travels arrived in Laurentum - Aeneas married Lavinia daughter of King Latinus and founded city of Lavinium - war against Turnus (Rutulians) and the Etruscans: 'Latins' won but Aeneas killed - Developments after Aeneas' death: <ul style="list-style-type: none"> - Differing accounts about Ascanius/ Iulus, founder of Alba Longa - the kings of Alba (Sivi to Amulius) and the rape of Rhea Silva leading to the birth of 'the twins' and eventual foundation of Rome 	<p>[30] +6 SPa G</p>	<p>AO1</p> <ul style="list-style-type: none"> • 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 • Expect reference to Aeneas and Hercules – this is specified in the bullet points: responses that only discuss Hercules or Aeneas cannot access the highest mark band • Expect reliance on Livy but question does refer to ancient sources so any reference to Virgil is to be rewarded (most likely only to be for Aeneas). 	<p>AO1 = 10 Level 5 - 8-10 Level 4 - 6-7 Level 3 - 4-5 Level 2 - 2-3 Level 1 - 0-1</p>

	<ul style="list-style-type: none"> • <u>the story of Aeneas</u> - key aspects of the story according to Virgil (Virgil 1.1-11) and also (6.752-772): <ul style="list-style-type: none"> - 'Savage Juno' forces Aeneas' exile from Troy with his father Anchises and son Ascanius (wife/mother Creusa died) - Founded his city in, and brought his gods, to Latium - links to Alba and then through to Rome's foundation • <u>the story of Hercules and Evander</u> – key aspects (Livy 1, 8-9) (Virgil 8,184 -279) <ul style="list-style-type: none"> - Connection with Hercules' labours - Evander sees fulfilment of the prophecy about Hercules - Hercules builds the altar for promotion of the cult which is adopted by Romulus • Knowledge of when and the context within which Livy and Virgil were both writing • Archaeological evidence – images of Aeneas on the Ara Pacis/ also references to Ara Maxima (Altar of Hercules) <p>AO2: Understanding</p> <ul style="list-style-type: none"> • Candidates are expected to look carefully at the presentation of early Rome before Romulus – the 'stories for poets' 	<p>AO2</p> <p>Answers will need to address the issue of <u>agreement or not</u> with the statement</p> <p>Need for explanation – not just narrative - that is relevant to the question, analysis of the evidence and a relative judgement. Some suggestions</p>	<p>AO2 = 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"> • Aeneas and Hercules - why included and depicted in this way: <ul style="list-style-type: none"> - links with early Greek legends and the importance of the myth of Troy - the qualities that Aeneas/ Hercules display become 'Roman qualities': strength/ honour/ righteous use of power - need for a foundation myth that will chime with the Augustan need for legitimacy • 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. This will link in with discussion of AO3 • Responses which demonstrate an understanding of the nature of the writing of Livy and Virgil in discussing the stories of Aeneas and/or Hercules will be rewarded <p>AO3: Interpretation, Evaluation and Response</p> <ul style="list-style-type: none"> • Livy: although not directly commissioned would most likely wish to present Rome's early history in a particular way for several reasons (personal preferences - see Preface - but also in sympathy with the Augustan regime which had restored order after the chaos of the civil wars). • Virgil: wrote 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 the origins of Rome BEFORE Romulus in a specific way. Also need to assess the value of poetry as historical evidence. 	<p>are presented as possible guidelines</p> <p>AO3 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>There <i>may</i> be some reference to archaeological sources – altar of Hercules – reward any reference and discussion of its validity</p>	<p>AO3 = 10 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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5	<p>AO1: Factual details taken from the reigns of Tarquinius Priscus, Servius Tullius, Tarquinius Superbus</p> <ul style="list-style-type: none"> • Assessment of the attitude, actions and role of individuals in the loss of popularity of the kings – the Tarquins themselves/ Sextus/ Lucretia/ Brutus • The Tarquins <ul style="list-style-type: none"> → positive aspects <ul style="list-style-type: none"> - Priscus increased the size of the Senate, successful war against the Sabines and 'ancient Latins', construction projects (Livy 1.38 : drainage/planning - Circus Maximus/ fortification/ forum/ temple of Jupiter) - Superbus' success in foreign policy (Volscii/ Gabii /Aequii), attributed construction (cloaca maxima/ circus maximus/ the forum - Livy 1.56) →Negative aspects <ul style="list-style-type: none"> - Priscus' 'trickery' of removing Ancus' sons, arrogance (Livy,1.36) - Superbus 'lawless and tyrannical' (Livy 1.52)/ 'leading citizens killed' (Livy 1.56) and Tarquinius Sextus' rape of Lucretia (Livy 1.58), 'robbery and violence' in Gabii (Livy 1.59)/ treatment of the Plebs • other individuals Lucius Junius Brutus (use of his position)/ Sextus and Lucretia • relevant sections of Livy (as above but reward other accurate references) and details of when Livy was writing • credit highly any responses that make reference to Virgil 6: 819-821 - 'the glorious name of liberty' 	[30] +6 SPa G	<p>AO1</p> <p>This is a wide-ranging question where responses need to focus on the role/ policies of the later kings - Tarquinius Priscus/ Servius Tullius, Tarquinius Superbus. Some of the key factual themes have been identified</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"> • factual information indicating the context and time when Livy and Virgil were writing; <p>AO2: Understanding</p> <ul style="list-style-type: none"> • understanding / awareness of the demands of the question: this could include the argument that not all the later kings were bad OR a discussion that key factors were responsible for the removal of the kings • explanation and some judgement in answer to the question: <ul style="list-style-type: none"> - this includes the view that arrogance and poor behaviour by all the Tarquins that upset the people and ruling class supported with evidence taken <u>from</u> AO1 - OR not all the Tarquins were bad - it was primarily the behaviour and attitudes of Sextus and response of Brutus that was the trigger: supported by evidence from AO1 - OR an evaluation as to which factor was the most significant in explaining the removal of the kings <p>AO3: Interpretation, Evaluation and Response</p> <ul style="list-style-type: none"> • Despite attempting an historical explanation of the events of early Rome (the later kings) , Livy's views would have been shaped by the events of his own times: linking with AO2, candidates will need to 	<p>AO2 Understanding</p> <p>There may be a tendency to narrative with some of the responses – answers must use the information from AO1 to present <u>an explanation and make a judgement</u> within the context of the question – why were the kings removed.</p> <p>AO3</p> <p>Answers should discuss the aims of Livy in presenting the histories of the later Roman kings in this particular way and the reliability as evidence here:</p>	<p>AO2 = 10 Level 5 - 8-10 Level 4 - 6-7 Level 3 - 4-5 Level 2 - 2-3 Level 1 - 0-1</p> <p>AO3 = 10 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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	<p>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)</p> <ul style="list-style-type: none"> • 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 		<p>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>
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Option 2: Hannibal's invasion and defeat, 218–146 BC				
6	AO1 - Factual details <ul style="list-style-type: none"> • Rome's reasons: rivalry with Carthage/ because Hannibal invaded Italy from the North/ the impact of Hannibal's invasion of Italy – in particular the destabilisation of the Northern tribes • Carthaginian reasons - 'unfinished' business from the 1st Punic War – conflict for naval control of the Western Mediterranean/ indemnities to be paid by Carthage • Conflict for the strategic and economic control of 'Spain'/ Sardinia/ Sicily (Mamertine support) • Personal reasons – Hannibal's hatred of Rome; 	[5]	Two discrete reasons needed – a number of reasons available here; 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
7a	AO1: Factual detail <ul style="list-style-type: none"> • 'no plans for a single fight to the finish' • 'optimistic about the future' • Strategy was 'to wear him (his enemy) down over time' • 'to use Rome' financial strength...' • to use 'Italy's manpower'.... 	[4]	Answers here need to be drawn from the Plutarch passage: possible responses are suggested - two points well made with support from source needed:	AO1 = 4 Level 5 - 4 Level 4 - 3 Level 3 - 2 Level 1/2 – 0-1
7b	AO2: Understanding <ul style="list-style-type: none"> • Understood the importance of the home front – 'focus the minds of the people on religious observances....to make them more optimistic' 	[4]	Need to link details in the passage with an explanation of the abilities/ talents demonstrated showing Fabius	AO2 = 4 Level 5 - 4 Level 4 - 3 Level 3 - 2 Level 1/2 – 0-1

	<ul style="list-style-type: none"> • Self-belief – ‘he relied entirely on his own ability to secure victory’ • Single-mindedness/ understanding of the enemy – ‘he concentrated all his own thoughts upon Hannibal’ • Pragmatic/practical – use Rome’s strengths to counter Carthaginian weaknesses (finance/ manpower) • Military cunning/ his tactical ability matched his rival 		to be a skilful general - some points are suggested: highest marks need to cover two of these with full support from the passage.	
7c	<p>AO3: Interpretation and Evaluation</p> <ul style="list-style-type: none"> • there is some detail and personal observation given in this description of Fabius • reward highly responses that make some assessment of the accuracy and reliability of Plutarch as a source here: <ul style="list-style-type: none"> ○ are these details likely to be accurate? How do we know what Fabius is thinking? ○ How would Plutarch know about these details? ○ A biographer: this extract is taken from a biography with ‘the will to win’ – likelihood of exaggeration 	[5]	Credit highly responses that contain detail and understanding which is indicative of knowledge of the passage and the circumstances in which it was written.	<p>AO3 = 5</p> <p>Level 5 - 5 Level 4 – 3-4 Level 3 – 2 Level 1/2 – 0-1</p>
8a	<p>AO1: Relevant factual knowledge</p> <p>→ Advantages for the Carthaginians</p> <ul style="list-style-type: none"> • Economic/ logistics – ‘he controlled such a prosperous territory’/ ‘he had ‘ample supplies’ from his captured spoils’/ ‘the country was outstandingly fertile’ • Psychological impact – ‘delighted’, ‘great enthusiasm’ • Military strength/ resources – ‘altered the equipment of his African troops... best possible Roman weaponry’ / ‘getting horses into peak condition’ 	[14]	<p>AO1</p> <p>Answers here need to be drawn from the Polybius passage which contains many useful details: possible responses could be those suggested- candidates do not have to mention all to gain full marks</p>	<p>AO1 = 4</p> <p>Level 5 - 4 Level 4 - 3 Level 3 - 2 Level 1/2 – 0-1</p>

	<ul style="list-style-type: none"> • Strategic – ‘first time he had reached a coastline’.../ Carthaginians ‘set about organising support for their armies in Italy and in the Iberian peninsula’. <p>→ Negative impact for the Romans</p> <ul style="list-style-type: none"> • Psychological impact of military defeat on the Romans – ‘the agony of defeat was everywhere’/ ‘common people were utterly dismayed’ / ‘Senate too was distraught’ • Negative counterweight to all Carthaginian advantages <p>AO2 Understanding</p> <ul style="list-style-type: none"> • passage is very useful because a great amount of detail is contained here • the key focus should be Rome being weakened and Carthage being strengthened • analytical organisation could well be along the following lines: <ul style="list-style-type: none"> - Economic - Military - Strategic - Psychological. <p>AO3: Evaluation and Interpretation of the source</p> <ul style="list-style-type: none"> • evaluation of Polybius as a source. Some coverage is needed of when he is writing and the context of this. 	<p>AO2</p> <p>Candidates need to explain how the passage can be very useful in allowing us to understand how the battle changed the balance of power between Carthage and Rome - it is expected that for higher marks responses will cover both Carthage and Rome placing the details in AO1 within some analytical organisation rather than merely a list – some suggestion is made but reward other logical and plausible categorisation</p> <p>AO3</p> <ul style="list-style-type: none"> • Evaluation of Polybius as a source - the passage is quite detailed: expect some discussion as to how Polybius 	<p>AO2 = 5 Level 5 - 5 Level 4 – 3-4 Level 3 - 2 Level 1/2 – 0-1</p> <p>AO3 = 5 Level 5 - 5 Level 4 – 3-4 Level 3 - 2</p>
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	<ul style="list-style-type: none">possible motives/ aims in writing – Polybius is trying to present rise of Rome to a Greek audience/ some element of first handedness (ie interviewed survivors of these campaigns/ travelled extensively in this area/ proximity to Scipio and the Roman cause)		would have known about these details. What sources would he have consulted or just accepted in writing his history?	Level 1/2 – 0-1
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8b	<p>AO1: Factual details</p> <p>→ Details from the Polybius passage: similar to AO1 in question 8a) to explain some of the basis of success in Italy. Other aspects drawn from Livy:</p> <ul style="list-style-type: none"> • Hannibal's generalship and strategy as demonstrated at Cannae (Livy 22, 44 →). This could cover a number of areas: <ul style="list-style-type: none"> - Choice/ location of battlefield (Livy 44.1-4) - Disposition of his troops (Livy 46.1-9) - Organisation of the battle itself (Livy 47.1-49.5) - Scale of Roman defeat/ casualties (Livy 49.13-16) - Manipulating Rome's generalship <p>→ The failure in Italy:</p> <ul style="list-style-type: none"> • the Fabian strategy limited Hannibal's success <ul style="list-style-type: none"> - Livy 22, 23.1 which highlights the positive qualities of Fabius' strategy: 'respice from the non-stop run of Roman military disasters'/ 'a master of military strategy' - Plutarch 5.1-5.4/ which show failure of Carthaginian strategy - Polybius 3, 89: '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' • Reference to other factors that could explain the failure of the war in Italy: <ul style="list-style-type: none"> - not capturing Rome after the battle of Cannae (Livy 22.51) - Capua and Tarentum/ Carthaginian allies - failure to break Italian 'confederation' (Livy 22.61) - lack of support or direction from Carthage itself (Livy 23, 11-14) - Rome's recovery post Cannae – new legions quickly recruited/ Roman naval superiority was maintained (Polybius 3, 118) - Attempts to reinforce Carthaginian army in Italy failed 	[18]	<p>AO1</p> <p>The question is asking for reference to the passage (as well as other sources – this will most probably be Polybius 3, 87.6 onwards and Livy book 22,44-52) 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 successes and failures for Hannibal and the war in Italy after Trasimene.</p> <p>[There may well be reference to Plutarch's treatment of Fabius (passage 2A) -reward appropriately.</p> <p>Some details are given – do not expect coverage of all in order to award highest 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>
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	<p>AO2: Understanding</p> <ul style="list-style-type: none"> • Candidates need to address the issue of success - there are various ways in which this can be done: some responses might focus purely on success in the short-term, other responses could take the view that in the longer term the war in Italy was a failure. • Livy is very useful in the considerable information he gives before and during Cannae: this includes details of composition of the armies and tactics used • Also Plutarch gives considerable insight into the successful tactics of Fabius in combatting Hannibal's strengths <p>AO3: Interpretation, Evaluation and Response</p> <ul style="list-style-type: none"> • there needs to be some discussion and evaluation of how <u>accurate and reliable Livy is as a source</u>: <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: Livy but did research widely. He placed considerable reliance upon Polybius ('an authority by no means to be despised') - Livy's aims in writing history/ presenting these events in a particular way (reference to Livy's Preface/'The glory of Rome') • Plutarch some coverage is needed of when Plutarch is writing and the context of this (late 1st /early 2nd century AD) <ul style="list-style-type: none"> - possible motives/ aims in writing – admiration for 'the idea of Rome' as shown in the biography of Fabius - a biographer rather than a historian with emphasis on a dramatised, moralistic view of his subject 	<p>AO2</p> <ul style="list-style-type: none"> • The question requires the issue of success <u>after</u> Trasimene and <u>before</u> Zama to be addressed: thus in order to gain the highest mark band responses will need to discuss success in the short term but failure in the longer term <p>AO3</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>AO2 = 5</p> <p>Level 5 - 5 Level 4 – 3-4 Level 3 - 2 Level 1/2 – 0-1</p> <p>AO3 = 8</p> <p>Level 5 – 7-8 Level 4 - 5-6 Level 3 – 3-4 Level 1/2 – 0-2</p>
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	<ul style="list-style-type: none">• Polybius: reference to aspects of Polybius' life and method of writing:<ul style="list-style-type: none">- although born after these events these were within living memory-he travelled widely and was able to interview person who could have been present at these events			
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9	<p>AO1: Factual detail</p> <p>Carthaginian defeat at the battle of Zama:</p> <ul style="list-style-type: none"> • knowledge of the relevant sources - most likely Livy 30-35 (exceptionally some might make reference to Polybius) <p>→ Carthaginian 'mistakes'</p> <ul style="list-style-type: none"> - reliance on elephants (Livy mentions 80 – 30.33.4) - loss of cavalry support (Livy 30.33.13/ 30.34.1)) - diversity of the Carthaginian army (eg.Ligurians/ Gauls/ Numidians/ Africans(Moors) – possible confusion in giving orders (Livy 30.33.8) - meeting of Hannibal and Scipio before the battle - lack of unity over reasons for fighting (Livy 30.33.9-11) [Auxiliaries - for money Gauls- hatred of the Romans Ligurians- expansion Numidians - fear of Masinissa's growing influence] - role of Hannibal; despite some acknowledged brilliance (in the sources) at Zama, ultimately he was outthought and outfought by Scipio (Livy 22.30-35 and Polybius 9.24-6/ 11.19) <p>→ Roman 'successes' - Details from Livy, in which <u>Roman strengths</u> and therefore successes are identified with regard to the role of Scipio:</p> <ul style="list-style-type: none"> - Alliance with Numidians (Masinissa + Syphax's capture) 	[30] +6 SP aG	<p>AO1</p> <ul style="list-style-type: none"> • Factual details from Livy (and possibly Polybius) need to be referenced here - some suggestions in outline are provided • Responses do not require discussion of Polybius to gain highest marks but reward highly any relevant and appropriate references that are made. 	<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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	<p>(Livy 30.29.4)</p> <ul style="list-style-type: none"> - Weaponry/ deployment of troops (30.33.1-3) - Tactics and conduct of the battle (Livy 30.34.2-8) - Support for these aspects of Livy's account from Polybius (10.2-3/ 14.1-11/ 15.1-18) <p>→ Relevant factual details beyond the passage that could give a wider perspective on the outcome at Zama:</p> <ul style="list-style-type: none"> - Roman superiority at sea - The loyalty of Rome's allies - The blocking of reinforcements for Hannibal - Earlier Roman success in Spain <p>AO2: Understanding</p> <ul style="list-style-type: none"> • 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 how accurately we can assess the conduct and outcome of the battle as this is depicted in the sources) - this approach will not gain the higher mark levels in AO2 • Assessment of the factors that led to the Carthaginian failure: <ul style="list-style-type: none"> - Leadership/ tactics of Hannibal/ Scipio - Deployment of troops - Wider issues identified in A01; <p>AO3: Interpretation, Evaluation and Response</p> <p>there needs to be some discussion and evaluation of how accurate and reliable Livy (and if used, Polybius) are as sources:</p> <ul style="list-style-type: none"> • Livy lived well after the events that he is describing here <ul style="list-style-type: none"> - unlike Polybius, did not travel to places he was writing about 	<p>AO2</p> <ul style="list-style-type: none"> • As indicated in AO1, for higher marks candidates must address the question and not simply recount a narrative of of the battle of Zama • The focus here needs to be on discussing the different aspects of Carthaginian and Roman contributions to the outcome and how the sources help in an explanation of this. <p>AO3</p> <ul style="list-style-type: none"> • The usefulness of Livy's and Plutarch's account (and Polybius if used) needs to be evaluated here - the evidence that he/ they may have had 	<p>AO2 = 10 Level 5 - 8-10 Level 4 - 6-7 Level 3 - 4-5 Level 2 - 2-3 Level 1 - 0-1</p> <p>AO3 = 10 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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	<p>- 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 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) – ie. a turning point in the rise of Rome Polybius: reference to aspects of Polybius' life and method of writing: <ul style="list-style-type: none"> - although born after these events these were within living memory - he was presenting 'Rome' in a particular way to a Greek audience - he travelled widely and was able to interview person who could have been present at or have memory of these event 		<p>access to, the reasons for and context within which they were writing.</p>	
<p>10</p>	<p>AO1: Factual details There were a <u>number of factors</u> that explain the outcome of the war (ie. Carthaginian defeat/ Roman victory)</p> <p>→ Role of governments and relationship with commanders - Carthaginian:</p> <ul style="list-style-type: none"> - Hannibal was frustrated that the Carthaginian government was slow to respond to Hannibal's requests for aid after Cannae (Livy 23, 11-14) - Carthaginian government felt it had more to lose in Spain (silver mines and empire), that it could gain from Rome (compensation). - Discussion of Carthaginian political system/constitution (Polybius 6,51-2) - Recall of Hannibal after the Scipio's expedition to Africa in 204 - BUT vigorous attempts were made to re-equip/ reinforce Hannibal 	<p>[30] +6 SP aG</p>	<ul style="list-style-type: none"> factual details of the relationship between the commanders and their governments need to be referenced here. Some suggestions have been made factual details about the role of other factors: a number of suggestions presented here 	<p>AO1 = 10 Level 5 - 8-10 Level 4 - 6-7 Level 3 - 4-5 Level 2 - 2-3 Level 1 - 0-1</p>

	<p>in Italy in the years after 216 BC: eg. Hanno the Elder supported Hannibal after Cannae until his defeat.</p> <p>- and after defeat of Hasdrubal at the river Metaurus in 207 BC (Livy 27, 47-50)</p> <p>→ Role of governments and relationship with commanders – Roman:</p> <p>- Treatment of Fabius Maximus after Trasimene was unsympathetic. Poor relationship with Senate; shared leadership with Minucius the Master of the Horse (Livy, 22.25.12-26.5 and Plutarch 5.3-5.6)</p> <p>- Support for the Fabian strategy after 216. Mobilisation of armies to fight Carthage's allies, and to contain Hannibal – despite huge drain on resources.</p> <p>- All Roman consuls were given military support. New legions were assembled. Contrast with Hannibal's comparable lack of reinforcements.</p> <p>→ Role of other factors</p> <ul style="list-style-type: none"> • the strategy of attrition against Hannibal / Fabius' campaigns in Southern Italy after Cannae - Casilinum/ Samnium (Livy 24, 19-20)/ (eg.kept Hannibal tied down in S.Italy) • comparative loyalty of allies: <ul style="list-style-type: none"> - failure of Hannibal to secure significant alliances recapture of Tarentum in 209 BC Loyalty of Roman allies. - the confederation of N.Italians who remained committed to Rome. - Negotiations with Numidian, Masinissa, begun in 205 BC) • Roman success in Spain with role of Scipio as commander from 211 			
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	<p>important successes here include capture of New Carthage.</p> <ul style="list-style-type: none"> • Role of Scipio who reformed the way army fought in response to Hannibal - Scipio's record and achievements: <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 Syphax/ Massinissa onto Rome's side : loss of key allies for Carthage here and gaining of cavalry resources for Rome (Livy 29,29) - careful preparation before the final battle (Livy,30.29.9/ 33.1-3) . • 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: <ul style="list-style-type: none"> - despite Hannibal's clever deployment of his diverse troops (eg.mercenaries), Carthaginian army caught unprepared (elephants panicked/ auxiliaries fled and caused confusion) - Roman order versus Carthaginian disorder - Roman advantages in numbers and morale/ better use of cavalry • role of wider factors: <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"> • The response must deal with the stated factor – the relationship between military commanders and their governments – and other factors in order to come to a judgement 	<p>AO2</p> <ul style="list-style-type: none"> • In order to access the highest mark bands candidates are expected to make a judgement in explaining the outcome of the 	<p>AO2 = 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"> • There is no 'right' answer but it should be possible to access the highest mark levels whatever the approach/judgement as long as answers address the question in a cogent and analytical manner. <p>AO3: Interpretation, Evaluation and Response</p> <ul style="list-style-type: none"> → sources here are limited (ie. Concentration on Livy) and/or are outside the prescribed range (ie. Polybius) → the details in the Livy passage are supported by Polybius 15,18-19 but evidence for the impact on Rome is even more limited → evaluation of Livy needs to take into account the context within which Livy is writing: <ul style="list-style-type: none"> ○ many years after these events ○ considerable reliance upon Polybius ('an authority by no means to be despised') ○ Livy's aims in writing history/ presenting these events in a particular way (reference to Livy's Preface?) → Plutarch some coverage is needed as to when Plutarch is writing and the context of this (late 1st /early 2nd century AD) <ul style="list-style-type: none"> ○ possible motives/ aims in writing – admiration for 'the 	<p>2nd Punic War by discussing the stated factor and a range of other factors</p> <ul style="list-style-type: none"> • Ignoring of the stated factor or contrast with/ between the stated factor and only one/two other factors will necessarily limit the mark that can be awarded. However some imbalance in treatment is acceptable. <p>AO3</p> <ul style="list-style-type: none"> • This is going to be difficult here given the limited range of sources and the fact that much is away from the prescribed extracts • Reward generously relevant and appropriate evaluation of Livy/ Plutarch (and Polybius) as sources - some discussion as to how these ancient writers would have known about the details that have been referenced (<p>AO3 = 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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	<p>idea of Rome'</p> <ul style="list-style-type: none">○ a biographer rather than a historian with emphasis on a dramatised, moralistic view of his subject <p>→ <u>If</u> responses do reference Polybius some assessment would be necessary here – this could include:</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.			
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APPENDIX 1

GCSE Ancient History: Marking Grids for Section A

	AO1 (Recall, Select, Organise)		AO2 (Understand)		AO3 (Interpret, Evaluate, Respond)	
Level 5 Thorough	4	5	4	5	5	7-8
	Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised.		Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question		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.	
Level 4 Sound	3	3-4	3	3-4	3-4	5-6
	Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound , relevant and organised.		Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question		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.	
Level 3 Some	2		2		2	3-4
	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.		Answers show some understanding of issues, events, and sources relevant to some of the question		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.	
Level 1/2 Limited/None	0-1		0-1		0-1	0-2
	Answers contain limited or no knowledge of events, sources and issues. Information that has been included is disorganised and has limited or no relevance.		Answers show limited or no understanding of events or sources.		Answers offer limited or no evaluation. They offer a personal response based on limited or no evidence, or no response.	

GCSE Ancient History: Marking Grids for Section B

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 5 Thorough	8-10 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.	8-10 Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question	8-10 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.
Level 4 Sound	6-7 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.	6-7 Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question	6-7 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.
Level 3 Some/Partial	4-5 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.	4-5 Answers show some understanding of issues, events, and sources relevant to some of the question	4-5 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.
Level 2 Limited	2-3 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.	2-3 Answers show limited understanding of events and sources.	2-3 Answers draw limited conclusions based on the evidence they have included. Answers offer a personal response at a limited level.
Level 1 Minimal/None	0-1 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.	0-1 Answers show minimal or no understanding of events or sources.	0-1 Answers offer a minimal personal response, without reference to evidence, or no response.

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.