



SPECIMEN

Advanced GCE

GCE CLASSICS

Unit AH4: Roman History: The use and abuse of power

Specimen Paper

F394 QP

Morning/Afternoon

Time: 2 hours

Additional Materials: Answer Booklet (16 pages)



INSTRUCTIONS TO CANDIDATES

- Choose **one** option. Answer **any two** questions. Both questions must be from the same option.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **5** printed pages and **1** blank page.

Option 1: The Fall of the Roman Republic 81 – 31 BC

Answer **two** questions.

You are reminded that you must use relevant original sources in your answer, and that marks are awarded for the quality of written communication of your answer.

- 1 Do you find any consistency in the aims of those politicians who wished to challenge the political institutions of the Republic in this period? **[50]**
- 2 How useful are the sources for our understanding of the significance of tribunes in Roman politics in the period after 70 BC? **[50]**
- 3 Were individuals or the Senate more to blame for the outbreak of conflict in this period? **[50]**
- 4 Do the sources give us a fair picture of the influence the demands of the urban poor had upon the politics of Rome during this period? **[50]**

Paper Total [100]

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Option 2: The invention of Imperial Rome, 31 BC – AD 96

Answer **two** questions.

You are reminded that you must use relevant original sources in your answer, and that marks are awarded for the quality of written communication of your answer.

- 5 To what extent did emperors in this period use building projects at Rome to enhance their personal reputations rather than that of Rome? [50]
- 6 How useful is the evidence in illustrating the changing nature of religion at Rome during this period? [50]
- 7 In what ways and with what success did the senate provide a focus for opposition to the emperors? [50]
- 8 How useful are the sources in helping us to understand how and why emperors tried to cultivate good relations with the people of Rome? [50]

Paper Total [100]

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Option 3: Ruling the Roman Empire – AD 14-117

Answer **two** questions.

You are reminded that you must use relevant original sources in your answer, and that marks are awarded for the quality of written communication of your answer.

- 9 How useful are the sources in assessing different attitudes to imperial rule in eastern and western provinces of the empire during this period? [50]
- 10 To what extent was the imperial cult practised more in the east than in the west of the empire during this period? [50]
- 11 How reliable a picture can be established of the economic impact of the empire on provinces during this period? [50]
- 12 To what extent did the roles of senators and equestrians differ in the administration of the empire during this period? [50]

Paper Total [100]

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced GCE

GCE CLASSICS

F394 MS

Unit AH4: Roman History: The use and abuse of power

Specimen Mark Scheme

The maximum mark for this paper is **100**.

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This document consists of **15** printed pages and **1** blank page.

Option 1: The fall of the Roman Republic 81 – 31 BC		
Question Number	Answer	Max Mark
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
<p>1</p> <p>(AO1)</p>	<p>Do you find any consistency in the aims of those politicians who wished to challenge the political institutions of the Republic in this period?</p> <p>There should be a wide range of relevant material recalled and deployed to address the period as a whole:</p> <ul style="list-style-type: none"> • Sulla reforms challenged by Pompey and Crassus; • misuse and abuse of offices of state, especially the tribunate; • outright rebellion (Sertorius, Catiline); • the first triumvirate and Caesar using force as well as consular authority to defeat another consul in 59; • the dictaorship of Caesar; • the second triumvirate; • the 'restoration of the republic' (or not). <p>Sources such as:</p> <ul style="list-style-type: none"> • Plutarch <i>Lives</i>; • Cicero <i>Letters</i>, speeches (2nd Philippic, <i>Pro Sestio</i>, <i>Pro Murena</i>, <i>Against Catinine</i>); • Velleius; • Appian. 	
(AO2)	<p>Reward analysis and evaluation of sources as appropriate, and selection and organisation of material to produce a structured and developed response to the question, noting likely distortion or bias in histories. The answers should focus on the extent of consistency in aims covering a range of examples from the period as a whole; reward evaluation of what the sources suggest were the aims for their biases and contexts.</p>	[50]

Option 3: Ruling the Roman Empire – AD 14-117		
Question Number	Answer	Max Mark
<p>2</p> <p>(AO1)</p>	<p>How useful are the sources for our understanding of the significance of tribunes in Roman politics in the period after 70 BC?</p> <p>There should be a wide range of relevant material recalled and deployed to address the period as a whole, for example:</p> <ul style="list-style-type: none"> • the tribunes of Gabinius, • Manilius, • Clodius; • Caelius. <p>Sources relating to this topic include:</p> <ul style="list-style-type: none"> • Cicero letters and speeches; • Plutarch Lives of Caesar/ Pompey/Cato; • Velleius; • Appian on Curio/ Antony; • Caesar Civil War. 	
(AO2)	<p>Reward analysis and evaluation of sources as appropriate, and selection and organisation of material to produce a structured and developed response to the question.</p> <p>There should be a discussion of the importance of the tribunate as seen through the sources; perceptive answers may note that the tribunate dies a death along with a lot of others after 44BC.</p>	[50]

Option 1: The fall of the Roman Republic 81 – 31 BC		
Question Number	Answer	Max Mark
<p>3</p> <p>(AO1)</p>	<p>Were individuals or the Senate more to blame for the outbreak of conflict in this period?</p> <p>There should be a wide range of relevant material recalled and deployed to address the period as a whole.</p> <p>Answers may provide specific examples of conflict; for example:</p> <ul style="list-style-type: none"> • on the outbreak of the civil war there are references to Pompey and Caesar – their rivalry : Caesar CV 1.4 Pompey’s jealousy; opposition of senate and consuls; • Cicero on the desire of both for power (Ad Att. 7.3, Caelius to Cicero on Pompey’s real desire to fight); • Caesar suggests P. led astray by his enemies (CV1.7); • Senate not compromise acc. to Suetonius (JC 30, role of Cato); • the oligarchy’s fear of Caesar; • Cicero wants to avoid war; he suggests Caesar’s demands are reasonable (Ad Att 7.9) cf Plut Antony 5 and favours a compromise; • Caesar says he was forced into war cf Velleius; • other examples include Catiline; Antony and Octavian; the opposition to Sulla’s reforms in the 70s ; Sertorius in Spain. <p>(AO2)</p> <p>Reward analysis and evaluation of sources as appropriate, and selection and organisation of material to produce a structured and developed response to the question.</p> <p>Answers should assess the role of individuals and the senate in the various conflicts; interpretation of authors’ views should be rewarded in line with the marking grids.</p>	<p>[50]</p>
<p>4</p> <p>(AO1)</p>	<p>Do the sources give us a fair picture of the influence the demands of the urban poor had upon the politics of Rome during this period?</p> <p>There should be a wide range of relevant material recalled and deployed to address the period as a whole:</p> <ul style="list-style-type: none"> • the corn subsidy – Sulla, its return in 73 BC, the changes made in 60s and Clodius in 58 BC, and Caesar during his dictatorship; • appeals to the plebs by Antony and Octavian, including e.g. reading Caesar’s will; • the tribunate in 70s BC; • the issues of land – Rullus’ bill, Flavius’ Bill, Campanian law etc.; • the economic issues surrounding Catiline; • the debt issue; • specific instances of riots etc. <p>Answers may indicate how far these were genuine demands by the poor and how far they were the policies of politicians to gain their support.</p> <p>Sources include:</p> <ul style="list-style-type: none"> • Appian; • Velleius; • Cicero; • Sallust <i>Catiline</i>. 	

Option 3: Ruling the Roman Empire – AD 14-117		
Question Number	Answer	Max Mark
(AO2)	<p>Reward analysis and evaluation of sources as appropriate, and selection and organisation of material to produce a structured and developed response to the question.</p> <p>Evaluation may include:</p> <ul style="list-style-type: none"> • arguments on how far the demands influenced politicians where discussion is balanced by the motives of those who attempted to meet them; • balanced judgements might assess events separately and compare them; • discussion of the ways politicians manipulated the situations for their own purposes and how far they reacted to demands; • assessment of the extent to which demands were met; • some view on what constituted the urban poor. 	[50]

Option 2: The invention of Imperial Rome, 31 BC – AD 96		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
<p>5</p> <p>(AO1)</p> <p>(AO2)</p>	<p>To what extent did emperors in this period use building projects at Rome to enhance their personal reputations rather than that of Rome?</p> <p>There should be a wide range of relevant material recalled and deployed to address the period as a whole, for example:</p> <ul style="list-style-type: none"> • construction of fora, theatres, temples, the Colosseum may be seen as enhancing individuals' reputations with the common people as well as having public benefit; • arches such as Titus/ Claudius are more obvious ways in which individuals made their mark on the city. <p>Sources include material (archaeology) as well as literature:</p> <ul style="list-style-type: none"> • Juvenal; • Martial; • Suetonius; • Augustus 'I found Rome made of bricks and left it marble'. <p>Reward analysis and evaluation of sources as appropriate, and selection and organisation of material to produce a structured and developed response to the question. There must be a clear examination and judgement on 'to what extent' as well as critical evaluation of the material chosen.</p>	[50]
<p>6</p> <p>(AO1)</p> <p>(AO2)</p>	<p>How useful is the evidence in illustrating the changing nature of religion at Rome during this period?</p> <p>There should be a wide range of relevant material recalled and deployed to address the period as a whole:</p> <ul style="list-style-type: none"> • evidence for traditional cult (Augustus <i>Res Gestae</i>; Horace <i>Carmen Saeculare</i>, <i>Odes</i>; Vergil <i>Aeneid</i>); • there is mention of Christianity in Suetonius <i>Claudius</i> 25 and Tacitus (15. 44); • archaeological evidence for the cults in Roman towns and cities; • the Stoic opposition to the emperors; • Juvenal 6. 311f : Cybele 6.530 Isis and Osiris; gullibility of women-forgiveness of sins (also Anubis, Jews); attacks astrologers; ref to Good Goddess and secret rites. <p>Reward analysis and evaluation of sources as appropriate, and selection and organisation of material to produce a structured and developed response to the question 'how useful is the evidence' in line with the marking grids; 'changing nature' should also be clearly addressed.</p>	[50]

Option 2: The invention of Imperial Rome, 31 BC – AD 96		
Question Number	Answer	Max Mark
7 (AO1)	<p>In what ways and with what success did the senate provide a focus for opposition to the emperors?</p> <p>There should be a wide range of relevant material recalled and deployed to address the period as a whole. Answers should include specific detail of involvement in opposition, both effective and ineffective, for example:</p> <ul style="list-style-type: none"> • Piso's plot AD 65; • Scribonianus plot AD 41; • murder of Gaius; • Thrasea Paetus; • treason trial might be used to indicate rivals to emperors; • specific examples where the senate opposed decisions of emperors. <p>Answers might also include factors which made opposition difficult for senators:</p> <ul style="list-style-type: none"> • lack of resources (army); • lack of opportunity; • popularity of emperors; • shift of power to generals etc. <p>Tacitus is critical eg The senate now wallowed in the most abject appeals. Tacitus <i>Annals</i> 1.11, The emperor became tyrannical or gave power to tyrannical men. Tacitus <i>Annals</i> 4.1 ; Thrasea's independence made others less servile; Tacitus <i>Annals</i> 14.48; Men fit to be slaves: (trial of Silanus for extortion) Tacitus <i>Annals</i> 3.65. His comments on the senate's reaction to the deaths of Agrippina and Octavia. Suetonius <i>Nero</i> 37 Nero's attitude to the senate.</p>	
(AO2)	<p>Reward analysis and evaluation of sources as appropriate, and selection and organization of material to produce a structured and developed response to the question. Both issues of unable/unwilling may be dealt with. Reasons might be:</p> <ul style="list-style-type: none"> • effective control by emperors; • lack of military resources and wealth; • no obvious candidate; • factional divisions within the senate/rivalries prevented coordinated action; • support within senate for emperors e.g. initially for Gaius and Nero; • effective use of gifts, and rewards for loyalty. <p>The views of the sources should be included as evidence/ bias. The focus should be on the senate as opposition – discussions of other areas of opposition should not be rewarded unless made relevant e.g. support for Germanicus, associations with praetorian officers.</p>	[50]

Option 3: Ruling the Roman Empire – AD 14-117		
Question Number	Answer	Max Mark
8	<p>How useful are the sources in helping us to understand how and why emperors tried to cultivate good relations with the people of Rome?</p> <p>(AO1) There should be a wide range of relevant material recalled and deployed to address the period as a whole: Answers should identify a variety of ways from these :</p> <ul style="list-style-type: none"> • social: entertainment Caligula, Claudius, Nero – theatre shows; Neronia festival; Circus games – 50 days; • Housing : Nero ; height and width of streets; • Grain: Claudius on accession : ensuring supply from Egypt - cura annonae imperial prefect – harbour at Ostia AD 42; 20,000, 000 modii p.a.; benefits to ship builders and importers; • money: Claudius frequent (Suetonius <i>Claudius</i> 21) ; Caligula – 1000 HS to guard; 500 HS to urban cohorts; • water: Claudius: inscription AD 46 dug channels from Tiber to the sea, freed city from danger of floods; Aqua Claudia, Anio Novus – very long sections on arches to maintain the head of water needed to supply all the city; Gaius and Claudius : water from Curtian and Caerulean springs + Anio Novus at high altitude to supply all 7 hills: cost 350 m HS. <p>Use of propaganda is also an acceptable means.</p> <p>Sources include:</p> <ul style="list-style-type: none"> • Juvenal 10 78-81 bread and circuses; • Fronto : Roman people above all held fast by two things, grain supply and shows; • Suetonius <i>Claudius</i>. 18 always gave care to supply of grain- pelted with abuse once; • Tacitus 14.14, Nero's popularity at chariots; Tacitus <i>Annals</i> 6.13.1-2 the excessive price of grain led practically to insurrection AD 32. <p>(AO2) Reward analysis and evaluation of sources as appropriate, and selection and organisation of material to produce a structured and developed response to the question.</p> <p>Answers should consider some of the following :</p> <ul style="list-style-type: none"> • to avoid political disagreement: eg plebs riot AD 62 over Octavia; • price of grain; <i>Annals</i> 12. shortage in AD 51 – Claudius surrounded, jostled by crowd until guards arrived; • popularity and display; • propaganda for achievements; • issues of control and keeping Rome itself calm; • to prevent political use by opposition. 	
		[50]

Option 3: Ruling the Roman Empire – AD 14-117		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
<p>9</p> <p>(AO1)</p> <p>(AO2)</p>	<p>How useful are the sources in assessing different attitudes to imperial rule in eastern and western provinces of the empire during this period?</p> <p>There should be a wide range of relevant material recalled and deployed to address the period as a whole.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • events which indicate a negative attitude to imperial rule, e.g. in Judaea; • or a positive one such as Greece and Nero; • references may be made to the Pliny <i>Letters Book 10</i>; • Tacitus <i>Agricola, Annals</i>; • Josephus; • Suetonius; • selections from Lactor 18 sections 3.5, 3.8, 4 (personality of the emperor), 5.1, 5.2. <p>Reward analysis and evaluation of sources as appropriate, and selection and organisation of material to produce a structured and developed response to the question. The key phrases which should be addressed are 'how useful' and 'different in eastern and western' – these need to lead to a clear judgement supported by evidence.</p>	[50]
<p>10</p> <p>(AO1)</p>	<p>To what extent was the imperial cult practised more in the east than in the west of the empire during this period?</p> <p>There should be a wide range of relevant material recalled and deployed to address the period as a whole. Examples of worship (or rejections of attempts to worship):</p> <ul style="list-style-type: none"> • Tiberius' attitude to requests from Baetica and Asia; • Gaius' acceptance of the role, appearance as various gods; • Claudius use in provinces (e.g. Camulodunum); • Nero as Apollo on coins and statues etc. <p>Examples of evidence in literary sources:</p> <ul style="list-style-type: none"> • Tacitus <i>Annals</i> 4. 38 Tiberius' misgivings about cult; • 4.37 Baetica cult refused; • Dio 57. 9 went ahead anyway; Gaius : (Gaius 22.1-2; Dio 59. 28.5) ; priesthood - Caesonia and Claudius (Dio 59.28.5-6); • Nero: coin with Apollo-Citharoedus on reverse (Suetonius <i>Nero</i> 25); • reference to inscriptions, dedications and structures indicating worship. 	

Option 3: Ruling the Roman Empire – AD 14-117		
Question Number	Answer	Max Mark
(AO2)	<p>Reward analysis and evaluation of sources as appropriate, and selection and organisation of material to produce a structured and developed response to the question.</p> <p>Answers must interpret the evidence and develop the idea of growth.</p> <p>Issues include:</p> <ul style="list-style-type: none"> • the difference between Rome and the provinces; • between the classes of Romans and non-Romans; • attitudes among emperors towards the cult; • the value of the source-material as evidence – a stereotypical criticism of bad emperors?; • some discussion of how far extent can be addressed on the basis of the evidence; • differences between east and west. 	[50]

Option 3: Ruling the Roman Empire – AD 14-117		
Question Number	Answer	Max Mark
<p>11</p> <p>(AO1)</p> <p>(AO2)</p>	<p>How reliable a picture can be established of the economic impact of the empire on provinces during this period?</p> <p>There should be a wide range of relevant material recalled and deployed to address the period as a whole:</p> <ul style="list-style-type: none"> • literary evidence may focus on the corn supply (Suetonius <i>Lives</i>; Tacitus <i>Annals</i>); • archaeological evidence – for example amphorae distribution patterns, Samian wear in burials and other find-spots; • LACTOR 18 5.5 contains much relevant material. <p>Reward analysis and evaluation of sources as appropriate, and selection and organisation of material to produce a structured and developed response to the question.</p> <p>‘How reliable’ needs to be addressed- answers may regard the picture established as patchy and incomplete, and the limitations of the material evidence may be noted.</p> <p>There may be a contrast between western provinces (receiving exports of luxury goods and supplying basic items) as against the established trading patterns found in the east and Egypt.</p>	<p>[50]</p>
<p>12</p> <p>(AO1)</p>	<p>To what extent did the roles of senators and equestrians differ in the administration of the empire during this period?</p> <p>There should be a wide range of relevant material recalled and deployed to address the period as a whole, answers might:</p> <ul style="list-style-type: none"> • consider the prefectures and procurator roles eg Catus in Britain, Sejanus etc –praetorian guard, officers in the army, the collection of taxes, governors of Provinces (Felix, Pilate), curatores etc; • distinguish the use of senators and equestrians by different emperors; • discuss change (especially under Claudius), specific to the event or individual, eg Sejanus, and other commanders or officers; • consider senators and equestrians contribution in place of the senate as governors; • consider the imperial freedmen (under Claudius and Nero especially), • consider the use of the army as administrators in Britain; • consider that other issues involve equestrians being less of a threat than senators, easier to control, expertise in certain areas, more efficient and more centralised admin. <p>Inscriptions in Lactor 8 illustrate equestrian careers; Pliny <i>Letters</i> also useful, as is his own epitaph.</p>	

Option 3: Ruling the Roman Empire – AD 14-117		
Question Number	Answer	Max Mark
(AO2)	<p>Reward analysis and evaluation of sources as appropriate, and selection and organisation of material to produce a structured and developed response to the question.</p> <p>Answers should consider how far the views of the sources are accurate or prejudiced eg:</p> <ul style="list-style-type: none"> • Tacitus' view of Catus/Classicianus in Britain or the praetorian prefect; • Suetonius <i>Claudius</i> 24 on promotion of equites ; • Tacitus <i>Annals</i> 12. 59 on Claudius' use of equites. • Reward use of evidence of equestrians in admin. eg inscriptions, ref. In literary sources, where these support the discussion. 	[50]

A2 Classics Marking Grid for units AH3-AH4: notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

	AO1	AO2
<i>Essays</i>	20	30
<i>Total</i>	40	60
<i>Weighting</i>	40%	60%
<i>Total mark for each A2 unit</i>	100	

Quality of Written Communication: The QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3 – 5.

There are no separate weightings for AOs 2a and 2b, but in assigning a mark for AO2 examiners should focus first on AO2(a) – i.e. bullet points 1 and 2 to decide the appropriate Level descriptor band. They should then consider the evidence of QWC to help them decide where in the Level descriptor band it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level descriptor band.

A2 Classics Marking Grid for units CC7-CC10 and AH3-AH4: AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	<ul style="list-style-type: none"> Recall and application of subject knowledge; Relevance to question/topic; Understanding of sources and evidence; Awareness of context.
Level 5	9-10	17-20	<ul style="list-style-type: none"> Specific factual knowledge, selected with care; Fully relevant to the question; Well supported with evidence and reference where required; Strong awareness of context as appropriate.
Level 4	6-8	12-16	<ul style="list-style-type: none"> Generally well chosen factual knowledge; Relevant to the question; Usually supported with evidence and reference where required; Awareness of context as appropriate.
Level 3	4-5	8-11	<ul style="list-style-type: none"> Some factual knowledge, not always well chosen; At least partially relevant to the question; Some supporting evidence and reference where required; Limited awareness of context.
Level 2	2-3	4-7	<ul style="list-style-type: none"> Restricted selection of factual knowledge, possibly including some inaccurate detail; Little evidence of relevance to the question; Occasional use of appropriate supporting evidence; Context occasionally or very superficially indicated.
Level 1	0-1	0-3	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.

A2 Classics Marking Grid for units CC7-CC10 and AH3-AH4: AO2(a and b)

(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i> (b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i>	Max. mark and mark ranges		Characteristics of performance
		15	30
Level 5	13-15	25-30	<ul style="list-style-type: none"> • Perceptive, well supported analysis leading to convincing conclusions; • Very well balanced evaluation based on clear engagement with sources/task; • Argument incisive, very well structured and developed; technical terms accurately and effectively used; • Sustained control of appropriate form and register; • Legible, fluent and technically very accurate writing.
Level 4	9-12	18-24	<ul style="list-style-type: none"> • Careful and thorough analysis leading to generally sound conclusions; • Balanced evaluation based on clear engagement with sources/task; • Argument well structured and developed; technical terms accurately and effectively used; • Good control of appropriate form and register; • Legible and technically accurate writing, conveying meaning well.
Level 3	6-8	12-17	<ul style="list-style-type: none"> • Attempts at analysis leading to some tenable conclusions; • Limited evaluation but some evidence of engagement with sources/task; • Argument coherent if cumbersome or under-developed; some technical terms accurately used; • Limited control of appropriate form and register; • Legible and generally accurate writing, conveying meaning clearly.
Level 2	3-5	6-11	<ul style="list-style-type: none"> • Occasional evidence of analysis gesturing towards acceptable conclusions; • Very limited evaluation or evidence of engagement with topic/task; • Argument coherent even if very cumbersome or under-developed; simple technical terms used appropriately; • Very limited control of appropriate form and register; • Legible and generally accurate writing, clarity not obscured.
Level 1	0-2	0-5	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.

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