

**GCSE (9–1)**

**Ancient History**

**J198/22: Roman depth study**

General Certificate of Secondary Education

**Mark Scheme for Autumn 2021**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.









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

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

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

© OCR 2021

## 1. Annotations

Annotation	Meaning
	Must be used on all blank pages where there is no candidate response
	Evidence for making a judgement on the quality of <b>AO1</b> (Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied)
	Evidence for making a judgement on the quality of <b>AO2</b> (Analyse and explain historical events and historical periods to arrive at substantiated judgements)
	Evidence for making a judgement on the quality of <b>AO3</b> (Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied.)
	Benefit of doubt
	Use to show Spelling, Punctuation and Grammar has been considered in extended response questions, where an additional 5 marks are available for SPAG
	Point mark objective, non-levels of response questions
	Irrelevant; a significant amount of material that does not answer the question

**Section A: Hannibal and the Second Punic War, 218-201BC**

Question	Answer	Mark	Guidance
1 (a)	<b>Name <u>one</u> of Hannibal's brothers.</b> <b>Valid response</b> <ul style="list-style-type: none"> <li>• Hasdrubal</li> <li>• Mago</li> </ul>	<b>AO1</b> <b>1</b>	1 mark for any answer that offers a historically valid response.
1 (b)	<b>Identify <u>two</u> of the tactics used by Fabius Maximus to protect Rome</b> <b>Valid responses include:</b> <ul style="list-style-type: none"> <li>• Wear the Carthaginian army down</li> <li>• Follow Hannibal (as a shadow) to prevent raids upon villages for food.</li> <li>• Scorched Earth policy</li> <li>• Attrition</li> <li>• Avoid full-scale war: Can be developed and rewarded with an additional mark if the following are mentioned: <ul style="list-style-type: none"> <li>○ His strategy to trap Hannibal in Ager Falernus in 217 and deny him access to resources</li> <li>○ Rome had greater resources than Hannibal.</li> <li>○ Whilst Hannibal was denied victories Rome would attack Spain/Iberia</li> <li>○ To undermine Hannibal's leadership and cause frustration</li> </ul> </li> </ul>	<b>AO1</b> <b>2</b>	1 mark for any answer that offers a historically valid response.
1 (c)	<b>Give <u>two</u> details from the battle of Cannae in 216BC</b> <b>Valid responses include:</b> <ul style="list-style-type: none"> <li>• Roman leaders were Lucius Aemilius Paullus and Gaius Terentius Varro. Replaced the dictator Fabius.</li> <li>• Eight legions – largest assembled and broke tradition to be combined.</li> <li>• Alleged to have argued about strategy. Paullus urged caution; Varro wanted to fight.</li> </ul>	<b>AO1</b> <b>2</b>	1 mark for any answer that offers a historically valid response.

	<ul style="list-style-type: none"><li>• First battleground not chosen by Hannibal.</li><li>• Dust in the eyes of the Romans.</li><li>• Rome had about 40,000 men and 2,400 cavalry. Hannibal had about 35,000 men and 10,000 cavalry.</li><li>• Varro had an early victory against a Carthaginian raiding party.</li><li>• Hannibal's formation – He led the front. Behind him were two inexperienced troops (Celts and Iberian) Behind them his best troops were placed.</li><li>• This formation allowed him to control the flow of the battle and create a crescent shape to envelop the Roman army.</li><li>• Role of Carthaginian cavalry in removing the Roman cavalry from the battlefield.</li><li>• Numidian cavalry feigned surrender to infiltrate the Roman ranks.</li><li>• Over 20,000 Roman casualties. Including Paullus, Sempronius and Servilius.</li></ul>		
--	---	--	--

<b>Question 2</b>		<b>What can we learn from <u>Passage B</u> about Flaminius' character? [5 marks]</b>	
<b>Assessment Objective</b>		<b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 3	4-5	<ul style="list-style-type: none"> <li>Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question.</li> </ul>	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> <li><b>Short temper/Anger:</b> Flaminius' temper; reaction to Hannibal's actions.</li> <li><b>Rash:</b> Immediately engage the enemy</li> <li><b>Does not listen to advice:</b> Wait for reinforcements</li> <li><b>Demagogue/ populist:</b> 'be said by their follow citizens back in the city'</li> <li><b>Nationalist/ Proud :</b> Did not want to see countryside destroyed.</li> </ul>
Level 2	2-3	<ul style="list-style-type: none"> <li>Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question.</li> </ul>	
Level 1	1	<ul style="list-style-type: none"> <li>Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question.</li> </ul>	
	0	No response or no response worthy of credit	

<b>Question 3</b>		<b>Using details from <u>Passage B</u>, how accurate do you think Polybius' account of these events is?</b>	
		<b>[5 marks]</b>	
<b>Assessment Objective</b>		<b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to historical contexts in which they were written/produced.	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 3	4-5	<ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.</li> </ul>	<p>Candidates should relate the evaluation of Polybius to his description of the event in the passage for full marks.</p> <p>Answers should note that the passage is from Polybius and consider how accurate he might be in this case:</p> <ul style="list-style-type: none"> <li>That Polybius had access to texts/ eyewitness accounts which have not survived. He could have spoken to men who witnessed Flaminius' reaction</li> <li>Faesulae may still have borne the scars of Hannibal's actions and we know Polybius was well travelled.</li> <li>There is no direct speech used in the passage, which shows Polybius is reporting events – as opposed to creating a narrative/story.</li> <li>Students may also cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.</li> </ul> <p>Potential issues with the passage</p> <ul style="list-style-type: none"> <li>Polybius was at the very least influenced by his patron – the Scipio family. New families, or <i>novus homo</i>, which rivalled the Scipio family are portrayed in a negative light by Polybius. Flaminius could be proud of his nation and wanting to protect Roman</li> </ul>
Level 2	2-3	<ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.</li> </ul>	
Level 1	1	<ul style="list-style-type: none"> <li>Response analyses the source in a basic way by selecting relevant detail from the source content and historical context.</li> </ul>	
	0	No response or no response worthy of credit	

			<p>citizens – but here it is presented as rash and ignorant.</p> <ul style="list-style-type: none"><li>• There are elements of embellishments to exaggerate Flaminius' response.</li><li>• Polybius is writing with hindsight: Flaminius' decision to proceed and attack was based upon sound intelligence (the assumption that the Roman troops were rested; whereas Hannibal's men had suffered a hard winter and had lost many casualties crossing Etruria in the Spring).</li><li>• Any claim That Polybius cannot be trusted because he was writing for the Scipio's cannot access higher marks unless supported by valid analysis of the source.</li></ul>
--	--	--	--

<b>Question 4</b>		<b>Explain the significance of Hannibal's actions in causing the outbreak of the Second Punic War? [10 marks]</b>	
<b>Assessment Objectives</b>		<b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied <b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	9-10	<ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	<p>Explanations might include:</p> <p>Importance</p> <ul style="list-style-type: none"> <li><b>Broke the Treaty of Ebro:</b> By attacking Saguntum Hannibal had shown he planned to develop his Iberian empire into the north.</li> <li><b>Attacked Saguntum:</b> Saguntum was a Roman ally/ friend.</li> <li><b>Hannibal's mobilisation:</b> Hannibal's creation of an army may suggest that he intended to attack Rome through Northern Italy in 218</li> <li><b>Hannibal's control over Iberia:</b> Hannibal potentially posed a threat to Roman control of the Mediterranean.</li> <li><b>Hannibal wanted revenge:</b> Polybius suggests Carthage angered by the loss of Sicily and Sardinia. Livy also suggests Hannibal planned for war from 221BC. Promise to father.</li> <li><b>Hannibal united Rome's allies:</b> Formed alliances with the Boii who were at war with Rome, and other Gaul tribes who wished to weaken Rome.</li> <li><b>Hannibal invaded Italy.</b> Turned a dispute into a war.</li> </ul>
Level 4	7-8	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul>	
Level 3	5-6	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul>	
Level 2	3-4		

		<ul style="list-style-type: none"> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul>	<p>Other factors:</p> <ul style="list-style-type: none"> <li><b>Roman intimidation:</b> Hannibal had defeated Iberian resistance at the battle of Tagus in 221. Rome used the siege of Saguntum to threaten Carthage and try to prevent their expansion.</li> <li><b>Roman demands:</b> Carthage had no reason to acquiesce to the wishes of Roman envoys. Roman demands were potentially justification for their invasion of Africa and Iberia – It is possible Hannibal's mobilisation protected Carthage and its empire.</li> </ul>
Level 1	1-2	<ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul>	
	0	No response or no response worthy of credit	

<b>*Question 5</b>		<b>Rome's successes against Carthage in Africa were the main factor in deciding the outcome of the Second Punic War.' How far do you agree with this statement? [20 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p><b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses. .</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	17-20	<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter argument), or anywhere between providing the response matches the level descriptors.</p> <p><b>Impact of Defeat in Africa</b></p> <ul style="list-style-type: none"> <li>Invasion of Africa in 204. Defeat of Utica and capture of Syphax. Helped Massinissa rise to power. Syphax was pro-Carthage; Massinissa supported the Romans and provided Numidian cavalry and troops. Carthage immediately requested negotiations and a truce.</li> </ul>

		<i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<ul style="list-style-type: none"> <li>Recall of Hannibal to defend Carthage.</li> <li>Scipio's victory at Zama. Hannibal wanted peace. Carthage accepted Scipio's terms and ended the war.</li> </ul> <p>Points which challenge:</p> <p><b>Impact of Defeat in Spain</b></p> <ul style="list-style-type: none"> <li>In 217 the Carthaginian navy was destroyed. This began a period of revolt against Carthage supported by the Romans. This meant Iberian silver was being used to defend Iberia – rather than support the invasion of Italy.</li> <li>Hasdrubal struggled to recruit Iberians after 218. Supporting Carthage meant marching to Italy. Supporting Rome meant they would stay with their families. This significantly affected Carthaginian recruits.</li> <li>Defeat of Hasdrubal at the battle of Ebro. This was a major set-back and meant that the Carthaginian Senate could not back Hannibal significantly after Cannae.</li> <li>War of attrition and Scipio Africanus' success after 210. Iberia had been taken by Rome by 205. A moral defeat for Carthage and it limited the Senate's ability to pursue military ambitions.</li> </ul> <p><b>Hannibal's strategy was ineffective from 208</b></p> <ul style="list-style-type: none"> <li>Failure to retain Tarentum and Capua</li> <li>Reliance upon Macedonia and Philip V.</li> <li>Rome successfully defeated Carthage's Italian allies leaving Hannibal isolated in Southern Italy</li> <li>Could not get reinforcements from his brothers Hasdrubal and Mago after 210.</li> </ul> <p><b>Fabian strategy and Marcellus</b></p>
Level 4	13-16	<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	
Level 3	9-12	<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
Level 2	5-8		

		<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is a no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<ul style="list-style-type: none"> <li>War of attrition weakened Hannibal's army and wore them down. (Scorched Earth, using Rome's superior resources)</li> <li>After 215 modified – Marcellus attacked Hannibal's Italian allies. Successfully ended alliance with Capua and Tarentum.</li> </ul> <p><b>Scipio Africanus</b></p> <ul style="list-style-type: none"> <li>Success in Africa, Battle of Ebro in 210 and conquest of Iberia 205.</li> <li>Convinced the senate to support the invasion of Africa and abandon the Fabian strategy.</li> <li>Alliance with Masinissa and defeat of his rival Syphax at Utica.</li> <li>Scipio's strategy at Zama – channels to defeat elephants etc.</li> </ul> <p><b>Hannibal's failure to take advantage of victory at Cannae</b></p> <ul style="list-style-type: none"> <li>Maharbal's ignored advice</li> <li>Failure to siege Rome – lack of siege equipment and extreme weather in 210.</li> <li>Hannibal's strategy to force peace upon Rome by destroying its army.</li> </ul> <p><b>Likely source material to be included:</b></p> <p>Spain: Livy 23.29; 26.46.8 and 26.47  Zama: Livy 30: 20; 29-36  Fabius – Dedication for Quintus Fabius Maximus (CIL 11.1828)  Plutarch chapter 5.  Polybius 3.87-9  Hannibal's mistakes: Livy 26.11-12; Livy 22.51</p> <p>Possible analytical approaches for AO3:</p> <ul style="list-style-type: none"> <li><b>Comparison of interpretations:</b> Depiction of Scipio Africanus as heroic and Hannibal as</li> </ul>
Level 1	1-4	<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3)</li> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
	0	No response or no response worthy of credit	

			<p>broken is potentially exaggerated. Livy and Polybius focus on Scipio's heroic role. Plutarch promotes Fabian strategy – albeit not free from some critique (Ager Falernus) No account from a Carthaginian perspective.</p> <ul style="list-style-type: none"> <li>• <b>Archaeological record:</b> Whilst the sparse archaeological record may be considered as a factor, the Dedication for Quintus Fabius Maximus is a significant source. In particular its claim that 'He was regarded as the most cautious commander of his own age and the most expert in military affairs' can be utilised to support Livy, Plutarch and Polybius' interpretations.</li> <li>• <b>Comparison of the different techniques of the three historians.</b> Livy's use of written texts (including a critical use of Polybius); Polybius use of travel and eyewitness; Plutarch's biographical approach.</li> <li>• <b>NB:</b> Be careful of candidates that accuse Livy of fiction or writing for entertainment, this is too simplistic. Likewise, those that say Plutarch and Livy are writing centuries later, it is reductive to state that histories are invalid if written after the events.</li> <li>• <b>Comparison of the purpose of the three historians.</b></li> <li>• Livy's Preface or his desire to write the complete history of Rome. Livy echoes large parts of Polybius' account but challenges his predecessor when he has found more compelling evidence.</li> <li>• Candidates could explore the impact of Polybius' desire to encourage the Greeks to accede to the Roman Empire. His emphasis upon Roman wealth and manpower as the decisive factor against the great Hannibal is a clear warning to his countrymen.</li> </ul>
--	--	--	--

			<ul style="list-style-type: none"><li>• Plutarch's biographical approach is focused upon Fabius' character</li></ul>
--	--	--	--

**Section B: Cleopatra: Rome and Egypt, 69–31 BC**

Question	Answer	Mark	Guidance
<b>6 (a)</b>	<b>Identify <u>two</u> reasons why Cleopatra needed Julius Caesar's help. Valid responses include:</b> <ul style="list-style-type: none"> <li>• To return to power in Alexandria</li> <li>• To defeat Ptolemy XIII/Arsinoe</li> <li>• To enforce Ptolemy XII's will</li> <li>• To keep Ptolemy XIV in check</li> <li>• To not fully annexe Egypt as a Roman province</li> <li>• For giving the stability to rule Egypt as she saw fit</li> <li>• For Rome's support: the support of Rome's forces in Alexandria</li> <li>• She was a woman and ruling with a man may strengthen her rule.</li> <li>• The Senate's recognition as ruler of Egypt</li> <li>• Return of Cyprus</li> <li>• Prospect of more territorial gains</li> <li>• To give their child status</li> </ul>	<b>AO1</b> 3	1 mark for any answer that offers a historically valid response (up to 3 marks)
<b>6 (b)</b>	<b>Give <u>one</u> reason why the death of Pompey the Great upset Julius Caesar. Valid responses include:</b> <ul style="list-style-type: none"> <li>• Didn't like the 'gift' of his head</li> <li>• Pompey was popular in Rome</li> <li>• Lack of respect - felt remorse and respect for his worthy enemy</li> <li>• He had been a friend</li> <li>• Had been former son-in-law</li> <li>• The murder was treacherous</li> <li>• The murder was unnecessary</li> <li>• Caesar was denied the opportunity to show clemency</li> </ul>	<b>AO1</b> 1	1 mark for any answer that offers a historically valid response.
<b>6 (c)</b>	<b>Name <u>two</u> members of Cleopatra's family who opposed her rule. Valid responses include:</b> <ul style="list-style-type: none"> <li>• Arsinoe</li> <li>• Ptolemy (XIII)</li> <li>• Berenice (IV)</li> </ul>	<b>AO1</b> 1	1 mark for any answer that offers a historically valid response.  (NB. Ptolemy with no number should be allowed a mark)

<b>Question 7</b>		<b>What can we learn from <u>Passage C</u> about the two sides at the Battle of Actium? [5 marks]</b>	
<b>Assessment Objective</b>		<b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 3	4-5	<ul style="list-style-type: none"> <li>Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question.</li> </ul>	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> <li><b>Octavian led his men, the gods and Rome into Battle</b> – “On one side Augustus Caesar led the Italians into battle with the Senators and the People, and with the Household gods and the great gods of Rome”</li> <li><b>Octavian has divine support in his preparations</b> – “with the Household gods and the great gods of Rome”</li> <li><b>Julius Caesar was watching over and supporting Octavian in the preparations and battle</b> – “his father’s star appeared on his head”</li> <li><b>Octavian has the support of a skilled and experienced general (Agrippa)</b> – “On his head shone the beaks of the naval crown, a distinction proudly won in war”</li> <li><b>Antony is only leading barbarian tribes</b> – “On the other side was Antony with his barbarian wealth and armies from different nations”.</li> <li><b>It was a foreign, not a civil war</b> – ‘On the other side was Antony with his barbarian wealth and armies from different nations’.</li> <li><b>Both sides had brought large, well-equipped armies:</b></li> </ul>
Level 2	2-3	<ul style="list-style-type: none"> <li>Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question.</li> </ul>	
Level 1	1	<ul style="list-style-type: none"> <li>Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question.</li> </ul>	
	0	No response or no response worthy of credit	

			<ul style="list-style-type: none"><li>• <u>Octavian</u> – “there could be seen the bronze ships, the Battle of Actium; you could see the whole of Leucate hot with the lines of ships prepared for war”</li><li>• <u>Antony</u> – “He brought with him Egypt and the strength of the East and furthest Bactria”</li><li>• <b>Antony’s preparations had a weakness as he had brought Cleopatra</b> – “followed by his Egyptian wife (the shame of it!)”</li></ul>
--	--	--	--

<b>Question 8</b>		<b>Using details from <u>Passage C</u>, how accurate is Virgil's description of the two sides?</b> <b>[5 marks]</b>	
<b>Assessment Objective</b>		<b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to historical contexts in which they were written/produced.	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 3	4-5	<ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.</li> </ul>	<p>Candidates should relate the evaluation of Virgil to his description of the particular event in the passage for full marks.</p> <p>Answers should note that the passage is from Virgil and consider how accurate he might be in this case:</p> <ul style="list-style-type: none"> <li><b>Candidates can suggest that Virgil is pro Octavian/Roman</b> – avoiding suggestions that the battle is a civil war “On one side Augustus Caesar led the Italians into battle with the Senators and the People”. Whereas Antony is preparing the ‘barbarian...East’ army – thus legitimising Octavian’s side.</li> <li><b>Suggestion that only Octavian had Roman support</b> – Other sources inform us that both sides had Roman soldiers – Virgil presents Octavian’s force as the only side having Roman support. ‘the Italians... with the Senators and the People’</li> <li><b>Propaganda.</b> It was common at the time to use battles, after the event, to promote Imperial interpretations. Cleopatra is not even named, “his Egyptian wife” – representing the disgust Egyptians were meant to feel for her.</li> <li><b>Virgil also claims that Octavian’s preparations have the gods on their side</b> – and, with some bias, that their gods were ‘greater’ “and with the Household gods and the great gods of Rome”</li> </ul>
Level 2	2-3	<ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.</li> </ul>	
Level 1	1	<ul style="list-style-type: none"> <li>Response analyses the source in a basic way by selecting relevant detail from the source content and historical context.</li> </ul>	
	0	No response or no response worthy of credit	

			<ul style="list-style-type: none"><li>• <b>Virgil's account is full of poetic description to heighten the preparations</b> – e.g. “the waves of the sea all ablaze with gold”.</li><li>• <b>That Virgil was writing between 42 and 19 BC and was supported by Octavian's cultural advisor Maecenas</b> - therefore is not a neutral observer.</li><li>• <b>Additionally in the Aeneid Virgil's purpose is to celebrate the new golden age of Rome under Augustus</b> – Actium secures the start of this age.</li><li>• <b>The depiction of Actium on Virgil's shield is at the centre</b> – placing it as the greatest of Rome's achievements. The description of the battle preparations is therefore heightened to support this view.</li><li>• Students may also cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.</li></ul>
--	--	--	---

Question 9		Explain why the relationship between Antony and Octavian broke down? [10 marks]	
<b>Assessment Objectives</b>		<b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied <b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 5	9-10	<ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	Explanations might include: <ul style="list-style-type: none"> <li><b><u>Gave Octavian the excuse to declare war on Antony</u></b> - Antony had missed both Cleopatra's resources and company during his disastrous Parthian campaign. Antony's consequential choosing of Cleopatra over his wife (and Octavian's sister) gave Octavian the excuse for war that he was looking for.</li> <li>Second Triumvirate only delayed deteriorating relationship – as each man used his lands to strengthen their own position in preparation for conflict.</li> <li><b><u>Cleopatra's deliberate actions to ensnare Antony</u></b> - Antony had to decide whether to go to meet Octavia, who was waiting in Athens for him. To prevent Antony from leaving her, Cleopatra supposedly pretended to love Antony, ignore food, embrace him when he was nearby and cry in his absence. This was designed to make sure Antony stayed with her and neglected his wife – consequently negatively effecting Antony's relationship with Octavian over his sisters neglect.</li> <li><b><u>The Donations of Alexandria</u></b> – The splitting of the Empire, and giving Roman land to Cleopatra's sons (as well as the titles of kings) to run infuriated Octavian. The legitimisation of Caesarion (who was</li> </ul>
Level 4	7-8	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul>	
Level 3	5-6	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul>	
Level 2	3-4	<ul style="list-style-type: none"> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> </ul>	

		<ul style="list-style-type: none"> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul>	<p>declared by Antony – to now rule with Cleopatra) led to Octavian now publicly speaking out against Antony.</p> <ul style="list-style-type: none"> <li><b><u>The Donations additionally broke down</u></b> the relationship by clarifying Antony's wish to no longer share power with Octavian, but to establish himself and his descendants as the basis for a new Ptolemaic order.</li> <li>Octavian's cunning in creating the potential for future flashpoints.</li> <li>The situation at the beginning regarding Caesar's will.</li> </ul>
Level 1	1-2	<ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul>	
	0	No response or no response worthy of credit	

<b>*Question 10</b>		<b>How far do the ancient sources help us understand Cleopatra's character?</b> <b>You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge [20 marks]</b>	
<b>Assessment Objectives</b>		<b>AO3</b> = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about: <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied <b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements. <b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses. .</b>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	17-20	<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter argument), or anywhere between providing the response matches the level descriptors.</p> <p>There were many aspects to her character implied in the sources. The below are merely examples. All valid and developed discussion on alternative aspects of her character in relation to the sources should be rewarded.</p> <p>Examples of Cleopatra's character might include:</p> <p><b><u>Her charm:</u></b></p>

		There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.	
Level 4	13-16	<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul> <p>There is a well-developed line of reasoning which is clear, relevant and logically structured.</p>	<ul style="list-style-type: none"> <li>Great wit and intelligence</li> <li>Matched her male counterparts</li> <li>Had an inescapable hold on men</li> <li>Caesar was immediately struck by her charm</li> <li>Dellius (Antony's messenger) found her cunning and cleverness in conversation overwhelming.</li> <li>Cleopatra's education in Alexandria – may have helped her become an eloquent and intelligent woman with a vivacious wit and captivating charm (though we have little source evidence of this)</li> <li>Used her own magnetism to seduce powerful men and create security for herself.</li> <li>Even on her deathbed Octavian praises her charm</li> <li>Repeated allusion to her charm by Plutarch suggests a certain reliability that this was a key element of her character</li> </ul> <p>Difficulty in understanding:</p> <ul style="list-style-type: none"> <li>We must consider that the Roman authors wanted to justify why two of their great men rejected Roman reason for the love of a foreign woman.</li> <li>Therefore, they may have exaggerated Cleopatra's 'inescapable' charm.</li> <li>Also her charm could be exaggerated to become a greater adversary – promoting the strength in Rome defeating such an enemy</li> </ul> <p><b><u>Her humour:</u></b></p> <ul style="list-style-type: none"> <li>In court with Antony playing dice, drinking and laughing.</li> <li>Dressed up with Antony as common people – wandering the streets of Alexandria – making fun of people (though this may be presented by Plutarch to highlight the depths to which Cleopatra went to indulge Antony)</li> <li>Dissolving the pearl</li> </ul> <p>Difficulty in understanding:</p>
Level 3	9-12	<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul> <p>There is a line of reasoning presented which is mostly relevant and which has some structure.</p>	
Level 2	5-8	<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their</li> </ul>	

		<p>historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is a no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <li>• The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>• There is a basic explanation of the issue in the question. (AO2)</li> </ul> <p>There is a line of reasoning which has some relevance and which is presented with limited structure.</p>	<ul style="list-style-type: none"> <li>• Anecdotes were a common occurrence in biographies like Plutarch's to add colour to the work – but the truth in each story is debatable</li> </ul> <p><b><u>Her courage:</u></b></p> <ul style="list-style-type: none"> <li>• Political courage/ intelligence – e.g. defeating rival factions, advancing Caesarion and her other sons position.</li> <li>• Personal courage – e.g. earning the trust of influential foreign leaders – her initial meeting's with Caesar and Antony</li> </ul> <p>Difficulty in understanding:</p> <ul style="list-style-type: none"> <li>• Conversely with Cleopatra's personal bravery in her final days (instead of how the Roman writers usually vilified her).</li> <li>• Which was also appreciated by Octavian – and it was in his interests to represent her as a worthy enemy to magnify his victory.</li> </ul> <p><b>Likely source material to be included:</b>  Plutarch, <i>Life of Julius Caesar</i> 49  Plutarch, <i>Life of Mark Antony</i> 24-29, 83, 86  Horace, <i>Ode</i> 1.37  <i>Silver denarius of Antony and Cleopatra minted in 32</i>  <i>Coin of Cleopatra and Caesarion minted in Cyprus</i>  <i>Relief of Cleopatra and Caesarion</i></p>
Level 1	1-4	<ul style="list-style-type: none"> <li>• Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3)</li> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>• There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul> <p>The information is communicated in a basic/unstructured way.</p>	
	0	No response or no response worthy of credit	<p>Analysis of the sources should focus on the limitations and strengths of the sources in terms of information and approach to Cleopatra and her character, including the Roman focus of the sources, and their attitudes towards women; the effects of the Augustan regime on some of the key contemporary sources (e.g. Virgil) and Plutarch's interest in character and biography.</p>

			<p>Additionally, it is very difficult to judge Cleopatra's character as she is linked so much with Roman leaders who themselves are written about in length; Cleopatra is not the main subject of much of the writing – eg Plutarch's book is nominally about 'The Life of Mark Antony', and Suetonius is writing 'The Life of the Deified Julius Caesar'. Her actions are not necessarily covered in enough detail for us to make fair judgements about her character.</p>
--	--	--	---

**Britannia: from conquest to province, AD 43–c.63**

Question	Answer	Mark	Guidance
11 (a)	<b>Name <u>two</u> British tribes that became Roman client states. Valid responses include:</b> <ul style="list-style-type: none"> <li>• Brigantes</li> <li>• Iceni</li> <li>• Atrebates</li> </ul>	<b>AO1 2</b>	1 mark for any answer that offers a historically valid response.
11 (b)	<b>Give <u>one</u> reason why the Romans feared the influence of the Druids. Valid responses include:</b> <ul style="list-style-type: none"> <li>• Their inter-tribal nature and influence</li> <li>• Their religious practices</li> <li>• Their fierceness</li> </ul>	<b>AO1 1</b>	1 mark for any answer that offers a historically valid response.
11 (c)	<b>Give <u>two</u> reasons why Fishbourne appears to have been an important place. Valid responses include:</b> <ul style="list-style-type: none"> <li>• The fact it was repeatedly rebuilt</li> <li>• Possibly home to a client king</li> <li>• That it was eventually built of stone (limestone)</li> <li>• Its décor including mosaics and marble statue some believe to be Nero as a boy.</li> <li>• Its size and scale</li> <li>• The inclusion of an audience chamber and baths</li> <li>• Its early use as a military base</li> </ul>	<b>AO1 2</b>	1 mark for any answer that offers a historically valid response.

<b>Question 12</b>		<b>What can we learn from <u>Passage D</u> about Claudius' role in the conquest of Britain? [5 marks]</b>	
<b>Assessment Objective</b>		<b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 3	4-5	<ul style="list-style-type: none"> <li>Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question.</li> </ul>	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> <li><b>Did not lead at start:</b> He was asked to come by Plautius' but secured what he had gained at present and sent for Claudius'</li> <li><b>Claudius arrived when progress had stalled</b> 'Plautius being afraid did not advance further,'</li> <li><b>Plautius had apparently stalled at the Thames</b> 'waiting for him at the River Thames.'</li> <li><b>He took command and showed leadership</b> 'Taking command of the legions, he crossed the river, and attacked the barbarians who had gathered to oppose his arrival; he defeated them in battle and took Camulodunum (Colchester),'</li> <li><b>He brought much extra equipment with him from Rome.</b> 'a lot of other equipment had already been put together for the expedition, including elephants.'</li> <li><b>His use of elephants to intimidate the Britons</b> 'including elephants.'</li> <li><b>He defeated the centre of resistance at Camulodunum</b> 'oppose his arrival; he defeated them in battle and took Camulodunum (Colchester),'</li> <li><b>His actions won the support of several tribes</b> 'he won over several tribes, some through mutual agreement,'</li> <li>He attempted to prevent further resistance</li> </ul>
Level 2	2-3	<ul style="list-style-type: none"> <li>Response uses some appropriate details from the stimulus ancient source material, which are analysed to draw out some of the characteristics and features and evaluate what we can learn from the source about the specified issue in the question.</li> </ul>	
Level 1	1	<ul style="list-style-type: none"> <li>Response uses few details from the stimulus ancient source material and a very basic attempt to draw out any of the characteristics and features in relation to the question.</li> </ul>	
	0	No response or no response worthy of credit	

			'He took away the weapons from those who surrendered and put these tribes under the command of Plautius'
--	--	--	--

<b>Question 13</b>		<b>Using details from Passage D, how accurate do you think Cassius Dio's account of these events is?</b> <b>[5 marks]</b>	
<b>Assessment Objective</b>		<b>AO3</b> = 5 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to historical contexts in which they were written/produced.	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 3	4-5	<ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.</li> </ul>	<p>Candidates should relate the evaluation of Cassius Dio to his description of the particular event in the passage for full marks.</p> <p>Answers should note that the passage is from Cassius Dio and consider how accurate he might be in this case:</p>
Level 2	2-3	<ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content or historical context to give a basic evaluation of the source within its historical context. It draws a basic conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events.</li> </ul>	<ul style="list-style-type: none"> <li><b>Promote Claudius:</b> Possible embellishment as Plautius may not have been afraid and Claudius arrival was pre-planned as 'a lot of other equipment had already been put together for the expedition.' Was there an attempt to show two sides to Claudius: the warrior and the diplomat? ('some through mutual agreement, others by force')</li> </ul>
Level 1	1	<ul style="list-style-type: none"> <li>Response analyses the source in a basic way by selecting relevant detail from the source content and historical context.</li> </ul>	<ul style="list-style-type: none"> <li><b>Cassius Dio did have access to the work of many earlier writers.</b> Some may mention the extent to which this aids him here.</li> </ul>
	0	No response or no response worthy of credit	<ul style="list-style-type: none"> <li><b>Use of official accounts</b> These portray Claudius' actions as decisive and necessary.</li> <li><b>The use of elephants is logical</b> in the circumstances as his move against Camulodunum.</li> <li><b>Cassius Dio's position:</b> Given that the account is generally positive regarding Claudius, and that Cassius Dio had been a consul and proconsul, his claim that Claudius was going against 'normal practice' when saluted as Imperator more than once is likely to be accurate.</li> </ul>

			<ul style="list-style-type: none"><li>• <b>Cassius Dio's background</b> in Niceae in Bithynia.</li><li>• <b>Hindsight:</b> The claims that he took away weapons and ordered the subjugation of the whole island may be discussed. Elsewhere it is claimed that the Iceni were not disarmed until a few years later and the building of the Fosse Way suggests the conquest of the whole island was not the initial plan (although the plan could have changed quickly).</li><li>• Any claim that Cassius Dio cannot be trusted because he was Roman or writing nearly 180 years after events cannot access higher marks unless supported by valid analysis of the source.</li></ul>
--	--	--	---

Question 14		Explain the significance of Agricola's achievements. [10 marks]	
Assessment Objectives		<b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied <b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 5	9-10	<ul style="list-style-type: none"> <li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li> </ul>	Explanations might include: <ul style="list-style-type: none"> <li><b>His reconquest of northern Wales</b> after the previous governor had encountered difficulties. This was important in preventing raids on the fertile lands to the southeast.</li> <li><b>His final destruction of the Druids</b> on Mona (Anglesey) removed a competing centre of power that was a potential centre of resistance.</li> <li><b>He won more respect for Roman rule</b> by ending abuses in the food collection system. This aided the socialisation process.</li> <li><b>His urbanisation and socialisation programmes</b> concerning the British elites are said to have pacified the southern Britons. The sons of chiefs were educated, and wealthy Britons were encouraged to contribute to the urbanisation programme. The result was unrest was replaced by a competition to conform to Roman ways.</li> <li><b>The above factors helped ensure that southern Britain remained peaceful</b> and loyal during and after Agricola's campaigns to the north.</li> <li><b>Secured territory north of the Brigantes</b>, a tribe that had been rebellious recently. This</li> </ul>
Level 4	7-8	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> </ul>	
Level 3	5-6	<ul style="list-style-type: none"> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> </ul>	
Level 2	3-4	<ul style="list-style-type: none"> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> </ul>	

		<ul style="list-style-type: none"> <li>There is a basic explanation of the issue in the question. (AO2)</li> </ul>	<p>territory was secured through dividing the tribes using road construction.</p> <ul style="list-style-type: none"> <li><b>The province was far better connected</b> at the end of his governorship due to his road construction programme.</li> <li><b>He isolated the Caledonii</b> from the Britons further south through the construction of forts and the conquest of land to their south.</li> <li><b>His final campaign almost conquered the whole island</b> (and did so according to Tacitus).</li> </ul> <p>An evaluation of the veracity of some of the claims made above could help to reach judgments as to the relative significance of each factor.</p>
Level 1	1-2	<ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> </ul>	
	0	No response or no response worthy of credit	

<b>*Question 15</b>		<b>To what extent do the ancient sources help us understand the causes and events of Boudicca's revolt?</b>  <b>You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge.</b> <b>marks]</b> <span style="float: right;"><b>[20</b></span>	
<b>Assessment Objectives</b>		<b>AO3</b> = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about: <ul style="list-style-type: none"><li>historical events and historical periods studied</li><li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li></ul> <b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied <b>AO2</b> = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements. <b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses. .</b>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	17-20	<ul style="list-style-type: none"><li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There are thorough and detailed analyses of the reliability and accuracy of ancient sources in terms of the context in which they were created. Source analysis and evaluation is used to make developed, supported judgements and to draw fully convincing conclusions about the historical issue in the question. (AO3)</li><li>The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li><li>Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2)</li></ul>	<p>No set answer is expected. It is possible to reach the highest marks either by agreeing or disagreeing with the statement (providing the issue of extent is addressed by refuting the counter argument), or anywhere between providing the response matches the level descriptors.</p> <p>Examples of what we can understand might include:</p> <p>Agreements which strengthen</p> <ul style="list-style-type: none"><li>Both writers place significant blame on the procurator Decianus Catus who apparently reclassified subsidies as loans and sent slaves to confiscate the property of the Iceni nobility.</li><li>Both ancient writers state specific issues that angered the Britons.</li></ul>

		<i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<ul style="list-style-type: none"> <li>Both accounts emphasise the massacres committed by the Britons.</li> </ul>
Level 4	13-16	<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is some analysis of the reliability and accuracy of ancient sources in terms of the context in which they were created and source analysis and evaluation is used to make supported judgements and draw reasonable conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1)</li> <li>Response has a full explanation and analysis of the issue in the question arriving at substantiated judgements, but these are not consistently well-developed. (AO2)</li> <li><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>	<p>Areas of difference which strengthen understanding</p> <ul style="list-style-type: none"> <li>Tacitus concentrates on issues personal to the Iceni and Trinobantes, whereas Cassius Dio concentrates on wider economic issues.</li> <li>Tacitus emphasises the significance of the Roman treatment of Boudicca, her daughters, and the wider Iceni nobility. The Romans only viewed client kingdoms as short-term entities and so punished Boudicca when she protested at them taking direct control of her territory.</li> <li>Tacitus also emphasises how the neighbouring tribe, the Trinobantes, felt overburdened by the demands of constructing the temple at Camulodonum while simultaneously hating the arrogance of the veterans in their town.</li> <li>Cassius Dio concentrates on the general economic burdens placed on the Britons. He mentions that Seneca demanded that loans be repaid early. The analyses of the two writers differs but is not contradictory.</li> <li>Tacitus is clear on the order of events after the rebellion broke out. Camulodonum, Londinium and Verulamium were attacked before a final battle in which the rebels were defeated, and Boudicca died.</li> <li>Both accounts emphasise the massacres committed by the Britons.</li> <li>Tacitus gives us a description of the terrain and situation at the beginning of the final battle.</li> </ul>
Level 3	9-12	<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a basic analysis of the reliability and accuracy of at least one ancient source in terms of the context in which it was created and source analysis and evaluation is used to make basic judgements and draw simple conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1)</li> <li>This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2)</li> <li><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>	<p>Examples of where the sources are lacking or maybe unreliable might include:</p>

Level 2	5-8	<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context. There is a very basic attempt to consider the reliability or accuracy of an ancient source or sources in terms of the context in which it was created, though this may border on assertion. There is a no use of source analysis to reach judgements or conclusions about the historical issue in the question. (AO3)</li> <li>The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1)</li> <li>There is a basic explanation of the issue in the question. (AO2)</li> <li><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>	<ul style="list-style-type: none"> <li>The two writers place emphasis on different factors and so it may be difficult to understand exactly what was responsible for causing the revolt.</li> <li>Some of the evidence's reliability can be questioned. Tacitus implies centurions and slaves went too far and provoked the Iceni, but was he looking for scapegoats?</li> <li>Both writers give different accounts of the attack on Camulodunum. Cassius Dio's account lacks detail and concentrates even more on atrocities. Discussion may be had on the reliability of his claims. Did Cassius Dio have other sources or was he exaggerating?</li> <li>More generally, the portrayal of the Britons in the sources maybe be questioned.</li> <li>Useful and relevant comment may be made on the use of speeches.</li> <li>Little is known for certain about the final battle. The two writers give very different accounts. Cassius Dio presents an even battle with fortunes fluctuating while Tacitus asserts that the well-ordered Roman army soon forced the Britons to retreat until they were trapped against their own wagons.</li> <li>Attitude to female leaders</li> <li>The writers contradict each other when explaining the death of Boudicca.</li> <li>Archaeological record assists use of literary sources, e.g. can see destruction at Camulodunum and Londinium – helps us verify events as recorded by authors</li> </ul> <p>Likely source material to be included:</p> <p>Cassius Dio 62.1 – 62.12</p>
Level 1	1-4	<ul style="list-style-type: none"> <li>Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context. There is no attempt to consider the reliability and accuracy of the ancient sources in terms of the context in which they were created, and no attempt to link source analysis with judgements or conclusions about the historical issue in the question. (AO3)</li> <li>Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1)</li> <li>There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2)</li> <li><i>The information is communicated in a basic/unstructured way.</i></li> </ul>	
	0	<ul style="list-style-type: none"> <li>No response or no response worthy of credit.</li> </ul>	

			<p>Tacitus, <i>Annals</i>, 14.31 – 14.38</p> <p>Students may use archaeological evidence outside of the prescribed sources.</p> <p>Analysis of the sources should focus on the strengths and limitations of the sources in terms of the information they provide on the causes and events of the revolt. Analysis is likely to focus on the quality and amount of information provided, although more informed answers might note the differences between the sources. Relevant discussion of the context of the authors or other sources should be well rewarded.</p>
--	--	--	--

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored