

**GCSE**

**Ancient History**

Unit **A032**: The Rise of Rome

General Certificate of Secondary Education

**Mark Scheme for June 2016**

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

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

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## OPTION 1

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1	<p><b>AO1: Factual details:</b></p> <ul style="list-style-type: none"> <li>• Famous Trojan warrior</li> <li>• Warned to leave Troy by Venus and/or Hector</li> <li>• Escaped from Troy with his father Anchises/son Ascanius</li> <li>• Divine parentage - mother was Venus</li> <li>• Long journey after Troy – went to Carthage and met Dido</li> <li>• Eventually landed in Italy – defeated the Latins, married Lavinia and founded the city of Lavinium</li> <li>• Died in battle leading the Latins (and the Rutulians) against the Etruscans</li> <li>• His son (Ascanius/Iulus) was seen to be the founder of the Julian Clan and the Roman race</li> <li>• ‘cursed by Juno’/ ‘exiled by fate’</li> </ul>	[5]	Two discrete events with detail of the Aeneas myth needed - some examples provided but other viable answers are possible.	<p><b>AO1 = 5</b></p> <p>Level 5 - 5  Level 4 - 3/4  Level 3 - 2  Level 1/2 - 0/1</p>
2a	<p><b>AO1: Factual details:</b></p> <ul style="list-style-type: none"> <li>• Names of the descendents (eg Silvius, Romulus)</li> <li>• <u>‘Kings of Alba Longa’</u></li> <li>• Military</li> </ul>	[4]	Answers here need to be drawn from the Virgil passage: the focus is what it tells us about Aeneas’ descendants - candidates do not have to mention all points to gain full marks.	<p><b>AO2 = 4</b></p> <p>Level 5 - 4  Level 4 - 3  Level 3 - 2  Level 1/2 - 0/1</p>

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	<ul style="list-style-type: none"> <li>• prowess – <u>‘that young man leans upon his glorious spear’/ also ‘your equal in arms’/ also ‘civic oak wreaths’</u></li> <li>• Religious – <u>‘Silvanus Aeneas born as your equal in piety’</u></li> <li>• Physical prowess – <u>‘What young men...the strengths they display/ also ‘civic oak wreaths’</u></li> <li>• Trojan ancestry – <u>‘glory of the Trojan race’</u></li> <li>• Special – <u>‘nearest to the light’ / also the first to rise into the ethereal air’;</u></li> </ul>		Ideally two points well made are needed (or four elements from the passage) but be generous in rewarding here because of the need to understand poetry	
2b	<p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• The link to Troy – ‘Procas, glory of the Trojan race’/ the reference to Anchises and thus Aeneas (son of Venus): a heroic and divine past that will make the foundation of Rome and its religion all the more impressive</li> <li>• The reference to Alba Longa – ‘Alban’/ ‘the founder of Alba Longa’: ie a powerful and prosperous city - the forerunner to the establishment of the city of Rome</li> <li>• Tough and warlike upbringing of these men – ‘Lavinia, will rear in the woods’: the name Silvius from silva – perhaps links in with upbringing of Romulus and Remus;</li> </ul>	[4]	<p>The question is focusing on how these <b>details link into the story about the foundation of Rome</b></p> <p>Answers need to link the details from the passage with explanation to access higher mark bands</p> <p>Again need to be flexible in awarding marks because of the interpretation of poetry</p>	<p><b>AO2 = 4</b>  Level 5 - 4  Level 4 - 3  Level 3 - 2  Level 1/2 - 0/1</p>

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			Content	Levels of Response
2c	<p><b>AO3: Evaluation and interpretation of the source</b></p> <ul style="list-style-type: none"> <li>• there should be reference to Virgil as an epic poet and the purposes of the Aeneid in presenting a particular view of Rome and Augustus' connection with the heroes of Rome's past</li> <li>• however for the higher bands answers <b>must explicitly refer to this passage</b> and consider how Virgil could have known the details contained in it</li> <li>• some discussion of the story as a foundation myth that does not try to write a chronological account of Rome's past</li> <li>• general discussion of the value of Virgil should be rewarded;</li> </ul>	[5]	Need for evaluation of the passage here: discussion of the value of Virgil as a source is needed; what does Virgil say and how useful is it likely to be.	<p><b>AO3 = 5</b></p> <p>Level 5 - 5 Level 4 - 3/4 Level 3 - 2 Level 1/2 - 0/1</p>
3a	<p><b>AO1: Factual details</b></p> <ul style="list-style-type: none"> <li>• factual details that explore the misdeeds of Sextus Tarquinius: <ul style="list-style-type: none"> <li>- 'violence and lustfulness of Sextus Tarquinius'</li> <li>- The cruel rape of Lucretia and her terrible death/ 'the sadness of Lucretius Tricipitinus...'</li> <li>- 'the arrogance of the King himself'</li> <li>- 'the misery and hard work of the ordinary people...forced to dig out...'</li> <li>- 'the men of Rome...had been made labourers and quarry workers'</li> <li>- 'the undeserved murder of Servius Tullius...'</li> <li>- 'the ancestral gods for revenge'</li> <li>- 'he worked the crowd up to such a fury that they took away the King's power'</li> </ul> </li> </ul>	[14]	<p><b>AO1</b></p> <p>Need for factual details about the behaviour of the Tarquins from the Livy passage - a number of possible details are suggested but reward other relevant and justifiable details.</p>	<p><b>AO1 = 4</b></p> <p>Level 5 - 4 Level 4 - 3 Level 3 - 2 Level 1/2 - 0/1</p>

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	<p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• Candidates show an understanding that this gives a comprehensive view as to why the Kings were removed</li> <li>• such described actions clearly <u>offend</u> ideas of 'Romanness' / what it is to be a 'proper' Roman and especially a King of Rome and thus make the removal of the Kings justifiable/men of Rome made 'labourers and quarry workers'</li> </ul> <p><b>AO3: Interpretation, evaluation and response</b></p> <ul style="list-style-type: none"> <li>• understanding of when Livy was writing (seven centuries later) and how this may have affected what he wrote</li> <li>• linking in with AO2, credit highly responses that present some discussion of Livy's aims in presenting this episode of Roman history in this particular way: <ul style="list-style-type: none"> <li>- <b>as a speech from Brutus</b></li> <li>- emphasising such <b>negative</b> details of Sextus Tarquinius' reign to identify its importance in the later development of the Republic</li> <li>- understanding that Livy is presenting a particular view of Sextus Tarquinius that may well accord with his own view of morality/ immorality – need for moral recovery;</li> </ul> </li> </ul>		<p><b>AO2</b></p> <p>Need for understanding of the link between the behaviour of the Tarquins and their removal: possible answers that students could explore are suggested - do not need all for full marks;</p> <p><b>AO3</b></p> <p>Evaluation of Livy as a source - the passage is quite detailed: expect some discussion as to how Livy would have known about these details. What sources would Livy have consulted or just accepted in writing his history?</p>	<p><b>AO2 = 5</b> Level 5 - 5 Level 4 - 3/4 Level 3 - 2 Level 1/2 - 0/1</p> <p><b>AO3 = 5</b> Level 5 - 5 Level 4 - 3/4 Level 3 - 2 Level 1/2 - 0/1</p>

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3b	<p><b>AO1: Factual details</b></p> <ul style="list-style-type: none"> <li>• the <b>Tarquins</b> NEGATIVE actions/ policies: <ul style="list-style-type: none"> <li>- from the given passage <b>Sextus</b>' rape of Lucretia and other details (Livy 1.59),</li> </ul> </li> </ul> <p>BUT ALSO:</p> <ul style="list-style-type: none"> <li>- 'robbery and violence' amongst the Gabii (Livy 1.59)</li> <li>- legal abuse: <b>Superbus</b> 'trying of capital causes without consultation' and refusal to consult the Senate (Livy 1, 49)</li> <li>- <b>Priscus</b> 'trickery' of removing Ancus' sons, arrogance (Livy,1.36): manner in which Servius was killed and Priscus took power (Livy 1,48/9)</li> <li>- <b>Superbus</b> 'lawless and tyrannical' (Livy 1.52)/ 'leading citizens killed' (Livy 1.56)</li> </ul> <ul style="list-style-type: none"> <li>• <b>BUT</b> alternative POSITIVE facts need to be identified - <b>Tarquins</b> : 'good' things in political/ social/ foreign policy aspects: <ul style="list-style-type: none"> <li>- <b>Priscus</b> increased the size of the Senate (Livy 1, 35), successful war against the Sabines and 'ancient Latins' (Livy 1, 36-8), construction projects (Livy 1.38 : drainage/planning - Circus Maximus/ fortification/ forum/ temple of Jupiter)</li> <li>- <b>Superbus</b>' success in foreign policy (Volscii/ Gabii /Aequii), attributed construction (cloaca maxima/ circus maximus/ the forum - Livy 1.56)</li> </ul> </li> </ul> <p><b>AO2: Understanding</b> One would expect a definition of the debate and treatment of positive and negative aspects – for higher mark bands there needs to be some conclusion and' or analysis of 'to what extent' as in the wording of the question.</p>	[18]	<p><b>AO1</b> Factual details about the Tarquins needed – expect negative aspects to be discussed given the Livy extract but positive aspects also need to be covered.</p> <p>Livy that is the key ancient source here: this must be made relevant to the question asked – ie do we get a balanced view of the Tarquins?</p> <p>Although use of the specified passage may be limited, some useful areas to look for beyond this are identified.</p> <p><b>AO2</b> The question clearly identifies the need to debate whether Livy gives us a balanced view of the Tarquins</p>	<p><b>AO1 = 5</b> Level 5 - 5 Level 4 - 3/4 Level 3 - 2 Level 1/2 - 0/1</p> <p><b>AO2 = 5</b> Level 5 - 5 Level 4 - 3/4 Level 3 - 2 Level 1/2 - 0/1</p>

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	<p>Realisation that what may appear as bad ('labourers and quarry workers') could be seen as making Rome greater</p> <p><b>AO3: Interpretation, Evaluation and Response</b></p> <ul style="list-style-type: none"> <li>• understanding of when Livy (and Virgil) were writing (seven centuries later) and how this may have affected what they wrote <ul style="list-style-type: none"> <li>- trying to present a new morality at the end of the civil wars and harking back to the foundations of Rome as a model for this and the re-establishment of 'Roman' values</li> </ul> </li> <li>• reward highly any reference to and discussion of Livy's Preface – learning from 'good' and 'bad' aspects of Rome's past - in an attempt to understand his motives for writing and presenting Roman history in this way;</li> </ul>		<p>Understanding will build on what was outlined in 3a) – higher order responses will focus on both sides of the 'debate'</p> <p>Also expect connections/ links/ contrasts between all reigns of the Tarquins in this context.</p> <p><b>AO3</b> Detailed evaluation of Livy and Virgil and the conditions in which they were writing: there is considerable amount of detail here which is useful and helps build a considerable picture.</p>	<p><b>AO3 = 8</b> Level 5 – 7-8 Level 4 - 6-7 Level 3 - 4-5 Level 2 - 2-3 Level 1 - 0-1</p>

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4	<p><b>AO1: Factual details about Romulus' achievements/role in the early history of Rome</b></p> <ul style="list-style-type: none"> <li>• <b>Livy 1, 7 -15</b> <ul style="list-style-type: none"> <li>- <b>Sabines:</b> war but eventual peace where the 'two states were united under a single government with Rome as the seat of power'/ intermarriage/political and military integration</li> <li>- <b>Religion:</b> adoption of the Hercules cult as taught by Evander – 'proper ceremony...his religious duties'</li> <li>- <b>Law:</b>'gave them laws' and respect for the laws: lictors 'to attend his person'/ curule chair</li> <li>- Political aspects: 100 senators</li> <li>- <b>Construction of the city:</b> building of the city of Rome/ fortifying the Palatine)</li> <li>- Other foreign policy/ strategic aspects: war with local communities               <ul style="list-style-type: none"> <li>- <b>Fidenae</b> : 'not destined to escape'</li> <li>- <b>Veii</b> : 'secure their submission'</li> </ul> </li> </ul> </li> <li>• <b>Virgil 6,778-787</b> <ul style="list-style-type: none"> <li>- Romulus: 'the gods stamp him with his own majesty'/ Rome...will be founded under his auspices...and she will enclose seven citadels within her one city wall'</li> <li>- factual information indicating the context and time when Livy and Virgil were writing</li> </ul> </li> </ul>	[30]	<p><b>AO1</b></p> <p>There should be an explicit discussion of the treaty with the Sabines to access higher mark bands</p> <p>Some of the key themes/ details are suggested and students would be expected to compare the Sabine treaty with other achievements for highest marks.</p> <p>Expect reliance on Livy but question does refer to ancient sources so any reference to Virgil is to be rewarded</p>	<p><b>AO1 = 10</b></p> <p>Level 5 - 8-10</p> <p>Level 4 - 6-7</p> <p>Level 3 - 4-5</p> <p>Level 2 - 2-3</p> <p>Level 1 - 0-1</p>

Question	Answer	Marks	Guidance	
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	<p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• It is possible to argue this a number of ways: <ul style="list-style-type: none"> <li>- Agreement with the question: domestic achievement would have come to nought without 'peopling' from and submission of surrounding tribes</li> <li>- Domestic achievement had to come first: ie the creation of strong civic institutions and city defences would have made foreign policy less important</li> <li>- The inter-connection of internal and external aspects: both are important in the 'military and political achievements in the reign of Romulus'</li> </ul> </li> </ul> <p><b>AO3: Interpretation, Evaluation and Response</b></p> <ul style="list-style-type: none"> <li>• Livy: although not directly commissioned would most likely wish to present Rome's early history – ie Romulus - in its best light for several reasons (personal preferences - see Preface - but also to support the Augustan regime which had restored order after the chaos of the civil wars).</li> <li>• Virgil: wrote the Aeneid during 20s BC in which he links Augustus and Julian clan to Romulus and foundation of Rome: thus will present the story of early Rome – ie. Romulus - in a specific way. Also need to assess the value of poetry as historical evidence.</li> </ul>		<p><b>AO2</b> Answers will need to address the issue of <u>agreement or not</u> with the statement</p> <p>Need for explanation that is relevant to the question, analysis of the evidence and a relative judgement</p> <p><b>AO3</b></p> <p>Need to evaluate Livy as a source here - the sources that Livy may have had access to, the reasons for and context within which he is writing.</p> <p>Discussion of Livy's Preface should be rewarded highly</p> <p>It is not required to refer to Virgil but guidance is given should students do so</p> <p>There <i>may</i> be some reference to archaeological sources – altar of Hercules – reward any reference and discussion of its validity</p>	<p><b>AO2 = 10</b> Level 5 - 8-10 Level 4 - 6-7 Level 3 - 4-5 Level 2 - 2-3 Level 1 - 0-1</p> <p><b>AO3 = 10</b> Level 5 - 8-10 Level 4 - 6-7 Level 3 - 4-5 Level 2 - 2-3 Level 1 - 0-1</p>

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5	<p><b>AO1: Factual details taken from the reigns of Tullus Hostilius and Numa Pompilius</b></p> <ul style="list-style-type: none"> <li>• <b>Numa:</b> Livy 1,18-20: <ul style="list-style-type: none"> <li>- religious/ legal/ political aspects (religious buildings Temple of Janus and altar for Jove/ calendar/ priesthods/ Vestal Virgins)</li> <li>- foreign policy (peace with the surrounding peoples)</li> </ul> </li> <li>: also Virgil 6, 811-12 <ul style="list-style-type: none"> <li>- 'the first Roman king who will found our city on laws/ 'a poor land into a mighty empire'</li> </ul> </li> <li>• <b>Tullus:</b> Livy 1,22/23 onwards; also Virgil 6, 813-15 <ul style="list-style-type: none"> <li>- foreign policy (war against the Albans and later the Sabines)</li> <li>- Consequences of war with the Albans – destruction of the city apart from the temples (religious sensibilities) / unity between Romans and Albans</li> </ul> </li> <li>• factual information indicating the context and time when Livy and Virgil were writing;</li> </ul> <p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• Need for some definition of what constitutes success – building of civic institutions at home (politics/ law/ religion/ support/ military) and a foreign policy that will defend and protect the state</li> <li>• understanding / awareness of the demands of the question and need to present the details in AO1 within the context of a debate – ie. both of these kings were equally successful</li> </ul>	[30]	<p><b>AO1</b> This is a wide-ranging question where responses are to focus on the role/ policies of the Kings Numa Pompilius and Tullus Hostilius (although evidence for achievements is more limited here for Tullus Hostilius)</p> <p>The question specifies Livy so answers will need to identify the key factual details from this source: reward reference to any other source (some references to Virgil are included here)</p> <p><b>AO2</b> As anticipated above, answers must use the information from AO1 to present <u>an explanation and make a judgement</u> within the context of the question – ie.to what extent were the policies of these Kings <i>equally</i> successful?</p>	<p><b>AO1 = 10</b> Level 5 - 8-10 Level 4 - 6-7 Level 3 - 4-5 Level 2 - 2-3 Level 1 - 0-1</p> <p><b>AO2 = 10</b> Level 5 - 8-10 Level 4 - 6-7 Level 3 - 4-5 Level 2 - 2-3 Level 1 -</p>

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	<ul style="list-style-type: none"> <li>• A number of different approaches are possible – it is most likely that because of the greater weight of evidence for Numa responses will argue for Numa being a more successful king than the others</li> </ul> <p><b>AO3: Interpretation, Evaluation and Response</b></p> <ul style="list-style-type: none"> <li>• Livy: although not directly commissioned would most likely wish to present Rome's early history – ie Numa - in its best light for several reasons (personal preferences - see Preface - but also to support the Augustan regime which had restored order after the chaos of the civil wars).</li> <li>• in evaluating Livy as evidence, credit highly responses that make some assessment of Livy's own sources and a judgement as to reliability of what he was writing.</li> </ul>		<p>Answers which look at the role/ policies of each of these kings and then come to a coherent judgement will access the higher mark bands</p> <p><b>AO3</b></p> <p>Answers should discuss the aims of Livy in presenting the histories of the early Roman kings in this particular way and the reliability as evidence here: reward any reference to other forms of evidence - most likely to be archaeological - but this is not necessary for students to reach highest mark levels</p> <p>Discussion of Livy's Preface should be rewarded highly</p> <p>It is not required to refer to Virgil but guidance is given should students do so</p>	<p><b>AO3 = 10</b></p> <p>Level 5 - 8-10</p> <p>Level 4 - 6-7</p> <p>Level 3 - 4-5</p> <p>Level 2 - 2-3</p> <p>Level 1 - 0-1</p>

**OPTION 2**

Question	Answer	Marks	Guidance	
			Content	Levels of Response
6	<p><b>AO1 - Factual details</b></p> <ul style="list-style-type: none"> <li>• attacks from hostile tribes – ambushes/ attacks from altitude etc.</li> <li>• difficulty of the terrain – mountainous, narrow and slippery paths</li> <li>• difficulty of the climate – ice, snow</li> <li>• issues of morale for the troops themselves</li> <li>• casualty rates – humans and animals (elephants/ pack animals);</li> </ul>	[5]	Two discrete reasons needed – a number of reasons available here; some examples provided but other viable answers possible	<p><b>AO1 = 5</b></p> <p>Level 5 - 5 Level 4 - 3/4 Level 3 - 2 Level 1/2 - 0/1</p>
7a	<p><b>AO1: Factual detail</b></p> <ul style="list-style-type: none"> <li>• <u>'we must put an end to our campaigns and send our armies home'</u> – end the war after the conquest of Spain and demobilise the army</li> <li>• <u>'we must move to another theatre of war'</u> – having finished one campaign now need to move the war into a different phase</li> <li>• <u>'If anyone wishes to visit his family'</u> – allowing the troops to return to their families temporarily ;</li> </ul>	[4]	Answers here need to be drawn from the Livy passage: possible responses are suggested - two points well made with support from source needed:	<p><b>AO1 = 4</b></p> <p>Level 5 - 4 Level 4 - 3 Level 3 - 2 Level 1/2 - 0/1</p>

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7b	<p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• the war will continue – <u>‘move to another theatre of war’/ ‘we shall embark on a war’</u></li> <li>• the invasion of Italy – <u>‘our next campaign will take place in far off lands which will lead to ‘glory and wealth’</u></li> <li>• growth of Carthaginian power – <u>‘the conquest of Spain now complete’</u></li> <li>• little respite for Hannibal’s soldiers – <u>‘cannot be sure when you will be able to visit your homes</u></li> <li>• the need to re-arm and replenish</li> <li>• raised morale of his troops;</li> </ul>	[4]	Need to link details in the passage with an explanation of the impact the choices here for the Carthaginians - some points are suggested: highest marks need to cover two of these with full support from the passage.	<p><b>AO2 = 4</b></p> <p>Level 5 - 4 Level 4 - 3 Level 3 - 2 Level 1/2 - 0/1</p>
7c	<p><b>AO3: Interpretation and Evaluation</b></p> <ul style="list-style-type: none"> <li>• there is some detail given in this speech here by Hannibal in which Livy gives us a view of the options open to Carthage after the conquest of Spain</li> <li>• however for the higher bands answers <b>must explicitly refer to this passage</b> and consider how Livy could have known the details contained in it</li> <li>• reward highly responses that make some assessment of the accuracy and reliability of Livy as a source here: <ul style="list-style-type: none"> <li>- are these details likely to be accurate?</li> <li>- How would Livy know what the detail of a speech given by Hannibal to his soldiers would have been?</li> </ul> </li> <li>• Reward discussion of sources Livy may have used – Pictor, Piso</li> </ul>	[5]	Credit highly responses that contain detail and understanding which is indicative of knowledge of the passage and the circumstances in which it was written/ ‘spoken’.	<p><b>AO3 = 5</b></p> <p>Level 5 - 5 Level 4 - 3/4 Level 3 - 2 Level 1/2 - 0/1</p>

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8a	<p><b>AO1: Relevant factual knowledge</b></p> <ul style="list-style-type: none"> <li>• Economic – ‘huge collection of booty’</li> <li>• Military strength/ resources - Lentulus arrived at Utica with ‘50 warships and 100 transports’/ united his existing fleet with that of Lentulus’</li> <li>• Military defeat – ‘Scipio stormed and destroyed the enemy camp’/ ‘already shattered Carthage’/ ‘news of (Roman) victory’/ ‘bedecked with symbols of surrender’</li> <li>• Psychological – Scipio ‘should inflict further terrors from every direction’/ ‘his aim was simply to demoralise the enemy’</li> <li>• Diplomatic – ‘10 ambassadors, leading citizens sent to beg for peace...Scipio made no reply’.</li> </ul> <p><b>AO2 Understanding</b></p> <ul style="list-style-type: none"> <li>• passage is very useful because a great amount of detail is contained therein</li> <li>• the key focus should be Rome moving to a position of strength and Carthage moving to a position of weakness;</li> </ul> <p><b>AO3: Evaluation and Interpretation of the source</b></p> <ul style="list-style-type: none"> <li>• evaluation of Livy as a source. Some coverage is needed of when he is writing and the context of this</li> </ul>	[14]	<p><b>AO1</b> Answers here need to be drawn from the Livy passage: possible responses could be those suggested- candidates do not have to mention all to gain full marks</p> <p><b>AO2</b> Candidates need to explain how the passage can be very useful in allowing us to understand the <u>changing balance of power</u></p> <p><b>AO3</b> Evaluation of Livy as a source - the passage is quite detailed: expect some discussion as to how Livy would have known about</p>	<p><b>AO1 = 4</b> Level 5 - 4 Level 4 - 3 Level 3 - 2 Level 1/2 - 0/1</p> <p><b>AO2 = 5</b> Level 5 - 5 Level 4 - 3/4 Level 3 - 2 Level 1/2 - 0/1</p> <p><b>AO3 = 5</b> Level 5 - 5 Level 4 - 3/4 Level 3 - 2 Level 1/2 - 0/1</p>

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			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• possible motives/ aims in writing:               <ul style="list-style-type: none"> <li>- despite admiration for Scipio as the eventual victor over Hannibal and responsible for the growth of Roman power, Livy is trying to construct an analysis as to how and why the Romans were able to win the war against Hannibal</li> </ul> </li> <li>• Reward discussion of sources Livy may have used – Pictor, Piso, Polybius</li> </ul>		these details. What sources would Livy have consulted or just accepted in writing his history?	
8b	<p><b>AO1: Factual details</b></p> <ul style="list-style-type: none"> <li>• Details from the Livy passage: similar to A01 in question 8a), in which <u>Roman</u> strengths and <u>Carthaginian</u> weaknesses are identified with regard to:               <ul style="list-style-type: none"> <li>- Military strength</li> <li>- Economic strength</li> <li>- Diplomatic weakness</li> </ul> </li> <li>• details from the continuing passage in Livy 33.4 onwards which emphasises <u>Carthaginian weaknesses</u>:               <ul style="list-style-type: none"> <li>- reliance on elephants (Livy mentions 80!)</li> <li>- diversity of the Carthaginian army (eg.Ligurians/ Gauls/ Numidians/ Africans(Moors) – meant confusion in giving orders ('a confused roar'/ 'wide variety of languages')</li> <li>- lack of unity over reasons for fighting:                   <ul style="list-style-type: none"> <li>[Auxiliaries - for money</li> <li>Gauls- hatred of the Romans</li> <li>Ligurians- expansion</li> <li>Numidians - fear of Masinissa]</li> </ul> </li> </ul> </li> </ul>	[18]	<p><b>AO1</b></p> <p>The question is asking for reference to the passage (as well as other sources – this will most probably be Livy book 30, 33 - 35) so reward highly those responses that do this. Expect re-iteration of some of the details that will have been used in 8a) but these will be more obviously focused on the strengths/ weaknesses that produced the final outcome of the war</p> <p>[It is perfectly permissible for students to refer to Polybius 15.11-16 and wider factual details: do not expect this for higher mark bands]</p>	<p><b>AO1 = 5</b></p> <p>Level 5 - 5            Level 4 - 3/4            Level 3 - 2            Level 1/2 - 0/1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• Some details from Livy ( 33.12- 35.3) that describes the battle and the success of Scipio’s tactics and Carthaginian weaknesses already referred to:               <ul style="list-style-type: none"> <li>- Loss of control over the elephants</li> <li>- Loss of cavalry support for the Carthaginians</li> <li>- Disunity and division within the Carthaginian units</li> <li>- Role of the Roman generals: Scipio but also Laelius and Masinissa</li> </ul> </li> <li>• Relevant factual details beyond the passage that could give a wider perspective on the outcome on the final battle at Zama:               <ul style="list-style-type: none"> <li>- Roman superiority at sea</li> <li>- The loyalty of Rome’s allies</li> <li>- The blocking of reinforcements for Hannibal</li> <li>- Earlier Roman success in Spain;</li> </ul> </li> </ul> <p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• Candidates show understanding as to WHY the Romans won were able to defeat Hannibal and finally win the war – the wording of the question is on Roman successes but this can also be answered by assessing Carthaginian weakness – the details in A01 can provide some guidance here</li> <li>• Livy is very useful in the considerable detail he gives before and during Zama with clear descriptions of the composition of the armies and tactics used</li> <li>• Also an awareness that Livy is very useful in explaining Hannibal’s overall failure at Zama</li> </ul>		<p><b>AO2</b></p> <p>There are various ways into this question – the focus of the question is the Roman victory at the battle of Zama in 202 BC. The battle and its aftermath are crucial. Expect most responses to focus on the <b>short-term</b> and Roman victory/ Carthaginian defeat at Zama, however some responses may well take a <b>longer-term view</b> and put the final explanation into a wider context. As long as</p>	<p><b>AO2 = 5</b></p> <p>Level 5 - 5            Level 4 - 3/4            Level 3 - 2            Level 1/2 - 0/1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p><b>AO3: Interpretation, Evaluation and Response</b></p> <ul style="list-style-type: none"> <li>• there needs to be some discussion and evaluation of how <u>accurate and reliable Livy is as a source</u>: <ul style="list-style-type: none"> <li>- lived well after the events that he is describing here</li> <li>- unlike Polybius, he did not travel to places he was writing about</li> <li>- considerable reliance upon Polybius ('an authority by no means to be despised') which is particularly relevant in this specific case and other sources certainly Polybius book 15 would support much of Livy's views and the reasons for/ details of Roman victory and Carthaginian defeat but Livy may well just be reiterating Polybius' conclusions/ narrative here</li> <li>- Livy's aims in writing history/ presenting these events in a particular way</li> </ul> </li> <li>• Reward discussion of sources Livy may have used – Pictor, Piso, Polybius</li> </ul>		<p>this satisfies much of the factual detail in A01 this is perfectly permissible.</p> <p>Need to look for clear and relevant explanations here as to why the Romans won/ Carthaginians lost the war – for higher level award, responses must go beyond the given passage.</p> <p><b>AO3</b></p> <p>Need for evaluation of Livy passage(s): do not expect but reward highly any reference to and evaluation of other sources (such as Polybius)</p>	<p><b>AO3 = 8</b></p> <p>Level 5 – 7-8</p> <p>Level 4 - 6-7</p> <p>Level 3 - 4-5</p> <p>Level 2 - 2-3</p> <p>Level 1 - 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
9	<p><b>AO1: Factual detail</b>  <b>Military strategy of Quintus Fabius Maximus:</b></p> <ul style="list-style-type: none"> <li>• <b>Plutarch Life 5.1-5.4</b> – key aspects of the guerrilla strategy/ personal qualities of the man: <ul style="list-style-type: none"> <li>- no plans for a single fight to the finish</li> <li>- his strategy was to wear him down</li> <li>- use Rome’s financial strength and Italy’s manpower</li> <li>- Kept the army on higher ground/ avoided contact especially with the cavalry</li> <li>- Hannibal’s realisation of Fabius’ strengths and tactical nous</li> </ul> </li> <li>• Also references <b>Livy 22. 23.1-23.7/ 25.1 – 26.5:</b> <ul style="list-style-type: none"> <li>- Description as ‘master of military strategy’</li> <li>- also in plots against Fabius are described: this does need to be made relevant to question asked</li> </ul> </li> <li>• Also references in <b>Polybius 3, 89.1 - 89.7:</b> <ul style="list-style-type: none"> <li>- ‘would avoid any confrontation and take no risks’</li> <li>- ‘events fully vindicated his choice of strategy... Carthaginian soldiers had been trained...in non-stop warfare...their only hope of safety lay in victory’ contrasted with Roman tactics/ strategy</li> </ul> </li> </ul> <p><b>Other factors:</b></p> <ul style="list-style-type: none"> <li>• Roman confederation did not capitulate: post Cannae Hannibal had control of central Italy and its resources but no towns in Etruria and Umbria opened their doors to Hannibal [ <b>Livy 22,61</b>]</li> <li>• Hannibal’s failure to take Rome and the reasons for this (no siege equipment/ resources for a successful siege)/ dividing</li> </ul>	[30]	<p><b>AO1</b>  Factual details from Livy (and Polybius and Plutarch where possible and appropriate) need to be referenced here - some suggestions in outline are provided</p> <p>Responses do not require discussion of Polybius to gain highest marks but reward highly any relevant and appropriate references that are made.</p>	<p><b>AO1 = 10</b>  Level 5 - 8-10  Level 4 - 6-7  Level 3 - 4-5  Level 2 - 2-3  Level 1 - 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>his army by garrisoning some of the cities in S.Italy [<b>Livy 22, 50-51</b>]</p> <ul style="list-style-type: none"> <li>• Attitude of Carthaginian government which sought to widen the war but not fully equip the army in Italy quickly enough [<b>Livy 23, 11-14</b>]</li> <li>• Rome's recovery post Cannae – new legions quickly recruited/ Roman naval superiority was maintained [<b>Polybius 3, 118</b>]/ Roman capture of Syracuse in 212 BC which disrupted communication / contact between Hannibal and his government in Carthage</li> <li>• Attempts to reinforce Carthaginian army in Italy failed – Hasdrubal and siege of Ibera (216 BC) [<b>Livy 23, 28-29</b>] /Battle of river Metaurus (207 BC) [<b>Livy 27, 47-49</b>] / Mago and battle in the land of the Insubres (203 BC)</li> </ul> <p><b>AO2: Understanding</b></p> <ul style="list-style-type: none"> <li>• There is a danger that some responses may be a narrative account of the war in Italy and the different battles without explicit links to the analytical thrust of the question (ie.focusing on the different reasons why the Romans won) - this approach will not gain the higher mark levels in A02</li> <li>• A number of different judgements are possible here: <ul style="list-style-type: none"> <li>- The statement in the question is correct: in the short term, Fabius saved Rome after the disaster at Cannae</li> <li>- Longer term and different factors are more persuasive in the final analysis</li> <li>- Interconnectedness of all factors requiring a more nuanced conclusion;</li> </ul> </li> </ul>		<p><b>A02</b></p> <p>As indicated in AO1, for higher marks candidates must address the question and not simply recount a narrative of the war in Italy or of the various battles</p> <p>The focus here needs to be on discussing the different factors as to why the Romans won the war in Italy</p>	<p><b>AO2 = 10</b>  Level 5 - 8-10  Level 4 - 6-7  Level 3 - 4-5  Level 2 - 2-3  Level 1 - 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p><b>AO3: Interpretation, Evaluation and Response</b></p> <ul style="list-style-type: none"> <li>• there needs to be some discussion and evaluation of how accurate and reliable Livy and Plutarch are as sources:</li> <li>• Livy lived well after the events that he is describing here <ul style="list-style-type: none"> <li>- unlike Polybius, did not travel to places he was writing about</li> <li>- considerable reliance upon Polybius ('an authority by no means to be despised') which is particularly relevant in this specific case and other sources certainly Polybius book 3 would support much of Livy's views and the details of the Carthaginian victory/ Roman defeat but Livy may well just be reiterating Polybius' conclusions here</li> <li>- Livy's aims in writing history/ presenting these events in a particular way (reference to Livy's Preface)</li> </ul> </li> <li>• Plutarch some coverage is needed of when Plutarch is writing and the context of this (late 1st /early 2nd century AD) <ul style="list-style-type: none"> <li>- possible motives/ aims in writing – admiration for 'the idea of Rome'</li> <li>- a biographer rather than a historian with emphasis on a dramatised, moralistic view of his subject</li> </ul> </li> </ul>		<p>In coming to a conclusion a number of different judgements can be made: reward these as long as the argument is credible and supported.</p> <p><b>AO3</b></p> <p>The usefulness of Livy's and Plutarch's account (and Polybius if used) needs to be evaluated here - the evidence that he/ they may have had access to, the reasons for and context within which they were writing.</p>	<p><b>AO3 = 10</b></p> <p>Level 5 - 8-10</p> <p>Level 4 - 6-7</p> <p>Level 3 - 4-5</p> <p>Level 2 - 2-3</p> <p>Level 1 - 0-1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• Polybius: reference to aspects of Polybius' life and method of writing: <ul style="list-style-type: none"> <li>- although born after these events these were within living memory</li> <li>- he travelled widely and was able to interview person who could have been present at or have memory of these events;</li> </ul> </li> </ul>			
10	<p><b>AO1: Factual details</b></p> <p><b>Relationship between Hannibal and the Carthaginian govt:</b></p> <ul style="list-style-type: none"> <li>• Attempts were made to re-equip/ reinforce Hannibal in Italy in the years after 216 BC: eg. Hasdrubal and siege of Ibera (216 BC) [<b>Livy 23, 28-29</b>] /Battle of river Metaurus (207 BC) [<b>Livy 27, 47-49</b>] / Mago and battle in the land of the Insubres (203 BC)</li> </ul> <p><b>BUT</b> Hannibal being undermined by attitude of Carthaginian government in 216 BC which did not respond quickly enough to requests for aid and reinforcement after Cannae [<b>Livy 23, 11-14</b> – a 'slow and dilatory manner']</p> <p><b>[Polybius</b> does discuss the Carthaginian constitution in book 6,51-2]</p> <p><b>Other factors:</b></p> <ul style="list-style-type: none"> <li>• Carthaginian weaknesses/ Hannibal's own failures <ul style="list-style-type: none"> <li>- despite impressive victories [<b>refs in Livy and Polybius to these</b>] Hannibal made some crucial mistakes (eg. the failure to take Rome after Cannae [<b>Livy 22, 50-51</b>])</li> <li>- the diverse nature of the Carthaginian army [<b>Livy 30,33.8-11</b>]</li> <li>- flawed strategy based upon weakening the 'Italian confederation'[ <b>Livy 22,61</b>]</li> </ul> </li> </ul>	[30]	<p>Some factual details of the relationship between Hannibal and his government can be referenced here - <b><i>the difficulty here is that much of the factual detail in the ancient sources is not in the prescription - reward any references to Livy (and Polybius where appropriate) that are accurate and relevant.</i></b></p> <p>Some suggestions have been made but credit any references that are attempting to define examples of this here</p> <p>Also need to see some factual details of other factors – again some suggestions are made but this is a wide-ranging</p>	<p><b>AO1 = 10</b></p> <ul style="list-style-type: none"> <li>• Level 5 - 8-10</li> <li>• Level 4 - 6-7</li> <li>• Level 3 - 4-5</li> <li>• Level 2 - 2-3</li> <li>• Level 1 - 0-1</li> </ul>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>- the failure to 'hold' Spain [Livy 30,28.10]</li> <li>• Roman strengths               <ul style="list-style-type: none"> <li>- the role of Fabius Maximus in allowing Rome to recover after key defeats in Italy [Plutarch Life 5.1-5.4: Livy 22. 23.1-23.7/ 25.1 – 26.5/ 30, 28.10:]</li> <li>- the role of Scipio in outwitting Hannibal [Livy 30, 32 onwards]</li> </ul> </li> </ul> <p><b>AO2: Understanding</b></p> <p>Responses do need to look at the stated factor/ other factors and come to a judgement: a number of different conclusions can be arrived at:</p> <p>Some candidates may argue that Hannibal was a successful military commander and was let down by factors outside of his control (ie. the Carthaginian govt et al). Different views are perfectly feasible:</p> <ul style="list-style-type: none"> <li>• despite considerable military successes Hannibal bears the main responsibility for the outcomes of the war</li> <li>• a more nuanced judgement in which a range of factors interact to explain ultimate military failure</li> </ul> <p>The key thing is that different sides of the debate are assessed and judgements are sensible and supported.</p>		<p>question so reward any material germane to the question</p> <p><b>AO2</b> Candidates are expected to make a judgement as to whether the relationship between Hannibal and the Carthaginian government was the key factor in determining his ultimate lack of success</p> <p>It should be possible to access the highest mark levels whatever the approach as long as answers address the question in a cogent and analytical manner.</p> <p>There may well be some overlap with question 8b) but the emphasis here should be on addressing a more general assessment of Hannibal as a military commander.</p>	<ul style="list-style-type: none"> <li>• <b>AO2 = 10</b></li> <li>• Level 5 - 8-10</li> <li>• Level 4 - 6-7</li> <li>• Level 3 - 4-5</li> <li>• Level 2 - 2-3</li> <li>• Level 1 - 0-1</li> </ul>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p><b>AO3: Interpretation, Evaluation and Response</b></p> <ul style="list-style-type: none"> <li>• the details in some of the later Livy passages are supported by Polybius 15,18-19</li> <li>• evaluation of Livy needs to take into account the context within which Livy is writing: <ul style="list-style-type: none"> <li>- many years after these events</li> <li>- considerable reliance upon Polybius ('an authority by no means to be despised')</li> <li>- Livy's aims in writing history/ presenting these events in a particular way</li> </ul> </li> <li>• Plutarch some coverage is needed of when Plutarch is writing and the context of this (late 1st /early 2nd century AD) <ul style="list-style-type: none"> <li>- possible motives/ aims in writing – admiration for 'the idea of Rome'</li> <li>- a biographer rather than a historian with emphasis on a dramatised, moralistic view of his subject: ie. a focus on the character of Fabius rather than a description of events</li> </ul> </li> <li>• <b>If</b> responses do reference Polybius some assessment would be necessary here – this could include: <ul style="list-style-type: none"> <li>- reference to aspects of Polybius' life and method of writing</li> <li>- although born after these events these were within living memory</li> <li>- he travelled widely and was able to interview persons who could have been present at or have memory of these events (ie. use of Philinus and Fabius Pictor);</li> <li>- intentions in writing: to present to a Greek audience the inevitability of Roman success.</li> </ul> </li> </ul>		<p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• This is going to be difficult here given the limited range of sources and the fact that much is away from the prescribed extracts</li> <li>• Reward generously relevant and appropriate evaluation of Livy/ Plutarch (and Polybius) as sources - some discussion as to how these ancient writers would have known about the details that have been referenced</li> </ul>	<p><b>AO3 = 10</b></p> <ul style="list-style-type: none"> <li>• Level 5 - 8-10</li> <li>• Level 4 - 6-7</li> <li>• Level 3 - 4-5</li> <li>• Level 2 - 2-3</li> <li>• Level 1 - 0-1</li> </ul>

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