



Oxford Cambridge and RSA

GCSE (9-1)

Ancient History

J198/02: Rome and its neighbours

General Certificate of Secondary Education

Mark Scheme for June 2023

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

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

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

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
RM ASSESSOR**

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

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

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

Multiple Choice Question Responses

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

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:









- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

PEs must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your PE to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your PE, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their PE via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

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

11. 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 AO1 (Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied)
	Evidence for making a judgement on the quality of AO2 (Analyse and explain historical events and historical periods to arrive at substantiated judgements)
	Evidence for making a judgement on the quality of AO3 (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: The foundations of Rome: From kingship to republic, 753-440BC

Question	Indicative content	Marks	Guidance
1 (a)	<p>Name the city Romulus' grandfather is said to have ruled.</p> <p>Likely valid responses are:</p> <ul style="list-style-type: none"> • Alba Longa 	AO1 1	1 mark for any answer that offers a historically valid response. Make sure each valid historical response is rewarded.
1 (b)	<p>Identify <u>two</u> ways the Roman Republic gave more power to the plebeians</p> <p>Likely valid responses are:</p> <ul style="list-style-type: none"> • Tribunes • Valerio-Horatian Laws • Twelve Tables • Marriage between classes • Military consulship 	AO1 2	1 mark for any answer that offers a historically valid response.
1 (c)	<p>Name the event which started after the death of Verginia.</p> <p>Likely valid responses are</p> <ul style="list-style-type: none"> • The Second Secession • Virginius speech at Mount Vecilius • The restoration of the Tribunes and Consulship 	AO1 1	1 mark for any answer that offers a historically valid response.

Question 2		Outline the main features of the foundation of Rome by Romulus [6 marks]	
Assessment Objectives		AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied	
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 3	5–6	<ul style="list-style-type: none"> Response demonstrates accurate and detailed knowledge of several features and/or characteristics that are fully relevant to the question. This is presented as a prose account that shows a clear understanding of the focus of the question. 	<p>Potential elements include:</p> <ul style="list-style-type: none"> The nature of Romulus' birth and his reputed divine origins as the son of Mars. Numitor's gift of land and the use of augury to determine the location of Rome on the Palatine and Remus' choice of the Aventine. The conflict between the two brothers and Remus' death. The fortification of the Palatine. The religious sacrifices – including the worship of Hercules as initiated by Evander. Religious institutions – including temples to Jupiter. Political institutions including the 12 lictors, The 100 patricians and Senate. Shared rule with Tattius. Conflict – Lavinium, Fidenae and Veii Asylum between the copses on the Capitoline. Abduction of the Sabine women and the war which followed. Personal guard – the 300 Celeres.
Level 2	3–4	<ul style="list-style-type: none"> Response demonstrates accurate and detailed knowledge of at least one feature and/or characteristic that is fully relevant to the question. This is presented as a prose account that shows some understanding of the focus of the question. 	
Level 1	1–2	<ul style="list-style-type: none"> Response includes basic knowledge and basic understanding that is relevant to the question. 	
	0	No response or no response worthy of credit	

Question 3		Using details from <u>Passage A</u> and your own knowledge, what can we learn about Tarquinius Superbus’ unpopularity? [10 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
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. There is no requirement to analyse the source’s reliability to address the “what can we learn” part of the question. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.	
Level	Marks	Level descriptors	Indicative content
Level 5	9–10	<ul style="list-style-type: none"> The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question (AO1) Response uses a range of fully appropriate details from the stimulus 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. (AO3) 	Valid features / characteristics that answers could identify from the source include: <ul style="list-style-type: none"> He needed money to repair the drain on his resources: war campaigns against Gabii and Ardea; excessive spending on the Temple of Jupiter His ambitious schemes of public building: Temple of Jupiter – a symbol of his power; Tiers in the Circus Maximus; excavation of the Cloaca Maximus (Great Sewer) The commons were growing ever more restive: been so long employed in manual labour such as belonged properly to slaves: Unhappiness at being used to labour on Sewer and the Circus. The constant warfare. Tyrannical behaviour Tyrannical behaviour: Murder of Servius; Refusal to allow Servius to have a proper burial; tried capital cases by his own authority; arrested innocents to
Level 4	7–8	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question (AO1) Response uses a range of fully appropriate details from the stimulus material, which are analysed to draw out most of the relevant characteristics and features and evaluate what we can learn from the source about the specified issue. (AO3) 	
Level 3	5–6	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and some understanding that is relevant to the question (AO1) Response uses some appropriate details from the stimulus 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. (AO3) 	
Level 2	3–4	<ul style="list-style-type: none"> The response demonstrates basic knowledge and some understanding that is relevant to the question (AO1) 	

		<ul style="list-style-type: none"> Response uses some appropriate details from stimulus material, which are analysed to draw out a few of the characteristics and features. (AO3) 	<p>seize their money and property; weakening of the Senate; death of Turnus.</p> <p>Other factors to be credited</p> <ul style="list-style-type: none"> Death of Lucretia; Brutus' speech.
Level 1	1–2	<ul style="list-style-type: none"> The response demonstrates basic knowledge that is relevant to the topic of the question (AO1) Response uses few details from the stimulus material and a very basic attempt to draw out any of the characteristics and features. (AO3) 	
	0	No response or no response worthy of credit	

Question 4		Using details from Passage A and your own knowledge, explain how Rome's Kings kept control of their people? [15 marks]	
Assessment Objectives		<p>AO3 = 5 marks = Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied.</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance		<p>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.</p> <p>There is no requirement to analyse the source's reliability. However, candidates that develop evaluations personal to the content of the source and relevant to the question can be rewarded under AO3.</p>	
Level	Marks	Level descriptors	Indicative content
Level 5	13–15	<ul style="list-style-type: none"> Response uses a range of fully appropriate examples from the stimulus material and analyses these examples to make developed, supported judgements and to draw fully convincing conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>The focus of this question will be using information to come to a judgement. The second order historical concept candidates will predominately use will be similarity and difference, but answers may also include discussion on change/continuity.</p> <p>Valid factors that answers could identify from the source include:</p> <p>Importance of War: 'vigorous preparations in progress for the war with the Rutuli' 'of very considerable wealth'.</p> <ul style="list-style-type: none"> Reward candidates who discuss the use of war to expand Rome and to gain plunder. Romulus and the spoils of war; Hostilius and the conquest of Alba Longa.
Level 4	10–12	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the stimulus material and analyses these examples to make supported judgements and draw reasonable conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) 	

		<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Tarquinius Priscus success against the Latins – and its role in securing his kingship. Servius war against the Etruscans and the Veii.
Level 3	7–9	<ul style="list-style-type: none"> Response uses some appropriate examples from the stimulus material and analyses these examples to make simple judgements and draw basic conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	<p>Public Building works: ‘ambitious schemes of public building’</p> <ul style="list-style-type: none"> Romulus’ building of the Temple of Jupiter Numa’s building programmes Hostilius and the Curia Hostilia Ancus’ extension of the Temple of Jupiter and the port of Ostia.
Level 2	4–6	<ul style="list-style-type: none"> Response uses some examples from the stimulus material and analyses these examples, making a very basic attempt to draw conclusions about what the source tells us about the historical events and historical period. (AO3) The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) There is a basic explanation of the issue in the question. (AO2) 	<p>‘tyrannical behaviour’:</p> <ul style="list-style-type: none"> Romulus use of lictors and his personal guard Hostilius refusal to let his soldiers rest during a plague Tarquinius Priscus promotion of lesser men to the Senate to gain control Superbus tyrannical behaviour – use of plebeians as labourers, personal decisions in capital crimes.
Level 1	1–3	<ul style="list-style-type: none"> Response uses few examples from the stimulus material and analyses these, though there is no attempt to draw anything about what the source tells us about the historical events and historical period. (AO3) The response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) 	<p>Expansion and shared wealth ‘Distribution of plunder’: Use of land seized from defeated cities. Creating new colonies after victories.</p> <p><u>Other valid features / characteristics that answers could identify include:</u></p>
	0	No response or no response worthy of credit	<p>Religious initiatives – Romulus and Numa’s reforms including worship of Jupiter; Temple of Janus etc. Political initiatives – The use of the census to reduce the tax burden on the poor; Peace treaties and alliances. Economic initiatives – The Forum; Port in Ostia, Salt Works</p>

*Question 5		‘War was the most significant factor in the Foundation of Rome, 753-440BC.’ To what extent do you agree with this view?		[20 marks]
Assessment Objectives		AO1 = 10 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = 10 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. Analysis and discussion of the historical veracity of many of the events outlined in the sources can be rewarded as part of the judgement on AO2. For example, if the veracity of a particular event is in doubt then the quality of the evidence it provides to support a point about the significance of an event can be limited.		
Level	Marks	Level descriptors	Indicative content	
Level 5	17–20	<ul style="list-style-type: none"> Response demonstrates a wide range of fully relevant and accurate knowledge, with a good level of detail throughout. There is demonstration through this of a thorough understanding of all the key features and characteristics discussed. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	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. <u>Grounds for agreeing</u> <ul style="list-style-type: none"> War led to the First and Second Secession: The impact of the wars of Independence led to bankruptcy and poverty amongst the plebeians. This led to the First Secession and the appointment of Tribunes. The Second Secession was successful because the Roman army refused to support the Decemvirate. War helped expand the borders of Rome. Success against Alba Longa, Sabines, Veii, Gabii, Latins etc all helped extend Roman territory. War contributed to the downfall of the Kings. Tarquinius Superbus was absent when Brutus mobilised the Roman people against him. 	
Level 4	13–16	<ul style="list-style-type: none"> Response demonstrates a good range of fully relevant and accurate knowledge, which will be detailed in places. There is demonstration through this of a good level of understanding of most of the key features and characteristics discussed. (AO1) 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) <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>		

Level 3	9–12	<ul style="list-style-type: none"> Response demonstrates a selection of relevant, generally accurate knowledge, but which will lack detail. There is demonstration through this of some understanding of the key features and characteristics discussed. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<ul style="list-style-type: none"> The Wars of Independence established the Roman Republic: Recognition of individuals: Tullus Hostilius and the war with Alba Longa; Romulus and the war with the Sabines. Priscus and his success in expanding Rome's influence. <p><u>Grounds for disagreeing</u></p>
Level 2	5–8	<ul style="list-style-type: none"> Response demonstrates a limited amount of relevant knowledge, which may be lacking in accuracy in places and will lack detail. There is demonstration of limited understanding of the key features and characteristics discussed. (AO1) There is a basic explanation of the issue in the question. (AO2) <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"> Plebeian protest – Conflict of the orders: Plebeian consciousness and demands caused conflict. Secession led to significant changes in the early Republic. Both were the consequence of patrician abuse of plebeian rights. First and Second Secessions; Valerio's reforms; Creation of the First Decemvirate Immoral behaviour – Fratricide between Romulus and Remus; Rape of the Sabine women; Rape of Lucretia, Mistreatment of the plebeians during the Wars of Independence; Abduction of Virginia Importance of religion: Romulus' religious reforms; Numa's religious reforms; Death of Tullus; Use of auguries. Importance of trade and peace treaties Political treaties stabilised Rome and allowed for the development of its wealth. Importance of political reforms Success of Servius reforms, Roman Republic reforms to develop the character of Rome. Wars led to periods of instability War with Clusium and Lars Porsena nearly destroyed Rome. Threats caused by wars with the Sabines, Alba Longa, Veii and Latins.
Level 1	1–4	<ul style="list-style-type: none"> Response demonstrates very basic knowledge and basic understanding that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <p><i>The information is communicated in a basic/unstructured way.</i></p>	
	0	No response or no response worthy of credit	

			<p>NB: No reference needs to be made exploring the nature of the evidence to achieve highest levels. Candidates may make reference to the 'legendary' nature of this period, and the sparse archaeological record to express why it is difficult to make definitive conclusions about this issue.</p> <p>This unit explores change over time and whilst candidates are not expected to include every period – they should have good coverage of the period to substantiate their judgements.</p> <p>Some candidates may, therefore, make judgements about when war was the most significant factor. This should be recognised as a valid judgement.</p>
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Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme

<p>High performance 4–5 marks</p>	<ul style="list-style-type: none"> - Learners spell and punctuate with consistent accuracy. - Learners use rules of grammar with effective control of meaning overall. - Learners use a wide range of specialist terms as appropriate.
<p>Intermediate performance 2–3 marks</p>	<ul style="list-style-type: none"> - Learners spell and punctuate with considerable accuracy. - Learners use rules of grammar with general control of meaning overall. - Learners use a good range of specialist terms as appropriate.
<p>Threshold performance 1 mark</p>	<ul style="list-style-type: none"> - Learners spell and punctuate with reasonable accuracy. - Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. - Learners use a limited range of specialist terms as appropriate.
<p>No marks awarded 0 marks</p>	<ul style="list-style-type: none"> - The learner writes nothing. - The learner's response does not relate to the question. - The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

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

Question	Answer	Mark	Guidance
6 (a)	<p>Name the consul who fought against Hannibal in the battle of Trasimene.</p> <p>Valid responses</p> <ul style="list-style-type: none"> • Gaius Flaminius • Gnaeus Servilius Geminus – accept this answer as he was involved in a small skirmish after the battle and is involved in the build up of the battle 	<p>AO1 1</p>	<p>1 mark for any answer that offers a historically valid response.</p>
6 (b)	<p>Identify <u>three</u> characteristics which made Hannibal a successful general.</p> <p>Valid responses include:</p> <ul style="list-style-type: none"> • Tactics. Reward any specific tactic used by Hannibal. • Leadership. Reward any specific example of leadership. For example – Inspiration, resilience. • Crossing the Alps. • Brotherhood. Living with his troops. • Outnumbered in many battles against the Romans. • Deployment of troops to avoid rebellion in Africa and Spain before crossing the Alps. • 	<p>AO1 3</p>	<p>1 mark for any answer that offers a historically valid response.</p>
6 (c)	<p>Name the African city which fought against Rome in the Punic Wars.</p> <p>Valid responses include:</p> <ul style="list-style-type: none"> • Carthage 	<p>AO1 1</p>	<p>1 mark for any answer that offers a historically valid response.</p>

Question 7		Using details from <u>Passage B</u>, evaluate how accurate is Polybius' description of Hannibal's army after the crossing of the Alps? [5 marks]	
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.	
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 3	4-5	<ul style="list-style-type: none"> 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. 	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> Loss of troops: Caused by crossing of the Rhone, Alps and skirmishes. The terrain/experience had a severe impact on preparations/army: Steep mountains and 'savage terrain' tired men out and led to loss of pack horses etc. Length of crossing: 5 months in total and 15 days crossing the Alps. Took him longer than expected. Number of men remaining: Column on Lacinium
Level 2	2-3	<ul style="list-style-type: none"> 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. 	
Level 1	1	<ul style="list-style-type: none"> 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. 	
	0	No response or no response worthy of credit	

Question 8		Using details from <u>Passage B</u>, how accurate is Polybius' description of Hannibal's army after the crossing of the Alps?		[5 marks]
Assessment Objective		AO3 = 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.		
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 3	4-5	<ul style="list-style-type: none"> 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. 	<p>Candidates should relate the evaluation of the passage to the description of the particular event for full marks.</p> <ul style="list-style-type: none"> Polybius is using a column at Lacinium to confirm the numbers of survivors. Polybius is using geography to evaluate the impact and he travelled widely to make his conclusions. Polybius use of oral accounts could explain his insight into the length of the crossing. He could have spoken to a number of eyewitnesses who saw Hannibal's force leave Iberia. 	
Level 2	2-3	<ul style="list-style-type: none"> 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. 	<p>Potential issues with the passage</p> <ul style="list-style-type: none"> Polybius does not mention the origin of his sources and he could be basing the length of the crossing on his own experience, or the experience of others. Polybius is writing for a Greek/Roman audience and could be exaggerating the impact on Hannibal's forces to make the early Roman defeats and eventual victory more dramatic. Although this is not a trait normally associated with Polybius, it is something candidates can be rewarded for. 	
Level 1	1	<ul style="list-style-type: none"> Response analyses the source in a basic way by selecting relevant detail from the source content and historical context. 		
	0	No response or no response worthy of credit		
			Any claim that does not recognise the significance of this source and concludes it is inaccurate should be	

			<p>treated with care. If part of a balanced answer you may award Level 2 or higher, otherwise no higher than Level 1.</p> <p>Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.</p>
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Question 9		Explain the significance of Hannibal's tactics during the battle of Cannae in 216BC		[10 marks]
Assessment Objectives		<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p>		
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"> The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>Explanations might include:</p> <ul style="list-style-type: none"> Preparations: Varro's victory in a small skirmish to give him confidence. Manipulating Roman leadership: Varro was overconfident. Paullus more cautious. Hannibal disrupted the Roman water supplies during Paullus' day of command, so that Varro would be incensed and attack. He wanted Varro to be in command for his strategy to work. Taking advantage of the Roman position facing into the sun. His tactics to surround the Roman army: His 'pincer' attack enabled by a feigned retreat. Hiding his troops to create a surprise attack: Using the terrain to hide small pockets of troops. Use of cavalry to draw the Roman cavalry away from the battlefield: Some historians see this as a key element as it minimised the impact the Roman cavalry would have on the battle. False surrender: A significant part of Hannibal's force laid down its weapons and was absorbed into the Roman rear. At an opportune time they drew 	
Level 4	7-8	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) 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) 		
Level 3	5-6	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 		
Level 2	3-4	<ul style="list-style-type: none"> The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) 		

		<ul style="list-style-type: none"> There is a basic explanation of the issue in the question. (AO2) 	<p>their concealed weapons and caused chaos in the Roman ranks.</p> <ul style="list-style-type: none"> Deciding to fight a significantly larger army, after the frustrations of Fabian tactics. His alleged failure to take advantage of his resounding victory.
Level 1	1-2	<ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) 	
	0	No response or no response worthy of credit	

*Question 10	<p>'Roman leadership was the most significant factor in the Second Punic War'. To what extent do you agree with this statement? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge? [20 marks]</p>		
Assessment Objectives	<p>AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements. Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance	<p>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.</p>		
Level	Marks	Level descriptors	Indicative content
Level 5	17-20	<ul style="list-style-type: none"> • <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> 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) • The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) 	<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 counterargument), or anywhere between providing the response matches the level descriptors.</p>

		<ul style="list-style-type: none"> Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><u>AO1 and AO2</u></p> <p><u>Points which agree</u></p> <p>Roman arrogance and mistakes handed Hannibal the initiative between 218 and 216</p> <ul style="list-style-type: none"> Discussion of the mistakes made at Ticinius; Trebia; Trasimene and Cannae Significance of the decisions made by Publius Cornelius Scipio, Tiberius Sempronius Longus, Gaius Flaminius and Gaius Terentius Varro. Candidates could discuss the significance of ‘new men’ as highlighted by Polybius who were more interested in popularity in Rome and acted like demagogues. <p>Fabian Tactics</p> <ul style="list-style-type: none"> Success at using Rome’s superior numbers and war of attrition. Candidates can mention the ‘failure’ at Ager Falernus Significance of Marcellus in supporting Fabian tactics after 216. <p>Scipio Africanus</p> <ul style="list-style-type: none"> Significance of tactics in Iberia. Success in New Carthage and preventing Iberian troops relieving Hannibal in Italy. Invasion of Africa and successful allegiance with Masinissa. Success in the battle of Zama
Level 4	13-16	<ul style="list-style-type: none"> <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> <p>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)</p> <ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) 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) <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"> <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> <p>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)</p> <ul style="list-style-type: none"> The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	

		<i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<p><u>Points which challenge:</u></p> <p>Hannibal and Carthaginian mistakes Failure to seize initiative after Cannae. Tarentum and Capua divided Hannibal's army as they were not strong enough to resist Roman attacks. Failure of siege of Rome 212 and forced to withdraw to defend Capua Mago and Hasdrubal failures to defend Iberia, which significantly weakened Carthage's war efforts.</p> <p>Luck</p> <p>Significantly weakened by the Alps crossing - Hannibal was lucky that Scipio and Sempronius fell into his traps. Hannibal's anger at gods and weather during siege of Rome 212</p> <p><u>A03</u></p> <p>Likely source material to be included:</p> <p>Roman mistakes: 21.54 Roman Commanders made significant errors: Polybius 3.81-86; 3.111-112; Livy 22.23-26; Livy 22.44-48, Polybius 5. Fabius Maximus: Plutarch 5, Polybius 3.87-9 Scipio Africanus successes: Fall of Iberia: Livy 23.29; 26.46-7 Fall of Carthage: Livy: 30.20; 30.29-35 Siege of Rome: Livy 26.11 Hannibal felt unlucky: Livy 26.11, 30.20, 30.30-1</p>
Level 2	5-8	<ul style="list-style-type: none"> • <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> 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) • The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) • There is a basic explanation of the issue in the question. (AO2) <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
Level 1	1-4	<ul style="list-style-type: none"> • <i>Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context.</i> 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) • Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <p><i>The information is communicated in a basic/unstructured way.</i></p>	
	0	No response or no response worthy of credit	

			<p>NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections. Instead candidates should be able to draw evidence from these prescribed sources and analyse how they strengthen their argument or expose the limitations of the opposing view.</p> <p>Some candidates may analyse how the author's context, purpose and technique contribute to the judgements they make.</p> <p>Students may also cross-reference the information in the sources to develop relevant evaluations.</p> <p>Possible analytical approaches for AO3:</p> <p>Comparison of interpretations and their depiction of Roman leadership</p> <p>Livy presents Roman leadership 218-6 as rash and, to a lesser extent, agrees with the criticisms of Polybius. This could be used to agree with the point Polybius promotes the mistakes of 'new men.'</p> <p>Polybius recounts the rational approach of Fabius Maximus. More respectful than celebratory.</p> <p>In comparison, Polybius writes favourably about Scipio Africanus – but this is not just family bias – Livy agrees that Africanus was highly significant.</p> <p>Livy does mention the bravery of Roman soldiers and the failures of elements of the leadership. To some extent Livy excuses Roman mistakes by focusing on Hannibal's trickery.</p> <p>Comparison of the different techniques of the three historians.</p>
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			<p>Livy's use of written texts</p> <p>Polybius use of travel and eyewitness;</p> <p>Plutarch's biography.</p> <p>NB: Be careful of candidates that accuse Livy of fiction or writing for entertainment, this is too simplistic and is indicative of Level 2-3 AO3 analysis. More sophisticated analysis is needed at Levels 4 and above. Particularly comparing the nature of the evidence in relation to the event described. For example, Livy's use of Roman records may reveal more about the success/failure of Rome's generals.</p> <p>Comparison of the purpose of the three historians. 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. Hannibal is presented as being a test for Roman expansion – and therefore the focus is on Roman mistakes, rather than Hannibal's ill fortune. 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. Plutarch's description of Fabius Maximus' actions emphasises his statesmanship and decision making – defying demagoguery. Therefore, his leadership is providing an allegory for other leaders to follow</p>
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Section C: Cleopatra: Rome and Egypt, 69–31 BC

Question	Answer	Mark	Guidance
11 (a)	<p>Outline <u>three</u> details of Mark Antony's suicide.</p> <p>Valid responses include:</p> <ul style="list-style-type: none"> • Antony was distraught by his troops deserting him (1) • Antony believed he had been betrayed by Cleopatra (1) • Cleopatra hid away, in fear (1) • Cleopatra sent messengers to announce her own death (1) • Antony believed the messages and decided to kill himself (1) • Antony asked a slave to commit the deed (1) • The slave killed himself first (1) • Antony plunged his sword into his belly (1) • Then he fell to the floor (1) • The blow was not fatal (1) • Antony was taken to Cleopatra (1) • Cleopatra did not open the doors for him (1) • Antony was raised up to the queen through a window (1) • Cleopatra reacted in grief at the sight of the dying Antony (1) • Antony finally died in Cleopatra's embrace (1) • Paterculus notes the honour in his death (1) stating he answered the accusations of cowardice by his death (1) 	<p>AO1 3</p>	<p>1 mark for any answer that offers a historically valid response.</p>
11 (b)	<p>What is Cleopatra supposed to have hidden in before her first meeting with Caesar?</p> <p>Valid responses include:</p> <ul style="list-style-type: none"> • A bundle of sheets • A bed-sack • A rug or carpet 	<p>AO1 1</p>	<p>1 mark for any answer that offers a historically valid response.</p>
11 (c)	<p>What was the name of Octavian's sister, who married Mark Antony?</p> <ul style="list-style-type: none"> • Octavia (1) 	<p>AO1 1</p>	

Question 12		What can we learn from <u>Passage C</u> about the expansion of Egyptian territory under Cleopatra?		[5 marks]
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.		
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 3	4-5	<ul style="list-style-type: none"> 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. 	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> Cleopatra gained a lot of land or kingdoms, 'Phoenicia, Coele Syria, Cyprus, and a large part of Cilicia'. Many of Cleopatra's territorial gains were because of gifts from Antony, 'he welcomed her with gifts which were neither small nor few' Cleopatra gained valuable territories with important natural resources, 'the balsam-producing part of Judaea'. Egypt's expansion under Cleopatra was unpopular in Rome, 'these gifts angered the Romans a great deal.....the shameful nature of the honours to Cleopatra'. Antony's actions were arrogant/excessive, 'Antigonus...no other king before him had been punished in this way' 	
Level 2	2-3	<ul style="list-style-type: none"> 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. 		
Level 1	1	<ul style="list-style-type: none"> 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. 		
	0	No response or no response worthy of credit		

Question 13		Using details from <u>Passage C</u>, how accurate is the portrayal of expansion of Egyptian territories under Cleopatra? [5 marks]	
Assessment Objective		AO3 = 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.	
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 3	4-5	<ul style="list-style-type: none"> 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. 	<p>Candidates should relate the evaluation of Plutarch to his description of the particular event in the passage for full marks.</p> <p>Answers should note that the passage is from Plutarch and consider how accurate he might be in this case:</p> <ul style="list-style-type: none"> Candidates can suggest that Plutarch: Plutarch's standpoint - e.g. anti-wealth, anti-women, anti-Egyptians – 'shameful nature of the honours to Cleopatra'. Had experience as an ambassador – so had experience with ruling, and consequential insight, 'no other king before him had been punished this way' Plutarch was not concerned with history so much as the influence of character, good or bad. Plutarch himself acknowledged that some of his sources were unreliable in his work. Had a biographical technique - would weigh up the good and bad, 'angered the Romans....annoyed the Romans...shameful nature...' The account comes from a parallel life of Antony so the focus is not only on him (rather than Cleopatra), but is also selected for comparison to a famous Greek (in this case Demetrius).
Level 2	2-3	<ul style="list-style-type: none"> 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. 	
Level 1	1	<ul style="list-style-type: none"> Response analyses the source in a basic way by selecting relevant detail from the source content and historical context. 	
	0	No response or no response worthy of credit	

			<ul style="list-style-type: none">• As the focus of the Parallel Live is on Antony, the actions (in the passage) are also focused on Antony, 'he presented...he took away their kingdoms...he welcomed her...he gave her'• Not contemporary to Cleopatra (writing in the next century).• There is some debate about the nature of his claims – Antigonus was most likely punished by others, were all of 'the gifts' presented at this time. Plutarch may be using artistic license with the facts to create an effective anecdote.
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Question 14		Explain the political and economic importance of Egypt for Rome. [10 marks]	
Assessment Objectives		<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p>	
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"> The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<p>Explanations of importance might include:</p> <ul style="list-style-type: none"> Natural resources – e.g. fertile farming land next to the Nile. Building and decorative stone. Gold mines. Its deserts yielded a variety of minerals, ores, and fine stones such as porphyry and granite, which were brought to Rome to be used for sculpture and architecture. Political potential – e.g. ambitious Roman politicians could harness the potential of Egypt for political gain. It also had propaganda potential, e.g. Octavian, who presented himself to the people of Egypt as the successor to the pharaohs. Wealth – Egypt had a thriving economy. Wealth was largely agricultural: Egyptian grain supplied the city of Rome. The country also produced papyrus, glass and various finely crafted arts that were exported to the rest of the Roman empire. Location – Position in the southern Mediterranean along with the Nile provided excellent trade options. E.g. with central Africa, the Arabian Peninsula, and
Level 4	7-8	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) 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) 	
Level 3	5-6	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	
Level 2	3-4	<ul style="list-style-type: none"> The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) 	

		<ul style="list-style-type: none"> There is a basic explanation of the issue in the question. (AO2) 	<p>India flourished along the Nile, desert routes, and sea routes from the Red Sea port of Berenike.</p> <ul style="list-style-type: none"> Military – Proximity to Parthia offering a base for strategic operations against a rival; ability to bolster the Roman army/navy with Egyptian troops.
Level 1	1-2	<ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) 	
	0	No response or no response worthy of credit	

Question 15		<p>'For Cleopatra, the Battle of Actium was more important than any other event'. To what extent do you agree with this statement?</p> <p>You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. [20 marks]</p>	
Assessment Objectives		<p>AO3 = 10 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
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	17-20	<ul style="list-style-type: none"> • <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> 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) • The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<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>Students are expected to provide a detailed account of the Battle of Actium and explain its importance. This may include:</p> <ul style="list-style-type: none"> • Preparation for the civil war between Antony and his forces, and Octavian and his forces • Defeat of Mark Antony – he and Cleopatra fleeing to Alexandria

		<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"> (In particular the consequential political of Actium for the Romans)
Level 4	13-16	<ul style="list-style-type: none"> <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> 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) The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) 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) <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p>Examples of other important events (to provide counter-argument) for Cleopatra might include:</p> <ul style="list-style-type: none"> The death of her father Ptolemy Auletes (which was important as it left Cleopatra in a power vacuum which she fills with her brothers as co-heirs) Her first meeting with Caesar (which was important as it develops a relationship with Cleopatra which helps her to gain and maintain power in Egypt as Queen, and gives her military support against her rivals) Birth of Caesarion (which was important as it gives Cleopatra a potential heir to Caesar's legacy – Antony and Cleopatra later affirm Caesarion as son of Caesar and that he would inherit the lands that Cleopatra ruled over) Death of her brother Ptolemy XIV (which was important as it leaves Cleopatra and her 3 year old son as sole rulers)
Level 3	9-12	<ul style="list-style-type: none"> <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> 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) The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p>Likely source material to be included:</p> <ul style="list-style-type: none"> Coin believed to be Ptolemy XII Auletes Coin of Cleopatra Plutarch, <i>Life of Mark Antony</i> 27, 58, 61-8 Plutarch, <i>Life of Julius Caesar</i> 48-9 Coin of Cleopatra and Caesarion minted in Cyprus Relief of Cleopatra and Caesarion Suetonius, <i>Life of Divine Julius</i> 52 Cassius Dio, <i>Roman History</i> 42.44 Velleius Paterculus, <i>The Roman History</i> 2.82-86 Virgil, <i>Aeneid</i> 8.675-731
Level 2	5-8		

		<ul style="list-style-type: none"> • <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> • 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) • The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) • There is a basic explanation of the issue in the question. (AO2) <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>Analysis of the sources could focus on the limitations of the sources in terms of information and approach to Cleopatra, 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 the importance of events for Cleopatra 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 and decisions are not necessarily covered in enough detail for us to make fair judgements about her success – such as her popularity with her subjects.</p>
Level 1	1-4	<p><i>Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context.</i></p> <p>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)</p> <ul style="list-style-type: none"> • Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <p><i>The information is communicated in a basic/unstructured way.</i></p>	<p>NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections. Instead candidates should be able to draw evidence from these prescribed sources and analyse how they strengthen their argument or expose the limitations of the opposing view.</p> <p>Some candidates may analyse how the author's context, purpose and technique contribute to the judgements they make.</p> <p>Students may also cross-reference the information in the sources to develop relevant evaluations.</p>
	0	No response or no response worthy of credit	

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

Question	Answer	Mark	Guidance
16 (a)	<p>Name the first Governor of Roman Britain.</p> <ul style="list-style-type: none"> • Aulus Plautius • Plautius 	AO1 1	
16 (b)	<p>Give <u>two</u> reasons why Roman governors campaigned in Wales.</p> <p>Most likely examples are:</p> <ul style="list-style-type: none"> • To prevent the raids on Roman territory • To crush the resistance of Caratacus/the Silures/the Ordovices • To defeat the Druids • To gain raw materials • To establish forts • To subdue the people thus allowing campaigns elsewhere (the North) 	AO1 2	1 mark for any answer that offers a historically valid response.
16 (c)	<p>Identify <u>two</u> features of Camulodunum.</p> <p>Most likely examples are:</p> <ul style="list-style-type: none"> • Temple dedicated to Claudius • Became a colonia for veterans • A small theatre • A circus/racetrack • It had previously been a centre of British power. • Statue of Victory <p>Accept answers similar to 'it was destroyed by Boudicca' and 'the natives hated the veterans there....'</p>	AO1 2	1 mark for any answer that offers a historically valid response.

Question 17		What can we learn from <u>Passage D</u> about Claudius' motives for the invasion of Britannia?		[5 marks]
Assessment Objective		AO3 = 5 marks = Use, analyse and evaluate ancient sources within their historical context.		
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 3	4-5	<ul style="list-style-type: none"> 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. 	<p>Candidates are likely to pick out and explain the following details:</p> <ul style="list-style-type: none"> 'He sought the honour of a real triumph.' Claudius was seeking to secure his position and boost his prestige. Britain appeared an inviting target as the risks were modest and only Julius Caesar had attempted an invasion before. Claudius was seeking to succeed where Julius Caesar had failed. To restore order: 'the island at this time was in turmoil...' Conquest: 'received the submission of part of the island.' The 'splendid' nature of the triumph back in Rome underlines Claudius' principal objectives. 	
Level 2	2-3	<ul style="list-style-type: none"> 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. 		
Level 1	1	<ul style="list-style-type: none"> 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. 		
	0	No response or no response worthy of credit		

Question 18		Using details from <u>Passage D</u> , how accurate do you think Suetonius' account of these events is? [5 marks]	
Assessment Objective		AO3 = 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.	
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 3	4-5	<ul style="list-style-type: none"> 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. 	<p>Candidates should relate the evaluation of Suetonius to his description of the particular event in the passage for full marks.</p> <ul style="list-style-type: none"> Candidates may note that Suetonius was writing over half a century after the events he describes and discuss the potential impact of this upon his accuracy. Suetonius enjoyed spells in charge of the imperial libraries and the Imperial Archive. These posts would have offered him access to a wealth of earlier source material. However, during the reign of Hadrian, when his work was published, Suetonius was dismissed. We do not know exactly what source material he had access to when composing his biography of Claudius. Candidates may note that Suetonius was writing a biography of Claudius. As a Rome based writer, at the heart of the Imperial System, Suetonius was interested in political motives and gossip. This may have resulted in undue emphasis being placed on Claudius' motives at the expense of other factors. Candidates may discuss other aspects of the biography and how it focuses on Claudius and not the role of others such as Aulus Plautius.
Level 2	2-3	<ul style="list-style-type: none"> 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. 	
Level 1	1	<ul style="list-style-type: none"> Response analyses the source in a basic way by selecting relevant detail from the source content and historical context. 	
	0	No response or no response worthy of credit	

			<p>Alternatively, some candidates may explore the fact that the biography appears within a greater work.</p> <ul style="list-style-type: none"> • Candidates may evaluate the passage in the context of the difficult circumstances in which Claudius came to power. Claudius was viewed as weak: installed in power after the murder of Caligula, he lacked a military record and suffered from various medical issues. Rome was also suffering food shortages. The passage's concentration on his need for glory could thus be judged accurate. • Students may discuss whether Suetonius or his sources could have exaggerated the dangers faced during the journey to Britain, providing reasoning as to why this may have been so. • Students may question Suetonius' assertion that submission was gained 'without battle or bloodshed' while agreeing with the claims that 'part of the island submitted' and the island 'was in a turmoil.' Suetonius' account might be compared to that of Cassius Dio. • Students may cross-reference information from Cassius Dio, Tacitus, the Arch of Claudius, and the coins of Claudius to confirm the 'splendid manner' in which Claudius celebrated the victory. <p>Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy.</p>
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Question 19		Explain the causes of Boudicca's revolt.		[10 marks]
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = 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"> The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	Explanations might include: <ul style="list-style-type: none"> The treatment of Boudicca and her daughters by the centurions sent from the governor's office. The confiscation of Iceni property by slaves sent by the Procurator. 	
Level 4	7-8	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) 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) 	<ul style="list-style-type: none"> Tacitus focuses on the arrogance of these minor Roman officials. He may have been seeking scapegoats on whom to apportion blame for a situation that had terrible consequences. Candidates should set these events within the context of the dispute that followed the death of Boudicca's husband. Prasutagus had left only half of his land to Nero at a time when it had been decided to take direct control of client states. 	
Level 3	5-6	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) 	<ul style="list-style-type: none"> The financial policies of the Romans. The Procurator had unfairly reclassified subsidies as loans, and he was now demanding repayment. Similarly, Seneca was demanding early repayment of loans. 	
Level 2	3-4	<ul style="list-style-type: none"> The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) 		

		<ul style="list-style-type: none"> There is a basic explanation of the issue in the question. (AO2) 	<ul style="list-style-type: none"> Opposition to the cost of the grand temple dedicated to Claudius at Camulodunum. Opposition to the activities of the veterans and soldiers living at the colonia of Camulodunum.
Level 1	1-2	<ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) 	
	0	No response or no response worthy of credit	

*Question 20		To what extent do the ancient sources help us to understand the nature of the cooperation between Romans and Britons?	
		You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. [20 marks]	
Assessment Objectives		<p>AO3 = 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"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied</p> <p>AO2 = 5 marks = Analyse and explain historical events and historical periods to arrive at substantiated judgements.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses. .</p>	
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	17-20	<ul style="list-style-type: none"> <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> 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) The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. (AO2) 	<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>Candidates are required to evaluate the extent to which the ancient sources can help us understand the different ways Romans and Britons cooperated, and the extent of that cooperation. Candidates should take account of the contexts, aims, sources and methods of the ancient writers when reaching judgements on the issue at hand.</p> <p>Some of the points students might explore are outlined below:</p>

		<p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>Evidence that aids understanding:</p> <ul style="list-style-type: none"> • Cooperation before the invasion illustrated by the coins. • The nature and role of Adminius and Verica/Berikos in the period leading up to the invasion. • Divide and conquer tactics during the invasion. • The submission of the tribes at Camulodunum. • The creation, nature and demise of client states. Students may focus on the Iceni, Brigantes, and the states south of the Thames. • Specific cooperation such as that between Cartimandua and the Romans: • The palace at Fishbourne and the bath complex at Aquae Sulis as potential evidence of political and religious cooperation respectively. • Urbanisation in the Roman fashion. • The Romanisation of British culture. • Economic cooperation as illustrated by the Vindolanda tablets. <p>Limitations of the evidence:</p> <ul style="list-style-type: none"> • Limitations of coins as evidence: conflicting interpretations; limited audience for gold coins; the existence of other, different coins; and the lack of much of a written record to support conclusions.
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			<ul style="list-style-type: none">• The limitations of the written record in many areas. Few specific details are given about cooperation.• The aims, contexts, beliefs and methods of the ancient writers limit our understanding. Tacitus, for example, sought to exaggerate Agricola's achievements while commenting on cooperation between the British nobility and the Romans. Elsewhere Tacitus prefers military action to cooperation and so may play down the achievements of other governors.• The difficulties interpreting Fishbourne Palace. It is not known for whom the different versions of the Palace were built and thus its purpose at any one time is unclear. Its location is not near the tribal capital at Silchester and it may well have had solely Roman inhabitants. It is also unique for this time period; it is unrepresentative.• Likewise, it is not known who exactly was allowed to frequent the complex at Aquae Sulis. The evidence can be interpreted multiple ways.• The limitations of the archaeological record in relation to the extent of urbanisation and the interaction between Romans and Britons. Little of Roman Camulodunum has been excavated. Neither do the tablets always make it clear that it is Britons who are cooperating with Romans. The subjects are likely to be usually foreign traders or other Romans. However, they do imply that Britons were cooperating in terms of supplying foodstuffs, services and materials at some level.
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			<p>Likely source material to be included:</p> <p>Coins of Cunobelinus and Verica.</p> <p>Suetonius, Caligula, 44.2</p> <p>Cassius Dio, 60.19–21, 62.2</p> <p>Tacitus, Annals, 12.35–36, 12.40, 14.31,</p> <p>Tacitus, Histories, 3.45</p> <p>Tacitus, Agricola, 13, 14, 21</p> <p>The Vindolanda tablets concerning supplies, materials for the fort, and rooms at an inn.</p> <p>Students may use archaeological evidence outside of the prescribed sources.</p> <p>NB candidates do not have to quote directly from these sources or reference precise chapter numbers/sections. Instead candidates should be able to draw evidence from these prescribed sources and analyse how they strengthen their argument or expose the limitations of the opposing view.</p> <p>Some candidates may analyse how the author’s context, purpose and technique contribute to the judgements they make.</p> <p>Students may also cross-reference the information in the sources to develop relevant evaluations.</p> <p>The ancient sources should be analysed and evaluated to reach supported conclusions that take into account the accuracy and utility of the evidence. Relevant discussion of the context of the authors or other sources should be well rewarded.</p>
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Level 4	13-16	<ul style="list-style-type: none"> • <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> • 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) • The response demonstrates accurate knowledge and a developed understanding that is fully relevant to the question. (AO1) • 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) <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"> • <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> • 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) • The response demonstrates accurate knowledge and some understanding that is relevant to the question. (AO1) • This is linked to an analysis and explanation of the issue in the question but judgements may not always be made explicit. (AO2) <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"> • <i>Response analyses examples from the ancient sources to give a more detailed evaluation of the sources within their historical context.</i> • 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) • The response demonstrates basic knowledge and some understanding that is relevant to the question. (AO1) • There is a basic explanation of the issue in the question. (AO2) <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
Level 1	1-4	<p><i>Response analyses examples from the ancient sources to give a basic evaluation of the sources within their historical context.</i></p> <p>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)</p> <ul style="list-style-type: none"> • Response demonstrates basic knowledge that is relevant to the topic of the question. (AO1) • There is little or no attempt at a very basic explanation of the issue in the question, which may be close to assertion. (AO2) <p><i>The information is communicated in a basic/unstructured way.</i></p>	
	0	No response or no response worthy of credit	

Assessment Objective (AO) Grid

	AO1	AO2	AO3	SpaG	Totals
Section A					
1	4				4
2	6				6
3	5		5		10
4	5	5	5		15
5	10	10		5	25
Section B/C/D					
6/11/16	5				5
7/12/17			5		5
8/13/18			5		5
9/14/19	5	5			10
10/15/20	5	5	10		20
Totals	45	25	30	5	105

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