# GCSE

# Ancient History

General Certificate of Secondary Education

Unit **A033:** Women in Ancient Politics

# Mark Scheme for June 2013

| Annotation | Meaning |
|---|---|
| **AO1** | Evidence for making a judgement on the quality of AO1 (Recall, Select and Organise) performance in Section B. |
| **AO2** | Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B. |
| **AO3** | Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B. |
| **BOD** | Indication of where the examiner has given 'Benefit of Doubt' to part of an answer either due to lack of clarity of potential confusion in Section B |
| | Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence in both Sections A and B. |

**Subject-specific Marking Instructions**

Marking grids should be used throughout. Where 5 has been allocated, examiners should look to award 5 marks if there is not a good reason to go to the bottom of the level.

**Option 1: Cleopatra and her impact on Roman politics, 69–30 BC**

| Question | | | Answer | Marks | Guidance | |
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| | | | **Indicative content** | | | **Levels of response** |
| **1** | | | **AO1: Two reasons with relevant factual detail.**<br><br>**Any two reasons with factual detail.**<br><br>**Possible answers could include:**<br>• Cleopatra controlled Egypt<br>• wealth of Egypt could be useful to Rome<br>• Egypt had grain supplies<br>• Egypt's military resources could be useful (Actium)<br>• an alliance with Cleopatra would strengthen the political position of each Roman leader<br>• they fell in love with her (Julius Caesar, Mark Antony)<br>• possibility of showing the expansion of the Roman empire by linking with Egypt. | 5 | **Outline two reasons why Roman leaders wanted a political relationship with Cleopatra?**<br><br>**Other relevant examples not prescribed here should also be given credit.**<br><br>Two reasons why Roman leaders wanted a political relationship with Cleopatra with **relevant detail** for each should be given for high marks. | **AO1 = 5**<br>Level 5    5<br>Level 4    3–4<br>Level 3    2<br>Level 1/2  0–1 |

| Question | | | Answer | Marks | Guidance | |
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| | | | **Indicative content** | | | **Levels of response** |
| **2** | **(a)** | | **AO1: Key elements of story identified.**<br><br>**Details might include:**<br>• She sailed up the river Cydnus in a river-craft covered in gold, its purple sails in the wind, its rowers pressing on with silver oars to the sound of flutes, pipes and citharas<br>• she herself lay back beneath a canopy embroidered with gold<br>• dressed to look like Aphrodite [Venus] in some painting<br>• on both sides stood boys made up as Cupids in paintings who fanned her. | 4 | **Using details from Passage 1A, describe <u>one</u> way in which Cleopatra presented herself in public?**<br><br>Candidates must answer **using the passage given.**<br>There should be a range of details chosen from the source.<br><br>Evaluation of the passage is not required.<br><br>For higher marks candidates must describe by using appropriate detail to support their answer. | **AO1 = 4**<br>Level 5    4<br>Level 4    3<br>Level 3    2<br>Level 1/2  0–1 |

| Question | Answer | Marks | Guidance | |
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| | **Indicative content** | | | **Levels of response** |
| **(b)** | **AO2:  Understanding**<br>**Answers should show an understanding of the importance of their meeting in the passage though discussion of some of the following:**<br>• Cleopatra treated Mark Antony with contempt and laughed at him – the meeting seems more important to Antony than to Cleopatra who is mocking him<br>• Cleopatra's elaborate presentation of herself suggests that she saw the meeting as important<br>• the meeting was important as a public spectacle – as many people escorted Cleopatra, and many others came from the city to see the sight<br>• a crowd had also gathered in the market-place to see Cleopatra and Antony together. | 4 | **Explain how Passage 1A shows the importance of the meeting between Mark Antony and Cleopatra.**<br><br>Candidates must answer **using the passage given.**<br><br>Answers could argue that this meeting was, or was not, important as long as backed up by evidence from the passage given.<br><br>Candidates should refer specifically to information from within the passage for higher levels. | **AO2 = 4**<br>Level 5    4<br>Level 4    3<br>Level 3    2<br>Level 1/2  0–1 |

| Question | Answer | Marks | Guidance | |
|---|---|---|---|---|
| | **Indicative content** | | | **Levels of response** |
| **(c)** | **AO3: Interpretation and Evaluation** <br> <u>**Answers should note that the passage is from Plutarch, and consider how accurate he might be in this case:**</u> <br> Answers should focus on details from the passage, and question their accuracy. <br> Examples might include: <br> • What were Plutarch's sources for these events (e.g. Cleopatra's many requests from Antony, or the extravagant style of her presentation in public)? <br> • Would such a significant event have been recorded? <br> • Plutarch mentions that 'everywhere there was a rumour' about the meeting – use of rumour and hearsay <br> • general accuracy of Plutarch – date of writing – writing of paired biographies rather than history, the aim in writing about famous individuals and the audience he's writing for <br> • evaluation based on Plutarch's standpoint (e.g. anti-wealth, anti-women, anti-Eygptians). | 5 | **How accurate do you think Plutarch's description of the events in Passage 1A is?** <br><br> Candidates should focus on the **accuracy** of Plutarch's description of the events in the passage. <br><br> Candidates should relate the evaluation of Plutarch to his description of the particular event in the passage for full marks. <br><br> There should be a range of examples chosen from the source, with appropriate detail. | **AO3 = 5** <br> Level 5   5 <br> Level 4   3–4 <br> Level 3   2 <br> Level 1/2  0–1 |

| Question | | | Answer | Marks | Guidance | |
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| | | | **Indicative content** | | | **Levels of response** |
| 3 | (a) | | **AO1: Relevant factual knowledge** <br> <u>**Details of how Cleopatra tries to gain the sympathy and support of Octavian could include:**</u> <br> • by looking depressed <br> • she fell at his feet <br> • she looked terrible and her voice was trembling when speaking to him <br> • her body was in no better state than her spirit – her body shows signs of harm <br> • she tried excusing her actions – that she had been fearful of Antony <br> • she changed her approach <br> • tried to gain his pity by prayers <br> • she gave him a written account of her wealth <br> • she deceived him so well that Octavian thought he had deceived her. <br><br> **AO2: Understanding** <br> <u>**Understanding of why Cleopatra tried to gain the sympathy and support of Octavian could include:**</u> <br> • Cleopatra uses a number of different ways to try to win support and sympathy <br> • she was using her feminine ways to win over Octavian – even though her looks have faded she still uses her charm <br> • she tries to persuade him that she only acted as she did because of Mark Antony <br> • Cleopatra needs the support of Octavian at this point as Mark Antony is dead and she has no one left to turn to | 14 | **In what ways does Passage 1B help us to understand how Cleopatra tried to gain the sympathy and support of Octavian?** <br><br> Candidates should make full use of the details from **within the passage** given to answer this question. <br><br> For high marks candidates should pick out several points from the source extract, explain what they can tell us about how Cleopatra tried to gain sympathy and support of Octavian, and give some evaluation of the source with relevance to the question. Note that not all are required for the highest marks. <br><br> Candidates may argue that she wasn't trying to gain sympathy or support at all, but was just trying to deceive him (as shown in the last line of the passage), as long as they can back this argument up using the evidence. | **AO1 = 4** <br> Level 5    4 <br> Level 4    3 <br> Level 3    2 <br> Level 1/2   0–1 <br><br><br><br><br><br><br><br> **AO2 = 5** <br> Level 5    5 <br> Level 4    3–4 <br> Level 3    2 <br> Level 1/2   0–1 |

| Question | | | Answer | Marks | Guidance | |
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| | | | **Indicative content** | | | **Levels of response** |
| | | | •   Octavian could have her killed because she has gone against him (ie Battle of Actium), and she needs to plead for her life<br>•   she understands that the prospect of the wealth of Egypt was tempting to Octavian and almost offers this to him by listing it all in an account.<br><br>**AO3: Evaluation and interpretation of the source**<br><u>**Passage should be evaluated in the context of Plutarch's description of Cleopatra's attempts to gain sympathy and support from Octavian:**</u><br>•   Plutarch – writing c.100 years after the events<br>•   Plutarch is describing here a personal meeting between the two – how would he have known their words and actions?<br>•   Plutarch as a biographer is interested in people's characters and will want to portray them in a certain way<br>•   Cleopatra is being portrayed typically by Plutarch as a female ruler using her charm as a woman to deceive Roman leaders<br>•   lack of Egyptian sources about Cleopatra give us a Roman biased viewpoint of her as manipulative as she appears here in this extract. | | **AO3:**<br>Candidates should relate the evaluation of Plutarch **specifically** to the account of how Cleopatra tried to gain the sympathy and support of Octavian in this passage.<br><br>Candidates must evaluate the passage itself not just give a general background to the writer to gain high marks.<br><br>There should be a range of examples chosen from the source, with appropriate detail. | **AO3 = 5**<br>Level 5     5<br>Level 4     3–4<br>Level 3     2<br>Level 1/2   0–1 |

| Question | | | Answer | Marks | Guidance | |
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| | | | **Indicative content** | | | **Levels of response** |
| | **(b)** | | **AO1: Factual Details**<br>**Details of her situation might include discussion of some of the following:**<br>• The course and outcome of the battle of Actium in 31BC<br>• Outcome of the battle of Alexandria in 30BC: Octavian easily defeated Antony and Cleopatra in 30BC which leaves no choice but to surrender or kill themselves<br>• She has lost Mark Antony in 30BC as he committed suicide<br>• Pretended suicide of Cleopatra herself in 30BC<br>• Meeting of Cleopatra with Octavian in 30BC<br>• She gains her children's safety as Octavian allows them to live – they can be heirs to her and Mark Antony<br>• Octavian is not willing to be taken in by Cleopatra's attempts to save herself from being taken to Rome as a hostage and spoil of war to be paraded in the streets.<br><br>**AO2: Understanding**<br>**Understanding of Cleopatra's situation by the end of her life could include:**<br>• Position of Octavian in the Roman world after Actium<br>• Antony's position after Actium and its implications for Cleopatra as his ally<br>• Antony and Cleopatra were effectively besieged in Alexandria as Octavian and his forces approached, and they were not fully prepared for battle | 18 | **In your opinion, how useful are the ancient sources for our understanding of Cleopatra's situation at the end of her life?**<br><br>Candidates should refer **both** to this passage **and** others for highest marks.<br><br>Candidates must discuss the question with reference to a range of detail from more than one source to gain marks in the top levels for AO3. They must **evaluate** as well as **interpret** what the sources tell us about the situation of Cleopatra by the end of her life.<br><br>Candidates should try to expand their answer beyond the passage given to show **thorough** factual knowledge and understanding of Cleopatra's situation by the end of her life. | **AO1 = 5**<br>Level 5    5<br>Level 4    3–4<br>Level 3    2<br>Level 1/2   0–1<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>**AO2 = 5**<br>Level 5    5<br>Level 4    3–4<br>Level 3    2<br>Level 1/2   0–1 |

| Question | Answer | Marks | Guidance | |
|---|---|---|---|---|
| | **Indicative content** | | | **Levels of response** |
| | • Effects on Cleopatra of Antony's suicide<br>• Cleopatra's courage and the situation that led her to feel that suicide was the only option;<br>• Cleopatra's motives in dying in a heroic manner<br>• the nature of the sources and their motives for presenting her as they do.<br><br>**AO3: Interpretation, Evaluation and Response**<br><u>**Answers may include:**</u><br>• response to details from the source(s) as chosen by the candidate with relevant conclusions drawn<br>• sources are primarily Roman and show Octavian/Rome as fated to be victorious over Cleopatra/Mark Antony/Egypt<br>• differences between sources: Horace, *Odes*: Octavian hunts Cleopatra down to take her back to Rome in chains<br>• Horace: Cleopatra was determined to die whereas here Plutarch seems to suggest she is trying to buy Octavian's support so that she may live<br>• sources focus on her suicide rather than details about her behaviour and actions leading up to this event<br>• Sources give more reliable details on the events themselves, rather than details about Cleopatra's motives in acting as she has by 30BC. | | **AO3:**<br>General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to what they tell us about Cleopatra's situation by the end of her life for high marks in upper bands.<br><br>There should be a range of examples chosen from the sources, with appropriate detail.<br>Candidates should relate the evaluation of sources **specifically** to Cleopatra's situation by the end of her life. | **AO3 = 8**<br>Level 5  7–8<br>Level 4  5–6<br>Level 3  3–4<br>Level 1/2  0–2 |

| Question | Answer | Marks | Guidance | |
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| | **Indicative content** | | | **Levels of response** |
| **4** | **AO1: Factual details**<br>**Answers should focus on Cleopatra's relationships with Roman politicians, and may include some of the following:**<br>**Julius Caesar:**<br>• First meeting of Cleopatra and Caesar – hidden in a rug<br>• Cleopatra went to the Royal Palace in Alexandria to meet Caesar when he came to Egypt<br>• Cleopatra and Caesar have a son together – Caesarion<br>• although Cleopatra and Caesarion were named as successors, Caesar also names Octavian as his heir, suggesting Cleopatra and Caesarion were not as important as Mark Antony<br>• Cleopatra's visit to Rome to meet Julius Caesar.<br>**Mark Antony:**<br>• Cleopatra and Mark Antony have three children together: the twins Alexander and Cleopatra, and Ptolemy Philadelphus<br>• Mark Antony calls for Cleopatra to be brought to him at Syria and gives her many lands and honours<br>• donations of Alexandria<br>• Mark Antony goes to Alexandria to spend time with Cleopatra, and has her meet him in Syria and other places as he does not wish to be without her<br>• kills himself when he thinks that she is dead after the battle of Alexandria. | 30 | **'Cleopatra was only interested in Roman politicians as a way to gain power.' Using the ancient sources, explain how far you agree with this view.**<br><br>For high marks candidates should **thoroughly** interpret and evaluate the sources alongside **thorough** factual knowledge to come to a judgement about how far Cleopatra's relationships with Roman politicians was to gain power.<br><br>Answers which only cover one aspect of this question will not be able to show thorough understanding and will find it difficult to come to a reasoned and substantiated conclusion.<br><br>**AO1:**<br>Cleopatra's relationship with Octavian or any other Roman politician may be credited if relevant and accurate.<br><br>Credit background knowledge of the power that might be gained. | **AO1 = 10**<br>Level 5　　8–10<br>Level 4　　6–7<br>Level 3　　4–5<br>Level 2　　2–3<br>Level 1　　0–1 |

| Question | | | Answer | Marks | Guidance | |
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| | | | **Indicative content** | | | **Levels of response** |
| | | | **AO2: Understanding**<br>**Understanding of how far Cleopatra was**<br>**interested in Roman politicians as a way to**<br>**gain power could include:**<br>• role of Rome in international politics at the time, and the dominance of the Roman Empire<br>• political situation within Egypt unstable, and role of Rome in resolving such issues<br>• love and political alliances were closely related in the ancient world<br>• role and position of Cleopatra's children by both Caesar and Antony, and their position as political agents<br>• Cleopatra's loyalty to Antony after Actium and its significance, including her behaviour at his death-bed and speech to his urn suggests genuine love<br>• understanding of the relative ages of Cleopatra and Caesar and the effects that this might have on their relationship<br>• the changing political scene in Rome, and the importance of Caesar, Antony and Octavian in this changing scene<br>• significance of Cleopatra's departure from the battle of Actium and her own political situation. | | **AO2:**<br>Candidates could argue that Cleopatra was using Roman politicians to help *maintain* her power as well as gain power. | **AO2 = 10**<br>Level 5    8–10<br>Level 4    6–7<br>Level 3    4–5<br>Level 2    2–3<br>Level 1    0–1 |

| Question | | | Answer | Marks | Guidance | |
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| | | | **Indicative content** | | | **Levels of response** |
| | | | **AO3: Interpretation, Evaluation and Response** <br> <u>**Answers may include:**</u> <br> • evaluation of our knowledge of Cleopatra's motives and actions <br> • potential for bias against Cleopatra as a leading woman and an Egyptian <br> • use of sources to include: Horace, Propertius, Virgil and others as chosen by the candidate <br> • the impact of the Augustan regime on the authors <br> • nature of the different types of writing: poetry, history and biography, and the aims of the authors <br> • negative portrayal of Mark Antony as under a spell and connection with Augustan propaganda <br> • Focus of Suetonius and Plutarch as biographers rather than historians. | | **AO3:** <br> General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to whether Cleopatra uses relationships with Roman leaders to gain power for high marks in upper bands. <br><br> There should be a range of examples chosen from the sources, with appropriate detail. <br><br> Candidates should relate the evaluation of sources **specifically** to Cleopatra's relationships with Roman politicians. | **AO3 = 10** <br> Level 5      8–10 <br> Level 4      6–7 <br> Level 3      4–5 <br> Level 2      2–3 <br> Level 1      0–1 |
| | | | **SPaG** <br> Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme. | 6 | | High performance 5–6 <br> Intermediate performance 3–4 <br> Threshold performance 1–2 |

| Question | | | Answer | Marks | Guidance | |
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| | | | **Indicative content** | | | **Levels of response** |
| **5** | | | **AO1: Factual details** <br> <u>**Answers may include some of the following details of Cleopatra's life from 69-30BC:**</u> <br> • Civil war in Egypt and her use of Caesar to help maintain power <br> • relationship of Cleopatra to her brothers in ruling Egypt <br> • her visit to Rome <br> • her relationships with Caesar and Mark Antony <br> • her involvement in the Battles of Actium and Alexandria <br> • her reaction to Octavian's treatment of her <br> • her reaction to Mark Antony's suicide, and the events of her own suicide. | 30 | **'Cleopatra was not afraid to die.' Using the ancient sources, explain how far Cleopatra showed courage throughout her life.** <br><br> Candidates should focus their answers on the four bullet points given in the exam paper. <br><br> For high marks candidates should **thoroughly** interpret and evaluate the sources alongside **thorough** factual knowledge to come to a judgement about how far Cleopatra showed courage. <br><br> Answers which only give a general narrative of Cleopatra's life without analysing how far she showed courage or not, will not be able to show thorough understanding and will find it difficult to come to a reasoned and substantiated conclusion. | **AO1 = 10** <br> Level 5    8–10 <br> Level 4    6–7 <br> Level 3    4–5 <br> Level 2    2–3 <br> Level 1    0–1 |
| | | | **AO2: Understanding** <br> <u>**Understanding of how far Cleopatra showed courage throughout her life could include:**</u> <br> <u>**Courageous:**</u> <br> • Cleopatra's role as a queen, and the courage required to gain that position <br> • she was not afraid to smuggle herself in to meet Caesar – she could have been killed by his guards or captured | | | **AO2 = 10** <br> Level 5    8–10 <br> Level 4    6–7 <br> Level 3    4–5 <br> Level 2    2–3 <br> Level 1    0–1 |

| Question | Answer | Marks | Guidance | |
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| | **Indicative content** | | | **Levels of response** |
| | • she involved herself personally in the Battle of Actium and got involved with military matters – even if just decision-making eg Antony's decisions over Parthia<br>• she seemed at times to be described as having male characteristics<br>• many sources suggest that she did not act like 'normal' women because of her refusal to be scared by death – she actually carried out her own suicide and did not ask for help like Antony did.<br><br>**Not courageous:**<br>• She seemed weak and vulnerable when not with a man<br>• she used female charm and manipulation of emotions rather than courage to get what she wanted<br>• it could be argued that she was not courageous at the end of her life as she killed herself rather than face the situation and being taken back to Rome by Octavian.<br><br>**AO3: Interpretation, Evaluation and Response**<br>**Answers may include:**<br>• conclusions based on sources that the candidate has chosen<br>• male dominated viewpoint in sources which may affect reliability of how Cleopatra is portrayed | | **AO3:**<br>General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to whether Cleopatra showed courage throughout her life. | **AO3 = 10**<br>Level 5    8–10<br>Level 4    6–7<br>Level 3    4–5<br>Level 2    2–3<br>Level 1    0–1 |

| Question | | | Answer | Marks | Guidance | |
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| | | | **Indicative content** | | | **Levels of response** |
| | | | • Cleopatra will be portrayed in the ancient sources in a negative way because she had power, wealth and autonomy<br>• poetry of Horace, Virgil and Propertius describe her as being evil, corrupt, a monster, destructive – exaggeration of her negative traits.<br>• Motives of the poets (especially Horace) in building up the character of Cleopatra to develop Octavian's position. | | There should be a range of examples chosen from the sources, with appropriate detail.<br>Candidates should relate the evaluation of sources **specifically** to how far Cleopatra showed courage throughout her life. | |
| | | | **SPaG**<br>Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme. | 6 | | High performance 5–6<br>Intermediate performance 3–4<br>Threshold performance 1–2 |

**Option 2: Agrippina the Younger and her influence on Roman politics, AD 41–59**

| Question | | | Answer | Marks | Guidance | | |
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| | | | **Indicative content** | | **Content** | **Levels of response** | |
| 6 | | | **AO1: Two details with relevant factual detail.**<br><br>**Any two reasons with detail.**<br><br>**Possible answers could include:**<br>• Claudius' previous wife Messalina had conducted an affair and so been killed – Claudius was therefore looking for a new wife<br>• Claudius had listened to his freedman Pallas who had supported Agrippina's attempt to become his next wife<br>• Agrippina had visited her uncle on several occasions winning him over with her charm<br>• Claudius was looking to make a political alliance through marriage within the Julio-Claudian family<br>• he wanted someone to help him share the burden of ruling Rome<br>• to ensure the continuity of the Julio-Claudians. | 5 | **Outline <u>two</u> reasons why Claudius married Agrippina.**<br><br><u>**Other relevant examples not prescribed here should also be given credit.**</u><br><br>Two reasons why Claudius married Agrippina should be given here, with **relevant detail** for each for high marks. | **AO1 = 5**<br>Level 5      5<br>Level 4      3–4<br>Level 3      2<br>Level 1/2   0–1 | |

| Question | | | Answer | Marks | Guidance | |
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| | | | **Indicative content** | | **Content** | **Levels of response** |
| 7 | (a) | | **AO1: Key elements of story identified.**<br><br>**Examples could include:**<br>• 'there was to be no requirement for the quaestors-elect to put on gladiatorial shows. Agrippina opposed this' – she opposes this because it apparently overturns a law of Claudius – she is getting involved in legal reforms<br>• the senate 'used to be called to the palace, so that she might stand near a door built behind them, where she was hidden behind a curtain which stopped her being seen, but did not stop her hearing what was said' – she is attempting to keep involved in politics even if just in the background because she was not allowed to be involved personally<br>• 'when envoys from Armenia were having an audience with Nero, she was getting ready to walk up onto the raised area and sit next to him' – she feels that her presence is needed and she is equal politically to her son the emperor and should therefore be involved in foreign diplomatic public displays. | 4 | **Using Passage 2A, outline the ways that Agrippina tried to get involved in politics.**<br><br>Candidates must answer **using the passage given.**<br><br>There should be a range of examples chosen from the source, with appropriate detail.<br><br>Candidates who just give their own ideas about her involvement in politics without specific reference to this passage may reach level 3.<br><br>Candidates can reach level 5 either by giving **two** ways with appropriate detail or an outline of **three** ways. | **AO1 = 4**<br>Level 5     4<br>Level 4     3<br>Level 3     2<br>Level 1/2   0–1 |

| Question | | | Answer | Marks | Guidance | |
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| | | | **Indicative content** | | **Content** | **Levels of response** |
| | **(b)** | | **AO2:  Understanding** <br> <u>**Answers should show an understanding of one reaction to Agrippina's involvement in politics in this passage. Possible answers could include any of the following:**</u> <br> • One reaction to her attempts to get involved with the change of law about quaestors-elect was that the senate did not listen to her opposition to this reform and passed the law anyway <br> • this shows that Agrippina's influence in politics was not as important or significant as she wanted for herself <br> • it also possibly shows an anti-Agrippina faction in the senate, opposed to her control over her son as emperor <br> • Seneca's reaction shows that he felt that it was inappropriate for her to be involved <br> • Tacitus describes that the general reaction by those present at the delegation was that they 'stood there amazed' – presumably at the arrogance and audacity of a woman to presume she was as politically important as Nero. | 4 | **Using details from Passage 2A, explain <u>one</u> reaction to Agrippina's involvement in politics.** <br><br> Candidates must answer **using the passage given.** <br><br> There should be an understanding of at least one reaction to Agrippina's involvement in politics with appropriate detail. <br><br> Candidates must refer specifically to information from within the passage to gain high marks. <br><br> Some candidates may wish to discuss the Imperial household as well as the senate in this answer. | **AO2 = 4** <br> Level 5     4 <br> Level 4     3 <br> Level 3     2 <br> Level 1/2    0–1 |
| | **(c)** | | **AO3: Interpretation and Evaluation** <br> <u>**Answers may note that the passage is from Tacitus, and consider how accurate he might be in this case:**</u> <br> • Tacitus is writing about different peoples' reactions towards Agrippina – the outward physical or verbal reaction is easy to know but their own personal reaction is more difficult to know | 5 | **In your opinion, how accurate is Tactius' description of Agrippina's political power in Passage 2A?** <br><br> Candidates should focus on the **accuracy** of Tacitus. <br><br> Candidates should relate the evaluation of Tacitus **specifically** to | **AO3 = 5** <br> Level 5     5 <br> Level 4     3–4 <br> Level 3     2 <br> Level 1/2    0–1 |

| Question | Answer | Marks | Guidance |
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| | **Indicative content** | | **Content** | **Levels of response** |
| | • something like the change of a law or a reform is more likely to have been recorded officially by the senate – but would Agrippina's opposition to it have been included in the minutes of the senate?<br>• the Armenian delegation too was more of an official, public event which would have been recorded<br>• was Agrippina's behaviour at this event exaggerated or skewed to make her look power-hungry and arrogant in the amount of political power she felt she had in Rome?<br>• Tacitus uses anecdotal evidence about Agrippina hiding behind a curtain in the palace so that she can have political power – was this well known at the time or is it another stereotype of Agrippina when really it was just more convenient for Nero to attend the senate's meetings in his own imperial household?<br>• Tacitus is not in favour of the principate and particularly Nero, and is also negative towards powerful imperial women such as Agrippina, and therefore is likely to exaggerate negative aspects – her behaviour at the Armenian delegation described as a 'scandal'<br>• Tacitus is an historian who claims to be free from partiality and bias<br>• the date of Tacitus' Annals in comparison to the period he is writing about. | | the account of Agrippina's political power in the passage.<br><br>Answers which give a general background to the writer without evaluating the passage itself should not be awarded above level 3.<br><br>There should be a range of examples chosen from the source, with appropriate detail. | |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | **Indicative content** | | **Content** | **Levels of response** |
| 8 | (a) | | **AO1: Relevant factual knowledge** <br> **Details of the difficulties Nero had in killing Agrippina could include:** <br> • Nero tried to get rid of Agrippina on several occasions – 'tried to poison her three times' <br> • he was foiled in his attempts to poison her because she had 'prepared for this by taking antidotes' <br> • Nero thinks of various schemes to try and kill her – a collapsible ceiling and a collapsible boat <br> • his attempts to get rid of her is made more difficult by plots being revealed by those who were in on it <br> • the collapsible boat plot goes wrong <br> • Nero has to rethink his plan when Agerinus arrives to tell him that Agrippina is alive – he decides to (falsely) accuse Agerinus of an assassination attempt against him <br> • he uses this event as the excuse to finally just order his mother to be executed <br> • in her execution Nero wanted it to look like she had taken her own life. <br><br> **AO2: Understanding** <br> **Understanding of the difficulties could include:** <br> • Agrippina's cleverness and understanding of plots and being able to recognise them due to her own experiences | 14 | **In what ways does Passage 2B help us to understand the difficulties Nero faced in trying to kill Agrippina?** <br><br> Candidates should make full use of the details from **within the passage** given to answer this question. <br><br> For high marks candidates should pick out several points from the source extract, explain what they can tell us about the difficulties Nero had in getting rid of his mother, and give some evaluation of the source with relevance to the question. <br><br><br><br><br><br><br><br><br><br><br><br> For Level 5 candidates should deal with all these difficulties. | **AO1 = 4** <br> Level 5    4 <br> Level 4    3 <br> Level 3    2 <br> Level 1/2   0–1 <br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br> **AO2 = 5** <br> Level 5    5 <br> Level 4    3–4 <br> Level 3    2 <br> Level 1/2   0–1 |

| Question | Answer | Marks | Guidance | |
|---|---|---|---|---|
| | **Indicative content** | | **Content** | **Levels of response** |
| | • Nero does not want to be caught and has to take steps to avoid this<br>• technical difficulties in the particular plots (e.g. the boat)<br>• difficulties of the sources knowing about what happened.<br><br><br>**AO3: Evaluation and interpretation of the source**<br><u>**Passage should be evaluated in the context of Suetonius' description of Nero's attempts to try and kill Agrippina:**</u><br>• Suetonius tells us that 'credible writers provide horrible facts' – showing that Suetonius has used other contemporary sources in researching and writing this story<br>• Suetonius has used 'credible' sources suggesting he has read unreliable sources, but that his own account is reliable<br>• a lot of the information in the passage is of a personal nature – Agrippina secretly taking antidotes to poison – this sounds like a stereotype of Agrippina as hated by all and constantly at threat<br>• this story includes suggestions of Nero's personal thoughts and worries – 'stayed awake in great fear' – how would any writer know this?<br>• comparison with Tacitus' account | | One difficulty fully explained should lead to award of a mark in level 3.<br><br><br><br>Conclusions drawn from details in the passage should be awarded in line with the marking grids.<br><br>**AO3:**<br>Candidates should relate the evaluation of Suetonius **specifically** to the account of Nero's attempts to kill his mother in this passage.<br><br>Candidates must evaluate the passage itself not just give a general background to the writer to gain high marks.<br><br>There should be a range of examples chosen from the source, with appropriate detail. | **AO3 = 5**<br>Level 5     5<br>Level 4     3–4<br>Level 3     2<br>Level 1/2   0–1 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | **Indicative content** | | **Content** | **Levels of response** |
| | | | • Nero's own behaviour might also be a stereotype of a madman with the benefit of hindsight for later writers – he wants to see Agrippina's dead body <br> • general evaluation of Suetonius as a writer eg: <br> – Suetonius as a biographer is interested in the entertaining stories and the personalities of those he writes about <br> – discussion of potential anti-JulioClaudian attitudes in Suetonius <br> – works as a secretary in the reign of Hadrian and might have access to senatorial/official records <br> – he is probably using rumour and hearsay making him less reliable, but also possibly giving the views of Nero and Agrippina by people at the time. | | | |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | **Indicative content** | | **Content** | **Levels of response** |
| | **(b)** | | **AO1: Factual Details**<br>**Details of Nero's reasons for wanting to kill his mother:**<br>• Development of Nero's position as a son and emperor;<br>• Examples of when Agrippina interfered with Nero's political role;<br>• Evidence for Agrippina as a dominant force in Roman politics, and her position as a 'co-ruler'<br>• Agrippina's personal involvement with Nero, and the allegations of incest;<br>• outline of details from the passage<br>• Role and actions of others such as Seneca and Burrus.<br>• others around Nero such as Poppaea and Acte were criticising Nero for his dependence on his mother, and the fact that Agrippina was a barrier to their own ambitions to be with Nero<br>• Nero had become out of control and power-hungry and could not share any power with Agrippina<br>• Agrippina had threatened to support Britannicus, then Octavia, and Nero may have been worried that she would try and dethrone him<br>• possible assassination attempt on Nero by Agrippina<br>• plots against Nero and Agippina's involvement. | 18 | **How useful are the ancient sources in helping us to understand why Nero wanted to kill Agrippina?**<br><br>Candidates should refer **both** to this passage **and** others for highest marks.<br><br>Candidates should try to expand their answer beyond the passage given to show **thorough** factual knowledge and understanding of Nero's reasons for wanting to kill Agrippina. | **AO1 = 5**<br>Level 5    5<br>Level 4    3–4<br>Level 3    2<br>Level 1/2   0–1 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | **Indicative content** | | **Content** | **Levels of response** |
| | | | **AO2: Understanding** <br> **Understanding of why Nero wanted to kill Agrippina could include:** <br> • Personal motives: mother too overpowering; had 'grown up'; wanted to stand on his own two feet; Agrippina was a physical threat to him; complexities of their relationship <br> • Political Motives: Nero wanted to be seen to have sole power in Rome, and did not want his mother interfering; he wanted to be independent of his advisors; he did not want to share power; Nero wanted to establish his position as an emperor. <br> • Contextual understanding of the changes in Roman politics at the time, and the developments of the Julio-Claudian household and regime. <br> • Influence of others, including Seneca and Burrus. <br> • The nature of the sources, and their view of the events and characters involved. In particular, consideration of the difficulties in knowing about Nero's reasons. <br><br> **AO3: Interpretation, Evaluation and Response** <br> **Answers may include:** <br> • Agrippina's murder was a major event in Nero's reign and would be used to portray Nero as evil after his death and so may be exaggerated to suggest this <br> • about his character – a matricide | | **AO3:** <br> Answers which draw conclusions from source material should be credited in line with the marking grid. <br><br> General source analysis about backgrounds to the authors should be credited, but candidates should relate | **AO2 = 5** <br> Level 5     5 <br> Level 4     3–4 <br> Level 3     2 <br> Level 1/2   0–1 <br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br> **AO3 = 8** <br> Level 5     7–8 <br> Level 4     5–6 <br> Level 3     3–4 <br> Level 1/2   0–2 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | **Indicative content** | | **Content** | **Levels of response** |
| | | | • a lot of information about the murder is actually about Nero's own thoughts and feelings/worries and concerns about what he is doing – these are things that are sources are not likely to know and so may be less reliable<br>• Suetonius uses anecdotal evidence and hearsay over the years in his writing and the account of reasons for her murder uses those types of evidence which could make it less reliable<br>• Nero had to be secretive about his plans to kill his mother so it will be difficult for us to know if the details about his plans and motives are correct<br>• Other chapters of Suetonius back up Nero's hatred of Agrippina and his determination to take away her power and remove her<br>• Tacitus backs up a lot of what Suetonius says about the events leading up to and including her murder which makes this account seem accurate. | | source analysis specifically to reasons why Nero wanted to murder Agrippina for high marks in upper bands.<br><br>There should be a range of examples chosen from the sources, with appropriate detail.<br>Candidates should relate the evaluation of sources specifically to the explanations of why Nero wanted to kill Agrippina.<br><br>Candidates must discuss the question with reference to a range of detail from more than one source to gain marks in the top levels for AO3. They must not forget to **evaluate** as well as **interpret** what the sources tell us about the reasons why Nero wanted to kill Agrippina. | |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | **Indicative content** | | **Content** | **Levels of response** |
| 9 | | | **AO1: Factual details**<br>**Details of Agrippina's relationship with Nero could include:**<br>• Agrippina loves Nero and would do anything for him – getting him adopted by Claudius and made heir so that he can become the next emperor<br>• Agrippina tries to stop Claudius going ahead with his will as she wants to manoeuvre Nero into position as the heir<br>• on the day of his accession the password he gave to the colonel on duty was 'The Best of Mothers' (to be found in Suetonius, Nero, 9)<br>• he turned over all his public and private affairs to Agrippina's management upon his accession showing either a good relationship or Agrippina's ability to dominate Nero<br>• Agrippina's involvement in the political life of Nero's reign – deaths of Marcus Junius Silanus and Narcissus without Nero's knowledge, hiding behind a curtain in the palace to hear the senate's meetings, and her behaviour at the Armenian delegation<br>• Agrippina's involvement in Nero's affair with Acte – at first is completely opposed to their relationship but then offering her own bedroom for them to try and keep control over Nero<br>• suggestion of incestuous relationship between Agrippina and Nero | 30 | **How far do the ancient sources show that Agrippina's ambition to become powerful changed her relationship with Nero?**<br><br>Candidates should focus their answers on the four bullet points given in the exam paper.<br><br>For high marks candidates should **thoroughly** interpret and evaluate the sources alongside **thorough** factual knowledge to come to a judgement about how far Agrippina's ambition to become powerful changed her relationship with Nero.<br><br>Answers which only cover one aspect of this question will not be able to show thorough understanding and will find it difficult to come to a reasoned and substantiated conclusion. | **AO1 = 10**<br>Level 5   8–10<br>Level 4   6–7<br>Level 3   4–5<br>Level 2   2–3<br>Level 1   0–1 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | **Indicative content** | | **Content** | **Levels of response** |
| | | | • dominant position of Agrippina over Nero and lack of independence for Nero under his mother – 'the way his mother questioned and criticised his every word and action' <br> • Nero could not put up with her behaviour anymore in AD59, particularly as he wished to divorce Octavia and marry Poppaea, who complained to him about the control his mother had over him <br> • Nero grows tired of being emperor, especially under the influence of Agrippina and threatens to her that he will give up his position which will leave her without power and status – he is willing to oppose his mother's wishes on several occasions <br> • suggestion that she threatened and used violence against Nero to keep control over him <br> • her interference in his love life with Poppaea, her threat to support Octavia and Britannicus over Nero, her development of a 'Party' as suggested by Tacitus. <br><br> **AO2: Understanding** <br> <u>**Understanding of how far Agrippina's ambition to become powerful changed her relationship with Nero could include:**</u> <br> • how Agrippina showed ambition and the nature of that ambition <br> • understanding of how the relationship changed over time | | | **AO2 = 10** <br> Level 5    8–10 <br> Level 4    6–7 <br> Level 3    4–5 <br> Level 2    2–3 <br> Level 1    0–1 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | **Indicative content** | | **Content** | **Levels of response** |
| | | | • emotional factors in the change of relationship, and development of relationship between Nero and Agrippina as Nero grew up<br>• political factors in the change of relationship<br>• characters of Agrippina and Nero and their effects on the relationship<br>• role of women in Roman politics, and the specific example of Agrippina<br>• the changing nature of politics under the Julio-Claudians<br>• the nature of political power in Rome at this time, including the role of the Imperial household<br>• the nature of the sources and the effect of this on our understanding<br><br>**AO3: Interpretation, Evaluation and Response**<br><u>**Answers may include:**</u><br>• Agrippina is described as being power-hungry and ambitious in the sources<br>• golden Aureus minted in AD54 showing Nero and Agrippina facing one another as if Agrippina is co-ruler – good relationship upon Nero's accession<br>• Agrippina gets a nearly wholly negative press in the ancient sources. Anything positive she may have done may be seen negatively because of the bias against strong, powerful women who involve themselves with the rule of emperors | | **AO3:**<br>Answers which draw conclusions from source material should be credited in line with the marking grids.<br><br>General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to Agrippina's relationship with Nero for high marks in upper bands.<br><br>There should be a range of examples chosen from the sources, with appropriate detail. | **AO3 = 10**<br>Level 5    8–10<br>Level 4    6–7<br>Level 3    4–5<br>Level 2    2–3<br>Level 1    0–1 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | **Indicative content** | | **Content** | **Levels of response** |
| | | | • it is easier to know about the actions of Agrippina in the sources rather than the motivations behind why she acts as she does with Nero<br>• Tacitus also describes Agrippina's relationship with Nero in the same way – does this make Suetonius more reliable?<br>• Tacitus' dislike of emperors – particularly weak emperors who are influenced by those around them eg Agrippina – is her ambition exaggerated to make this point? | | Candidates should relate the evaluation of sources **specifically** to Agrippina's relationship with Nero. | |
| | | | **SPaG**<br>Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme. | 6 | | High performance 5–6<br>Intermediate performance 3–4<br>Threshold performance 1–2 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | **Indicative content** | | **Content** | **Levels of response** |
| 10 | | | **AO1: Factual details**<br>**Details of Agrippina's involvement in the imperial courts could include:**<br>• Details of other key figures in the imperial courts of Claudius and Nero can be given as a comparison to show Agrippina's relative importance, eg Pallas, Narcissus, Britannicus, Burrus, Seneca, general freedmen, senators and equestrians who would have helped the emperors in their duties<br>• she is 'overbearing' and tries to control both Claudius and Nero<br>• Pallas is a supporter of Agrippina<br>• she schemed and undertook crimes once she knew Claudius would marry her and this carried on and increased once they were married<br>• she is instrumental in getting the marriage of her son to Claudius' daughter, the toga virilis for Nero, his promotion to the public as the next heir over Britannicus etc<br>• her importance in foreign affairs – founding a colony and having a prominent public position at the speech of Caratacus<br>• she appoints Burrus and he owes loyalty to her<br>• Agrippina may have used her close position to the emperor to carry out his murder<br>• Nero let his mother arrange everything public and private upon his accession | 30 | **To what extent do the ancient sources suggest that Agrippina was the most important person in the imperial courts of Claudius and Nero?**<br><br>Candidates should focus their answers on the four bullet points given in the exam paper.<br><br>Candidates can give details of other important figures in the imperial courts of Claudius and Nero, but should focus their answer on the importance of Agrippina.<br><br>Answers should analyse Agrippina's importance and come to a reasoned and substantiated conclusion to gain marks in the highest bands. | **AO1 = 10**<br>Level 5    8–10<br>Level 4    6–7<br>Level 3    4–5<br>Level 2    2–3<br>Level 1    0–1 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | **Indicative content** | | **Content** | **Levels of response** |
| | | | • murders and prosecutions are said to have been undertaken upon her orders and without Nero's knowledge<br>• guards are given 'Best of Mothers' as a password<br>• Agrippina is described as having 'powers and privileges', having a guard of Roman and German soldiers<br>• Agrippina lived with Nero in his palace until she was expelled when Nero turned against her.<br><br>**AO2: Understanding**<br><u>**Understanding of whether Agrippina was the 'most important' person in the imperial courts of Claudius and Nero could include:**</u><br>• Agrippina's role within the imperial courts<br>• how her role differed under Claudius and Nero<br>• the nature of politics and political power within the Imperial courts at this time<br>• the position of women and their political situation at this time<br>• the power and roles of other members of the imperial household, especially the emperor and the freedmen<br>• development of relations between members of the Julio-Claudian family<br>• nature of the sources and their impact on our understanding of the situation. | | | **AO2 = 10**<br>Level 5      8–10<br>Level 4      6–7<br>Level 3      4–5<br>Level 2      2–3<br>Level 1      0–1 |

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | **Indicative content** | | **Content** | **Levels of response** |
| | | | **AO3: Interpretation, Evaluation and Response**<br>**Answers may include:**<br><br>• Agrippina was such a famous character that the sources may focus on her more than other individuals giving a false impression of her importance<br>• sources suggest Claudius is controlled by Agrippina, but this could be to show up Claudius as a weak emperor<br>• sources may also suggest that Nero was overly reliant on Agrippina in the imperial court because of his young age and lack of political experience in the first years of his reign<br>• Agrippina's importance in the imperial court might have been through her supporters rather than her own actions<br>• it will be difficult to know details of the private nature of the imperial court from sources, they will have more reliable information about the use of those in the court to help rule Rome and the Empire from official records<br>• Agrippina might have had an important advisory role to the emperor in the imperial court because she could not play a political part as a woman. | | **AO3:**<br>General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to Agrippina's importance in the imperial courts for high marks in upper bands.<br><br>There should be a range of examples chosen from the sources, with appropriate detail.<br>Candidates should relate the evaluation of sources **specifically** to Agrippina's importance in the imperial courts of Claudius and Nero.<br>For high marks candidates should **thoroughly** interpret and evaluate the sources alongside **thorough** factual knowledge to come to a judgement about whether Agrippina was the most important person in the imperial courts of Claudius and Nero. | **AO3 = 10**<br>Level 5    8–10<br>Level 4    6–7<br>Level 3    4–5<br>Level 2    2–3<br>Level 1    0–1 |
| | | | **SPaG**<br>Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme. | 6 | | High performance 5–6<br>Intermediate performance 3–4<br>Threshold performance 1–2 |

**APPENDIX 1**

**GCSE Ancient History: Marking Grids for Section A**

| | AO1 (Recall, Select, Organise) | | AO2 (Understand) | | AO3 (Interpret, Evaluate, Respond) | |
|---|---|---|---|---|---|---|
| **Level 5 Thorough** | **4** Answers contain **thorough** knowledge of the events, sources and issues relevant to the question. Information is detailed, **thoroughly** relevant, well selected and organised. | **5** | **4** Answers demonstrate a **thorough** understanding of issues, events, and sources relevant to the question. | **5** | **5** Answers interpret, analyse and evaluate evidence **thoroughly** and reach reasoned and substantiated conclusions. They construct an informed personal response based on **thorough** evaluation and interpretation of the source material. | **7–8** |
| **Level 4 Sound** | **3** Answers contain **sound** knowledge of the events, sources and issues relevant to most of the question. Information is **sound**, relevant and organised. | **3–4** | **3** Answers demonstrate a **sound** understanding of issues, events, and sources relevant to most of the question. | **3–4** | **3–4** Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on **sound** evaluation and interpretation of the source material. | **5–6** |
| **Level 3 Some** | **2** Answers contain **some** knowledge of the events, sources and issues relevant to some of the question. There is **some** evidence of selection and organisation of information. | | **2** Answers show **some** understanding of issues, events, and sources relevant to **some** of the question. | | **2** Answers include **some** evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on **some** of the source material. | **3–4** |
| **Level 1/2 Limited/None** | **0–1** Answers contain **limited or no** knowledge of events, sources and issues. Information that has been included is disorganised and has **limited or no** relevance. | | **0–1** Answers show **limited or no** understanding of events or sources. | | **0–1** Answers offer **limited or no** evaluation. They offer a personal response based on **limited or no** evidence, or **no** response. | **0–2** |

**GCSE Ancient History: Marking Grids for Section B**

| | AO1 (Recall, Select, Organise) | AO2 (Understand) | AO3 (Interpret, Evaluate, Respond) |
|---|---|---|---|
| **Level 5 Thorough** | **8–10** Answers contain **thorough** knowledge of the events, sources and issues relevant to the question. Information is detailed, **thoroughly** relevant, well selected and organised. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly. | **8–10** Answers demonstrate a **thorough** understanding of issues, events, and sources relevant to the question. | **8–10** Answers interpret, analyse and evaluate evidence **thoroughly** and reach reasoned and substantiated conclusions. They construct an informed personal response based on **thorough** evaluation and interpretation of the source material. |
| **Level 4 Sound** | **6–7** Answers contain **sound** knowledge of the events, sources and issues relevant to most of the question. Information is **sound**, relevant and organised. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. | **6–7** Answers demonstrate a **sound** understanding of issues, events, and sources relevant to most of the question. | **6–7** Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on **sound** evaluation and interpretation of the source material. |
| **Level 3 Some/Partial** | **4–5** Answers contain **some** knowledge of the events, sources and issues relevant to some of the question. There is **some** evidence of selection and organisation of information. Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer. | **4–5** Answers show **some** understanding of issues, events, and sources relevant to **some** of the question. | **4–5** Answers include **some** evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on **some** of the source material. |

| | **AO1 (Recall, Select, Organise)** | **AO2 (Understand)** | **AO3 (Interpret, Evaluate, Respond)** |
|---|---|---|---|
| **Level 2**<br>**Limited** | **2–3**<br>Answers contain **limited** knowledge of the events, sources and issues relevant to parts of the question.<br>There is **limited** evidence of selection or organisation of information.<br>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication. | **2–3**<br>Answers show **limited** understanding of events and sources. | **2–3**<br>Answers draw **limited** conclusions based on the evidence they have included.<br>Answers offer a personal response at a **limited** level. |
| **Level 1**<br>**Minimal/None** | **0–1**<br>Answers contain **minimal or no** knowledge of events, sources and issues.<br>Information that has been included is disorganised and has **minimal or no** relevance.<br>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning. | **0–1**<br>Answers show **minimal or no** understanding of events or sources. | **0–1**<br>Answers offer a **minimal** personal response, without reference to evidence, or **no** response. |

**APPENDIX 2**

**Spelling, punctuation and grammar (SPaG) assessment grid**

| |
|---|
| *High performance 5–6 marks* |
| Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. |
| *Intermediate performance 3–4 marks* |
| Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. |
| *Threshold performance 1–2 marks* |
| Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. |

**OCR (Oxford Cambridge and RSA Examinations)**
**1 Hills Road**
**Cambridge**
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

**www.ocr.org.uk**

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