



General Certificate of Education

Classical Civilisation 2020

CIV2F The Second Punic War

Mark Scheme

2009 examination – June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

Information in round brackets is not essential to score the mark.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Candidates are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the candidate's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

Level 4	Demonstrates <ul style="list-style-type: none">• accurate and relevant knowledge covering central aspects of the question• clear understanding of central aspects of the question• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion• ability generally to use specialist vocabulary when appropriate.	9-10
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to use specialist vocabulary when appropriate.	6-8
Level 2	Demonstrates either <ul style="list-style-type: none">• a range of accurate and relevant knowledge or <ul style="list-style-type: none">• some relevant opinions with inadequate accurate knowledge to support them.	3-5
Level 1	Demonstrates either <ul style="list-style-type: none">• some patchy accurate and relevant knowledge or <ul style="list-style-type: none">• an occasional attempt to make a relevant comment with no accurate knowledge to support it.	1-2

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

Level 5	Demonstrates <ul style="list-style-type: none">well chosen accurate and relevant knowledge covering most of the central aspects of the questioncoherent understanding of the central aspects of the questionability to sustain an argument which<ul style="list-style-type: none">has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail,has a clear structurereaches a reasoned conclusionis clear and coherent, using appropriate, accurate language andmakes use of specialist vocabulary when appropriate.	19-20
Level 4	Demonstrates <ul style="list-style-type: none">generally adequate accurate and relevant knowledge covering many of the central aspects of the questionunderstanding of many of the central aspects of the questionability to develop an argument which<ul style="list-style-type: none">has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally makes use of specialist vocabulary when appropriate.	14-18
Level 3	Demonstrates <ul style="list-style-type: none">a range of accurate and relevant knowledgesome understanding of some aspects of the questionsome evidence of analysis and/or evaluation appropriate to the questionsome ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammarsome ability to use specialist vocabulary when appropriate.	9-13
Level 2	Demonstrates <ul style="list-style-type: none">either a range of accurate and relevant knowledgeor some relevant opinions with inadequate accurate knowledge to support themand sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	5-8
Level 1	Demonstrates <ul style="list-style-type: none">either some patchy accurate and relevant knowledgeor an occasional attempt to make a relevant comment with no accurate knowledge to support itand little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS

Level 5	Demonstrates <ul style="list-style-type: none"> • well chosen accurate and relevant knowledge covering most of the central aspects of the question • coherent understanding of the central aspects of the question • ability to sustain an argument which <ul style="list-style-type: none"> has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structure reaches a reasoned conclusion is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate. 	27-30
Level 4	Demonstrates <ul style="list-style-type: none"> • generally adequate accurate and relevant knowledge covering many of the central aspects of the question • understanding of many of the central aspects of the question • ability to develop an argument which <ul style="list-style-type: none"> has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. 	20-26
Level 3	Demonstrates <ul style="list-style-type: none"> • a range of accurate and relevant knowledge • some understanding of some aspects of the question • some evidence of analysis and/or evaluation appropriate to the question • some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar • some ability to use specialist vocabulary when appropriate. 	13-19
Level 2	Demonstrates <ul style="list-style-type: none"> • either a range of accurate and relevant knowledge • or some relevant opinions with inadequate accurate knowledge to support them • and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar. 	7-12
Level 1	Demonstrates <ul style="list-style-type: none"> • either some patchy accurate and relevant knowledge • or an occasional attempt to make a relevant comment with no accurate knowledge to support it • and little clarity; there may be widespread faults of spelling, punctuation and grammar. 	1-6

Mark Scheme

Unit 2

Option F The Second Punic War

SECTION ONE

Option A

01 *Name one of the Roman generals at Cannae.*

One from: (Gaius Terentius) Varro (1)/ (Lucius Aemilius) Paullus (1)

(1 mark)

02 *What did the Carthaginians do on the day after the battle of Cannae? Give four details.*

Any four from: collected spoils (1) / killed any Roman survivors (1) / moved against smaller Roman camp (1) / built wall to cut camp off from river (1) / accepted surrender of camp (1) / gave Carthaginians run of surrendered camp (1) / buried Carthaginian dead (1) / set terms for ransom of prisoners (1) / returned bodies of Roman leaders to Rome (1)

(4 marks)

03 To what extent was Hannibal's victory at Cannae due to his own skills as a general and how far did other factors play a part?

Discussion might include some but not all of the following:

- **Hannibal's skills:** Shrewd observer of Roman disunity; managed to get full information about Roman army's strength & leadership issues; prepared trap to play on Varro's impatience at Samnium; left his camp apparently deserted causing predictable argument between Varro & Paullus; unfortunate that traitors gave away plan; Hannibal, short of supplies, forced to fall back to Cannae; positioned himself with wind behind him (very dusty place); Hannibal tried to provoke arriving Romans into cavalry fight; sent party right up to Roman camp; successful strategy and Romans joined battle at Hannibal's chosen time & place; Hannibal had gained much (superior) Roman weaponry from earlier battles & used it; wind blew dust into Romans' faces; Carthaginian centre gave way encouraging Roman right wing to charge recklessly forward into a trap; on other wing Carthaginians pretended to desert & surrendered; while Romans were dealing with them but then picked up arms and attacked Romans from rear; these two strategies of Hannibal settled battle; Romans routed
- **Other Factors:** Issues of leadership among Romans; popular party supported Varro, an opponent of Fabius Maximus; Varro claimed the senate were holding up victory; Varro appointed along with Paullus, Senate's choice to keep Varro in check; clear disunity; uncertainty in Rome (not usual confidence) – Livy reports ominous happenings; Varro showed arrogance before battle, insisting on going straight into battle; Paullus criticized this in his speech, promising a Fabian approach; Varro had initial success in minor engagement, but Paullus recalled troops before they could press home advantage; Carthaginians about to run out of supplies so Varro's haste played into their hands; nearly fell into trap at Samnium but impossibility of working with Paullus becoming even clearer; Varro couldn't resist going on offensive when Hannibal stopped at Cannae; big argument between Consuls as Hannibal tried to provoke instant battle; eventually Varro won and fell into Hannibal's trap; Paullus followed reluctantly; both leaders easily taken in by Hannibal's plans on left and right wings; Paullus dismounted, wounded, leading cavalry to follow suit; massacre followed; Varro and remaining Romans fled; about 50,000 killed.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 To what extent do you agree with Livy (lines 14-15) that Hannibal's delay was the main reason why Rome eventually won the war?

You might include discussion of

- *the words of the younger Scipio at Canusium*
- *the reaction to Cannae in the city of Rome*
- *the decision of the Senate*
- *the actions of the Roman allies in South Italy*
- *events in Spain*
- *other reasons why Hannibal lost the initiative.*

Discussion might include:

- failure to follow Maharbal's advice allowed Romans to regroup
- Carthaginians wasted time next day collecting spoils instead
- Roman fugitives who fled to Canusium were rallied by young Scipio (later Africanus)
- delay gave Varro's survivors time to regroup and join Romans at Canusium
- terror in Rome as the defeat was known but no details – city in despair and ripe for attacking: missed opportunity
- Roman Senate expected attack any time but given time to think
- Fabius Maximus had time to send messengers to assess the situation
- bad news arrived from Varro, along with more – a Carthaginian fleet was threatening Lilybaeum. Hannibal's delay allowed time to act
- Marcellus had time to take men to support troops at Canusium
- Rome was never taken. Hannibal did not know how to use his victory
- on the other hand it could be seen as fair for Hannibal to say he needed time
- easy with hindsight?

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B**05 What official position did Scipio hold in Sicily?****One from:** Consul (1) / Commander-in-chief (Africa) (1)*(1 mark)***06 How did Scipio respond to the request from Syphax's envoys 'not to cross into Africa' (line 7)? Give four details.****Four from:** Rejected request outright (1) / immediately sent messengers telling Syphax not to be a traitor to Rome (1) / speeded up his decision to sail to Africa (1) / wrote to Pomponius asking him to meet at Lilybaeum (1) / told his men Syphax wanted the Romans to sail for Africa (1) / told them Syphax (with Masinissa) was pressuring him for this (1) / assured them Syphax's was still loyal to Rome (1) / told lies to keep morale up (1) / sailed to Africa (1)*(4 marks)***07 To what extent did Scipio have the support of the Senate while he was in Sicily?**

Discussion might include:

- **Points suggesting support:** 205 elected Consul and allotted Sicily; raised troops there & restored morale; no comment in Livy re Senate's views but can assume positive: 204 when Senate looking to invasion of Africa they judged Scipio 'best of good men' & asked him to receive Idaeian Goddess at Ostia, so supported to this point; when Fabius Maximus criticized Scipio for Locrian episode, split Senate followed Metellus in backing Scipio, but close thing; enquiry involving Locrians cleared him; Scipio then impressed enquiry team by display of military preparation which sent them home to Senate happy; senate voted him thanks & asked him to spearhead African invasion
- **Points suggesting lack of support:** 204 Locrians complained to senate re Pleminius' abuse of their city (in 205 when Scipio in charge); Fabius Maximus made speech accusing Scipio of not addressing issue; also of destroying military discipline; split Senate over this; some called Scipio 'un-Roman'; enquiry set up with instructions to remove Scipio if involvement with Pleminius proved.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

08 How far does Livy's portrayal of Syphax, Sophonisba and Masinissa support the view that they had the 'fickleness and unreliability inherent in half-civilised peoples' (lines 2-3)?

You might include discussion of

- **any bias stated or suggested in Livy's writing**
- **the strategic importance of the African tribes to Scipio's invasion**
- **the actions and behaviour of Syphax, Sophonisba and Masinissa before and after the invasion**
- **the reasons why the three Africans behaved as they did.**

Discussion might include some but not all of the following:

- reliability of Livy as a source commentary on foreign individuals
- how far the quotation in the title and similar asides by Livy are justified given the position and behaviour of the three Africans **and** of the Romans as the sequence of events unfolded
- self-interest had led Romans to seek Syphax as ally in 213 BC and support his attack on the East Numidians under Gala, father of Masinissa, ally of Carthage
- approach in 205 of Masinissa (now king) to Laelius seeking alliance with Rome after falling out with Carthage; acceptance of offer by Scipio for strategic reasons
- arrangement in 204 by Hasdrubal of marriage between his daughter Sophonisba and Syphax; resulting Carthaginian influence upon West Numidians already upset by Scipio's treaty with Masinissa
- use by Hasdrubal of influence on Syphax to stop Scipio invading; merits of Syphax's claim that such an invasion would break the 213 treaty
- Scipio's response to Syphax, lying to his men, ignoring the message and starting the invasion at once
- Masinissa fresh from defeat by Syphax arriving in support as Scipio landed; at the same time Carthaginians requesting and receiving support from Syphax
- Scipio's employment of Masinissa for initial attacks on Utica, resulting in gallantry award; arrival of Syphax forcing Scipio to retreat
- 203 tactics of Scipio, hoping influence of Sophonisba was waning, in seeking reconciliation with Syphax; response of Syphax urging Roman withdrawal; declaration of 'treaty' by, pretending to think it over, then use of Masinissa to attack and crush Syphax's camp
- influence of Sophonisba urging Syphax to try again after his initial defeat; his subsequent defeat, displayed in chains, and imprisonment by Masinissa
- actions of Masinissa, appealed to by Sophonisba, in falling in love; proposal of marriage; perceived threat to the Roman chain of command; apology of defeated Syphax to Scipio for falling under Sophonisba's spell
- Scipio's actions and motives in distracting Masinissa; instruction that marriage to daughter of enemy commander was impossible
- reaction of Masinissa in forcing Sophonisba to commit suicide; her display of great courage in doing so; Scipio's offer of kingdom as consolation for Masinissa; his response.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

- 09 **According to Livy, how big a part did religion and morality play in Roman defeats and victories during the Second Punic War? Explain your views and refer to the Books of Livy you have read.**

You might include discussion of

- **reasons Livy suggests for the early Roman failures in Italy**
- **the behaviour of various Roman leaders at key points in the war**
- **the attitude of the Roman Senate at key points in the war**
- **reasons Livy suggests for the eventual Roman victory.**

Discussion might include:

- Livy's comments about the moral justification for the declaration of war in 218
- ominous occurrences in Rome before various battles
- reasons Livy offers for the Roman defeat at the Ticinus
- the leadership of Cornelius Scipio and Sempronius at Trebia
- Flaminius' failure to fulfil his religious obligations before Lake Trasimene and his leadership during the defeat there
- Fabius Maximus' religious commitments on assuming his dictatorship in 217
- Livy's opinion of the contrasting characters of Fabius Maximus and Minucius and the Senate's views on both; his explanation of the 'rescue' of Minucius at Gereonium; Minucius' response
- Varro's rise to the consulship for 216, his conduct and that of Paullus at Cannae
- young Scipio at Canusium
- Livy's account of the Senate's attitude and behaviour towards Fabius and his fellow leaders in 216
- the incident of the Vestal Virgins and the Senate's veto on the ransom request in 216
- Livy's account of the Senate's attitude towards the African expedition
- Scipio's selection of his troops in Sicily; his dealings with Syphax and Masinissa
- Scipio's involvement in the 'meeting of the goddess' at Ostia in 204
- the behaviour of Pleminius and Scipio towards the Locrians; Fabius Maximus' expressed views on Scipio at this time
- who kept and who broke the armistice in 203
- suggested moral reasons for Scipio's victory at Zama in 202

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

- 10 To what extent does Plutarch's *Life of Fabius Maximus* add to Livy's account of the Second Punic War? Explain your views and refer both to Plutarch and to the Books of Livy you have read.**

You might include discussion of

- **the different purposes of each author**
- **each author's use of sources**
- **the moral views of each author**
- **points on which each author chose to focus and the reasons for any differences.**

Discussion might include:

- Plutarch writing later than Livy; in a new Rome more detached from the events of the Republic
- Plutarch depending heavily on Livy for source material, creating obvious limitations of use as an alternative source
- Plutarch writing different form of literature, biography rather than history
- inevitability leading from this that biography will to some extent take an alternative viewpoint focusing on the individual rather than 'wider picture'
- Plutarch focus on Fabius Maximus, so difficulties with later period of war in particular in which he was less central; potential lessening of credit for others who played major parts at this time
- possible distortion in each author arising from the different focuses; Livy from his use of history as 'moral lesson' for nation; Plutarch from his single focus; points on which the moral aims of the two authors coincide / differ?
- more detail about the background, early life and character of Fabius Maximus from Plutarch because of the formulaic biographer's approach
- difficulty caused by only reading small part of Livy, while Plutarch is complete account.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid**Unit 2****Option F The Second Punic War****SECTION ONE****Either**

		AO1	AO2	TOTAL
A	01	1	0	1
	02	4	0	4
	03	5	5	10
	04	8	12	20
	TOTAL	18	17	35

Or

		AO1	AO2	TOTAL
B	05	1	0	1
	06	4	0	4
	07	5	5	10
	08	8	12	20
	TOTAL	18	17	35

SECTION TWO**Either**

		AO1	AO2	TOTAL
C	09	12	18	30
	TOTAL	12	18	30

Or

		AO1	AO2	TOTAL
D	10	12	18	30
	TOTAL	12	18	30

OVERALL

	AO1	AO2	TOTAL
TOTAL	30	35	65
%	46	54	100%