



**General Certificate of Education
June 2012**

Classical Civilisation 1021

The Second Punic War

AS Unit 2F

Final

Mark Scheme

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 students' 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 students' 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 students' 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the schools and colleges.

Set and published by the Assessment and Qualifications Alliance.

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 student 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 students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students 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 student'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 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 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 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 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 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.	9-13
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.	5-8
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.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS

Level 5	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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 writes with sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar. 	7-12
Level 1	<p>Demonstrates</p> <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

This page has been left intentionally blank

Mark Scheme
Unit 2F The Second Punic War

Section 1

Option A

01 Which consul had actually survived the battle of Cannae?

Varro (1)

(1 mark)

02 What happened in the battle? Make four points.

Four from: Hannibal sent Numidians across river (1) to draw part of Roman army across river (1); disagreement of Roman leaders over how to respond (1); Hannibal posted men with sun/wind in their favour (1); Roman right attacked Carthaginian left (1); Roman right driven back (1); Romans then gained ground in centre/drove Carthaginian centre back (1); Carthaginian wings then moved in on Roman centre (1) & surrounded them (1); Roman left tricked by Numidian ‘deserters’ (1) who then attacked from the rear (1); Roman cavalry on right forced to dismount (1) with Paullus wounded (1); Romans fled (1) with huge number / 45-50,000 killed (1) Carthaginians lined up in wedge (crescent) formation (1)

(4 marks)

03 How effectively in this passage does Livy portray the ‘terror and confusion’ (line 4) in Rome?

Discussion might include: sets ominous tone with ‘no news...’ (= bad news); stresses that the reality is that ‘only a remnant’ survives; shows how lack of knowledge caused suspicion that things were even worse than they were (‘believed that both consuls had perished’; ‘entire force wiped out’); unique situation for Rome – ‘never...such terror & confusion’; interjects personal observation – he can’t write adequate account; reminds us things were already bad enough (‘in the previous year ... consul and his army had been lost’); this is worse: ‘multiple calamity’; states their beliefs simply with a list lacking conjunctions– ‘two consular armies annihilated (strong word), both consuls dead,...’; repetition of ‘without’ to stress nothing left; concludes list with 2 examples of the hopelessness of the situation (positive for Hannibal, hopeless for Italy); final chink of hope – ‘no other nation’ would ‘not have been overwhelmed’ – reminding us that, despite all this, Rome survived.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 To what extent did Rome's own actions prevent her from being 'overwhelmed' (line 12) by the end of 216 BC and how far were other factors responsible? Give reasons for your answer and refer to the books of Livy and Plutarch you have read.

You might include discussion of

- *the actions of the Roman Senate immediately following this passage*
- *what Hannibal did immediately after Cannae*
- *Roman tactics over the next few months*
- *Hannibal's response to the Roman tactics*
- *how much support Hannibal received from Carthage.*

Factors to consider in making this judgement might include:

- lack of news after Cannae brought panic in Rome; Senate met at once; supported Fabius Maximus' package of proposals (in 02 above); before could do this, message with full picture arrived from Varro; period of waiting while families dealt with losses; Senate decreed limit for mourning of 30 days; more bad news received (defeats at sea); Senate sent message to Varro recalling him to city; levy held of young men to raise troops for likely defence of Rome (4 legions raised) orders were put in for manufacture of arms etc.; 8000 slaves purchased, freed & brought into army; credit for pointing out limitations of these actions (and likely difficulty in carrying them out if Hannibal had arrived as expected)
- Hannibal, advised by experienced general Maharbal at Cannae to press on and take Rome, asked for time to reflect; Carthaginians spent next day collecting spoils, then arranging surrender of Roman survivors and finally burying their dead; in the next few days Hannibal freed non-Roman prisoners, and sent ransom terms to Rome; Senate surprised Hannibal by refusing and standing firm; credit for discussing Livy's view – 'that day's delay was the salvation of the city'
- two-pronged approach of Rome once safe from immediate attack: Marcellus the aggressor & Fabius with safety-first approach to delay Hannibal further; Marcellus led brief sorties against Hannibal, picking away slowly but surely at his forces; Fabius ensured that Hannibal was never able to confront the Romans in a proper battle; Fabius continued even more defensively after death of Marcellus in ambush; ignored cries for help from allies as Hannibal went round Italy taking them one by one, but wearing out his limited resources
- initial delays had lost Hannibal momentum while failure to get Rome to ransom prisoners knocked his confidence; receiving approaches from disgruntled Roman allies he set out to secure the other cities of Italy; many skirmishes and minor successes **but** being away from home increased problems with discontent in his army & losses not easy to replace; situation of stalemate developed which drifted on for years until Rome took initiative by moving scene of war to Spain & Africa
- other factors might include: lack of support for Hannibal; he had no fellow leaders who were his equals (or even good enough to support him properly?) for all his great start in Italy; the distance from Carthage coupled with non-availability of support (moral, financial & strategic) made Hannibal doubt the likely success of a quick victory; clashes of will in the Carthaginian senate added to his doubts.

(20 marks)

Option B**05 To whom was Sophonisba already married?**

Syphax (1)

(1 mark)

06 Who was Sophonisba's father?

Hasdrubal (Gisco) (or allow Carthaginian leader) (1)

(1 mark)

07 In what circumstances did Sophonisba die? Give three details.

Three from: Masinissa was criticized by Scipio (1) / who reminded him that Sophonisba remained a prisoner of war (1) / told him to sort her out (1) / she was offered (a cup of) poison (1) by one of Masinissa's slaves (1) / with a message that she should kill herself (1) / she spoke proudly (1) / and calmly (1) / drained the cup (or killed herself) (1)

(3 marks)

08 How strongly does Livy excuse or condemn Masinissa's behaviour in this passage?

Discussion might include: he stresses temptation caused to him by beauty of Sophonisba (image of 'full flower'; 'youthful beauty') plus her (subservient) behaviour ('clung to... knees'; 'clasped his hand'; begged him...'); suggests she is using this to seduce him ('more like the blandishments of a lover'). For Masinissa's response, unheroic (if romantic) phrase 'heart melted into pity'; racial slur ('characteristic inflammability' of his race); continues unheroic language ('vanquished'; 'led captive' – reversal of roles; she was 'captive' above); 'gave her his hand' brings to mind her clasping his hand (more role-reversal); picture of him thinking over what to do: 'allowed his passion to...' suggests poor decision for a soldier; 'reckless' and 'unworthy of his honour' make clear Livy's views; 'that very day' shows too much haste as if he knows he is wrong; final sentence compares what she **should** be ('prisoner of war') with what he **wants** her to be – his wife.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

09 How important were Masinissa and Syphax to Scipio's campaign in Africa? Give reasons for your answer and refer to the books of Livy you have read.**You might include discussion of**

- **what Scipio was trying to achieve in Africa**
- **the difficulties Scipio faced**
- **the importance of Masinissa to Roman aims**
- **the importance of Syphax to Roman aims.**

Factors to consider in making this judgement might include:

- after years of Fabian policy of containment P Scipio had taken idea of invasion of Africa to Senate; controversial idea opposed by Fabius & others – same risks as Hannibal had faced in Italy, fighting in strange terrain, unsure of 'allies', support from home etc.
- Masinissa: originally Numidian Prince, ally of Carthage so traditionally enemy of Rome; active in Spain fighting on Carthaginian side against Scipio; a great warrior (victories over Romans in Spain in 208/7) so a bad potential enemy to have to fight in Africa; beaten by Scipio in Spain in 206, he changed sides; following death of his father quarrel with pro-

Carthaginian Syphax to succeed as King of Numidia; Romans supported Masinissa but initially Syphax had the upper hand; important for Romans to re-establish Masinissa to ensure victory in Africa

- Syphax: King of Masaesyli who formed alliance with Rome in 213; active in supporting Romans against Numidians; given troops and training by Romans to keep Numidians busy and stop them actively supporting Carthage; when Masinissa switched to Rome in 206 Hasdrubal Gisco needed a new ally so offered good terms to Syphax, including his daughter Sophonisba in marriage; Syphax agreed despite appeal from P Scipio to stay with Rome; at this stage Syphax seemed stronger than Masinissa, so need for Scipio to neutralize this threat
- initially things looked bad for Rome; Scipio's key objective of taking Utica had to be (temporarily) abandoned after attack by Hasdrubal Gisco & Syphax; learning from this Scipio split his forces leaving Masinissa bolstered by troops of Laelius to face Syphax while he concentrated on Hasdrubal Gisco; great battle at Bagbrades won by Rome; Laelius & Masinissa pursued Syphax to Cirta; Syphax bravely rode at the pursuing army & was captured; sent to Scipio he died a prisoner in Italy in 202; incident with Sophonisba shook Scipio's faith in Masinissa but sorted as above; Masinissa was rewarded with leadership of cavalry at decisive battle of Zama; he commanded 6,000 Numidians and 3,000 Romans on Scipio's right wing, Scipio delayed to allow for Masinissa to join him; battle in balance; Masinissa's cavalry had already driven the fleeing Carthaginian horsemen away; then returned and immediately routed rear of Carthaginian lines; for these exploits Masinissa was rewarded with Syphax's kingdom and stayed loyal.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

- 10 ***'Hannibal's successes in the campaigns up to and including Cannae were a result of the weakness of the opposition rather than his own leadership skills.'***

To what extent do you agree with this judgement? Give reasons for your answer and refer to the books of Livy you have read.

You might include discussion of

- ***the strengths and weaknesses of Hannibal's opponents during each of these campaigns***
- ***his early career in Spain***
- ***his journey to Italy***
- ***the early battles in Italy***
- ***Cannae.***

Factors to consider in making this judgement might include:

- immediately upon appointment he defeated local tribes by decisive attacks at key times (e.g. 219 BC the Olcades & Vaccaei); no real opposition at this point; clever manipulation of cities around Saguntum in 218 brought them under his leadership; before the Romans could react he besieged Saguntum; siege failed & Hannibal, rashly up front in battle, was wounded; Carthaginians greatly superior in numbers but defeated in open battle; envoys from Rome reached Carthage despite efforts of Hannibal to stop them; Hanno suggested giving him up but rest of Carthaginian Senate supported

Hannibal; meanwhile through efforts of Maharbal a section of Saguntum was taken & Hannibal's final assault brought the whole town under his control; Roman Senate shocked by news; response was to declare war & send Cornelius Scipio to Spain but with limited number of troops; Rome sought alliances in Spain but the mood was against them for failure to defend ally Saguntum; similarly attempts to persuade Gauls not to allow Hannibal passage were laughed off by the Gauls; anticipating trouble from Rome, Hannibal moved quickly; decided to take battle to Italy (after garrisoning Sicily just in case & leaving Spain to Hasdrubal Barca)

- Hannibal dissuaded would-be deserters scared of crossing Alps; then bought off Gallic tribes who had become worried by his ambition; Gallic tribes in Italy rose up against Rome & inflicted humiliating defeats on Roman armies; C Scipio sailed to Spain meeting Hannibal's army on their journey; mixed fortunes for both sides at Rhone; Hannibal then re-motivated troops & marched quickly on towards Alps; showed negotiating skills by getting Allobroges on board; Roman reinforcements much too late in arriving at Rhone; terrible fights for Hannibal with mountain peoples as climbed Alps; good tactics saw these all defeated (wild men); constant reassurance to his men as weather/geographical problems occurred at top of Alps; good rest at bottom allowed Carthaginians to be ready to fight in Italy
- C Scipio lost opportunity to strike while Carthaginians regaining strength; first battle **Ticinus** followed when Carthaginians were rested; Romans arrived first; built bridge but hesitated (bad omens); then advanced & came upon Carthaginians unexpectedly; at once Scipio's spearmen broke ranks; Carthaginian cavalry came from behind; disastrous Roman defeat with C Scipio wounded; two sides then moved on to **Trebia**: Roman Gallic allies defected to Hannibal before battle; C Scipio took high point to disadvantage Carthaginian cavalry; Carthaginians sacked his camp, then turned to find the Romans had crossed the river; Sempronius joined C Scipio with rest of Roman army and defeated a small advance party of Hannibal's; Sempronius got carried away; made rash attack in place suited to Hannibal's cavalry; Hannibal set trap into which Romans fell; again Mago attacked from rear; great Roman losses; Hannibal then attacked & defeated Roman trading posts (e.g. **Placentia** defended by 35,000 troops despite only a 'handful' of Carthaginians); weary after failing to cross Apennines & returning to Placentia Hannibal fought a stalemate against Sempronius; at start of 217 campaign Carthaginians headed for **Trasimene**; Hannibal provoked the headstrong Flaminius into rushing into battle; when the Romans were penned in a valley by the lake & mountains, concealed Carthaginian troops rushed down; Flaminius was killed; Romans turned & ran; no escape; mass destruction (15,000 Roman dead – 2,500 Carthaginians); Fabius began to urge change of tactics; but another arrogant consul Varro opposed him
- aware of disunity in Roman ranks Hannibal pretended to leave his camp; predictable argument between Varro & Paullus (but unluckily for Hannibal traitors gave away plan); Hannibal, short of supplies, fell back to Cannae; positioned himself with wind behind him (very dusty place) and 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 made use of Roman weaponry won in earlier battles; 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 other Carthaginian forces attacked Romans from rear; these two strategies of Hannibal settled battle; Romans routed; near total disaster.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

- 11 To what extent does Plutarch provide a different view of the Second Punic War from Livy? Give reasons for your answer and refer to the books of Livy and Plutarch you have read.**

You might include discussion of

- **each author's aims**
- **the length of each author's account and the time span covered**
- **the attention each author gives to political decision-making**
- **how much detail each author gives about military strategy and tactics**
- **the emphasis each author gives to portraying character.**

Factors to consider in making this judgement might include:

- Livy was writing a history of the whole war, covering all events in detail; as a Roman of the late 1st C BC he was a supporter of Augustus' desire to instill national pride in a nation shaken by continuous civil war; as with Plutarch, these books are a small section of a very long work, but Livy's account covers the war from beginning to end; Plutarch was Greek, so in no way a Roman propagandist; he wrote (in the second half of the 1st C AD) a series of biographies of famous men – in matching pairs of Greeks & Romans; Livy was one of his chief sources; his life of Fabius Maximus was intended to shed light on that man's qualities and achievements, not provide a history of the war
- Livy's job was to give a pro-Roman bias, showing 'present day' Romans the glories of her past but also pointing out her mistakes so that his contemporaries could learn from these; he depicts individuals when they are important to the story but he is always looking at the bigger picture; Plutarch restricts the period of his (very much shorter) account of the war to that period in which Fabius Maximus was influential; one chapter each at the beginning & end of his account tell of Fabius' earlier life and the war post-Fabius (with very little detail); Livy was known to (and is believed to have favoured) the Scipio family; Scipio Africanus therefore was a major character in Livy but only appears with reference to Fabius Maximus in Plutarch
- looking at the common thread (Fabius Maximus) Plutarch starts with the hotheadedness of Flaminius before his defeat at Trasimene; Plutarch's focus is on unhappy omens before the fight, Fabius' doubts about Flaminius, Flaminius' failure to heed Fabius' advice and the fact that Hannibal won; nothing about tactics or the battle other than that Flaminius fought 'with heroic strength'; Livy also emphasizes Flaminius' heroism in battle but gives a detailed account of the battle and directly apportions blame to Flaminius ('as arrogant as ever'; 'no sort of reconnaissance'); although Plutarch's description of Cannae is brief, he follows Livy in describing the battle and criticising the Roman leaders; both authors then give graphic detail of the chaos in Rome resulting in the appointment of Fabius as dictator; Plutarch credits Fabius with the appointment of Minucius as his master of horse, contradicting Livy who says the Senate appointed him; both deal in detail with Fabius' actions to deal with Hannibal; Plutarch then focuses on Fabius' declining popularity in Rome for these tactics; Livy spends more time on details of manoeuvres; Livy then breaks off to discuss other areas of the war; in both Fabius' rescue of Minucius is presented as a sort of fable (caution v rashness)
- Plutarch provides us with a brief account of Fabius' early life, trying to show the qualities which he made use of later ('grew up with a quiet & placid disposition'); Livy is not concerned with this, simply introducing him into the story where appropriate (delegation to Carthage 218) with no background whatsoever; Plutarch tells of every meeting of the Senate etc. during Fabius' dictatorship (nearly a quarter of his book – chapters 18-23), moving to mention P Scipio only in his last three chapters; after brief summary of Scipio's aims Plutarch gives a reasonably fair account (credit for comparison of the two accounts) of the struggle between Scipio & Fabius before ending the account with

Fabius' death – he 'did not live to see the end of the war'; at this point Livy, having already focused on P Scipio for a number of books, continues (as a historian) with the outcome and aftermath of the war; credit for any other specific examples of similarities or differences.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid
Unit 2F The Second Punic War

Section 1

Either
Option A

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

Or
Option B

	AO1	AO2	TOTAL
05	1	0	1
06	1	0	1
07	3	0	3
08	5	5	10
09	8	12	20
TOTAL	18	17	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
10	12	18	30
TOTAL	12	18	30

Or
Option D

	AO1	AO2	TOTAL
11	12	18	30
TOTAL	12	18	30

OVERALL

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

UMS conversion calculator www.aqa.org.uk/umsconversion