

## A Level Classical Civilisation H408/33 Politics of the Late Republic Sample Question Paper

Version 3.1

### Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

You must have:

- Answer Booklet



0  
0  
0  
0  
0

#### INSTRUCTIONS

- Use black ink.
- Complete the boxes on the Answer Booklet with your name, centre number and candidate number.
- Answer **all** of Section A and **one** question from Section B.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided.
- Write the number of each question answered in the margin.
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **75**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

## Section A

Answer **all** questions in this section.

### Source A: Cicero's letter to Pompey in 62 BC *Fam.5.7*

From your official dispatch I have, in common with everyone else, received the liveliest satisfaction; for you have given us that strong hope of peace, of which, in sole reliance on you, I was assuring everyone. But I must inform you that your old enemies—now posing as your friends—have received a stunning blow by this dispatch, and, being disappointed in the high hopes they were entertaining, are thoroughly depressed. Though your private letter to me contained a somewhat slight expression of your affection, yet I can assure you it gave me pleasure: for there is nothing in which I habitually find greater satisfaction than in the consciousness of serving my friends; and if on any occasion I do not meet with an adequate return, I am not at all sorry to have the balance of kindness in my favour. Of this I feel no doubt—even if my extraordinary zeal in your behalf has failed to unite you to me—that the interests of the state will certainly effect a mutual attachment and coalition between us. To let you know, however, what I missed in your letter I will write with the candour which my own disposition and our common friendship demand. I did expect some congratulation in your letter on my achievements, for the sake at once of the ties between us and of the Republic. This I presume to have been omitted by you from a fear of hurting anyone's feelings. But let me tell you that what I did for the salvation of the country is approved by the judgement and testimony of the whole world. You are a much greater man than Africanus, but I am not much inferior to Laelius either; and when you come home you will recognize that I have acted with such prudence and spirit, that you will not be ashamed of being coupled with me in politics as well as in private friendship.

1. Where was Pompey sending his 'official dispatch' from? (line 1) [1]
2. 'I did expect some congratulation in your letter on my achievements ... from a fear of hurting anyone's feelings.' (lines 12-14)
  - a. What are the 'achievements' that Cicero is referring to? [1]
  - b. Who might have disapproved or had their feelings hurt if Pompey had congratulated Cicero? [1]
3. What impression of Cicero's relationship with Pompey does this letter create? Explain your answer with reference to the source. [10]

**From approximately 60BC to 53BC Julius Caesar and two other men acted as an unofficial, political alliance often referred to as the 'First Triumvirate'.**

4. Who were the **two** other members of the Triumvirate? [2]
5. Explain what actions taken by Caesar, whilst a member of the Triumvirate, would be in keeping with the ideals of a *popularis*. [10]
- 6.\* 'Cicero and Caesar were always in disagreement and opposed to each other.' To what extent do you think this is a fair assessment? You may use Source A and your knowledge of the aims and ideas of the First Triumvirate as starting-points and should justify your response. [20]

**Section B**

Answer **one** of the following questions.

*Use classical sources, and secondary sources, scholars and/or academic works to support your argument. You should also consider possible interpretations of sources by different audiences.*

**Either**

**7.\*** Evaluate how far the key players in Roman politics, between 63BC and 44BC, were motivated by ambition rather than ideals. Discuss at least **two** key players.

**[30]**

**Or**

**8.\*** To what extent would you agree that Cicero had strong principles, but lacked good judgement? Justify your response.

**[30]**

## Summary of updates

---

| Date     | Version | Details                             |
|----------|---------|-------------------------------------|
| May 2022 | 3.1     | Updated copyright acknowledgements. |

---

### Copyright Information:

The Historians of Ancient Rome: An Anthology of the Major Writings, Ronald Mellor. Edition revised © 2012 Routledge. Reproduced by permission of Taylor & Francis Group.

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity. For queries or further information please contact the Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

**OCR**

Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**A Level Classical Civilisation**

**H408/33 Politics of the Late Republic**

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 45 minutes

**MAXIMUM MARK 75**

**SPECIMEN**

**This document consists of 24 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING ON SCORIS**

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

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

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the Scoris messaging system.
5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)
8. There is a NR (No Response) option. Award NR (No Response) if:
  - there is nothing written at all in the answer space
  - OR there is a comment that does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR there is a mark (e.g. a dash, a question mark) that is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
9. The Scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your Team Leader, use the phone, the Scoris messaging system, or e-mail.

10. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

## SUBJECT-SPECIFIC MARKING INSTRUCTIONS

### Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### Information and instructions for examiners

The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

### Using the Mark Scheme

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

### Information and instructions for examiners

The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.



| Question         | Indicative Content  | Marks (AO)                           | Guidance  |
|------------------|---|--------------------------------------|---|
| <b>Section A</b> |   |                                      |   |
| <b>1</b>         | <b>Where was Pompey sending his ‘official dispatch’ from?</b><br>One from: Asia (Minor) / (Near / Middle) East / Turkey (1)   | <b>1 (AO1)</b>                       |   |
| <b>2a</b>        | <b>What are the ‘achievements’ that Cicero is referring to?</b><br>One from: his year as consul / his handling of the Catilinarian Conspiracy (1)   | <b>1 (AO1)</b>                       |   |
| <b>2b</b>        | <b>Who might have disapproved or had their feelings hurt if Pompey had congratulated Cicero?</b><br>One from: those who opposed Cicero’s execution of the Catilinarian Conspirators / Caesar (1)  | <b>1 (AO1)</b>                       |   |
| <b>3</b>         | <b>What impression of Cicero’s relationship with Pompey does this letter create? Explain your answer with reference to the source.</b> <ul style="list-style-type: none"> <li>• Cicero wants Pompey to think of him as an ally and supporter (AO2) <ul style="list-style-type: none"> <li>○ <i>you have given us that strong hope of peace, of which, in sole reliance on you, I was assuring everyone (AO1)</i></li> </ul> </li> <li>• Cicero and Pompey are close confidants (AO2) <ul style="list-style-type: none"> <li>○ <i>Your private letter to me (AO1)</i></li> </ul> </li> <li>• Cicero considers them to be friends and wants to emphasise this (AO2) <ul style="list-style-type: none"> <li>○ <i>repetition of friends and friendship (AO1)</i></li> </ul> </li> <li>• Pompey maybe is less enthusiastic or warm about Cicero (AO2) <ul style="list-style-type: none"> <li>○ <i>Though your private letter to me contained a somewhat slight expression of your affection (AO1)</i></li> <li>○ <i>I did expect some congratulation in your letter on my (AO1)</i></li> <li>○ <i>achievements, for the sake at once of the ties between us and of the Republic (AO1)</i></li> </ul> </li> <li>• Cicero considers Pompey to be his superior, but considers himself to be a crucial political ally (AO2) <ul style="list-style-type: none"> <li>○ <i>You are a much greater man than Africanus, but I am not much inferior to Laelius either (AO1)</i></li> </ul> </li> <li>• Whilst this letter gives us a good idea of how Cicero thought about, or wanted to portray their relationship, it doesn’t give us an insight into Pompey’s feelings (AO2)</li> </ul> | <b>5 (AO1)</b><br><br><b>5 (AO2)</b> | <i>AO1 marks are awarded for the selection of material from the source, AO2 marks for the interpretation, analysis and evaluation of this as outlined in the Levels of Response grid.</i><br><br><i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i> |

### Guidance on applying the marking grids for the 10-mark stimulus question

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners should carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO1 = 6 and AO2 = 2

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

| Level | Marks | Characteristics of Performance   |
|-------|-------|--|
| 5     | 9–10  | <ul style="list-style-type: none"> <li>• AO1: Shows very good knowledge and understanding of the provided source through a range of well selected, accurate and precise material from it</li> <li>• AO2: Fully and consistently engages with the question, with perceptive, critical analysis and interpretation of the provided source leading to convincing points which are well-supported and developed</li> </ul> |
| 4     | 7–8   | <ul style="list-style-type: none"> <li>• AO1: Shows good knowledge and understanding of the provided source through a range of well selected, mostly accurate, material from it</li> <li>• AO2: Engages clearly and directly with the question, with critical analysis and interpretation of the provided source leading to sound points, which are supported and developed</li> </ul>                                 |
| 3     | 5–6   | <ul style="list-style-type: none"> <li>• AO1: Shows reasonable knowledge and understanding of the provided source through use of a range of mostly accurate material from it</li> <li>• AO2: Engages with some of the fundamental issues of the question, with analysis and interpretation of the provided source leading to some tenable points, which have some support and development</li> </ul>                   |
| 2     | 3–4   | <ul style="list-style-type: none"> <li>• AO1: Shows basic knowledge and understanding of the provided source through use of some material from it with some degree of accuracy</li> <li>• AO2: Engages with the general topic of the question, with little analysis and interpretation of the provided source leading to weak points, which have occasional support and development</li> </ul>                         |
| 1     | 1–2   | <ul style="list-style-type: none"> <li>• AO1: Shows limited knowledge and understanding of the provided source through little use of accurate material from it</li> <li>• AO2: Limited and very simplistic attempt to engage with the topic of the question, with very little analysis and interpretation of the provided source leading to points of little relevance</li> </ul>                                      |
| 0     | 0     | <ul style="list-style-type: none"> <li>• No response or no response worthy of credit</li> </ul>  |

| Question | Indicative Content  | Marks (AO)  | Guidance   |
|----------|---|---|--|
| 4        | <p><b>Who were the two other members of the Triumvirate?</b><br/>Pompey (the Great) (1) Crassus (1)</p>   | <p><b>2</b><br/><b>(AO1)</b></p>                                  |  |
| 5        | <p><b>Explain what actions taken by Caesar, whilst a member of the Triumvirate, would be in keeping with the ideals of a <i>popularis</i>.</b></p> <ul style="list-style-type: none"> <li>• Land reform and the distribution of land was a <i>populares</i> concern (AO2) <ul style="list-style-type: none"> <li>○ He used the backing of Crassus and Pompey to carry through his agrarian law (AO1)</li> <li>○ He appealed directly to the people, bypassing the Senate in order to get his agrarian laws passed (AO1)</li> </ul> </li> <li>• Publius Clodius Pulcher was a <i>populares</i> figure (AO2) <ul style="list-style-type: none"> <li>○ The Triumvirate allowed his election as Tribune of the People (AO1)</li> </ul> </li> <li>• The actions of Cicero in executing the Catilinarian Conspirators without trial were not in keeping with <i>populares</i> principles (AO2) <ul style="list-style-type: none"> <li>○ The Triumvirate did not aid Cicero when he was targeted by the <i>Leges Clodiae</i> and allowed him to be exiled (AO1)</li> </ul> </li> <li>• Caesar's actions were not in keeping with the ideals of the <i>optimates</i>, and he was considered a threat to them (AO2) <ul style="list-style-type: none"> <li>○ The opposition of Cato to Caesar's actions and the Senate's vote to award him the 'woods and pastures of Italy' (AO1)</li> </ul> </li> <li>• He was a popular leader of his armies and held his men in great respect, regardless of status or social position (AO2) <ul style="list-style-type: none"> <li>○ He made public declarations of respect for his troops, and there is much evidence that his troops were fiercely loyal to him due to his fair treatment (AO1)</li> </ul> </li> <li>• <i>Populares</i> politicians believed in the importance of the people and their wishes (AO2) <ul style="list-style-type: none"> <li>○ Stood for election to consulship, working within the system of a popular vote (AO1)</li> </ul> </li> </ul> | <p><b>5</b><br/><b>(AO1)</b></p> <p><b>5</b><br/><b>(AO2)</b></p> | <p><i>AO1 marks are awarded for the selection of material regarding the ideas, AO2 marks for the interpretation, analysis and evaluation of this as outlined in the Levels of Response grid.</i></p> <p><i>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> |

### Guidance on applying the marking grids for the 10-mark ideas question

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners should carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO1 = 6 and AO2 = 2

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

| Level | Marks | Characteristics of Performance   |
|-------|-------|--|
| 5     | 9–10  | <ul style="list-style-type: none"> <li>• AO1: Shows very good knowledge and understanding of the ideas through a range of well selected, accurate and precise material from it</li> <li>• AO2: Fully and consistently engages with the question, with perceptive, critical analysis and interpretation of the ideas leading to convincing points which are well-supported and developed</li> </ul> |
| 4     | 7–8   | <ul style="list-style-type: none"> <li>• AO1: Shows good knowledge and understanding of the ideas through a range of well selected, mostly accurate, material from it</li> <li>• AO2: Engages clearly and directly with the question, with critical analysis and interpretation of the ideas leading to sound points, which are supported and developed</li> </ul>                                 |
| 3     | 5–6   | <ul style="list-style-type: none"> <li>• AO1: Shows reasonable knowledge and understanding of the ideas through use of a range of mostly accurate material from it</li> <li>• AO2: Engages with some of the fundamental issues of the question, with analysis and interpretation of the ideas leading to some tenable points, which have some support and development</li> </ul>                   |
| 2     | 3–4   | <ul style="list-style-type: none"> <li>• AO1: Shows basic knowledge and understanding of the ideas through use of some material from it with some degree of accuracy</li> <li>• AO2: Engages with the general topic of the question, with little analysis and interpretation of the ideas leading to weak points, which have occasional support and development</li> </ul>                         |
| 1     | 1–2   | <ul style="list-style-type: none"> <li>• AO1: Shows limited knowledge and understanding of the ideas through little use of accurate material from it</li> <li>• AO2: Limited and very simplistic attempt to engage with the topic of the question, with very little analysis and interpretation of the ideas leading to points of little relevance</li> </ul>                                      |
| 0     | 0     | <ul style="list-style-type: none"> <li>• No response or no response worthy of credit</li> </ul>  |



| Question | Indicative Content   | Marks (AO) | Guidance |
|----------|--|------------|----------|
|          | <p>that he was 'in disagreement' and 'opposed' more than Caesar</p> <ul style="list-style-type: none"><li>○ After Luca Cicero may not have 'agreed' with Caesar, but his actions were at least publicly supportive; which is perhaps less strong than the position implied by the statement in the question</li><li>● Some candidates may discuss whether the two men would have been perceived as in opposition by their contemporaries, or whether hindsight affects our view looking back</li></ul> |            |          |

**Guidance on applying the marking grids for the 20-mark extended response**

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

| AO1   |       |  | AO2   |       |  |
|-------|-------|--|-------|-------|--|
| Level | Marks | Characteristics of Performance   | Level | Marks | Characteristics of Performance   |
| 5     | 9– 10 | <ul style="list-style-type: none"> <li>• very detailed knowledge and a thorough understanding of the material studied</li> <li>• use of a range of well selected, accurate and precise material from classical sources and/or about classical ideas, and appropriate, effective use of their cultural context and possible interpretation</li> </ul> | 5     | 9– 10 | <ul style="list-style-type: none"> <li>• a very good response to the question containing a wide range of relevant points leading to convincing conclusions</li> <li>• points are very well supported by perceptive critical analysis, interpretation and evaluation of classical sources and/or about classical ideas</li> </ul> <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p> |
| 4     | 7– 8  | <ul style="list-style-type: none"> <li>• detailed knowledge and a sound understanding of the material studied</li> <li>• use of a range of well selected, mostly accurate, material from classical sources and/or about classical ideas, and appropriate use of their cultural context and possible interpretation</li> </ul>                        | 4     | 7– 8  | <ul style="list-style-type: none"> <li>• a good response to the question containing a range of relevant points leading to appropriate conclusions</li> <li>• points are consistently supported by critical analysis, interpretation and evaluation of classical sources and/or about classical ideas</li> </ul> <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p>                                |
| 3     | 5 – 6 | <ul style="list-style-type: none"> <li>• reasonable knowledge and understanding of the material studied</li> <li>• use of a range of mostly accurate material from classical sources and/or about classical ideas, and some use of their cultural context and possible interpretation</li> </ul>   | 3     | 5 – 6 | <ul style="list-style-type: none"> <li>• a reasonable response to the question containing some relevant points leading to tenable conclusions</li> <li>• points are generally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas</li> </ul> <p><i>the response presents a line of reasoning which is mostly relevant and has some structure</i></p>  |

|          |              |   |          |              |  |
|----------|--------------|---|----------|--------------|--|
| <b>2</b> | <b>3 – 4</b> | <ul style="list-style-type: none"> <li>• basic knowledge and understanding of the material studied</li> <li>• use of a limited range of material from classical sources and/or about classical ideas with some degree of accuracy, and limited use of their cultural context and possible interpretation</li> </ul> | <b>2</b> | <b>3 – 4</b> | <ul style="list-style-type: none"> <li>• a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions</li> <li>• points are occasionally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas</li> </ul> <p><i>the response presents a line of reasoning but may lack structure</i></p> |
| <b>1</b> | <b>1 – 2</b> | <ul style="list-style-type: none"> <li>• limited knowledge and understanding of the material studied</li> <li>• use of little accurate material from classical sources and/or about classical ideas and little or no use of their cultural context and possible interpretation</li> </ul>                           | <b>1</b> | <b>1 – 2</b> | <ul style="list-style-type: none"> <li>• little engagement with the question, any points or conclusions made are of little relevance</li> <li>• isolated use of classical sources and/or about classical ideas with little analysis, interpretation and evaluation</li> </ul> <p><i>the information is communicated in an unstructured way</i></p>   |
| <b>0</b> | <b>0</b>     | <ul style="list-style-type: none"> <li>• no response or no response worthy of credit</li> </ul>   | <b>0</b> | <b>0</b>     | <ul style="list-style-type: none"> <li>• no response or no response worthy of credit</li> </ul>  |





| Question | Indicative Content  | Marks (AO) | Guidance |
|----------|---|------------|----------|
|          | <ul style="list-style-type: none"> <li>○ Cicero's attempts to achieve his ideal of <i>concordia ordinum</i> might be seen as his primary motivation throughout his career</li> <li>○ Caesar's popular ideals might be argued to be his primary motivation, not his personal ambition, a similar argument could be made regarding Clodius</li> <li>○ The opposing ideals of the <i>optimates</i> and <i>populares</i> might be argued to be the driving force of politics in the period</li> <li>● Some candidates may discuss how these players would have been viewed by their contemporaries, or whether hindsight affects our view looking back</li> </ul> |            |          |

### Guidance on applying the marking grids for the 30-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

| AO1   |       |  | AO2   |         |  |
|-------|-------|--|-------|---------|--|
| Level | Marks | Characteristics of Performance   | Level | Marks   | Characteristics of Performance   |
| 5     | 9– 10 | <ul style="list-style-type: none"> <li>• very detailed knowledge and a thorough understanding of the material studied</li> <li>• use of a range of well selected, accurate and precise material from classical sources and/or about classical ideas, and appropriate, effective use of their cultural context and possible interpretation</li> </ul> | 5     | 17 – 20 | <ul style="list-style-type: none"> <li>• a very good response to the question containing a wide range of relevant points leading to convincing conclusions</li> <li>• points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works</li> </ul> <p><i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p> |
| 4     | 7– 8  | <ul style="list-style-type: none"> <li>• detailed knowledge and a sound understanding of the material studied</li> <li>• use of a range of well selected, mostly accurate, material from classical sources and/or about classical ideas, and appropriate use of their cultural context and possible interpretation</li> </ul>                        | 4     | 13 – 16 | <ul style="list-style-type: none"> <li>• a good response to the question containing a range of relevant points leading to appropriate conclusions</li> <li>• points are consistently supported by critical analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works</li> </ul> <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p>                                |
| 3     | 5 – 6 | <ul style="list-style-type: none"> <li>• reasonable knowledge and understanding of the material studied</li> <li>• use of a range of mostly accurate material from classical sources and/or about classical ideas, and some use of their cultural context and possible interpretation</li> </ul>   | 3     | 9 – 12  | <ul style="list-style-type: none"> <li>• a reasonable response to the question containing some relevant points leading to tenable conclusions</li> <li>• points are generally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas and there is some use of secondary sources, scholars and/or academic works</li> </ul> <p><i>the response presents a line of reasoning which is mostly relevant and has some structure</i></p>                         |

|   |       |   |   |       |  |
|---|-------|---|---|-------|--|
| 2 | 3 – 4 | <ul style="list-style-type: none"> <li>• basic knowledge and understanding of the material studied</li> <li>• use of a limited range of material from classical sources and/or about classical ideas with some degree of accuracy, and limited use of their cultural context and possible interpretation</li> </ul> | 2 | 5 – 8 | <ul style="list-style-type: none"> <li>• a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions</li> <li>• points are occasionally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas and there is little or no use of secondary sources, scholars and/or academic works<br/><i>the response presents a line of reasoning but may lack structure</i></li> </ul> |
| 1 | 1 – 2 | <ul style="list-style-type: none"> <li>• limited knowledge and understanding of the material studied</li> <li>• use of little accurate material from classical sources and/or about classical ideas and little or no use of their cultural context and possible interpretation</li> </ul>                           | 1 | 1 – 4 | <ul style="list-style-type: none"> <li>• little engagement with the question and any points or conclusions made are of little or no relevance</li> <li>• isolated use of classical sources and/or about classical ideas with little analysis, interpretation and evaluation<br/><i>the information is communicated in an unstructured way</i></li> </ul>   |
| 0 | 0     | <ul style="list-style-type: none"> <li>• no response or no response worthy of credit</li> </ul>   | 0 | 0     | <ul style="list-style-type: none"> <li>• no response or no response worthy of credit</li> </ul>  |



| Question | Indicative Content  | Marks (AO) | Guidance |
|----------|---|------------|----------|
|          | <p>trial, an act he felt was right, but got him exiled</p> <ul style="list-style-type: none"> <li>○ Cicero continued to oppose the Triumvirate when he returned from exile; this proved misguided as Caesar was able to reaffirm the alliance at Luca and Cicero was forced into silence</li> <li>○ Cicero supported Octavian against Marc Antony, but showed poor judgement when he said Octavian could be dismissed once victorious</li> <li>○ his <i>Philippics</i> may also be seen as a rash decision given they lead to his death</li> </ul> <ul style="list-style-type: none"> <li>● Cicero as showing good judgement: <ul style="list-style-type: none"> <li>○ his governorship of Cilicia is successful and shows excellent governing skills, this must include judgement</li> <li>○ had Cicero been listened to the Republic might not have disintegrated; which might show it was the rest of those in power who had poor judgement, not Cicero</li> <li>○ the decision to execute the Catilinarians might be seen as the only sensible choice in the situation, despite its consequences</li> <li>○ Cicero did withdraw from politics after Luca and at least outwardly supported Caesar's dictatorship, despite the situation being contrary to his principles, showing self-preservation and judgement</li> <li>○ the failure of Cicero to save the Republic could be argued to be down to the greed and ambition of others, not Cicero's own poor judgement</li> </ul> </li> <li>● Candidates may discuss the degree to which modern and ancient ideas about what constitutes 'good judgement' differ, and the impact hindsight might have on how we view his behaviour</li> </ul> |            |          |

### Guidance on applying the marking grids for the 30-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

| AO1   |       |  | AO2   |         |  |
|-------|-------|--|-------|---------|--|
| Level | Marks | Characteristics of Performance   | Level | Marks   | Characteristics of Performance   |
| 5     | 9– 10 | <ul style="list-style-type: none"> <li>• very detailed knowledge and a thorough understanding of the material studied</li> <li>• use of a range of well selected, accurate and precise material from classical sources and/or about classical ideas, and appropriate, effective use of their cultural context and possible interpretation</li> </ul> | 5     | 17 – 20 | <ul style="list-style-type: none"> <li>• a very good response to the question containing a wide range of relevant points leading to convincing conclusions</li> <li>• points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works</li> </ul> <p><i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p> |
| 4     | 7– 8  | <ul style="list-style-type: none"> <li>• detailed knowledge and a sound understanding of the material studied</li> <li>• use of a range of well selected, mostly accurate, material from classical sources and/or about classical ideas, and appropriate use of their cultural context and possible interpretation</li> </ul>                        | 4     | 13 – 16 | <ul style="list-style-type: none"> <li>• a good response to the question containing a range of relevant points leading to appropriate conclusions</li> <li>• points are consistently supported by critical analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works</li> </ul> <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p>                                |
| 3     | 5 – 6 | <ul style="list-style-type: none"> <li>• reasonable knowledge and understanding of the material studied</li> <li>• use of a range of mostly accurate material from classical sources and/or about classical ideas, and some use of their cultural context and possible interpretation</li> </ul>   | 3     | 9 – 12  | <ul style="list-style-type: none"> <li>• a reasonable response to the question containing some relevant points leading to tenable conclusions</li> <li>• points are generally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas and there is some use of secondary sources, scholars and/or academic works</li> </ul> <p><i>the response presents a line of reasoning which is mostly relevant and has some structure</i></p>                         |

|   |       |   |   |       |  |
|---|-------|---|---|-------|--|
| 2 | 3 – 4 | <ul style="list-style-type: none"> <li>• basic knowledge and understanding of the material studied</li> <li>• use of a limited range of material from classical sources and/or about classical ideas with some degree of accuracy, and limited use of their cultural context and possible interpretation</li> </ul> | 2 | 5 – 8 | <ul style="list-style-type: none"> <li>• a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions</li> <li>• points are occasionally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas and there is little or no use of secondary sources, scholars and/or academic works<br/><i>the response presents a line of reasoning but may lack structure</i></li> </ul> |
| 1 | 1 – 2 | <ul style="list-style-type: none"> <li>• limited knowledge and understanding of the material studied</li> <li>• use of little accurate material from classical sources and/or about classical ideas and little or no use of their cultural context and possible interpretation</li> </ul>                           | 1 | 1 – 4 | <ul style="list-style-type: none"> <li>• little engagement with the question and any points or conclusions made are of little or no relevance</li> <li>• isolated use of classical sources and/or about classical ideas with little analysis, interpretation and evaluation<br/><i>the information is communicated in an unstructured way</i></li> </ul>   |
| 0 | 0     | <ul style="list-style-type: none"> <li>• no response or no response worthy of credit</li> </ul>   | 0 | 0     | <ul style="list-style-type: none"> <li>• no response or no response worthy of credit</li> </ul>  |



## Assessment Objective Grid

|              | AO1       | AO2       |
|--------------|-----------|-----------|
| <b>1</b>     | 1         |           |
| <b>2</b>     | 2         |           |
| <b>3</b>     | 5         | 5         |
| <b>4</b>     | 2         |           |
| <b>5</b>     | 5         | 5         |
| <b>6</b>     | 10        | 10        |
| <b>7/8</b>   | 10        | 20        |
| <b>Total</b> | <b>35</b> | <b>40</b> |

**BLANK PAGE**

**BLANK PAGE**

**BLANK PAGE**