GCSE

Ancient History

General Certificate of Secondary Education

Unit **A032:** The Rise of Rome

Mark Scheme for June 2011

Option 1: The Origins of Rome 753–508 BC				
Section A				
Question Number		**Answer**		**Max mark**
1		**Briefly outline <u>two</u> reasons why Aeneas is important in the early history of Rome.** AO1: Relevant factual details • two reasons with relevant factual detail; • links with Troy; • Aeneas founded the city of Lavinium/he had a son Ascanius who founded Alba Longa – both urban precursors to Rome; • Aeneas and the Trojans formed an alliance with the 'aborigines' and gave identity to the Latins; • Aeneas helped the Latins to defeat the Rutulians (Turnus) and the Etruscans.		**[5]**
2		**Read the following passage from Livy, and answer the questions which follow.** But then the old wickedness – the desire to be king – came between the twins as they were planning, and after a good start, a terrible fight began. Since they were twins, neither was the older brother. So the gods who kept the place safe, would choose and show with signs who the new city would be named after and who would be king when the city was built. Romulus built a temple on the Palatine hill and Remus built one on the Aventine so they could look for omens. People say that Remus got an omen first which was six vultures. After this omen had been announced, Romulus saw twice as many – twelve altogether. So the supporters of each man said their leader was King. Remus' supporters said he should be king because he saw the first omen, but Romulus' supporters said he should be king because he saw more vultures. The heated argument turned into a fight and Remus was killed by getting hit by one of the crowd. Livy, *The History of Rome* 1.6–7		
	(a)	**Outline the events in this passage and why they are important in the development of Rome.** AO1: relevant factual knowledge [4] • the decision by Romulus and Remus to found a city on the spot where they had been left to die • building of the temple on the Palatine; • details of the conflict between the two brothers and their supporters. AO2: Understanding [4] • the emergence of Romulus as sole ruler and founder of Rome; • reward discussion of Romulus' character; • the significance of religion/any explanation of this to be credited; • reward any discussion of the foundation myth; • reference to supporters killing Remus – not Romulus: possible discussion of alternative versions of Remus' death (ie the rest of Livy 1.7).		**[4+4]**

Question Number		Answer	Max mark
	(b)	**With reference to details in the passage how reliable do you think Livy's account of the conflict between Romulus and Remus is?** AO3: Evaluation and interpretation of sources • general discussion of the value of Livy should be rewarded: his sources and aims could be questioned; • consideration of how Livy could have known the details contained in it; • reference to archaeological material/evidence although this may not be clearly defined.	**[5]**
3		**Read the following passage from Virgil, and answer the questions which follow.** And Romulus will add himself as a companion to his grandfather, whom – of the blood of Assaracus – his mother Ilia will raise. Do you see the double crest that stands upon his head and how the father of the gods stamps him with his own majesty? Behold him, my son: Rome herself, with all her power, will be founded under his auspices, including all her lands, and she will raise her spirits to Mount Olympus, and she will enclose seven citadels within her one city wall...Then after him will come Tullus, to banish idleness and raise the residents of his native lands to arms and hosts now foreign to triumphs. Following him is Ancus, more of a boaster, even now rejoicing too much in the popular breezes. Virgil, *Aeneid* 6, 779 – 819	
	(a)	**In what ways does this passage help us to understand how successful Romulus was as the first ruler of Rome?** AO1: Factual details [4] • factual details taken from the passage: 'stamped with Jupiter's authority'/founding of the city of Rome/'all her lands' as a reference to empire/founded the city on laws/references to Tullus and Ancus; • not essential but reward highly any reference to relevant and accurate factual details of Romulus' achievements taken from Livy that are used in support; • reward for detail about conditions in which Virgil wrote (ie Ist century BC). AO2: Understanding [5] • understanding of the Romulus story and its importance in contributing to the foundation myth of Rome – reward highly discussion that suggests Virgil being used as propaganda; • reward comparison with/reference to Romulus and other Kings: Tullus – 'to banish idleness'/Ancus – 'more of boaster' and reasons for the comparisons; • some assessment of how helpful the passage is here in giving information that supports understanding of Romulus' achievement and/or importance; • reward discussion of how the passage might be limited in giving an understanding of Romulus' success.	**[14]**

Question Number		Answer	Max mark
		AO3: Interpretation, Evaluation and response [5] • detailed evaluation of the passages: reward references to the sources and attempts to assess the aims and accuracy of the passage; • reward highly answers that assess the idea of divinity but also practical achievement revealed in the passages; • distinction between historical and poetic representations of Romulus and his achievements: candidates might discuss the use of poetry as a historical source.	
	(b)	**How useful are Virgil's _'Aeneid'_ and Livy's _'The History of Rome'_ in helping us to understand the importance of Romulus in the development of Rome? You must refer <u>both</u> to this passage <u>and</u> to other ancient sources that you have studied.** AO1: Factual details [5] • factual details taken from the Virgil passage as in question 3a): Romulus – Ancus – 'more of a boaster'/Tullus – 'banish idleness; • reward highly any reference to factual details from Livy of Romulus' record in gaining domestic and foreign policy successes: eg creation of laws/religious rituals to provide political identity/unity (Livy 1.8 – senators, laws, lictors): needs of security to defend the growing "state's" interests (Livy 1.9 – ambassadors to local communities/Sabines/also Livy 15 – Veii) • factual details as to when and what Livy and Virgil were writing (ie 700 years after the events being described – during the reign of Augustus). AO2: Understanding [5] • reward argument that explains how Romulus' successes were important in creating the base from which a Roman state could consolidate and expand – links with continuity under Tullus and later; • expect discussion of Livy and Virgil presenting a particular mythical and historical view of Romulus – Virgil being commissioned to depict Augustus and the foundation myth/Livy not commissioned by Augustus but writing as a 'moralist' explaining contemporary Rome with reference to its noble beginnings • presentation of certain Roman values (strength/simplicity/religiosity) • Reward discussion that identifies the continuation of some of the institutions (eg Senators) into the Republican/Augustan period. AO3: Interpretation, Evaluation and Response [8] • need to discuss and explain relative use of Livy and Virgil – reward highly answers that compare and contrast the two authors; • the purposes of the 'Aeneid' as epic poetry linked to the Augustan period with Livy as a historian writing 'the story of Rome'; • Livy using more 'facts' in presenting his case whilst Virgil is much 'vaguer' – some reference to sources needed in evaluating this: students who discuss Livy's preface in this context should be rewarded.	[18]

Section B			
Question Number		**Answer**	**Max mark**
4		**'It is just a story, not history'. To what extent do you agree with this view of Livy's account of the origins of Rome?** **In your answer you should:** • **give a brief account of at least two events from the period between Aeneas' arrival and the foundation of Rome;** • **explain why you think Livy chose to describe these events as he did;** • **show knowledge of relevant sections of Livy;** • **consider whether Livy's account of these events is historically accurate.** AO1: Relevant factual knowledge [10] • details of these events: examples could include – alliance between Aeneas and Latinus (Trojans and Aborigines) foundation of Lavinium/the war against Turnus/foundation of Alba Longa/description of early Latin Kings/Romulus and Remus being reared by the 'she-wolf'/civil war between Amulius and Numitor; • answers should show knowledge of Livy's account of this period; • detail of when Livy was writing: higher level answers will develop this – during the time of Augustus and within the context of 'refoundation'; • Relevant archaeological detail should be rewarded but not expected. AO2: Understanding of the nature of Livy's account [10] • understanding of the conditions under Livy was writing and how these may have affected his account; • understanding of the difficulties in discovering what really happened in early Rome and the nature of the sources available; • higher level answers may deal with differences between myth and history (ie the adoption of Greek myth as Roman) – Livy's romantic narrative. AO3: Interpretation, Evaluation and Response [10] • Answers should consider the aims of Livy in the writing of his history: discussion of the Preface should be rewarded; • Answers should assess reliability and accuracy of Livy's account: reward reference to Livy's own use of sources and comparison with other material (eg Virgil but also adoption of Etruscan myths/appropriation of some of Herodotus' tales 'in Roman clothing').	**[30]**

Question Number		Answer	Max mark
5		**'The Kings Numa and Tullus did nothing worthwhile for Rome.' To what extent do you agree with this view?** **In your answer you should:** • **give a brief account of the reigns of Numa and Tullus;** • **explain whether these kings were good or bad for Rome;** • **show knowledge of relevant sections of Livy and Virgil;** • **consider whether Livy and Virgil are historically accurate.** AO1: Relevant factual knowledge [10] • a knowledge of the detail that is relevant: for Numa – building of the temple of Janus and the coming of peace/religious changes: for Tullus – conquest of Alba/growth of Rome/victory over the Sabines; • reward relevant support from sources (although extracts from Virgil necessarily very limited but there is a brief reference to Tullus in lines 812/13: Livy 1,18-21 for Numa/1,22-29 for Tullus); • relevant knowledge of each authors' backgrounds (eg writing under Augustus; historian/epic poet) should be rewarded. AO2: Understanding of Livy's (and Virgil's) accounts [10] • understanding of what the term 'worthwhile' could mean – reward attempts to shape the discussion within this context • assessment of the difficulties in discovering what really happened in early Rome and the nature of the sources available; • understanding the differences between the two sources: the more realistic description of Livy contrasting with the idealistic representation of Virgil. • understanding of the conditions under which Livy and Virgil were both writing and how this may have affected their accounts/representation. AO3: Interpretation, Evaluation and Response [10] • Answers should consider the nature of accuracy and reliability of the two sources – Livy and Virgil: • development of the differences between the two sources; • The best answers will use both Livy and Virgil to good effect and be cautious of their historical reliability: they may use their knowledge of both the texts and the authors' backgrounds to evaluate the sources and consider how far we can know the truth about the Kings.	[30]

Option 2: Hannibal's Invasion and Defeat 218–146 BC			
Section A			
Question Number		Answer	Max mark
6		**Briefly outline <u>two</u> reasons why Hannibal started the war against the Romans.** AO1: Relevant factual details • Two reasons with relevant factual detail; • Hannibal's hatred of the Romans inherited from his father; • Revenge after defeat in the first Punic War; • Rivalry of Carthage and Rome over Sicily; • A logical step after the capture of Saguntum; • Level of indemnity paid by Carthage to Rome becoming excessive.	**[5]**
7		**Read the following passage from Polybius and answer the questions which follow:** Hannibal realised that his men were demoralised as a result of both the hardships they had already endured and the prospect of yet more to come. So he called them all together and tried to boost their morale. He had only one source of encouragement, and that was the sight of Italy, clearly spread out below... He pointed out to them the plains along the river Po, and reminded them of the general goodwill felt towards them by the Gauls who lived there, and at the same time he pointed out the direction where Rome lay in relation to their present position. In this way he did manage to some extent to cheer them up…Next day he harnessed his wagon train, broke camp and started his descent. The track was narrow and the descent precipitous; the snow made it impossible for anyone to see where he was treading; if anyone strayed from the path or lost their footing, he fell from the heights to certain death. Nevertheless, the men endured these trials stoically, since by now they were well used to such ordeals. Polybius, *Rise of Rome* 3.54.1–5	

	(a)	**Outline Hannibal's actions in this passage and explain how they show him to be a good leader.**
		
		AO1: Factual details [4]
		• Hannibal's actions within the context of his army crossing the Alps:
		    – calling his men together
		    – talking to them
		    – tried to boost their morale
		    – harnessed his wagon train.
		
		AO2: Understanding of events and sources [4]
		• Answers should show Hannibal's understanding of why his troops were feeling demoralised;
		• Arguments he used to cheer them up:
		    – the friendship of the Gauls
		    – the relative proximity of Rome
		• evidence of the effectiveness of these arguments needed for full marks – eg 'endured their trials stoically'.
			[4+4]

Question Number		Answer	Max mark
	(b)	**With reference to this passage, explain whether you think Polybius' account of these events is accurate.**	**[5]**
		AO3: Interpretation and evaluation • Interpretation and evaluation of the passage and the questioning of its reliability as a historical source; • relevant interpretation of details in the passage; • Some questioning of how Polybius would have been able to describe the situation so precisely – he was not present at these events but did interrogate 'witnesses' and did visit the location which could have given him an effective understanding of the terrain/climate etc.	
8		**Read the following extract from Plutarch and answer the questions which follow.** He (Quintus Fabius Maximus) had no plans for a single fight to the finish, since his enemy was at the peak of his strength. So his strategy was to wear him down over time, to use Rome's financial strength to counter his limited resources, and Italy's manpower to decrease his relatively small army. So he kept his army on the higher ground, always camping among the hills from where he could keep an eye on Hannibal, while staying well away from his cavalry. If his enemy was inactive, Fabius did nothing. If he moved off, he would come down from the hills by a roundabout route and show himself at a distance, always far enough away to ensure that he was never forced to fight against his will, but keeping his enemy on tenterhooks in the belief that after avoiding battle for so long he was at last about to stand and fight. The civilian population viewed such time-wasting tactics with contempt. He certainly had a poor reputation in his own army Plutarch, *Life of Fabius Maximus* 5.1–2	
	(a)	**How far does this passage help us to understand the military tactics of Fabius Maximus?** AO1: relevant factual knowledge [4] • the Carthaginian and Roman strengths/weaknesses that are outlined in the text; • description of the tactics used – avoidance of pitched battles/continual surveillance of the enemy/attrition; • Reward answers that make reference to the situation at the time; Fabius' position in Rome and opposition to him and his tactics. AO2: Understanding [5] • explanation of why Fabius used such tactics: some assessment of his aims/intentions and/or approach/thinking that can be inferred from the passage; • understanding of the situation that Fabius found himself in (the aftermath of the battle of Trasimene);	**[14]**

Question Number		Answer	Max mark
		AO3: Evaluation and interpretation of the source [5]	
		• interpretation and evaluation of Plutarch as a source: analysis of reliability based on when Plutarch was writing and the context of this (later 1st century AD); possible motives/aims in writing – admiration for 'the idea of Rome'; a biographer rather than a historian with emphasis on a personalise, dramatised and moralistic view of his subject;	
		• reward comparison/contrast with other sources (eg Polybius and/or Livy) that supports interpretation and evaluation.	
	(b)	**How much can we learn from Plutarch and other sources about the problems Hannibal faced in Italy? You must refer both to this passage and to other ancient sources that you have studied.**	**[18]**
		AO1: Factual details [5]	
		• the tactics that Fabius pursued;	
		• some attempt to situate the sources needed: when and why were Plutarch, Livy and Polybius writing;	
		• further passages in Plutarch – particularly Hannibal's reaction in 5.3 but also other sources: – Polybius 3.89:'Carthaginians has been trained from early manhood in non-stop warfare'/'their only hope of safety lay in victory' – Livy 22.51: 'exhausted soldiers time to recover'/'that single day's delay...proved the salvation of Rome'	
		• higher level answers will suggest that there were other problems Hannibal faced: not capturing Rome/failure to break Italian 'confederation'/lack of support or direction from Carthage itself – this would be expanded in AO2.	
		AO2: Understanding [5]	
		• it is important that responses do deal with 'how much' as directed in question;	
		• answers should be able to use the factual details revealed in AO1 to suggest how the problems could explain Hannibal's failure in Italy;	
		• Plutarch 5.3 expands on the given extract in explaining Hannibal's realisation as to the efficacy of Fabius' tactics;	
		• Polybius 3.89 also gives greater depth to the success of the Fabian strategy;	
		• Livy 22.51.1 identifies Hannibal's delay after Cannae.	
		AO3: Interpretation, Evaluation and Response [8]	
		• interpretation of details in the passage and other sources that are referred to;	
		• evaluation of Polybius, Livy and Plutarch needed here – when were they writing and what purposes did they have for writing – 'Polybius/Livy the historians versus Plutarch the biographer': contrasts/comparisons that are revealed between the two;	
		• some questioning of what the sources were for these writers.	

Section B			
Question Number		**Answer**	**Max mark**
9		**'Because Hannibal did not capture Rome, the Carthaginians lost the whole war'. How far do you agree with this opinion?** **In your answer you should:** • **briefly outline how the Romans defeated the Carthaginians;** • **explain how important the failure to capture Rome was in the war;** • **show knowledge of the relevant sections of Livy, Polybius and Plutarch;** • **consider how reliable you think these sources are.** AO1: Relevant factual details about Roman victory and Carthaginian defeat. [10] • reasons for Roman victory: these might include Fabian tactics of delay, Scipio's more aggressive strategy, Rome's "limitless supplies and inexhaustible manpower"; • reasons for Carthaginian defeat: these could include failure to take Rome, distraction of ongoing conflict in Spain and thus failure to reinforce Hannibal's troops in Italy, Hannibal's failure to 'break' Italian confederation and recruit Italians; • knowledge of these factors in the sources – Livy, Polybius and Plutarch. AO2: Understanding of these and ability to make relative judgements here. [10] • answers need a clear distinction between the different sets of reasons; ie Roman victory and Carthaginian defeat; • to gain higher levels answers must make a judgement as to which is the most important reason and why (ie assessment of stated factor vis a vis other factors). AO3: Interpretation, Evaluation and Response to sources [10] • answers should carefully evaluate the selections that are used from the different sources. Indications here should be: • accuracy of the different sources; • when the sources are written: the fact that Polybius is closer to the events described than the other sources; • the purposes/motives in writing: Plutarch as a biographer compared to Livy and Polybius as historians (higher level responses could make reference to Polybius' Introduction 1.1-4 where he discusses the value of History).	**[14]**

Question Number	Answer	Max mark

10	**'Livy and Polybius show that the defeat of Carthage made Rome more powerful.' To what extent do you agree with this view?**
	
	In your answer you should:
	• **give an account of the strengths of Rome and Carthage at the beginning and end of the war;**
	• **explain whether the defeat of Carthage gave Rome more power;**
	• **show knowledge of relevant sections of the ancient sources;**
	• **consider how reliable you think the sources are.**
	
	AO1: Factual details about the strengths of the two powers at the beginning and end of the Conflict.
	• answers should identify discrete aspects of power: reward highly those that make a distinction between the beginning and end of the conflict – key areas to look for here are economic (ie trade), military, extent and control of empire (territory/strategic interests). Students may well identify other aspects – reward germane and accurate points;
	• responses should be making a distinction between the beginning and the end of the conflict although this should be more fully developed in AO2;
	• points/aspects identified need to be supported by some careful selections from the sources (eg Livy 30. 37 for details of the Roman peace): reward appropriately.
	
	AO2: Understanding of the nature of what constitutes a turning point and being able to make relative judgements.
	• using the information gained in AO1 to explain that both powers were roughly equal at the outset but Carthage very obviously lost;
	• this can be supported by reference to Polybius 1. 2.7/1.3.6 where a clear sense of lasting change is presented to the advantage of Rome;
	• marks at the highest level for those answers that are able to assess the nature of change and discuss the nature of a turning point (ie See AO1 – before and after).
	
	AO3: Interpretation, Evaluation and Response to the sources.
	• answers should make secure and relevant reference to the sources (eg Polybius 1. 2.7 and 3.6/Livy 30.37) but reward for other germane usage;
	• Answers should carefully evaluate the selections that are used from the different sources. Indications here should be:
	    – accuracy of the different sources and evidential base for these;
	    – when the sources are written: the fact that Polybius is closer to the events described than the other sources;
	    – the purposes/motives in writing: Plutarch (if used) as a biographer whilst Livy and Polybius as historians.
		[30]

Marking Grids for Section A

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

Marking Grids for Section B

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

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