

Classics: Ancient History

Advanced GCE

Unit **F394**: Roman History: The Use and Abuse of Power

Mark Scheme for June 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
A01 or 01 or 1	meeting Assessment Objective 1
A02 or 02 or 2	meeting Assessment Objective 2
eval.	evaluation of evidence
inter.	interpretation of evidence
^	omission
□ S	reference to relevant source material
□ F	reference to relevant factual information
R	irrelevant material
BOD	benefit of doubt where judgement is exercised in favour of the candidate.
?	unclear relevance/factual knowledge/analysis
Rep.	instances of significant repetition

Subject-specific Marking Instructions

The Mark Scheme is a guide to markers and is not prescriptive. It should be used with tile marking grids. It suggests possible answers and there is no suggestion that every point mentioned needs to be included for full marks.

Each script should be marked with team position number & dated at the start of marking.

Ticks should be used to indicate sound points. Where credit is being given for the different assessment objectives, 1, 2 or 3 should be placed in the margin. Where an examiner wants to draw attention to a passage where judgement has been exercised in favour of the candidate, the examiner can place 'BOD' (benefit of doubt) in the margin. Where an examiner is uncertain about the point of a passage, the examiner should place a question mark in the margin.

Significant errors should be underlined and marked with a cross. A wavy line in the margin is the usual sign for irrelevance: and the omission sign (^) is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition. Spelling/grammar errors should be marked with dotted underlining:

A comment at the end of the answer should draw attention to the qualities of the answer, with reference to the marking grids.

Examiner comments should be legible. The marginal annotations are designed to aid the proper review of the marking of the script, whether at standardisation, batch 1 & 2 or marking review.

Marks for each question and a total for the whole paper should be placed on the front page of the answer booklet.

All pages must show evidence of marking. Blank pages must be ticked by the examiner.

- Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.
- The following points are indicative and offer question specific guidance.
- They should not provide an exhaustive list and any relevant points should be credited.
- The maximum mark for the paper is 100.
- Use annotations above to indicate points in the scripts.
- Underline and mark with an X significant errors of factual knowledge/source material/analysis.
- Underline with dotted line significant spelling/grammar errors or lack of clarity.

Option 1: The fall of the Roman Republic 81–31 BC

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
1		<p>AO1:</p> <p>Answers might include groups such as:</p> <ul style="list-style-type: none"> • Sulla and his supporters (against Marians largely outside the period) • optimates, senatorial oligarchy eg struggle over Caesar's recall in 50-49 BC • populares • equestrians, publicani, Italian elites • urban populace and groups within it such as the collegia run by Clodius • rivalries among noble families • triumvirate, other political alliances; Catiline's supporters • Sullans and Marians - Crassus, Pompey, Caesar, Cicero, Cato, other individuals- groups supporting and opposing any or all of these • pro/anti-Caesarians, especially in 40s and 30s. <p>Sources might include:</p> <ul style="list-style-type: none"> • Cicero Pro Sestio 96 distinction between 'what was agreeable to the people' and 'what was acceptable to the best people'; 104: conflict of leading men and desire of the people; speeches against Catiline II 18f - supporters of Catiline and IV. 9 Caesar and the popular line • Sallust Catiline 36-39: factions; tribunes opposed by nobility aiming to protect their own privileges; selfish ambition; Plut. Crassus 7.7. Rome split into three parties • Plutarch Pompey 25, 30 Leges Gabinia, Manilia and the struggle with the senatorial oligarchy 	50	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question (To what extent can the politics of this period be seen as a struggle between different groups and factions for control of the Republic?)</p> <p>Answers should provide:</p> <ul style="list-style-type: none"> • specific factual knowledge and evidence of the various groups and factions • detailed knowledge of the period • partial coverage for level 3 • detailed factual knowledge of groups/factions with clear focus on 'struggle/control'. 	<p>AO1 = 20</p> <p>Level 5 18–20</p> <p>Level 4 14–17</p> <p>Level 3 9–13</p> <p>Level 2 5–8</p> <p>Level 1 0–4</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
		<ul style="list-style-type: none"> • Cicero de lege agraria 1.2ff Rullus land bill; Cicero Ad Att.1.17,18; 2.1 Equites and senate; situation in 60s • Cicero Letters to Atticus 1.17/19 senate's problems with equites in 61-0 BC, Pompey, Crassus etc cf Dio Cassius 37.49- opposition of optimates to Pompey's demands; Plut. Cato 31: Cato opposes Pompey's land distribution • triumvirate and 50s leading to civil war. Dio 37.55; Velleius 2.44, Appian 2.9, Suetonius DJ 19 - triumvirate; Cicero for (biased) accounts of Clodius cf. Dio Cassius 38 12-13; Cicero ad Q.f 1.2 factions in Rome in 59 BC • Res Gestae (1-3) for Octavian's view of opponents in 40s • Tacitus Annals 1.9-10- a view on Octavian/Augustus. <p>AO2:</p> <ul style="list-style-type: none"> • answers should develop a discussion of the effect of the groups on the Republic. <p>To deal with 'extent' answers might consider other issues eg</p> <ul style="list-style-type: none"> • the importance of military rather than political success • focus on individuals rather than groups • the personal ambitions rather than control of the Republic. 			<p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
2		<p>AO1: Answer might include:</p> <ul style="list-style-type: none"> • Sallust Cat. (11–2), (36–9) reference to Sullan veterans, general corruption of soldiers, or Catiline’s/Manlius’ army • Catiline’s supporters as examples of violence: Sallust Catiline 14; Cicero in Cat II 10ff: threats of violence after political route failed Sallust Cat. 32, 36 • Sulla’s actions, proscriptions etc • the corruption and manipulation in politics: Suet. The Deified Julius 18 use of bribery for Bibulus; Velleius 2.44 (the first triumvirate) • the resort to violence: Clodius – ad Att.1.14 - violence against his trial; ad Att.1.16 bribery of jury; Dio 38.12 on his laws of 58 BC; Suetonius DJ 19-20 Caesar’s consulship cf. Plutarch Caesar 14; Milo, Sestius (pro Sestio 75-6); ad Att. 4.3 riots caused by Clodius around Cicero’s house; Plutarch Pompey 13-4 on Pompey’s defiance of Sulla, and 17 over the issue of Sertorius • Suetonius DJ 20, Plutarch Crassus 15 on 55 BC • death of Clodius; Milo, Caelius in 40s BC • the weakness of parts of the constitution; illegal actions which undermined the rule of law eg Octavian’s consulship in 43 BC (Appian) • the assassination of Caesar: Cicero’s defence, Matus’ reply • the effect of the urban populace in politics: riots over the grain subsidy (ad Att. 4.1 57 BC), after Clodius’ funeral • the use of the army, veterans, military power and civil war as a means to an end: Res Gestae; bribery of soldiers by various generals. 	50	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question ('Politicians only got their way by using violence and corruption.' How far do the sources support this view of political activity during this period?).</p> <p>Answers should include specific information and evidence either for or against the view expressed. Answers might include other factors also for a balanced view:</p> <ul style="list-style-type: none"> • the use of clientela, amicitia as outlines in CP • network of obligations among politicians- Cicero’s support from his activities in the courts; Cicero’s success with speeches against Catiline • popular measures: land laws; grain subsidy; Pompey’s commands in 60s • provision of games etc – Caesar’s games in 65 BC. <p>Reward specific information and coverage of the period, although not all factors need to be included for higher marks.</p>	<p>AO1 = 20</p> <p>Level 5 18–20</p> <p>Level 4 14–17</p> <p>Level 3 9–13</p> <p>Level 2 5–8</p> <p>Level 1 0–4</p>

Question			Answer	Marks	Guidance	
			Indicative Content			Levels of response
			<p>AO2: Answers should consider how far 'only' is an accurate assessment. Answers should interpret and evaluate:</p> <ul style="list-style-type: none"> • the evidence where appropriate • the usefulness of the evidence in context. <p>Answers should show some awareness of the use and effectiveness of violence and corrupt practice. Some balance might be expected in terms of the relative importance of particular factors. Answers should consider the issue in the question and offer a reasoned argument for or against the view for level 3 and above.</p>		<p>The analysis might discuss the various factors which contributed to political activity. Credit answers which compare or contrast specific examples of evidence.</p> <p>Refer to the marking grids.</p>	<p>AO2 = 30 Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
3		<p>Answers might include information on some aspects of Clodius and his tribunate eg:</p> <ul style="list-style-type: none"> • his adoption into plebeian family • his laws/proposals and actions; the effects of these • his role as an agent for others • the aims he or his sponsors might have had • his methods - use of violence, collegia, bribery etc • his supporters and opponents. <p>Information concerning other tribunes:</p> <ul style="list-style-type: none"> • Macer (73 BC), Sicinnius, Quinctius in 70s (and others supporting the restoration of the tribunate) • C.Cornelius, Gabinius, Manilius, Rullus, Flavius in 60s working for themselves or others • Vatinius, Sestius, Milo, Curio, Antony; 47 BC Dolabella and violence to promote proposals • Metellus (defends treasury against Caesar Plut. Caesar 35); Marullus and Flavus (Suet. DJ 79) deposed by Caesar. 	50	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question (To what extent was Clodius typical of the tribunes of this period?),</p> <p>answers should make detailed reference to specific evidence for some of Clodius' aims, methods and actions with a range of other tribunes; credit especially details which support the argument about 'typical':</p> <ul style="list-style-type: none"> • descriptions of Clodius' actions and use of the tribunate is partially relevant to the question • Information concerning the role, function, constitutional position of the tribune/tribunate should be rewarded where it is used to address the question • For higher marks answers should provide a range of evidence in support of their factual knowledge. 	<p>AO1 = 20</p> <p>Level 5 18–20</p> <p>Level 4 14–17</p> <p>Level 3 9–13</p> <p>Level 2 5–8</p> <p>Level 1 0–4</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
		<p>Evidence might include:</p> <ul style="list-style-type: none"> • Macer- Sallust Histories speech • Cicero pro lege agraria 1.25: populares use of land for their own aims; Cornelius 67 BC – attack on senatorial privileges (Sallust Hist 3. 48) • Clodius' activity is documented by Cicero, Dio Cassius (38. 12-13), Velleius 2.45; removal of Cato: Plutarch Cato 34 • adoption Cic. ad Att. 1.18 • Curio: ad Fam. 8.10 Caesar bribes Curio (Plut. Caesar 29); attacks Campanian Land bill; Appian BC 2.26; Velleius 2.48 (critical of Curio); ad Fam. 8.6 supports Caesar; Appian 2.27-8 proposal on prov. commands (Plut. Caesar 30); Dio 40.62 (a tactic to embarrass Pompey) • Antony Plut Ant. 5 • Caesar BC 1,5 : defence of tribunes; ad Fam 16.11, Suet. DJ 30; Appian BC 2.33. <p>AO2:</p> <ul style="list-style-type: none"> • Answers must address the issue of 'typical' indicating some of the similarities and differences between Clodius and his use of the tribunate and other politicians • answers should offer some interpretation/evaluation of some of the evidence and its contribution to our understanding of some of: <ol style="list-style-type: none"> 1. Clodius, his aims and methods 2. the role of the institution 3. individual tribunes in politics 4. their importance and effects upon events. 		<ul style="list-style-type: none"> • Some answers may question whether there is a 'typical' tribune or what makes a typical tribune • credit answers which compare or contrast specific examples of evidence • refer to grids for answers which have a partial interpretation and evaluation of Clodius with limited reference to other tribunes/tribunates. 	<p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
4		<p>Answers for individuals might include:</p> <ul style="list-style-type: none"> Plutarch Sulla 30 – 31 Sulla’s acts as dictator; Appian 1.100 not the problems of the republic; Pompey 21.5 – Pompey restored tribunate because it gave him popularity; resentment of Sulla’s actions - Appian CW 1.95 Sulla allowed proscriptions to please his supporters Plutarch Pompey 13-14 Pompey and Sulla; 17 – against Lepidus and command in Spain; 25/30 Gabinian and Manilian Laws. 44- opposed by Cato; Plutarch’s view of their effect; Velleius 2.33 on his unwillingness to stand a rival, craving for glory, lack of restraint emphasis in the sources on individual motivation for the civil wars - demands and ambitions of Pompey, Caesar, Octavian, Brutus, Antony Suetonius DA 10-12: Octavian and Antony; 2nd triumvirate/Treaties of Brundisium and Tarentum; Antony’s action in the East. 	50	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question (‘The sources focus too much on individuals and not enough on the real problems of the Republic.’ To what extent is this a fair assessment of the sources for this period?).</p> <p>Good answers should include specific information relating to a number of examples of the sources’ views which show emphasis either on individuals or issues.</p> <p>Answers should attempt to offer specific information, and coverage of the period, although not all issues need to be included for higher marks.</p> <p>Partial answers may deal largely or entirely with individuals or issues.</p>	<p>AO1 = 20</p> <p>Level 5 18–20</p> <p>Level 4 14–17</p> <p>Level 3 9–13</p> <p>Level 2 5–8</p> <p>Level 1 0–4</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
		<p>Answers on issues might include:</p> <ul style="list-style-type: none"> Wealth, corruption, exclusiveness of oligarchy: Sallust Cat. 37-9; Verres 5 175-7 monopoly of nobles; Sallust Cat. 20 – concentration of wealth in hands of few – wastefulness of levelling mountains; debts; Plut Cicero 10 : the whole state is rotten corruption in courts Cicero in Verres 1 economic issues: Sallust Cat. 33 – Manlius’ letter re. debt and poverty the tribunate (various views on its effect upon the Republic) weaknesses in the constitution: Suetonius <i>DJ</i> 19-20; Dio Cassius 38; Plutarch <i>Caesar</i> 14; the triumvirate; Caesar’s consulship: control and manipulation of assembly The rivalry within politics and desire for power: ad Att. 7.3, Caelius to Cicero on Pompey’s real desire to fight; Caesar CV 1.4 Pompey’s jealousy; opposition of senate and consuls; Cic ad Att 8.11.2 – Pompey: the rule of Sulla has long been his aim cf Ad Att 7.3 dignitas; Velleius 2.33 Pompey cannot stand a rival; Plut Crassus 14 – triumvirate activated by love of glory and triumph. <p>AO2: Answers should discuss how far the sources focused on individuals rather than the issues and problems during the period. Some answers may consider how far the sources were right to focus on individuals and/or issues. Answers should offer some interpretation/evaluation of sources in support of their views.</p>		<p>Specific examples should support the argument; reward in higher levels a balanced analysis which deals with the question of ‘fair’ and makes some reference to different contexts where sources do give some assessment of individuals and/or issues.</p>	<p>AO2 = 30 Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Option 2: The invention of Imperial Rome 31 BC – AD 6

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
5		<p>Answers should include information about</p> <ul style="list-style-type: none"> the building projects and the amenities; provided by emperors the interests of emperors and people and benefits specific evidence. <p>Possible examples:</p> <ul style="list-style-type: none"> the major changes to Rome during the reign of Augustus eg his Forum, the temple of Mars, the Baths of Agrippa, temple of Caesar, Theatre of Marcellus (restored by Vespasian – Suet <i>Vesp.</i> 19); temple of Apollo etc- focus on the reorganisation of the centre of Rome; higher marks in A01 for detail of the structures and decorations relevant to the issues of benefits/interests building projects of Tiberius, Gaius, Claudius, Nero: eg Theatre of Pompey, alterations to palaces and homes of emperors, Gaius' aqueducts and Circus, Claudius' projects, Domus Aurea, Nero's Baths (Martial 7.34) Vespasian's restoration of the capitol; the Colosseum; Temple of Peace, of Claudius; the Arch of Titus; baths by Titus; Theatre of Pompey; additional aqueducts (Suet. <i>Vesp.</i> 8-9) Domitian's works: (Suet. <i>Domitian</i> 5) : capitol, temple to Jupiter, Forum of Nerva, Flavian temple, a stadium, a concert hall, an artificial lake, expansion of palace, Isis temple, numerous arches Nero's reorganisation; regulations on street widths, heights of houses and insulae; the changes after the fires in Titus' reign; Suet. <i>Nero</i> 16; Tac <i>Annals</i> 14. 42-43 	50	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question (How far were the building projects of this period intended more to benefit the interests of the emperors than those of the people of Rome?).</p> <p>Answers should offer specific information and evidence.</p> <ul style="list-style-type: none"> Reward coverage of the period, and differentiation between different groups in Rome for higher marks where benefits are detailed Concentration in detail on one aspect or one emperor is partially relevant. 	<p>AO1 = 20</p> <p>Level 5 18–20</p> <p>Level 4 14–17</p> <p>Level 3 9–13</p> <p>Level 2 5–8</p> <p>Level 1 0–4</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
		<ul style="list-style-type: none"> • Interests of emperors – propaganda, display of successes and wealth, popularity, impressive palaces • benefits to people: amenities, supply of food and water, living conditions etc • R.G. 19-21 for Augustus' (Agrippa's?) projects and provisions for the people. cf Suetonius <i>Life of Augustus</i> 29 • Juvenal Satire 3.190f for alternative views on the extent of benefit to the people of Rome • archaeological evidence is also useful for the water supply, entertainments etc • other evidence from inscriptions eg Vespasian (Lactor 8.57) Titus - Aqua Claudia (Lactor 8.63); Arch of Titus (LACTOR 8.65-66); Aureus of Claudius (Arch) (Lactor 8.28) • Suet. Tib 47 Augustus' temple and Pompey's theatre; Suet. Vesp. 8 and 9 • Frontinus 9-10: Agrippa: Aqua Julia (33 BC) (Appia, Anio, Marcia repaired) 70% increase in supply; Aqua Virgo - baths of Agrippa; Aqua Alsietina (Augusta) Frontinus 11 for naumachia; RG 20.2 Aqueducts doubled; Strabo Geog 5.3.8 <i>veritable rivers flow through the city; almost every house has cisterns, pipes.</i> 			

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
		<p>AO2:</p> <ul style="list-style-type: none"> • Analysis should address how far emperors' building projects/development of Rome were designed to promote their interests or benefit the different groups living in Rome • evaluation and interpretation of the evidence (archaeological and literary) should be provided in answers • good arguments might also include how some projects had a number of purposes eg to promote image and success and to provide amenities/develop popularity/improve conditions. 		<p>Good answers might have a balance between the emperors' interests and the benefits. General interpretation of evidence might be considered partial. Credit answers which compare or contrast specific examples of evidence.</p> <p>Detailed analysis of the extent of benefits to emperors and the people of Rome might be offered in the higher levels.</p>	<p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question	Answer	Marks	Guidance
	Indicative Content		Levels of response
6	<p>Answers should include some sources showing the ways in which the emperors sought to gain and maintain the support of the upper class with specific instances of individuals or groups eg:</p> <ul style="list-style-type: none"> • provision of honours, magistracies. commands for senators and equestrians – Claudius’ career structure for equestrians; gifts of money, land etc • avoiding overt use of powers by some, displays of power by others and the effects of these actions • maintaining stability and peace for prosperity, wealth creation, etc • behaviour of upper class: Propertius 2.56, 25-6 the old guard lapse into idleness and luxury. <p>Information on specific emperors might include: Augustus: RG: I handed back all my powers to senate and other ref. to Senate’s grants of powers; RG 6. 1 – desire to keep customs of ancients; Suet. DA 54 : A. never punished anyone for showing independence of mind or for behaving insolently. Tiberius - Tac. Annals 1.11-2 Tiberius’ difficult first debate; reference to them as ‘fit to be slaves’ (3.65); Suet. Tib. 29 – courtesy; 30 – pretence of liberty- consultation of the senate; eventual decline into brutality; treason trials:</p> <ul style="list-style-type: none"> • Nero - Tacitus Annals 13.4 Nero’s claim to give the senate a role; cf Tacitus Annals 13.27 ; Tacitus Annals 14.63 –flattery from the senate; Suetonius Nero 10 promise to reign like Augustus; Tac. Annals 13.17-18 Nero gives gifts after death of Britannicus; 15.67 hatred of Nero’s action by Flavus; Cassius Dio 63 .22 Vindex’s complaints 	50	<p>Marking grids to be used for the response to the specific question. In response to the question (To what extent does the evidence help us to understand how emperors gained and maintained the support of the upper classes in Rome?).</p> <p>Answers should provide specific information and coverage of the period, although not all efforts and emperors’ reigns need to be included for higher marks; specific examples of evidence relating to ‘gaining and maintaining support’.</p> <p>Answers may offer alternative views/evidence/contexts eg:</p> <ul style="list-style-type: none"> • Appian CW 5. 130 Peace, long disturbed re-established on land and sea; Tacitus Annals 1.2. – seduced all with blessings of peace etc • Hor Odes 3. 14. 14-6 : I shall not fear civil strife or death as long as Caesar rules; Hor. Epistles 2.1.1-4 – you alone protect Italy’s concerns cf Odes Bk 4 – 5, 14,15 on Augustus’ role • lack of plots (Suet. mentions 5 in 65-6); Tac. 1.4 – lack of opposition

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
		<ul style="list-style-type: none"> Gaius - Cassius Dio 59.6 Gaius' deference to the senators; recall of exiles, release of prisoners; end of treason trials etc Claudius - Suet. 12- refuses honours/16- senate/24 awards of regalia/25 equestrian career/13 attempts on Claudius' life – lack of success; early association with equestrians Vespasian/Titus: Suet. Vesp. 15/17; Suet. Titus 7-8; informers controlled (8) Domitian: opposition/plots- difficult relations with the senate Suet. Domitian 8,10. <p>AO2: Analysis should address how far emperors did gain and maintain support and include interpretation and evaluation of the evidence suggesting this; much of it comes from the upper class themselves; good answers should provided detail of some sources which includes evaluation where, for example, sources are compared or contrasted, bias considered and limitation discussed.</p>		<ul style="list-style-type: none"> Suet. <i>Tiberius</i> 31 Freedom of the senate; Tiberius' treason trials (Tac. Annals 6.18) Pliny Letters 8.14 subdued senate under Domitian Lactor 8 for inscriptions of individual senators, careers and roles + acts of the senate (see 30, 58, 62). <p>Analysis may include bias in Tacitus' view of some emperors, the limitations of Suetonius' biographies, their use of sources, Dio's rhetorical approach etc.</p> <p>Concentration on one emperor with limited reference to others in level three. There may be coherent judgments on both the 'help' issue and the extent of support for the analysis and interpretation of evidence.</p>	<p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question	Answer	Marks	Guidance
	Indicative Content		Levels of response
7	<p>Answers should provide factual information and source material for the administration of the city and the policies of emperors during this period. Information might include:</p> <ul style="list-style-type: none"> • reorganisation of regions and wards; 7BC Augustus - 14 regions; <i>curatores viarum</i> (Suet. <i>DA</i> 30) • maintaining order: <i>praefectus urbi</i>, <i>praefectus praetorium</i>: law enforcement, fire-brigade cohorts <i>urbanae</i>, <i>vigiles</i> • posts: praetors, quaestors, aediles: duties transferred to praefecti, procurators and freedmen directly responsible to the emperor • food supply: <i>praefectus annonae</i>, <i>praefectus frumenti dandi</i>, procurator Ostiae; Augustus: <i>cura annonae</i> after riots of 22 BC/prefect AD 8; Claudius: - <i>cura annonae</i> imperial prefect – harbour at Ostia AD 42 • state treasury: <i>aerarium Saturni</i> - quaestors appointed by Claudius- 3 year office, not 1; special procurator controlled taxes on legacies (5%) • courts: Vespasian (Suet. <i>Vesp.</i> 10); Claudius accused of taking legal and magisterial functions for himself (Tac. <i>Annals</i> 11.5; Nero begins by rejecting the Claudian model (Tac. <i>Annals</i> 13.4); Domitian asserts autocracy from the start (Dio 67.2/67.4); (Suet. <i>Aug.</i> 33) • curators <i>aquarum</i>, curators <i>riparum Tiberis</i>, and administrators of the harbours, the Tiber, public works, roads, waste disposal etc; water supply : Augustus, Agrippa 33-12 BC : company of slaves to repair aqueducts: RG 20 → admin infrastructure for maintenance • religion: priestly colleges; creation of Augustales/Lares Compitales in 7 BC and worship of the family/genius; <i>vicomagistri</i> –religious roles (Suet. <i>Aug.</i> 31) 	50	<p>Marking grids to be used for the response to the specific question. In response to the question (How consistent were the emperors in their policies for the administration of the city of Rome during this period?).</p> <p>Answers may include some knowledge of the political context of any change, the use of senatorial and equestrian class as officers, the main elements of administration and the roles of administrators.</p> <p>There should be some attempt to consider at least three emperors for a good range.</p> <p>Further material might be included to support the discussion/analysis:</p> <ul style="list-style-type: none"> • aid and restoration after disasters: Tiberius - fires in 27 and 37 (Tac <i>Ann.</i> 6.64, 6.45); Tiberius -not interested once in Capri (Suet. <i>Tib</i> 41) • Nero: Rufus' success at grain supply made him popular (Tacitus <i>Ann.</i>14); Tiberius - supply maintained (Suet 37, Tac. 4.27) • Tiberius - financial crisis in 33 (Tac <i>Ann.</i> 6.16-17) • Frontinus: 2. 98ff 9 aqueducts

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
		<ul style="list-style-type: none"> innovations at the start and the developments eg the development from Rufus' slaves into an organised force over 25 yrs; move from senate commission to praefectus annonae because of inadequacy of the original arrangements. <p>AO2: Answers should discuss the range of administrative roles within the city and the issue of the consistency of emperors in their administration of Rome. Answers should develop a balanced argument regarding the different/similar approaches of emperors, making detailed comparisons for higher marks. Answers should include interpretation/evaluation of the evidence.</p>		<ul style="list-style-type: none"> Claudius: inscription AD 46 dug channels from Tiber to the sea, freed city from danger of floods; Aqua Claudia, Anio Novus; Vespasian restores Aqua Claudia (Inscription). <p>Credit may be given to answers which use the sources critically, and discuss their limitations and bias towards particular emperors. Credit answers comparing and/or contrasting evidence. Focus on one emperor is placed in level 3 or lower.</p>	<p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question	Answer	Marks	Guidance
	Indicative Content		Levels of response
8	<p>Answers should include some of the actions by emperors during this period relevant to religious changes and/or practices and the evidence for them. Information on emperor's actions might include:</p> <p>Foreign/alternative religions:</p> <ul style="list-style-type: none"> • Bacchus, Mithraism Cybele – 205 BC; Attis – Claudius– Roman citizen chief priest; Cappadocian Ma – Beltona; Juvenal 6. 311f : Cybele; Good Goddess/secret rites • Isis: Aug suppressed it as symbolic of Egypt/East; Gaius temple in Rome; Domitian – 3 temples to her; Juv 6.530 Isis and Osiris • Christianity: persecution (Suet Cl. 25), (Tac. Ann. 15.41) • Jews: Claudius prevented them from meeting outside prosecution of Flavius Clemens for atheism. <p>Traditional religion:</p> <ul style="list-style-type: none"> • Ovid's Fasti can be used for practice; Juvenal for the influence of religion/cults on morality; archaeological evidence of temples; temple building throughout the period and after civil war (Flavians) • the continuance of festivals, Claudius'/Domitian's revival of the Secular Games (Suet Dom. 4 and 8) • continuation of traditional priesthoods; pontifex maximus; vestal virgins etc • RG –revival of traditions cf Suet. Augustus 31. 	50	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question ('The emperors did very little to prevent the decline in support for traditional religion and the rise in the practice of alternative religions'. How far do the sources support this view?), evidence is needed for the analysis of the issues (decline, rise and source support). There should be some sources for a range of information.</p> <p>Answers might show an understanding of the extent of worship during this period. Concentration in detail on one emperor is only partially relevant. Information about Imperial Cult might be used for either aspect:</p> <ul style="list-style-type: none"> • Propaganda: Horace Odes 1.2, Hor. Odes 3. 5. 2 : A. a god; 3.14.1-2 : like Hercules; 4.5 Sprung from kindly gods; Virgil Aeneid 6 and 8, etc; deification; ass. with Apollo in Aeneid 8

Question			Answer	Marks	Guidance
			Indicative Content		Levels of response
					<ul style="list-style-type: none"> • dedications to his divine spirit; associations of Augustus with divine elements etc; creation of the Augustales; in 7 BC he reorganised the cults of the 265 wards (vici) of the city of Rome -the officials, mainly freedmen worshipped the <i>Augustan lares</i> and the <i>genius</i> (spirit) of Augustus; sacrifice offered to <i>genius</i> of Augustus -a bull which associated the worship through blood sacrifice with gods • Nero: use of radiate crown associated with deified Augustus only before Nero (coins); denarii with Nero and Poppaea depicted radiate on reverse • Gaius: temples to numen (Suet. <i>Gaius</i> 22.1-2; <i>Dio</i> 59.28.5); priesthood - Caesonia and Claudius (<i>Dio</i> 59.28.5-6); appeared as Apollo, Neptune, Hercules, Bacchus, Juno, Diana, Venus (<i>Dio</i> 59.26.5-10)

Question			Answer	Marks	Guidance	
			Indicative Content			Levels of response
			<p>AO2: Analysis should address the extent of decline/rise and the extent of support for the view. There should be some discussion of the reliability of the evidence in support of the view and provide conclusions on the extent of support for this in the sources. (evaluation and/or interpretation of the evidence (archaeological and literary)).</p>		<ul style="list-style-type: none"> Domitian: deification of Vespasian and Titus; temple to Gens Flavia, priests of Flavian cult (inscriptions); <i>dominus et deus</i> (AD 86?) (Suet. <i>Dom.</i> 13.2, Martial 5.8.1). <p>Analysis should develop an argument concerning either a decline and/or rise in practice. Discussions may question whether emperors did have policies regarding religion. Higher level answers should show a thorough analysis of the evidence for a decline in traditional practice and a rise in other religions. Answers may discuss the importance of religion for Romans and especially the emperor as a means of propaganda.</p>	<p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Option 3: Ruling the Roman Empire AD 14–117

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
9		<p>Answers should include a range of ways in which emperors sought to control governors, procurators and local administration with specific examples for the issue of extent of control and the evidence for them. Information for comparison might include:</p> <ul style="list-style-type: none"> evidence for governors and imperial control; appointment and removal of governors in Tacitus <i>Annals</i>, <i>Agricola</i> and <i>Histories</i>; eg <i>Agricola</i> (Domitian) and governors in Britain, Corbulo and Paetus in Syria, Corbulo in Germany (Claudius) (Tac. <i>Annals</i> 11.18ff), Felix and others in Judaea (Tac. <i>Annals</i> 12.54), Blaesus in Africa, Piso in Syria (Tiberius), Pliny (Trajan); Vespasian's governorship of Judaea (Josephus); selection on the basis of suitability for tasks evidence for imperial use of procurators eg Classicianus, Catus in Britain (Tacitus <i>Annals</i> 14); inscriptions; references in Pliny Letters 10; Philo <i>Against Flaccus</i>; procurators appointed with civil jurisdiction (<i>Suet</i> 12; <i>Annals</i> 12.60) use of freedmen in provinces – Pliny Letters: Maximus (27, 85); Lycormas (67); Epimachus, Gemellinus (28/84); Polyclitus in Britain (Tac. Ann. 14.31) control of the length of governorships: Tiberius used lengthy periods (Tac <i>Annals</i> 1.76, 80; Poppaeus Sabinus in Moesia) personal involvement in administration; evidence of edicts from emperors; communications with governors, procurators and officers (freedmen); presence in provinces – Gaius, Claudius, Vespasian, Trajan; military operations – Tiberius and Germanicus 	50	<p>Marking grids to be used for the response to the specific question. In response to the question (To what extent did the emperors of this period succeed in imposing their control over the way the Empire was ruled?)</p> <p>Factual knowledge and evidence focused on the means/methods of control should be rewarded no higher than level 4. In AO2 good analysis (level 4) should be awarded for a clear argument on 'success', supported by sound interpretation of the sources.</p> <p>Answers should include examples of governors, procurators etc acting independently and/or directed by the emperor, supported by the sources:</p> <ul style="list-style-type: none"> examples of direct interference by emperors might be also be provided higher levels for detailed coverage of the period, although not all aspects need to be included Concentration on one part of the period/one emperor is only partially relevant. 	<p>AO1 = 20</p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
		<ul style="list-style-type: none"> • use of trials: Junius Silanus in Asia (Tac. <i>Annals</i> 3.66f); Cordus (Tac. <i>Annals</i> 3.70f); Piso in Spain (Tac. <i>Annals</i> 4.45); Domitian's reduction of corruption (Suet. <i>Dom.</i> 8) and control of administration (eg Lactor 18. No.126); Pliny <i>Letters</i> 2.11 - prosecution of Marcus Priscus • Tacitus <i>Annals</i> 4.6 – good points of Tib.'s reign; 13 1-33 Nero's good start; Dio 67 for Trajan's campaigns and policy; Pliny <i>Panegyricus</i>; Trajan's involvement (19/20; 22, 29 in ref. to the army). <p>AO2: Analysis should include discussion concerning the extent of control and of 'success' providing some judgements supported by interpretation of evidence. Evidence from sources should be interpreted and evaluated: eg</p> <ul style="list-style-type: none"> • the differences between emperors and their approach to imperial control and the views of the sources on these • the supposed biases in the sources for and against emperors in their dealings with the empire • the limitation of evidence in some areas. 		<p>Thorough analysis should include a detailed interpretation and evaluation of the evidence exploring specific examples of success or failure in control. Some may question how far emperors could control provincial events.</p> <p>Answers may differentiate between emperors in terms of the nature of the emperor's control and the effectiveness of the means. In evaluation there may be some attempt to compare or contrast evidence.</p>	<p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of response
10	<p>A range of information might include examples of Roman practices in provinces without detail and specific identification of the source of evidence.</p> <p>A good range should include some detail of sources/evidence for the social effects of Roman rule during this period.</p> <p>Information might include:</p> <ul style="list-style-type: none"> • Pliny Letters: examples of citizenship Pliny 10 104-5, Roman religious or social events, buildings or amenities; Tacitus <i>Agricola</i> 21; the Forum at St Albans; Chester pipe; establishment of towns eg Chichester, London, Silchester during the period; archaeological evidence of Roman lifestyle, religion, etc being taken up during this period (Lactor 4); inscriptions (Lactors 8/18) indicating the attitudes of elites and their contributions • imperial cult: Temple to Gaius at Miletus; of Claudius in Britain; Tiberius in Spain (Annals 4.37-8); Pliny's use of Trajan's statue among other gods (Letters 10. 96); inscription regarding the cult, evidence from Pliny 10. 52, 100 oath to Trajan; 70 Shrine to Claudius; Architecture at Aphrodisias; forms of worship (Roman or local?) • romanisation – coinage, trade, development of crops and goods; the use of Latin; architecture; types of entertainment etc; nb this needs to be specific for higher marks in A01; colonies; growth of towns in the west • some unwelcome effects might be included: the reaction of the Trinovantes to the temple at Colchester; the Jews' reaction to Gaius' statue in their temple (Josephus); evidence of coins, artefacts 	50	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question (To what extent does the evidence provide us with a reliable view of the social effects of Roman rule on the provinces?)</p> <p>Answers should include:</p> <ul style="list-style-type: none"> • specific examples of sources • detailed references and identification of sources and evidence. <p>Reward coverage of the period, although not all parts of the empire need be included for higher marks. Concentration in detail on one part of the period or one province is only partially relevant.</p>	<p>AO1 = 20</p> <p>Level 5 18–20</p> <p>Level 4 14–17</p> <p>Level 3 9–13</p> <p>Level 2 5–8</p> <p>Level 1 0–4</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
		<ul style="list-style-type: none"> the evidence for continued local practices/lifestyles and religious beliefs: toleration of Christians (Pliny Letters 10.96/97); Tac Annals 14.30 Druids on Mona; difference between East and West may be considered: local systems in use (eg councils in Eastern cities; tribal organisation in Britain); a willingness to leave the 'Greeks' of Bithynia to their own cultural pursuits (<i>'these Greeks love their games'</i> Pliny Letters 10. 40). <p>AO2: An analysis should include some discussion of some types of social changes; analysis should consider how far the evidence can be used to create a reliable picture through evaluation and interpretation of literary and/or archaeological material.</p>		<p>Good answers might include views about the limitations of the evidence provided by Romans; reward discussion which includes other types of evidence; good answers might consider effects on different groups eg elites, the ordinary citizens, kings etc.</p> <p>a good analysis should differentiate between the East and the West; thorough analysis should develop a clear argument which is well supported by detailed interpretation and evaluation of the evidence for effects on provinces differentiating between and within provinces.</p>	<p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
11		<p>Answers should show some knowledge of the administration of the Empire, the roles and activities of various officials and the sources which relate to the description of administration in the quotation; examples might include:</p> <ul style="list-style-type: none"> Governors, good or bad: Agricola; Pliny; Suetonius Paulinus (and others in Britain – detail in Tac. <i>Agricola</i> and <i>Annals</i>); Felix (and others in Judaea, Suet. Cl 28); Vespasian in Africa and Judaea; Corbulo (Germany and Syria + Paetus); corrupt governors in Bithynia (Pliny Letters); Pontius Pilate procurators, equestrian and freedmen: Tac. <i>Annals</i> 14 Catus, Classicianus; Pliny Letters: 10 27, 85 mention Maximus (Trajan's procurator), 86a identifies Bassus, prefect of the Pontic coast; Claudius: Tacitus <i>Annals</i> 12. 59 use of equites; procurators appointed with civil jurisdiction (<i>Annals</i> 12.60) tax collector; procurators from equites: Dio 60.9.6. army: centurion Olennius caused a Frisii revolt in AD 29 (Tacitus <i>Ann.</i> 4.72); soldiers treatment of Boudicca (Tac. <i>Annals</i> 14.31); examples of mistreatment of provincials in Judaea, Gaul etc management: Tiberius' good management (Tac <i>Annals</i> 4.6); Suet. <i>Tiberius</i> 32 raising taxes (cf Dio 57.10.5); mismanagement: revolts due to taxation: Florus and Sacrovir (Tac. <i>Annals</i> 3. 40-46); The Frisii (Tac. <i>Annals</i> 4.72-74); Judaea AD 66; corruption of governors/procurators/local officials (Pliny <i>Letters</i>); Agricola's measures to correct problems with taxes trials of corrupt officials: between 8 and 11 repetundae trials under Tiberius; Tac. <i>Ann.</i> 6.29 suggests some accusations were true; Claudius prosecutes corrupt governors (Dio 60 24.4, 25.4); Pliny prosecutes Baebius Massa (AD 93); trial of Capito (Tac. <i>Ann.</i> 13 33) under Nero 	50	<ul style="list-style-type: none"> Marking grids to be used for the response to the specific question In response to the question ('Governors were incompetent, procurators corrupt and the army brutal and insensitive.' How far do the sources support this view of the administration of the Empire?) a very good range should have specific examples of good or bad management supported by the sources in provinces covering most of the period and differentiating between provinces good answers should identify some specific examples of governors, procurators, freedmen and the army which should be supported by reference to the evidence answers which focus on one group are partially relevant answers which give factual knowledge of the administration with limited or no support from the sources may be partially relevant to this question. 	<p>AO1 = 20</p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
		<ul style="list-style-type: none"> Domitian: Suet. <i>Dom.</i> 8: <i>at no time were officials more honest or just</i> - due to Domitian's control of corruption. <p>AO2: Discussion should focus on the extent to which the sources support the view in the quotation; answers should discuss the quality of the administration and include evaluation of the evidence in terms of the question with specific examples in support of the argument.</p>		<ul style="list-style-type: none"> Good answers should provide some balance with examples of both good and bad management with a general argument about the evidence thorough analysis should develop a clear and detailed evaluation of and argument about the sources and the issues. <p>Reward answers which compare and contrast material and/or consider the limitations of the evidence since it is largely from a Roman point of view.</p>	<p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question	Answer	Marks	Guidance
	Indicative Content		Levels of response
12	<p>A range of factual knowledge should provide information on some revolts and their causes and on other expressions of dissatisfaction/satisfaction with evidence for these.</p> <p>Information might include:</p> <ul style="list-style-type: none"> • revolt of Tacfarinas AD 17; Thrace AD 19 and 25; Florus and Sacrovir AD 21 (Tac. <i>Ann.</i> 3. 40-46; Frisii AD 29 (Tac. <i>Ann.</i> 4.72) • revolt in Mauretania suppressed by Paulinus in AD 41-2 • Boudicca and the Trinovantes AD 60-61 (Tac <i>Ann.</i> 14 31f; Dio 62. 1.1ff); Venutius (Tac. <i>Histories</i> 3.45) • Vindex AD 68 (Dio 63), Civilis AD 69-70 (Tacitus <i>Histories</i>) • Judaea AD 66-70 (-73) (and the Jews AD 115); (Josephus) • Decebalus and the Danube tribes (AD 80s, 101-102, 105-106) • various problems caused by tribes or groups after initial conquest eg Silures and Brigantes in Britain (Tac. <i>Ann.</i> 12. 31-32 Icenii; 12. 33f Silures). <p>Factual Knowledge for the other attitudes towards occupation:</p> <ul style="list-style-type: none"> • acceptance and support for Romans – Cogidubnus (inscription), Cartimandua (Tacitus), client kings in the East, local elites (Pliny Letters); Tac. <i>Agr</i> 21 • gradual inclusion of provincials in administration: Gauls in the senate (Claudius – Tacitus and inscription), increase in non-Italian upper class; dedications by elites to Rome and the emperor (see Lactors 8 and 18). 	50	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question (How far do the revolts during this period indicate a widespread dissatisfaction with Roman rule in the provinces?), answers should provide specific information of revolts and the reasons for them; support from the sources should be included;</p> <ul style="list-style-type: none"> • Answers may provide detailed information and sources covering most of the period or very detailed discussion of well-selected incidents and evidence of attitudes towards Roman occupation. <p>Coverage of the period should be rewarded; concentration upon one revolt/part of the period should be treated as partly relevant.</p>

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of response
		<p>AO2: Answers with some analysis should consider the nature of a limited range of examples and draw some conclusions about attitudes from them with interpretation and evaluation of the evidence. Answers should consider how far the evidence provides conclusions about the extent of dissatisfaction.</p>		<p>Information for the causes of the revolts and extent of dissatisfaction from Roman sources may be included also:</p> <ul style="list-style-type: none"> speeches by rebels eg Caratacus, (Tac. <i>Annals</i> 12. 36f) Civilis (Tac. <i>Histories</i> 4.41); Calgacus (Tac. <i>Agricola</i> 31-33); Boudicca (Tac. <i>Annals</i> 14. 35, Dio 62.1ff); Vindex (Dio 63); Josephus Tacitus <i>Annals</i> for reference to causes for Florus and Sacrovir, Frisii, Boudicca (also Dio 62). <p>Good analysis might include</p> <ul style="list-style-type: none"> some discussion of the extent of dissatisfaction in relation to revolts the extent to which they are widespread or localised how far they represent a wider attitude towards Roman occupation there should also be some discussion of the value of the evidence from Romans for the views of provincials in the higher levels. 	<p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question			Answer	Marks	Guidance	
			Indicative Content			Levels of response
					<p>Reward use of alternative evidence for attitudes towards the Romans.</p> <p>Very good analysis might consider factors which caused revolts other than dissatisfaction and consider the extent of satisfaction among some groups with Roman occupation.</p>	

APPENDIX 1

A2 Classics Marking Grid for essays and contexts in Units AH3 and AH4

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.	AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.
Level 5	18–20	26–30
	<ul style="list-style-type: none"> • A very good range of detailed factual knowledge • Fully relevant to the question • Well-supported with evidence and reference to the sources • Displays a very good understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Thorough analysis of evidence and issues leading to coherent judgements • Thorough interpretation and evaluation of the sources and/or evidence • Very well structured response with clear and developed argument • Fluent and effective communication of ideas • Very accurately written with a range of specialist vocabulary accurately used.
Level 4	14–17	20–25
	<ul style="list-style-type: none"> • A good range of detailed factual knowledge • Mostly relevant to the question • Mostly supported with evidence and reference to the sources • Displays a good understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Good analysis of evidence and issues leading to some coherent judgements • Sound interpretation and evaluation of the sources and/or evidence • Well structured response with clear argument • Mostly fluent and effective communication of ideas • Accurately written with some specialist vocabulary accurately used.
Level 3	9–13	14–19
	<ul style="list-style-type: none"> • A range of basic factual knowledge • Partially relevant to the question • Partially supported with evidence and reference to the sources • Displays some understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Some analysis of evidence and/or issues with some judgements • Partial interpretation and/or evaluation of the sources and/or evidence • Structured response with some underdeveloped argument • Generally effective communication of ideas • Mostly accurately written with specialist vocabulary sometimes accurately used.

Level 2	5–8	6–13
	<ul style="list-style-type: none"> Limited factual knowledge Occasionally relevant to the question Occasionally supported with evidence Displays limited understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> Occasional analysis of evidence and/or issues with little attempt at judgement Limited interpretation and/or evaluation of the sources and/or evidence Poorly structured response with little or no argument Occasionally effective communication of ideas Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.
Level 1	0–4	0–5
	<ul style="list-style-type: none"> Little or no factual knowledge Rarely relevant to the question Minimal or no supporting evidence Displays minimal or no understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> Very superficial analysis of the evidence and/or issues; Little or no interpretation or evaluation of the sources and/or evidence; Very poorly structured or unstructured response; Little or no effective communication of ideas; Little or no accuracy in the writing with little or no specialist vocabulary.

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