

# **Classics: Ancient History**

Advanced Subsidiary GCE

Unit **F392**: Roman History from original sources

## **Mark Scheme for June 2013.**

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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.

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## Annotations

Annotation	Meaning
A1	AO1
A2	AO2
EVAL	Evaluation
A	Area of partial knowledge

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
1	(a)	<p><b>AO1</b>                      Reward any legitimate citation and understanding from the passage:                      opening with list of historic and contemporary military triumphs:  <i>Lucius Aemilius Paulus... .</i>  <i>Marius twice saved Italy from blockade and freed us from the threat of slavery, and his distinction will never be forgotten.</i>  <i>Pompey, who swept in glorious success through all lands under the sun, outshines them all.</i>  <i>All these are justly praised,</i>                      Then followed by Cicero’s estimation of his own achievement:  <i>I feel confident that my own achievement will rank among them –</i>                      contrast between overseas conquest and the difficulties posed by the Catilinarian plot: first, overseas conquests:  <i>unless, of course, you consider it a greater distinction to extend our empire ... they can return.</i>  <i>success in a war overseas is better than victory in a civil war... crushed and become slaves or ...friends... bound by ties of gratitude.</i>                      contrasted by <i>With citizens the position is more difficult . . criminal madness... you may prevent them destroying the state but you will never be able to crush them by force or win them over by kindness.</i></p>	10	<p><b>What does this passage tell us about Cicero’s view of his ‘achievement’ (line 6) in dealing with the threat posed by Catiline, compared to successes in wars overseas?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Focus of question is comparing Cicero’s achievement with those of others mentioned in the passage.</p> <p>Comparisons must be explicit for marks in L5.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10                      Level 4 7–8                      Level 3 5–6                      Level 2 2–4                      Level 1 0–1</p>

Question			Answer	Marks	Guidance	
			<b>Indicative content</b>			<b>Levels of response</b>
			Scale of the task:  <i>I realise, therefore, that my war against these criminals will never end... terrible dangers from which the Roman people have been saved</i>			

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
(b)		<p><b>AO1</b> Focus should be on <b>other achievements</b> of Cicero's career: Cicero's own <i>Letters</i> and Plutarch, <i>Life of Cicero</i> describe one obvious achievement – his success in gaining the consulship of 63 BC. Credit any achievements in politics, including earlier elections and also as a barrister – shown by speeches such as the <i>Pro Murena</i> and <i>Pro Sestio</i>, though he was less successful in dealing with Clodius, at least until his return (another achievement). Note that the <i>Commentariolum Petitionis</i> may also be used in support of both of these.</p> <p>Credit earlier material (eg prosecution of Verres, his election and activity as Praetor in Plutarch <i>Cic</i> 9) particularly if supported by reference to sources. Cicero's return to Rome might also be regarded as an 'achievement' and should be credited appropriately.</p> <p><b>AO2</b> Marks for interpretation of sources – range and variety of viewpoints – and for a clear conclusion addressing 'what can we learn...?' – refer to grids.</p>	20	<p><b>What can we learn from other sources about Cicero's other achievements during the late 60s and early 50s BC?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, interpreting the source, and general background and context, addressing 'what can we learn from'.</p> <p>Reward all appropriate use of sources, including paraphrase and general discussion which is drawn from sources where appropriate.</p> <p>Note that <i>other</i> achievements really precludes any discussion of the Catilinarian conspiracy <i>per se</i>, though contextual issues such as the establishment of the <i>concordia ordinum</i> may be credited.</p> <p>Credit any earlier or later achievements (eg success in the Verres case).</p> <p>Although not required, any discussion of reliability of the sources in connection with 'what we can learn' may also be rewarded.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
(c)		<p><b>AO1</b> Clearly there is positive evidence for gratitude – Cicero being given the title <i>Pater Patriae</i> and relief that the challenge to the state was seen off in Plutarch <i>Cicero</i> the most detailed source for narrative; but absence of this in Sallust; <i>positive</i> in the immediate aftermath of the conspiracy (Cicero <i>Letters</i> 8, 61 BC apparent gratitude but suspected praise from Pompey; 9, 61 BC (gratitude from Crassus in the Senate) – later letters show how this had changed by 59!) <i>Lack of gratitude/hostility</i> – general lack of support for Cicero, <i>Letters</i> 10, 16; <i>Pro Sestio</i> describes the fracas between supporters and opponents of Cicero; the call for Cicero’s condemnation in Plutarch <i>Cicero</i> 22, 23.</p> <p><b>AO2</b> Answers should:</p> <ul style="list-style-type: none"> <li>• evaluate the factual information in the sources and the potential for bias, given the background of our sources;</li> <li>• make judgements on the value of the examples as historical evidence;</li> <li>• show understanding of how to interpret ancient evidence.</li> </ul>	25	<p><b>On the basis of this passage and other sources you have studied, how grateful were Romans to Cicero for his achievement in dealing with the Catilinarian conspiracy?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context. Reward all appropriate use of sources, including paraphrase and general discussion which is drawn from sources where appropriate. References to other letters eg to Pompey may also be used where the achievement of defeating Catiline is set out.</p>	<p><b>AO1 = 10</b> Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p><b>AO2 = 15</b> Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
2	(a)	<p><b>AO1</b>                      Reward any relevant and appropriate use of the passage, via citation, paraphrase or comment, which focuses and comments on <b>violence</b>, such as:</p> <p><i>Sestius, who is here now accused of violence;</i>  <i>Sestius' prosecutors: In the dead of night, they took over the forum, the comitium, and the Senate house with armed men (most of whom were slaves); attacked Fabricius and laid violent hands on him; killing several people and wounding many others in the process;</i>  <i>Marcus Cispus, also attacked as he was entering the forum and was driven from it.</i>  <i>causing the greatest bloodshed in the same place, with drawn and bloody swords</i>  <i>my ... brother ... would have gladly offered his body to their weapons;</i></p> <p><i>criminal attacks of this band of hooligans;</i>  <i>driven from the rostrum and forced to lie low in the comitium, hiding behind the bodies of slaves and freedmen.</i></p>	10	<p><b>What does this passage tell us about violence in Roman politics in the late Republic?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10                      Level 4 7–8                      Level 3 5–6                      Level 2 2–4                      Level 1 0–1</p>

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
(b)		<p><b>AO1</b> Answers should identify violent activities of factions as found in some of:</p> <ul style="list-style-type: none"> <li>• Cicero <i>Pro Sestio</i> discussion about <i>optimates</i> and <i>populares</i></li> <li>• Cicero <i>In Cat II</i> – the catalogue of Catiline's supporters</li> <li>• Plutarch, <i>Pompey</i> and the use made of popular appeal made by Julius Caesar in <i>Suetonius Div. Iulius</i></li> <li>• Cicero <i>Letters</i> 14, 16 – comment on the supremacy of the 'popular' groups</li> <li>• Roles and importance of different groups in the <i>Commentariolum Petitionis</i>.</li> </ul> <p><b>AO2</b> Marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about 'what can we learn from...', clearly explained and structured.</p>	20	<p><b>What can we learn from other sources about the ways in which different factions made use of violence in Roman politics?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Under 'factions' the most obvious distinction is that of <i>optimates</i> and <i>populares</i>; if this is omitted or forgotten, discussion of any other groups and the use made of them eg in the formation of the First Triumvirate may be credited.</p> <p>Accept Catiline and Clodius as leaders of 'factions'.</p> <p>Although not required, any discussion of reliability of the sources in connection with 'what we can learn' may also be rewarded.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

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		Indicative content			Levels of response
(c)		<p><b>AO1</b> Focus: <b>struggles between factions</b> Seriousness may take into account:</p> <ul style="list-style-type: none"> <li>• Discussion of violence, starting with the passage set and other events where violence occurred</li> <li>• Polarisation into ‘sides’ in which the Senate was outmanoeuvred – Plutarch <i>Pompey</i>, Cicero <i>Letters</i> being appropriate sources, for example</li> <li>• Allow discussion of the extreme example of an appeal to the populace – Catiline.</li> </ul> <p><b>AO2</b> Focus on <b>how serious an effect on politics</b> Answers should:</p> <ul style="list-style-type: none"> <li>• evaluate the factual information in the sources and the potential for bias, given the background of our sources</li> <li>• make judgements on the value of the examples as historical evidence</li> <li>• show understanding of how to interpret ancient evidence</li> <li>• look for evaluation of/comment on ‘how serious an effect’.</li> </ul>	25	<p><b>On the basis of this passage and other sources you have studied, how serious an effect on Roman politics did the violent struggles between factions have in the late Republic?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Answers should mention other passages in some detail for high bands in AO1, with their contexts and some specific content, and relevant knowledge of the activities of different factions, however these are defined.</p> <p>Focus of answer for marks in highest level for AO2 should be ‘on how serious an effect....’</p>	<p><b>AO1 = 10</b> Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p><b>AO2 = 15</b> Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>

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3		<p><b>AO1</b> Candidates may set out some definitions or detail about rhetoric and its use or value in politics (<i>significance</i>) – addressing the Senate or Popular Assemblies, persuading juries or opponents, reassuring supporters. The sources may be used to discuss rhetoric in an abstract way or used as examples of the power of public speaking in order to illustrate its techniques, for example:</p> <ul style="list-style-type: none"> <li>• The <i>Commentariolum Petitionis</i> 2-4, 50 stresses its value for Cicero – both because of his ability and what it has enabled him to do for his clients in the law-courts;</li> <li>• Speeches of Cicero themselves may be used as illustrative material – differing techniques in <i>In Catiline</i>. II and IV, for example; <i>Pro Murena</i>, <i>Pro Sestio</i>;</li> <li>• Cicero <i>Letters</i> 9 in which he describes the debates in the Senate to Atticus – for example, the description of Pompey’s address (‘a frost’) and the praise he says he received from Crassus;</li> <li>• Sallust <i>Catiline</i> 51 and 52 – the debate in the Senate;</li> <li>• Cicero <i>Letter</i> 10 – an example of the failure of rhetoric in the law-courts.</li> </ul> <p><b>AO2</b> The AO2 marks may be awarded for the overall construction and assessment of the material, leading to a supported and balanced judgement addressing the term <i>how significant</i>; there may be some generalisation and assertion (see next column).</p>	45	<p><b>How significant a part did rhetoric play in Roman politics in the late Republic?</b></p> <p>Reward in the higher levels of AO1 some specific instances of the use and effectiveness of rhetoric (Cicero’s speech and timing in <i>Against Catiline</i>. IV, for example; <i>Pro Murena</i>).</p> <p>In addition under AO1 reward detail from sources about <b>other factors</b> which allow ‘<b>how significant</b>’ to be assessed under AO2: for example: military reputation, money, personal charisma, political promises...</p> <p>The bullet-point prompt to consider <i>reliability</i> also allows marks to be awarded under AO2; here, weaker answers may address this point in generic paragraphs, while more pertinent discussion will address the specific passages from sources used to support the discussion and build up the narrative in the essay.</p> <p>Generalisation and assertion – level 3.</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
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4		<p><b>AO1</b> Answers should include good, clear examples of competition between <i>individuals</i> – the most obvious examples being in running for election, especially the head-to-head campaigns for the consulship, but also personal ambition (Caesar, Pompey, Crassus – though less source on him in the spec.) and the context of the patron-client relationship in which an individual at the top had to satisfy his followers as well as gaining their support. Cicero, frequently overlooked in this regard, is a shining example of such competition – see <i>Letters</i> 3, 4, and the <i>CP</i>; rivalry with Pompey, <i>Letters</i> 7, 9.</p> <p>On Pompey’s ambitions, see Cicero <i>Letters</i> and Plutarch <i>Pompey</i>; Caesar,</p> <p><i>ibid.</i> and Suetonius <i>Div. Iulius</i>; Catiline, Sallust <i>Catiline</i>, Cicero <i>Against Catiline</i> II and IV.</p> <p>Reward discussion and exemplification of other factors mentioned in order to assess the <b>importance</b> of the part played by individual competition.</p> <p><b>AO2</b> In AO2, look for a clearly supported discussion of ‘how important’, interpretation and evaluation of sources, and clearly explained discussion and argument with appropriate technical terms.</p>	45	<p><b>How useful are the sources in explaining the importance of competition between individuals in Roman politics in the late 60s and early 50s BC?</b></p> <p>Reliability of sources will focus on the specific passages referred to at the highest level; weaker responses may depend on generic discussion in unspecific terms.</p> <p>Main focus of answer for marks in highest levels must be on the <b>usefulness</b> of the sources.</p> <p>Refer to grids for appropriate levels</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

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5	(a)	<p><b>AO1</b> Reward all relevant citation and comment which makes use of the passage, such as:</p> <ul style="list-style-type: none"> <li>• <i>even the Julian faction had only Caesar left to lead them</i></li> <li>• <i>laid aside the title of triumvir and presented himself as a consul</i></li> <li>• <i>by virtue of the tribunician power</i></li> <li>• <i>seduced the soldiery with gifts and the people with corn, and everyone with the delights of peace</i></li> <li>• <i>gradually increased his power, arrogating to himself the functions of the senate, the magistrates, and the law</i></li> <li>• <i>faced no opposition, since...</i></li> <li>• <i>various reinforcements for his despotism: he raised Claudius Marcellus...to the pontificate and the curule aedileship</i></li> <li>• <i>promoted Marcus Agrippa...to a double consulship; on the death of Marcellus made him his son-in-law</i></li> <li>• <i>imperial titles to Tiberius Nero and Claudius Drusus.</i></li> </ul>	10	<p><b>What can we learn from this passage about the ways in which Augustus secured his position at Rome?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
(b)		<p><b>AO1</b> Reward use of appropriate sources commenting on steps taken by Augustus to secure power, for example:</p> <ul style="list-style-type: none"> <li>• <i>Res Gestae</i> 1, 4 – on army and triumphs; 6–8 official posts and roles listed;</li> <li>• importance of Augustus as a religious figure who revived Roman religion, Horace, Odes 3.6 cf Carmen Saeculare; adoption of various priesthoods and iconography on the Ara Pacis.</li> <li>• positive message in Velleius Paterculus – very pro-regime account of aftermath of Actium</li> <li>• Virgil <i>Aeneid</i> 8 and other Augustan poets – popularity from propaganda; Ovid <i>Fasti</i> on importance of Augustus in religious context</li> <li>• building works, in <i>RG</i> 19-21 (much with religious connotations) – also in Suetonius <i>Augustus</i></li> <li>• changes made to the pay and conditions of the soldiers as well as Augustus' jurisdiction in the provinces after the two settlements.</li> </ul> <p><b>AO2</b> marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about 'what can we learn from....', clearly explained and structured.</p>	20	<p><b>What can we learn from other sources about the different methods employed by Augustus to secure what Tacitus calls his 'despotism' (line 12)?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>An overview of Augustan succession follows the passage and certain candidates may interpret 'reinforcing despotism' as establishing a firm successor. It is entirely possible for a candidate to gain full credit by interpreting this question in this way.</p> <p>Although not required, any discussion of reliability of the sources in connection with 'what we can learn' may also be rewarded.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

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(c)		<p><b>AO1</b> There may be discussion of sources already mentioned in (a) and (b) as sources for this; discussion should now move on to how far they reflect and support the view in the question:</p> <p>In favour of this: central role played by Augustus in the poets and <i>Res Gestae</i> is appropriated by Tacitus in the passage set, a decidedly jaundiced view; this may be supported by discussion of Augustus' treatment of opposition, for example, and the titles he took during his career.</p> <p>Against this: there was clearly a good deal of power-sharing; Augustus' own claims in <i>Res Gestae</i> 34 and Suetonius <i>Augustus</i> 26-28 that he 'restored the republic' of <i>aureus</i> of 28 BC – expect discussion of events in 28-27 and especially 23 BC. The role of Senate – detail of this in Suetonius <i>Augustus</i> 27.</p> <p><b>AO2</b> Answers should:</p> <ul style="list-style-type: none"> <li>• evaluate the factual information in the sources and the potential for bias, given the background of our sources</li> <li>• make judgements on the value of the examples as historical evidence</li> <li>• show understanding of how to interpret ancient evidence.</li> </ul>	25	<p><b>On the basis of this passage and other sources you have studied, how far do you agree that Augustus personally took over 'the functions of the senate, the magistrates, and the law' (lines 7-8)?</b></p> <p>Reward answers in line with descriptors in the grid—for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Candidates may make minimal use of the passage printed.</p> <p>It is quite acceptable for candidates to interpret 'the functions of the senate, the magistrates, and the law' as meaning the Republic in general. Candidates do not have to deal with all three issues separately.</p> <p>Discussing the claim of Augustus to have restored the Republic is a perfectly valid way in which to approach this question.</p> <p>Candidates in top levels for AO2 should address the issue whether the Senate became less of a force after 27 and 23 BC in some way.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>

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					<p>In addition, look for clear answers which focus on an evaluation of the evidence about Augustus' powers and responsibilities. Discussion of reliability and assessment of the level of detailed content in sources will also merit marks under AO2.</p> <p>Look for a clear and supported conclusion to 'how far' with adequate material and balanced judgements; refer to grids.</p>	

Question		Answer	Marks	Guidance	
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6	(a)	<p><b>AO1</b> Reward all citation and comment on ‘challenges faced in the provinces’:</p> <p>From Pliny:</p> <ul style="list-style-type: none"> <li>• mutinies in his armies...</li> <li>• shortage of funds for the armies</li> <li>• rebellion in Illyricum, the need to enlist slaves</li> <li>• disaster to Varus’ legions with the disgrace it brought to his own reputation...</li> </ul> <p>Coin – probably celebrates conquest of Rhaetia in 15 BC – but major point is the need for Augustus to be seen as supreme commander of the troops – loyalty and image in the provinces (coin issued at Lyon/Lugdunum).</p> <p><i>Res Gestae</i> shows that there was pressure on borders and work to do within the Empire itself:</p> <ul style="list-style-type: none"> <li>• I extended the boundaries of all the provinces of the Roman people which were adjoined by peoples not obedient to our empire</li> <li>• I pacified the provinces of Gaul and Spain, and also Germany</li> <li>• I pacified the Alps from the region nearest to the Adriatic to the Tuscan sea without making war unjustly on any nation...</li> <li>• The Cimbri, the Charydes, the Semnones, and other German peoples of that region through ambassadors sought my friendship and that of the Roman people</li> </ul>	10	<p><b>What do the sources above tell us about the challenges Augustus faced in the provinces?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10</p> <p>Level 4 7–8</p> <p>Level 3 5–6</p> <p>Level 2 2–4</p> <p>Level 1 0–1</p>

Question			Answer	Marks	Guidance	
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			<ul style="list-style-type: none"> <li>two armies were led at about the same time into Ethiopia and into Arabia... Great forces of each enemy people were slain in battle and several towns were captured.</li> </ul>			

Question		Answer	Marks	Guidance	
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(b)		<p><b>AO1</b> Other sources which focus on the ways in which provincials regarded Augustus –</p> <ul style="list-style-type: none"> <li>• Tacitus, Annals, 2.1: provincials preferred life under Augustus compared to the extortion and maltreatment of governors in the Republic.</li> <li>• <i>Res Gestae</i> 25 oath to Augustus by provincials</li> <li>• new calendar for Asia based on Augustus' birthday, H34 – sycophantic?</li> <li>• evidence from the provinces about the focus on the person of Augustus – <i>locations</i> of <i>Res Gestae</i> itself;</li> <li>• Narbonne ILS 112 = L17 altar to numen of Aug;</li> <li>• temples of Augustus at Fanum, Puteoli, Pergamum, Narbonne, Tarragona (L14-18) (genuine devotion or imposed); M68, fishermen petition Octavian, 29 BC</li> </ul> <p>Credit discussion of Augustus' personal province, Egypt (Suetonius <i>DA</i> 19, substantial infrastructure works to put the province on its feet; LACTOR N31);</p> <p><i>Likely reaction to policy:</i></p> <ul style="list-style-type: none"> <li>• <i>Res Gestae</i> 15, 16, 28 using colonies in provinces; 24, renewal and restoration of temples in Asia; 25, provinces swear an oath of loyalty; 27, on activity in Egypt and the East; 30–33 might be used to show relations with external <i>gentes</i> (impact on peace within the Empire);</li> <li>• some mention of provinces in Velleius;</li> </ul>	20	<p><b>What can we learn from other sources about the ways in which provincials regarded Augustus?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

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			Indicative content			Levels of response
			<p>Suetonius <i>Divus Augustus</i> 47–49, detail of control of provincials.</p> <p><b>AO2</b>                      Marks for interpretation of the sources, range and depth, as well as structure of a supported argument leading to a conclusion answering ‘what can we learn from...’ – refer to grids.</p>		<p>Although not required, any discussion of reliability of the sources in connection with ‘what we can learn’ should also be rewarded.</p>	<p><b>AO2 = 10</b>                      Level 5 9–10                      Level 4 7–8                      Level 3 5–6                      Level 2 2–4                      Level 1 0–1</p>

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
(c)		<p><b>AO1</b> Success of policy and good relations with provincials – shown by oaths of loyalty and general establishment of ‘pax Romana’ – the propaganda view put forward by Augustus and shown by LACTOR L14–L18 (and Augustus’ wry comment at Tarraco, L18); regular tours of provinces, LACTOR L9-11, Suetonius; control of provinces, Strabo, LACTOR M2.</p> <p>Tacitus, Annals, 2.1: provincials preferred life under Augustus compared to the extortion and maltreatment of governors in the Republic</p> <p>lack of success – rebellions and problems, noted in the printed extracts and other sources in (b); how much dislike of the regime there was, never overtly expressed, is impossible to judge of course; but dates of coins and indeed the Ara Pacis give an indication, supported by the extracts, that the <i>Pax Romana</i> took a while coming. But from Augustus’ standpoint, rebellions <i>were</i> dealt with and the Empire remained largely intact – save for Germany. Parts were peaceful, others not...</p> <p><b>AO2</b> Marks in AO2 for ‘how successfully’ Augustus maintained good relations with the provinces. Refer to grids. Marks are also available for evaluation and discussion of sources, some of which may be generic (ie <i>Res Gestae</i> discussed generally, not focusing on citations from or references to it; Suetonius <i>DA</i> 47 showing his frequent provincial</p>	25	<p><b>On the basis of the sources above and other sources you have studied, how successfully did Augustus maintain good relations with the provincials?</b></p> <p>Reward answers in line with descriptors in the grid—for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>For highest levels in AO2 there should be supported discussion of extent of exaggeration in the sources. In addition, look for clear answers which focus on an evaluation of the evidence about shared power. Discussion of reliability and assessment of the level of detailed content in sources will also merit marks under AO2.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>

Question			Answer	Marks	Guidance	
			<b>Indicative content</b>			<b>Levels of response</b>
			tours – a need for personal presence or signs of confidence? either interpretation possible).		Look for a clear and supported conclusion to the question with adequate material and balanced judgements; refer to grids.	

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
7		<p><b>AO1</b> Relevant knowledge and source material must be recalled and deployed as appropriate. Sources: <i>Res Gestae</i> especially discussion in early sections and reference to oath of allegiance before Actium at 25.2 – though perceptive candidates might note that there is no specific mention of Actium here to avoid the charge of being involved in a civil war; Velleius Paterculus, sycophantic account of Augustus's return 89.1.</p> <p>In '<b>early period</b>' much made of Augustus' victory, eg Virgil <i>Aeneid</i> 8, Horace <i>Odes</i> 1. 37, Epode 9, Propertius 4. 6 on temple of Apollo at Actium; '<b>later period</b>' focuses more on the person of Augustus himself and Actium becomes less important.</p> <p>General peace resulting from the end of civil war may be discussed and how Augustus made use of this: Tacitus 2.1, RG13; Horace, Ode 3.6.</p> <p>Octavian's action after the battle as mentioned in Suetonius, Aug, 18: Nikopolis, Actian Games, naval trophies and a temple to Actian Apollo. The triple triumph and triumphal arch in Rome.</p> <p><b>AO2</b> Reward in highest levels candidates who examine the apparent decrease in the need to promote Actium as Augustus' reign progressed, if supported by sound reason.</p>	45	<p><b>To what extent did Augustus use his victory at Actium as propaganda for his principate?</b></p> <p>The first bullet point may prompt close reference to poetic sources on Actium, but with less range for the later period where Actium fades into the distance.</p> <p>There may be some imbalance in range of sources as a result which nevertheless should credit for what <i>is</i> there under AO1.</p> <p>There may be a discussion of :</p> <ul style="list-style-type: none"> <li>propaganda being used before the battle i.e. Donations of Alexandria and the public reading of Antony's will (Plutarch, Ant, 58-59 – not a set source);</li> <li>how even later writers of history are still evidently influence by the pro-Augustan accounts of the battle itself suggesting a successful and permanent propaganda victory for Octavian after Actium;</li> <li>that fact that Octavian is in constitutional limbo after Actium and may have exaggerated the magnitude of the victory in order to stabilise his position and try to win universal support.</li> </ul> <p>Reward supported conclusions which assess the value of Actium as propaganda to Augustus in the light of the remarks above.</p>	<p><b>AO1 = 20</b> Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 25</b> Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

Question			Answer	Marks	Guidance	
			Indicative content			Levels of response
			<p>There should be a clear assessment of 'how valuable' for marks in the highest bands, with appropriate support; perceptive answers may note that students of ancient history have to work hard adding precise detail to the sources and to assemble what seems on occasion to be an ill-fitting jigsaw in order to produce a coherent picture.</p> <p>Evaluation of sources with regard to reliability should also be given appropriate reward under AO2. Candidates may wish to discuss the problems in dealing with poetry and also may wish to discuss the role of Maecenas.</p>			

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
8		<p><b>AO1</b> Individuals may be family members, individual senators, or rivals (and in plots and conspiracies). Hostility: Mark Antony, Sextus Pompey – much relevant material in Suetonius 26-27; relations with Lepidus, in <i>Res Gestae</i> and Suetonius <i>DA</i> 31; Murena, Rufus, Lepidus the Younger in the aftermath of conspiracies. Tacitus—mentioned in passage in qn. 5 may be contrasted with problems caused by other family members (Tiberius, Julias – various sources including Seneca, Suetonius account of events within his family, <i>DA</i> 64-65, Macrobius). Exile of Agrippa Postumus. Favour and support: Agrippa in the early period (trusted general, eventually marrying into the family - in the poets, Suetonius, Other members of his family – eg Gaius and Lucius, in Suetonius and the <i>Res Gestae</i>. Cinna. Relevance of the material cited will depend on its applicability to ‘hostility’ or its opposite.</p> <p><b>AO2</b> There should be a balanced assessment of specific instances where Augustus showed hostility or favour to specific individuals.  There should be a clear assessment of how far sources support the view stated.</p>	45	<p><b>‘Augustus was always hostile in his treatment of individuals at Rome.’ How far do you agree with this view?</b></p> <p>This is a very broad question and the challenge for candidates will be selecting from a wide range of material. It should focus on the analysis of ‘hostility’ and be limited to individuals and events <i>at Rome</i>.</p> <p>Reward all relevant discussion, and note there may be some imbalance in treatment of the topic due to the wide range of sources available.</p> <p>Reward all supported discussion and sources used which are <i>not</i> specified (parts of Suetonius <i>DA</i> in particular).</p>	<p><b>AO1 = 20</b> Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 25</b> Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
		Reward assessment of reliability of the sources referred to, especially where elements of distortion or propaganda are noted.			
9	(a)	<p><b>AO1</b> Reward any relevant citation of Strabo’s views and understanding of the passage:</p> <ul style="list-style-type: none"> <li>• geographical points made by Strabo – low-lying and wooded/some hilly areas/later mention of forest, ‘their cities are the forests’ and use of timber from them to pen cattle</li> <li>• points about the weather and weather conditions – ‘rain rather than snow...mist...sun is seen for only three or four hours...’</li> <li>• Comparison with Gauls ‘but more barbarous’</li> <li>• The Britons ‘tall and bandy-legged’ – not so blond as the Gauls – military and social habits, ‘ruled by kings’ use chariots’</li> <li>• agriculture – Strabo notes production of cattle &amp; hides and the way they are farmed – but claims no knowledge of cheese-making!</li> <li>• contact with the continent indicated by exports listed.</li> </ul>	10	<p><b>What does this passage tell us about Strabo’s views of Britain and the Britons?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Candidates do not need to classify points made and may answer in a variety of ways.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
(b)		<p><b>AO1</b> The principal source about pre-conquest Britain is Caesar in his ethnographical section of the <i>BG</i> – also Suetonius, <i>Divus Iulius</i>. Tacitus' <i>Agricola</i> post-dates the invasion but may be regarded as derivative and is acceptable if so identified; other parts of Strabo are in the specification.</p> <p>Caesar is respectful but regards Britons in the interior as naïve and barbaric (limited agriculture, etc.); in battle they are skilful and worthy opponents. Cicero <i>Letters</i> is dismissive.</p> <p>reference to the <i>Vindolanda Letters</i> on the <i>Brittunculi</i></p> <p>Tacitus includes a variety of judgements about Britons – limited in warfare, yet determined to hang on to their freedom; and in <i>Agricola</i> 21 they are quick learners and rapidly take on Roman ways.</p> <p><b>AO2</b> Reward interpretation of sources and appropriate supported argument and conclusions about 'what we can learn from'. Refer to grids for appropriate levels.</p>	20	<p><b>What can we learn from other sources about Roman views of the Britons?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>For marks in L5, candidates must deal with pre and post Claudian invasion.</p> <p>Focus should be on <b>Britons</b> and not Britain.</p> <p>Although not required, any discussion of reliability of the sources in connection with 'what we can learn' may also be rewarded.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
	(c)	<p><b>AO1</b> Sources: largely as in (a) and (b), but now with a different focus which is purely economic. Discussion may include:</p> <ul style="list-style-type: none"> <li>minerals including gold, silver and iron; other metals including lead and copper may be included</li> <li>wheat already an export – required to feed the armies and for supply to Rome</li> <li>cattle and hides – part of the wealth of Britain seen in Strabo and the archaeological record.</li> <li>Mendip lead pig and its comparative date to the invasion of 43AD.</li> </ul> <p><b>AO2</b> Reward supported discussion leading to conclusions. In using sources, answers should:</p> <ul style="list-style-type: none"> <li>evaluate the factual information in the sources and the potential for bias, given the background of our sources</li> <li>make judgements on the value of the examples as historical evidence</li> <li>show understanding of how to interpret ancient evidence.</li> </ul>	25	<p><b>On the basis of this passage and other evidence you have studied, discuss how appealing Britain was to the Romans from an economic point of view.</b></p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Focus should keep to ‘economic’ – discussion of the value of Britain from a propaganda/political viewpoint is irrelevant.</p> <p>Candidates may have been taught from a variety of sources, and depending on the date of the material they have studied, they may limit their discussion to literary sources, or may include more recent information from environmental archaeology; reward all appropriate material.</p> <p>If mentioned, reference to archaeological finds such as the Snettisham hoard and the Hengistbury Head should be credited, though is not required.</p> <p>Marks in AO2 should be awarded for supported comment and discussion about ‘how appealing’; also for evaluation of use and reliability of source material, which should be present.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
10	(a)	<p><b>AO1</b> Reward appropriate citation and understanding of the passages, two of which focus on peaceful pursuits and the second on works done within a legionary base:</p> <p><i>Tacitus Agricola 21:</i></p> <ul style="list-style-type: none"> <li>• schemes of social betterment</li> <li>• had to deal with people living in isolation and ignorance, and therefore prone to fight</li> <li>• object was to accustom them to a life of peace and quiet by the provision of amenities</li> <li>• private encouragement and public assistance...</li> <li>• praised the energetic and scolded the slack ... as effective as compulsion.</li> </ul> <p><i>Chester water-pipe</i></p> <ul style="list-style-type: none"> <li>• detail here from the ascription as well as the inscription – rebuilding works carried out by legion at Chester: water-supply, lead used. NB military context.</li> </ul> <p><i>Verulamium basilica dedication</i> Gnaeus Julius Agricola, governor, the city of Verulamium to mark the building of this basilica:</p> <ul style="list-style-type: none"> <li>• supports information in <i>Agricola</i> extract</li> <li>• note also loyalty expressed at length to the imperial house – example set to the provincials.</li> </ul>	10	<p><b>What do these passages tell us about the activities of Agricola when governor of Britain?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of passages and comment, and context.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
	(b)	<p><b>AO1</b> From the rest of the <i>Agricola</i> – discipline in the army, putting right social injustices, completion of the conquest of Wales, advance north, battles against Caledonii and final victory at Mons Graupius – in contrast to the examples printed, most of his activity in this source is military and decidedly harsh on natives who oppose him.</p> <p><b>AO2</b> Answers should interpret the factual information in the sources. Marks under AO2 should be awarded for clarity of supported discussion answering the question about ‘difficulties Agricola had to overcome.’</p>	20	<p><b>What can we learn from other parts of the <i>Agricola</i> about the difficulties Agricola had to overcome during his time as governor?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>In AO1 there should be specific examples of activity as governor for marks beyond level 3.</p> <p>Marks may also be awarded for evaluation of sources/difficulty of interpretation; this may be fairly general and generic especially for archaeology. Note that level 5 marks may be awarded for answers which only address ‘what we can learn’ by interpreting (and not evaluating) the sources.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
	(c)	<p><b>AO1</b> Factual knowledge about the activities of Agricola should be used in order to discuss effectiveness; this may be seen in terms of control of the army, bringing about peace and development of Roman practice in the south, massive expansion and victory over Caledonians in the north.</p> <p><b>Effective as governor:</b> Immediate impact on soldiers + enemy: marching against Ordovices almost immediately upon arrival, despite being autumn (ie campaigning season over), in retaliation for attack on locally-based garrison; + he took the battle to them (in the hills). Continued on to Mona; picked auxiliary soldiers experienced at water crossings, natives surprised + sued for peace // A18 //</p> <p>Combination of harshness + leniency in civil ops; 'understood the feelings of the province' ie took the time to learn about his new command. 'Rooting out causes of rebellion' – harks back to his time there previously? Scrupulously honest/ fairer tax distribution /stopped profiteering // A19 //</p> <p>// A20 // campaigning in unspecified areas. Personally very active (e.g. choosing camp sites); stick + carrot approach secured submission of many tribes</p> <p>// A21 // Romanisation. Population was 'gradually led' (rather than forced; more likely to take)</p>	25	<p><b>On the basis of these passages and other sources you have studied, how effective a governor was Agricola?</b></p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>There <i>are</i> other sources – from archaeology – which broadly support the picture in Tacitus, though new evidence in the past 20 years suggests that predecessors may have begun the advance to Carlisle at least (dendrochronology of timbers from Carlisle, late 60s AD); more familiar are likely to be the extent of the forts established by Agricola in his campaign leading up to the North-East of Scotland, particularly Inchtuthil. These show the extent of the task undertaken by Agricola and indicate the scale of preparations made by the Romans during this campaign.</p> <p>Discussion of other governors is not required but should be rewarded where used as a comparison.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
		<p>// A22 // campaigning in the north, then securing territory (A23). Brief comments on strength of forts under A's g'ship.</p> <p>A24 - Irish prince - expelled, came to A</p> <p>// A25 // far north. Use of fleet.</p> <p>// A26 // rescued the 9th.</p> <p>// A27 // 'This success inspired with confidence' ' The Roman general's skilful use'</p> <p>// A28// Revolt of Usipi - actually, A did nothing + Usipi escaped</p> <p>// A29 // Mons Graupius.</p> <p>// A32 // negatives in Calgacus speech? Only forts without garrisons etc</p> <p>Proved by Domitian's hatred? A39</p> <p><b>AO2</b>                      Look for discussion and conclusion of 'how effective'.                      Answers should:</p> <ul style="list-style-type: none"> <li>• evaluate the factual information in the sources and the potential for bias, given the background of our sources</li> <li>• make judgements on the value of the examples as historical evidence</li> <li>• show understanding of how to interpret ancient evidence.</li> </ul>		<p>Source material must be critically handled and evaluated. The archaeology appears to support some of the written sources and contradict others, depending on the interpretation. Reward supported and developed arguments, or speculation based on the available evidence, in line with the marking grids.</p>	<p><b>AO2 = 15</b></p> <p>Level 5 14–15                      Level 4 10–13                      Level 3 6–9                      Level 2 3–5                      Level 1 0–2</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
11		<p><b>AO1</b> Sources for the invasion under Claudius are primarily literary – Main narrative is in Dio; NB Tacitus' narrative of the invasion is NOT extant but <i>Annals</i> extension of the <i>pomerium</i> in Rome, and some brief comment in the <i>Agricola</i>; some detail in Suetonius <i>Caligula</i> and <i>Claudius</i>. Contexts supplied in Strabo.</p> <p>Some archaeology may be used to show how important the victory over the Britons was to Claudius (eg Arch of Claudius, aureus of Claudius <i>LACTOR</i> 4.20, credit other evidence not in spec. such as the Richborough monument.)</p> <p><b>AO2</b> In discussing assessing motive, such as importance of benefits to Claudius and the Romans:</p> <ul style="list-style-type: none"> <li>• personal glory for a weak emperor</li> <li>• control of the army, prevention of mutinies</li> <li>• assistance for loyal allies in Britain, now exiled</li> <li>• punishment of rebellious Britons</li> <li>• gain of a profitable province for Rome's advantage (but Strabo's view Britain was not worth conquering' counters this).</li> </ul>	45	<p><b>'The motive for Claudius' invasion of Britain was personal rather than political.'</b> How far do the sources support this view?</p> <p>Focus of this question is on Claudius' motives and political contexts, whether in Rome or in Britain (or both); economic factors need to be explained in a political context.</p> <p>A simple discussion will not proceed beyond level 3: for the highest bands there must be some explorations of what it was (or was not!) that made Britain worth taking, and there may be some discussion of the bald statements in Strabo to the contrary; was he stating the truth, so implying that Claudius undertook the invasion purely for glory, or did Strabo underestimate the wealth of Britain by repeating the policy which was in force under Tiberius?</p> <p>Evaluation of sources and structure/development of the argument may be closely intertwined in this question, but credit both in line with the grids.</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
12		<p><b>AO1</b> Reward detailed factual knowledge and sources in line with AO1 grids; sources are: Tacitus <i>Annals</i> and Dio Cassius; some brief detail in Tacitus <i>Agricola</i>; archaeology at Colchester, London, some at St Albans.</p> <p>Early responses to Boudicca very limited/ineffective/Suetonius Paulinus' evacuation of London done under duress; NB then victory was swift, and policy towards the Britons was harsh, repressive, brutal; imperial response was to soften this approach by removing the governor – as in Tacitus <i>Annals</i>.</p> <p><b>AO2</b> Look for balanced and supported arguments with a clear idea of 'how effectively' made explicit for Level 5, together with evaluation of sources – positively or stressing their limited scope – about Roman responses to Boudicca.</p>	45	<p><b>According to the sources, how effectively did the Romans deal with the Boudiccan rebellion after it had started?</b></p> <p>Note that <i>causes</i> of the rebellion are not called for – except as context provided for the main focus, which should be on the ways Romans dealt with the rebellion 'after it had started'.</p> <p>Analysis of issue <b>and</b> some evaluation of sources needed for upper parts of AO2 Level 4, and definitely required for Level 5.</p>	<p><b>AO1 = 20</b> Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p><b>AO2 = 25</b> Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

**APPENDIX 1: AS Classics Marking Grid for essays and contexts in Units AH1 and AH2**

	<b>AO1:</b> Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		<b>AO2(a):</b> Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. <b>AO2(b):</b> Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
<b>Level 5</b>	<b>9–10 (a) (b) (c)</b>	<b>18–20 ESSAY</b>	<b>9–10 (b)</b>	<b>14–15 (c)</b>	<b>22–25 ESSAY</b>
	<ul style="list-style-type: none"> <li>• A very good range of detailed factual knowledge;</li> <li>• Fully relevant to the question;</li> <li>• Well-supported with evidence and reference to the sources;</li> <li>• Displays a very good understanding of concepts and contexts of events and/or sources.</li> </ul>		<ul style="list-style-type: none"> <li>• Thorough analysis of evidence and issues leading to coherent judgements;</li> <li>• Thorough interpretation and evaluation of the sources and/or evidence;</li> <li>• Very well structured response with clear and developed argument;</li> <li>• Fluent and effective communication of ideas;</li> <li>• Very accurately written with a range of specialist vocabulary accurately used.</li> </ul>		
<b>Level 4</b>	<b>7–8 (a) (b) (c)</b>	<b>14–17 ESSAY</b>	<b>7–8 (b)</b>	<b>10–13 (c)</b>	<b>17–21 ESSAY</b>
	<ul style="list-style-type: none"> <li>• A good range of detailed factual knowledge;</li> <li>• Mostly relevant to the question;</li> <li>• Mostly supported with evidence and reference to the sources;</li> <li>• Displays a good understanding of concepts and contexts of events and/or sources.</li> </ul>		<ul style="list-style-type: none"> <li>• Good analysis of evidence and issues leading to some coherent judgements;</li> <li>• Sound interpretation and evaluation of the sources and/or evidence</li> <li>• Well structured response with clear argument;</li> <li>• Mostly fluent and effective communication of ideas;</li> <li>• Accurately written with some specialist vocabulary accurately used.</li> </ul>		
<b>Level 3</b>	<b>5–6 (a) (b) (c)</b>	<b>9–13 ESSAY</b>	<b>5–6 (b)</b>	<b>6–9 (c)</b>	<b>12–16 ESSAY</b>
	<ul style="list-style-type: none"> <li>• A range of basic factual knowledge;</li> <li>• Partially relevant to the question;</li> <li>• Partially supported with evidence and reference to the sources;</li> <li>• Displays some understanding of concepts and contexts of events and/or sources.</li> </ul>		<ul style="list-style-type: none"> <li>• Some analysis of evidence and/or issues with some judgements;</li> <li>• Partial interpretation and/or evaluation of the sources and/or evidence</li> <li>• Structured response with some underdeveloped argument;</li> <li>• Generally effective communication of ideas;</li> <li>• Mostly accurately written with specialist vocabulary sometimes accurately used.</li> </ul>		
<b>Level 2</b>	<b>2–4 (a) (b) (c)</b>	<b>5–8 ESSAY</b>	<b>2–4 (b)</b>	<b>3–5 (c)</b>	<b>6–11 ESSAY</b>
	<ul style="list-style-type: none"> <li>• Limited factual knowledge;</li> <li>• Occasionally relevant to the question;</li> <li>• Occasionally supported with evidence;</li> <li>• Displays limited understanding of concepts and contexts of events and/or sources.</li> </ul>		<ul style="list-style-type: none"> <li>• Occasional analysis of evidence and/or issues with little attempt at judgement;</li> <li>• Limited interpretation and/or evaluation of the sources and/or evidence</li> <li>• Poorly structured response with little or no argument;</li> <li>• Occasionally effective communication of ideas;</li> <li>• Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.</li> </ul>		

Level 1	0–1 (a) (b) (c)	0–4 ESSAY	0–1 (b)	0–2 (c)	0–5 ESSAY
	<ul style="list-style-type: none"> <li>● Little or no factual knowledge;</li> <li>● Rarely relevant to the question;</li> <li>● Minimal or no supporting evidence;</li> <li>● Displays minimal or no understanding of concepts and contexts of events and/or sources.</li> </ul>		<ul style="list-style-type: none"> <li>● Very superficial analysis of the evidence and/or issues;</li> <li>● Little or no interpretation or evaluation of the sources and/or evidence;</li> <li>● Very poorly structured or unstructured response;</li> <li>● Little or no effective communication of ideas;</li> <li>● Little or no accuracy in the writing with little or no specialist vocabulary.</li> </ul>		

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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