

# **Classics: Ancient History**

Advanced GCE

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

## **Mark Scheme for June 2013**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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**

<b>Annotation</b>	<b>Meaning</b>
	AO1
	AO2
	Evaluation
	Areas of partial knowledge

**Subject-specific Marking Instructions**

- 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.

**IMPORTANT POINTS TO NOTE**

1. Record marks for each question out of the total for that question eg A01 15/20 A02 17/30.
2. Marking should be done in small batches of around 20 at any one time; avoid marking large numbers of scripts in one session.

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

Question		Answer	Marks	Guidance	
		<b>Indicative Content</b>			<b>Levels of response</b>
1		<p><b>AO1</b> Answers might include relationships and changes to them such as:</p> <ul style="list-style-type: none"> <li>• Sulla's relationship with individuals eg Lepidus, Pompey in 70s BC</li> <li>• relationships between members of the senatorial oligarchy</li> <li>• Pompey's relationships with populares/optimates between 70s–50 BC</li> <li>• Crassus' relationships with a variety of politicians and groups</li> <li>• Caesar's assassination and its effects on relationships</li> <li>• tribunes as agents of politicians or acting independently</li> <li>• the triumvirate, other political alliances eg Catiline's supporters; Caesar's supporters, Antony and Octavian etc</li> <li>• Cicero's relationships with eg Pompey, the nobiles; Caesar, Crassus, Clodius and others in 60s etc.</li> </ul> <p><b>Sources for relationships might include:</b></p> <ul style="list-style-type: none"> <li>• Cicero and Catiline: Letters Ad Att.1.2. and Catiline speeches</li> <li>• Late 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. <i>Cato</i> 31: Cato opposes Pompey's land distribution</li> <li>• Cicero for (biased) accounts of Clodius eg ad Att 2.19. 1.13, 1.16, 2.19, 2.21 – hostility cf. Dio Cassius 38 12–13</li> </ul>	50	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question [<b>How far do the sources enable us to understand why relationships between politicians changed during this period?</b>],</p> <p>answers should provide,</p> <ul style="list-style-type: none"> <li>• specific factual knowledge and evidence of individual politicians and groups and relationships between them</li> <li>• detailed knowledge of the period with clear focus on 'change' and the sources to support these</li> <li>• partial coverage for level 3.</li> </ul> <p>Some sources for reasons for changes:</p> <ul style="list-style-type: none"> <li>• Sallust Catiline 36–39 – reasons for changing relationships</li> <li>• Caesar bribes Curio – Appian BC 2.26 – 7 cf. Velleius 2.48; Plut. Ant. 5</li> <li>• Res Gestae (1-3) for Octavian's view of his actions and opposition to Antony</li> </ul>	<p><b>AO1 = 20</b></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	
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			<ul style="list-style-type: none"> <li>triumvirate: Cic. Letters ad Att 1.14, 1.16; 2.19, 2.21; Appian 2.9.31; Suet. DJ 19 – reasons for mutual support; changes: Milo and Clodius – agents Appian BC 2.15.58; Lucca Plut <i>Crassus</i> 14 – motives</li> <li>late 50s leading to civil war. Dio 37.55; Velleius 2.44, Appian 2.9, Suetonius <i>DJ</i> 19 – triumvirate; ad Att. 8.11 – Pompey and Caesar</li> <li>Cic. ad Att.2.3, 2.18 – his relationship with triumvirate; Pompey ad Fam. 5.7 ad Att 2.16, reconciliation Plut. Pompey 49</li> <li>Suetonius/Plutarch lives – Octavian and Antony 40s–30s.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>Answers should develop an analysis of <b>why</b> relationships changed and the extent to which the sources help us understand.</li> <li>Answers should include interpretation and assessment of the evidence in terms of the question.</li> <li>Answers might consider the limitations of the evidence.</li> </ul>		<ul style="list-style-type: none"> <li>Tacitus Annals 1.9–10 – a view on Octavian’s reasons and actions for changes in relationships</li> <li>Suet <i>DJ</i> 78–79 – reasons of Caesar’s assassins; Augustus 10 for Octavian’s motives</li> <li><b>CP:</b> relationships important for Cicero’s candidature; Cicero Letters Ad Att. 1.1.</li> </ul> <p>Answers might analyse issues eg</p> <ul style="list-style-type: none"> <li>the importance of patronage, amicitiae and clientela in politics</li> <li>the aims/ambitions of individuals</li> <li>the demands of the changing distribution of power in the late Republic</li> <li>Credit discussion of groups of politicians.</li> </ul> <p>Answers might discuss:</p> <ul style="list-style-type: none"> <li>the extent to which relationships changed</li> <li>the developing context as reasons for changes.</li> </ul>	<p><b>AO2 = 30</b></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
					Level 3 answers should present some attempt at interpretation and evaluation of the sources in terms of the question.  Refer to the marking grids in relation to the question.	

Question		Answer	Marks	Guidance	
		<b>Indicative Content</b>			<b>Levels of response</b>
2		<p><b>AO1:</b> Answers might include:</p> <ul style="list-style-type: none"> <li>• Sallust Hist Fg 3: corn subsidy riots</li> <li>• Macer (73 BC), Sicinnius, Quinctius in 70s (and others supporting demand for the restoration of the tribunate); Macer-Sallust Histories speech</li> <li>• Pompey and tribunate for popularity (Plut. Pomp. 21.5)</li> <li>• C.Cornelius, Gabinius, Manilius, Rullus, Flavius in 60s; land laws – popular tribunes manipulating the assemblies for their sponsors</li> <li>• Cicero – speeches against Catiline; using the fears of the people; Cicero pro lege agraria 1.25: populares use of land for their own aims</li> <li>• Cato: Plut Cato 26, ad Att. 2.18 – corn subsidy – support of people needed for Pompey’s return</li> <li>• Clodius: tribunate; the corn subsidy etc; Clodius’ activity is documented by Cicero, Dio Cassius (38. 12–13), Velleius 2.45; removal of Cato: Plutarch Cato 34</li> <li>• Tribunes in 50s eg Vatinius and popular measures; Caesar BC 1,5 : defence of tribunes; ad Fam 16.11, Suet. DJ 30; Appian BC 2.33</li> <li>• Caesar’s dictatorship measures</li> <li>• triumvirate: unpopularity Cic <i>Letters</i> 2.19; 1.16 (rabble)</li> <li>• Octavian’s use of Caesar’s veterans and his popularity with the people of Rome; measures in 30s to develop support; Res Gestae; Suetonius <i>Aug.</i> 10; Plut. <i>Antony</i> 16; Dio 45.3; Appian 5.8.67</li> <li>• Plut. <i>Antony</i> 13–15: after Caesar’s death</li> <li>• Tac. <i>Annals</i> 1.9–10: views on Octavian’s actions.</li> </ul>	50	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question <b>[During this period, to what extent did politicians manipulate the demands of the plebs for their own purposes?]</b>,</p> <p>answers should make detailed reference to specific evidence for some examples of manipulation and purposes of politicians. Credit especially</p> <ul style="list-style-type: none"> <li>• details which support the argument about ‘extent’</li> <li>• descriptions of specific demands by urban plebs</li> <li>• information concerning the actions of politicians in relation to the demands</li> <li>• answers should provide a range of evidence in support of their factual knowledge.</li> </ul>	<p><b>AO1 = 20</b></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><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Answers must address the issue of ‘<b>extent</b>’ indicating how far politicians attempted either to use or meet the demands of the urban populace</li> <li>• answers should offer some interpretation/evaluation of some of the evidence and its contribution to their analysis of some of:                             <ul style="list-style-type: none"> <li>- nature of the demands;</li> <li>- the nature of manipulations;</li> <li>- the purposes of politicians;</li> <li>- the relations between the demands and the actions of politicians.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Some answers may question whether manipulation took place to any extent</li> <li>• some answers may consider how far the urban populace influenced political activity</li> <li>• credit answers which compare or contrast specific examples of evidence in their analysis.</li> </ul> <p>Refer to marking grids in relation to the question.</p>	<p><b>AO2 = 30</b></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	
		<b>Indicative Content</b>			<b>Levels of response</b>
3		<p><b>AO1</b> Answers might include:</p> <ul style="list-style-type: none"> <li>• Plutarch Sulla 30–31 Sulla's acts as dictator</li> <li>• Pompey 21.5 – Pompey and Crassus consulship</li> <li>• Pompey's commands: Plut. <i>Pompey</i> 17 – against Lepidus and command in Spain; 25/30 Gabinian and Manilian Laws. Velleius 2.33 lack of restraint</li> <li>• demands and ambitions of individuals beyond senate's control: Pompey, Caesar, Octavian, Brutus, Antony</li> <li>• Senate action against Catiline – control of the situation?</li> <li>• Reactions to Pompey's return – some control until triumvirate; Plut. <i>Pompey</i> 44; Dio 37.49; Cicero <i>ad Att</i> 1.17; <i>ad Att</i>. 2.1 – split between equestrians and Senate</li> <li>• 50s - responses to Clodius and violence; 55 BC; recall of Cicero Dio 39.6–8; Lucca -Suet <i>DJ</i> 24; Plut. <i>Pompey</i> 51; Dio 40.48 – <i>no one in charge of affairs</i> (52 BC Clodius)</li> <li>• build-up to civil war Appian BC 2.30 Curio and the vote in the Senate</li> <li>• actions after Caesar's death; dealing with Antony and Octavian</li> <li>• Suetonius <i>Aug.</i> 10–12: Octavian and Antony; 2nd triumvirate/Treaties of Brundisium and Tarentum</li> <li>• role of individuals and groups within the Senate eg Cicero, Cato, optimates</li> <li>• weaknesses in the constitutional role of the Senate: Suetonius <i>DJ</i> 20, Plutarch <i>Caesar</i> 14 Caesar's consulship; control and manipulation of assemblies</li> <li>• monopoly of nobles; Sallust <i>Cat.</i> 20 – concentration of wealth in hands of few; senatorial oligarchy.</li> </ul>	50	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question [<b>'The Senate had very little control over public affairs during this period'</b> <b>To what extent do the sources support this view?</b>],</p> <p>answers should include specific information relating to a number of the sources' views which show the instances whereby the Senate did or did not control affairs.</p> <p>Answers should attempt to offer specific information, and coverage of the period, although not all aspects or events need to be included for higher marks.</p> <p>Partial answers may deal largely or entirely with a part of the period or restricted range of events.</p>	<p><b>AO1 = 20</b></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><b>AO2</b></p> <ul style="list-style-type: none"> <li>Answers should discuss how far the sources support the view concerning the extent of Senate's control of affairs.</li> <li>Answers should offer some interpretation/evaluation of sources used to support their analysis.</li> <li>Answers should provide some analysis of the view that the Senate had '<b>very little</b>' control and offer a balanced argument supported by examples.</li> </ul>		<ul style="list-style-type: none"> <li>Specific examples should support the argument</li> <li>reward a balanced analysis which deals with periods when the Senate appeared to be in control and when it did not</li> <li>some answers may argue that the Senate did largely have control and only lost control at specific points in the period</li> <li>some answers may consider optimates within the Senate having more control than the Senate as a whole.</li> </ul> <p>Refer to the marking grids in relation to the question.</p>	<p><b>AO2 = 30</b></p> <p>Level 5 26–30</p> <p>Level 4 20–25</p> <p>Level 3 14–19</p> <p>Level 2 6–13</p> <p>Level 1 0–5</p>

Question		Answer	Marks	Guidance	
		<b>Indicative Content</b>			<b>Levels of response</b>
4		<p><b>AO1</b> Answer might include:</p> <ul style="list-style-type: none"> <li>Sulla's victory in the civil war (Appian CW 1.95)</li> <li>Pompey's military successes and political results: Plutarch <i>Pompey</i> 13–14 Pompey and Sulla; 17 – Lepidus and command in Spain; 21–22 – success in Spain, against Spartacus and consulship; 25/30 Gabinian and Manilian Laws. 44 – opposed by Cato; Dio 37.49 – failure to gain demands on return from the East etc.; Cic Letters ad Att 1.14 etc</li> <li>Catiline and army (Sallust, Cicero)</li> <li>Caesar: governorship in Gaul/invasion of Britain – effects on image and standing in Rome; success in civil war and dictatorship; Caesar's early career might be included as a balance</li> <li>use of soldiers in assemblies – Caesar in 59 BC (Plut. Caesar 14.2; Dio 38.1.4); 55 BC (Dio 39.31.2)</li> <li>importance of armies in build up to civil war in 49 BC (Suet. <i>DJ</i> 29; Plut Pomp. 59)</li> <li>Octavian and Antony – their success due to the control of armies – Suetonius <i>Augustus</i> 10–12; RG 1–3</li> <li>military success limited – use of wealth and patronage by Crassus (Plut. <i>Crassus</i> 7) but then his Parthian campaign (Plut 16; Appian CW 2.18)</li> <li>Cicero's success did not depend on the military perhaps; failure at times due to his lack of military success/experience; (but he wanted a triumph from Cilicia?)</li> <li>Cato and other nobiles: influence due to family and patronage</li> <li>more generally: Sallust (11–2), (36–9) general corruption of soldiers, or Catiline's/Manlius' army; Cic pro Murena 22 military glory in elections.</li> </ul>	50	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question <b>['Military support was essential for the success of a politician during this period.' How far would you agree with this view?]</b></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"> <li>the use of clientela, amicitia as outlines in CP</li> <li>network of obligations among politicians – Cicero's support from his activities in the courts; Cicero's success with speeches against Catiline</li> <li>popular measures: land laws; grain subsidy</li> <li>provision of games etc – Caesar's games in 65 BC</li> <li>problems with armies – mutinies under Caesar, Octavian, Antony – generals responding to demands of soldiers.</li> </ul> <p>Reward specific information and coverage of the period, although not all factors need to be included for higher marks.</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>

Question			Answer	Marks	Guidance	
			Indicative Content			Levels of response
			<p><b>AO2</b>                      Answers should show some analysis of the role of military in politics and analyse the extent to which military and political aspects are connected.                      Answers should consider how far 'essential' is an accurate assessment.                      Answers should interpret and evaluate:</p> <ul style="list-style-type: none"> <li>the evidence where appropriate</li> <li>the usefulness of the evidence in context.</li> </ul> <p>Answers should consider the issue in the question and offer a reasoned argument for or against the view for level 3 and above.</p>		<ul style="list-style-type: none"> <li>Answers should analyse how far the examples used (not all instances need be included) support the statement.</li> <li>Some balance might be expected in terms of the relative importance of particular factors.</li> <li>The analysis might discuss the various factors which contributed to political success.</li> <li>Credit answers which compare or contrast specific examples of success or failure/use of military support.</li> </ul> <p>Refer to the marking grids in relation to the question.</p>	<p><b>AO2 = 30</b>                      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 96

Question		Answer	Marks	Guidance	
		<b>Indicative Content</b>			<b>Levels of response</b>
5		<p><b>AO1:</b> Answers should include information selected from a range of emperors and parts of the period about:</p> <ul style="list-style-type: none"> <li>• specific opposition to emperors: its seriousness and extent (including members of imperial family) by individuals or groups</li> <li>• displays of discontent with emperors eg riots, popular outbursts against actions, rejection of imperial demands</li> <li>• displays of support by individuals or groups eg senators, equestrians, urban poor</li> <li>• the reasons for and context of the discontent/support.</li> </ul> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>• Suet <i>Aug.</i> 19: <i>riots and conspiracies</i>; 65 – his family; opposition to marriage laws (Suet. <i>Aug.</i> 34); Tac. <i>Ann.</i> 1.9–10; Res Gestae 5, 10 (PM) 34–35 for support; Suet. <i>Aug.</i> 42 complaints</li> <li>• Tiberius: Suet. <i>Tib.</i> 75 reaction to death; Tac. <i>Ann.</i> 1.11f debate on accession; 1.45f discontent with his actions; 3.3 Germanicus' death and Agrippina's opposition 4.52ff; 3.14–16 Piso; Tac. <i>Annals</i> 6.13 riots</li> <li>• Gaius: assassination Dio 59.29.1, Suet. <i>Gaius</i> 56; plot of Gaetulicus, Lepidus Dio 59.22; Suet <i>Gaius</i> 13–14 – popularity; support of the Senate</li> <li>• Claudius: Suet. <i>Claudius</i> 10 – accession – support/opposition; plots: Suet. <i>Claudius</i> 13, 36, Dio 60.14; riots 18; executions 29</li> </ul>	50	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question [<b>To what extent was there discontent with the emperors during this period?</b>],</p> <p>answers should offer specific information and evidence related to discontent/opposition/support and showing knowledge of the period as whole.</p> <p>Some aspects which could be rewarded:</p> <ul style="list-style-type: none"> <li>• coverage of the period</li> <li>• differentiation between different groups in Rome</li> <li>• the levels of discontent with different emperors.</li> </ul> <p><b>Concentration in detail on one aspect, group or one emperor should be considered partial.</b></p> <p>Not all emperors need to be covered for levels 4 and 5.</p> <p>Alternative material:</p> <ul style="list-style-type: none"> <li>• coins etc recording support/grants eg pater patriae Suet. <i>Aug.</i> 58; poet (eg Ovid Fasti 415f)</li> <li>• 6.51 Tacitus assessment of Tiberius</li> </ul>	<p><b>AO1 = 20</b></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"> <li>Nero: Agrippina Tac. <i>Annals</i> 13.12–14; 14.1f (Thrasea 14. 11); support/discontent over artistic aims <i>Annals</i> 14. 14–15; Burrus <i>Annals</i> 14.51; riots over Octavia <i>Annals</i> 14.61; 15.44 suspicion over the Fire AD 64; Piso plot – Tac. <i>Annals</i> 15.48-50 for those involved</li> <li>Flavians: Vespasian + Priscus Suet <i>Vesp.</i> 15; Dio 65.16 plot of Alienus and Marcellus; Titus – universal love Suet <i>Titus</i> 1, 11; opposed by Domitian 9; executions Suet. <i>Dom.</i> 10; hated and feared 14.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>Analysis should address the <b>extent</b> of discontent/support using specific examples from selected parts of the period</li> <li>arguments should show some balance in the assessment of opposition and support</li> <li>evaluation and interpretation of the evidence (archaeological and literary) should be provided in answers.</li> </ul>		<ul style="list-style-type: none"> <li>Agrippina and Claudius 43–44</li> <li>Tac. <i>Annals</i> 16.21 Thrasea; Dio 63. 22 Vindex; 27 Nero’s fall; Suet. <i>Nero</i> 45</li> <li>assassination of Domitian Suet.16–17; soldiers’/senators’ reaction 23; Dio 67.15; Pliny Letters 8.14 senate under Domitian.</li> </ul> <p>Answers might deal with different groups with differing levels of discontent.</p> <p>Some answers might offer a detailed comparison of the extent of discontent among politicians as opposed to emperors’ popularity with the ordinary people of Rome.</p> <p>Reward answers which question the portrayal of emperors and extent of discontent in the sources eg Tac. <i>Annals</i> 6.19 Tiberius or consider the limitations of evidence for groups other than senators.</p> <p>Reward answers which compare or contrast specific examples of evidence for both support and discontent.</p> <p>Refer to the marking grids in relation to the question.</p>	<p><b>AO2 = 30</b></p> <p>Level 5 26–30</p> <p>Level 4 20–25</p> <p>Level 3 14–19</p> <p>Level 2 6–13</p> <p>Level 1 0–5</p>

Question		Answer	Marks	Guidance	
		<b>Indicative Content</b>			<b>Levels of response</b>
6		<p><b>AO1</b> Answers should include some sources showing the aims and the ways in which a variety of individuals sought to control the succession both before and after the death of an emperor eg:</p> <ul style="list-style-type: none"> <li>• Augustus' various efforts/role of Livia/actions of Tiberius in AD 14 at his accession</li> <li>• Tiberius' efforts and Gaius' accession; Tib.'s will; events after Tib.'s death in Capri and Rome</li> <li>• Gaius and Claudius; role of praetorians, senate and others; Claudius' efforts with Nero and Britannicus; Agrippina's role; accession of Nero</li> <li>• efforts of Galba, Otho, Vitellius to secure succession</li> <li>• Vespasian and sons</li> <li>• issues involved in control of succession for an emperor</li> <li>• means of achieving succession: adoption, roles and positions used, military support etc.</li> </ul> <p><b>Information on specific emperors might include:</b></p> <ul style="list-style-type: none"> <li>• Augustus: Suet. <i>Augustus</i> 63–64; Tacitus <i>Annals</i> 1.10/Suet. <i>Tiberius</i> 21 view on Tiberius</li> <li>• Tiberius (Suet <i>Tiberius</i> 76 – his will); Gaius' accession (Suet. <i>Gaius</i> 13–14; Tac. <i>Annals</i> 6.51); assassination Suet. <i>Claudius</i> 10–11; Dio 60.1.4</li> <li>• Claudius: Nero Tac. <i>Annals</i> 12. 67ff;</li> <li>• Vespasian: powers ILS 244</li> </ul>	50	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question <b>[To what extent does the evidence help us to understand the aims of those who tried to control the succession throughout this period?]</b>,</p> <p>answers should provide:</p> <ul style="list-style-type: none"> <li>• specific information and coverage of the period, although not all aims and emperors' reigns need to be included for higher marks</li> <li>• specific examples of evidence relating to 'aims in the succession'.</li> </ul> <p>Answers may offer a range of examples supported by sources which show a variety of aims and means. These may include family considerations, ensuring a smooth transition, personal likes/dislikes, etc.</p> <p>Problems/difficulties may be included - deaths, lack of candidates, rivalries, unpopularity etc.</p> <p>Concentration on one emperor with limited reference to others might be considered partial for Level 3.</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>

Question			Answer	Marks	Guidance	
			Indicative Content			Levels of response
			<ul style="list-style-type: none"> <li>Galba: Suet. <i>Galba</i> 13–14/unpopular 16; Piso 17; Suet. <i>Otho</i> 5</li> <li>Vespasian: sons as heirs Suet. <i>Vesp.</i> 25; <i>Titus</i> 6 positions and roles; Domitian as successor <i>Titus</i> 9; Suet. <i>Dom.</i> 15 heirs – his cousin Clemens’ sons.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>Analysis should address ‘<b>to what extent</b>’ the evidence helps us to understand the aims</li> <li>there should be some discussion of aims and the limitations of the sources for understanding them</li> <li>answers should provided detail of some sources and include interpretation and evaluation.</li> </ul>		<p>Analysis may include</p> <ul style="list-style-type: none"> <li>bias in Tacitus’ views eg Livia</li> <li>the limitations of Suetonius’ biographies in terms of information about aims</li> <li>selection and use of evidence by the various sources</li> <li>Dio’s rhetorical approach etc.</li> </ul> <p>There may be coherent judgments on both the difference between what was intended and what happened. There might be discussion of how problems affected the original aims of individuals. Reward answers which provide alternative views from the sources and discuss their merits.</p> <p>Refer to the marking grids in relation to the question.</p>	<p><b>AO2 = 30</b></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	
		<b>Indicative Content</b>			<b>Levels of response</b>
7		<p><b>AO1</b> Answers should provide factual information and source material for the roles/powers of <b>both</b> equestrians and senators. Information might include:</p> <ul style="list-style-type: none"> <li>• Augustus/Claudius' equestrian cursus</li> <li>• senatorial: praefectus urbi, cohorts urbanae, consuls, praetors, quaestors, aediles – continued role; as governors etc</li> <li>• equestrian: praefectus praetoriorum: law enforcement, vigiles; Titus – praetorian prefect, not eques; praefectus annonae, praefectus frumenti dandi, procurator Ostiae; an eques in Egypt; Praefectus classis – (Anicetus)</li> <li>• curatores aquarum, curatores riparum Tiberis, and administrators of the harbours, the Tiber, public works, roads, waste disposal etc</li> <li>• Augustus: cura annonae after riots of 22 BC/prefect AD 8; Claudius: – cura annonae imperial prefect – harbour at Ostia AD 42; curatores viarum (Suet. <i>DA</i> 30); move from senate commission to praefectus annonae because of inadequacy of the original arrangements</li> <li>• state treasury: aerarium Saturni - quaestors appointed by Claudius – 3 year office, not 1 (Suet. <i>Cl.</i> 24); procurator controlled taxes on legacies (5%)</li> <li>• senatorial courts: Vespasian (Suet. <i>Vesp.</i> 10); Claudius accused of taking legal and magisterial functions for himself (Tac. <i>Annals</i> 11.5); Domitian asserts autocracy from the start (Dio 67.2/67.4); (Suet. <i>Aug.</i> 33)</li> </ul>	50	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question [<b>'The emperors of this period deliberately promoted equestrians in order to reduce the role and power of the Senate.' To what extent would you agree with this assessment?</b>],</p> <p>answers may include some knowledge of the political context of any changes in roles and power, the use of senatorial and equestrian class in administration and the roles of administrators. There should be some attempt to consider a range of emperors for a good range.</p> <p>Further material might be included to support the discussion/analysis:</p> <ul style="list-style-type: none"> <li>• Equestrian Rufus' success at grain supply; Tiberius – supply maintained (Suet 37, Tac. 4.27)</li> <li>• Frontinus: 2. 98ff 9 aqueducts</li> <li>• Specific equestrians and roles: Agrippa, Maecenas, Crispus (Tac <i>Annals</i> 3.30); Proculeius; Sejanus, Macro; Burrus; Julius Alexander; Tigellinus</li> <li>• Tacitus <i>Annals</i> 12. 59 on Claudius' use of equites Tacitus' view of Catus/Classicianus in Britain or the praetorian prefect</li> </ul>	<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>

Question			Answer	Marks	Guidance	
			Indicative Content			Levels of response
			<ul style="list-style-type: none"> <li>Suet. <i>Tiberius</i> 30–1: use of the Senate; Dio 59.14 – board of senators for the Tiber</li> <li>Nero hatred for Senate Dio 62.15 cf Suet <i>Nero</i> 37 in favour of equites.</li> </ul> <p><b>AO2:</b>                      Answers should discuss the range of roles provided by senators and equestrians.                      There should be analysis of the issue concerning how far equestrians replaced senators and how far this was deliberate by emperors.                      Answers should compare the different/similar approaches of emperors, although not all need be included in the analysis.                      Answers should include interpretation/evaluation of the evidence.</p>		<ul style="list-style-type: none"> <li>Procurators appointed with civil jurisdiction (<i>Annals</i> 12.60) tax collector</li> <li>Procurators from equites: Dio 60.9.6.; as governors eg Judaea (Pilate)</li> <li>specific senators and roles: Arruntius, Gallus, Asiaticus, Corbulo, Thrasea, Vitellius.</li> </ul> <p>Answers may consider how emperors deliberately divided specific roles between each group in order to control both.</p> <p>Reward may be given to answers which use the sources critically, and discuss their limitations and bias towards senators and against equestrians.                      Reward answers comparing and/or contrasting evidence.                      Reward answers which develop views of the different approaches by emperors.                      Focus on one emperor is partial.</p> <p>Refer to the marking grids in relation to the question.</p>	<p><b>AO2 = 30</b>                      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	
		<b>Indicative Content</b>			<b>Levels of response</b>
8		<p><b>AO1</b></p> <p>Answers should include some of the actions by emperors during this period relevant to achievements and the evidence for them. Information on emperor's actions and areas might include social/moral, religious aspects:</p> <p>Religion</p> <ul style="list-style-type: none"> <li>• Isis: Aug suppressed it as symbolic of Egypt/East; Gaius temple in Rome; Domitian – 3 temples to her; Juv 6.530 Isis and Osiris; Suet. <i>Tib.</i> 36</li> <li>• Christianity: persecution (Suet Cl. 25), (Tac. <i>Ann.</i> 15.41)</li> <li>• Ovid's <i>Fasti</i> – practice; Juvenal – influence of religion/cults on morality; archaeological evidence of temple building and after civil war (Flavians)</li> <li>• the continuance of festivals, Claudius/Domitian's revival of the Secular Games (Suet <i>Dom.</i> 4 and 8)</li> <li>• continuation of traditional priesthoods; pontifex maximus; vestal virgins etc</li> <li>• RG 6–8 – revival of traditions cf Suet. <i>Aug.</i> 31.</li> </ul> <p>Social/moral:</p> <ul style="list-style-type: none"> <li>• Aug.'s social and moral laws: Horace CS; Suet. <i>Aug.</i> 32–34; Tiberius Suet. <i>Tib.</i> 35–6</li> <li>• Claudius social legislation (Suet. <i>Claudius</i> 25, Dio 60.6–7 edicts concerning festivals, Jews, performance on stage etc); extension of citizenship and senate</li> <li>• Nero: hellenism Tac. <i>Annals</i> 14.18f</li> </ul>	50	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question [<b>'The emperors' achievements in transforming the life of people in Rome during this period were considerable.' How far do you agree with this view?</b>],</p> <p>evidence is needed for the analysis of the issues (achievements, transforming life in Rome, considerable).</p> <p>Answers might show an understanding of the extent of transformation during this period.</p> <p><b>Concentration in detail on one emperor/one aspect of transformation is only partially relevant.</b></p> <p>Information about achievements might be used for or against the view:</p> <ul style="list-style-type: none"> <li>• in 7 BC Augustus reorganised the cults of the 265 wards (<i>vici</i>) of the city of Rome – the officials</li> <li>• Tiberius expels foreign cults (Suet. <i>Tiberius</i> 36)</li> <li>• poets' views on changes in life in the city</li> <li>• views on failures: Tac <i>Ann</i> 3. 25: Lex Pappia Poppaea. Propertius 2.7 on laws of 17 BC</li> </ul>	<p><b>AO1 = 20</b></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	
		<b>Indicative Content</b>			<b>Levels of response</b>
		<ul style="list-style-type: none"> <li>• Domitian social Laws: Suet. <i>Dom.</i> 8</li> <li>• building projects – theatres, amphitheatres, baths, fora – amenities in general</li> <li>• provision of entertainments – Suet. <i>Dom.</i> 4; Suet. <i>Cl.</i> 21; Tiberius reduces them Suet <i>Tib.</i> 34</li> <li>• employment, food and gifts: Suet. <i>Cl.</i> 18, 21; Suet. <i>Dom.</i> 4; <i>Titus</i> 7.</li> </ul> <p><b>AO2</b>                      Analysis should address the issue of how considerable the achievements were.                      There should be some discussion of the extent/nature of transformation as presented by the evidence.                      Evidence should be interpreted and evaluated to provide conclusions on the extent of support for this in the sources.</p>		<ul style="list-style-type: none"> <li>• Tac. <i>Annals</i> 14.14–15 corruption of Rome</li> <li>• rebuilding after the fires etc: Nero Tac. <i>Ann.</i> 15.43; Suet. <i>Vesp.</i> 8/9, 11; Suet <i>Titus</i> 7; Suet. <i>Dom.</i> 5.</li> </ul> <p>Discussions may question whether emperors did aim to transform life in Rome or had other motives for their actions eg popularity.                      Answers may consider the limitations of the evidence from material culture and/or poetry for life in Rome and the success of emperors’ efforts during this period.                      Answers may discuss different views from the sources and compare and contrast material.</p> <p>Refer to the marking grids in relation to the question.</p>	<p><b>AO2 = 30</b>                      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><b>AO1</b> Answers should include a range of sources covering some of the military activity during the period. Information might include:</p> <ul style="list-style-type: none"> <li>• Tacitus <i>Annals</i>, <i>Agricola</i> and <i>Histories</i>; eg Agricola (Domitian) and campaigns in Britain eg Scapula, in the East eg Corbulo and Paetus in Syria (<i>Annals</i> 13, 34–41), in Germany eg Germanicus, Corbulo (Claudius Tac. <i>Annals</i> 11.20) (Tac. <i>Annals</i> 11.18ff), Blaesus in Africa; <i>Histories</i> for Civilis/Gallic campaigns</li> <li>• Suetonius for various campaigns: Gaius in Germany (43–47); Claudius in Britain (17); Nero (18); Vespasian (4); Titus (4–5); Domitian (6)</li> <li>• Dio: Claudius and Britain 60.19–21; 57.18 ff. Germanicus in Germany; 58.26 the East; Gaius in the north 59.21–22; Boudicca 62.1ff; East 62.19–21; Judaea 65. 4–6; Domitian and the north 67.6–7, 10–11; Trajan 68.6–14 (Dacia), 17f (Parthia)</li> <li>• archaeological evidence: Trajan’s column; arches; coins; inscriptions; fort-building (Lactor 8 and 18); ‘limes’ in Rhine and Danube areas</li> </ul> <p>a. Pliny <i>Panegyricus</i>; Trajan’s involvement (19/20; 22, 29 in ref. to the army) b. Josephus – events in Judaea.</p>	50	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question [<b>How useful is the evidence in helping us to assess military activity on the frontiers during this period?</b>]</p> <p>answers should include examples of the sources in order to assess the issues in the question:</p> <ul style="list-style-type: none"> <li>• problems with the military specific factual knowledge of authors</li> <li>• detailed coverage of the period, with a relevant selection of specific activity</li> <li>• concentration on one part of the period/one area is only partially relevant.</li> </ul> <p>Answers might also refer to:</p> <ul style="list-style-type: none"> <li>• army activity in administrative roles.</li> </ul>	<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>

Question			Answer	Marks	Guidance	
			Indicative Content		Levels of response	
			<p><b>AO2:</b> Analysis should:</p> <ul style="list-style-type: none"> <li>include discussion concerning the difficulties in using evidence to assess military activity providing some judgements supported by interpretation of evidence</li> <li>provide views on '<b>how useful</b>' the evidence is.</li> </ul> <p>Evidence from sources should be interpreted and evaluated:</p> <ul style="list-style-type: none"> <li>the differences between accounts by authors</li> <li>the supposed biases in the sources for and against emperors</li> <li>the limitation of evidence in some areas</li> <li>the difficulties in interpreting material evidence.</li> </ul>		<p>Thorough analysis should include a detailed interpretation and evaluation of the evidence exploring specific examples of military activity.</p> <p>Some may question if it is possible to gain accurate accounts from authors who were not eye-witnesses to events.</p> <p>Answers may differentiate between authors' knowledge and understanding as well as their agendas.</p> <p>In evaluation there may be some attempt to compare or contrast evidence.</p> <p>Refer to the marking grids in relation to the question.</p>	<p><b>AO2 = 30</b></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	
		<b>Indicative Content</b>			<b>Levels of response</b>
10		<p><b>AO1</b></p> <p>A range of information might include examples of individuals or groups in provinces and identification of the evidence. A good range should include some detail of sources/evidence for Roman rule during this period.</p> <p>Some areas/evidence for inclusion:</p> <ul style="list-style-type: none"> <li>• specific examples of leaders/groups involved in administration: Cogidubnus, Cartimandua (Tac. <i>Hist.</i> 3.45), Prasutagus, Vindex, client kings eg Herod; Tac. <i>Hist.</i> 2.81 support for Vespasian; Suet. <i>Claudius</i> 25</li> <li>• inscriptions (Lactors 8/18) indicating the attitudes of elites and their contributions</li> <li>• Claudius' inclusion of Gauls in the Senate; Pliny Letters: examples of citizenship Pliny 10 104–5, Roman religious or social events, buildings or amenities; Tacitus <i>Agricola</i> 21; establishment of towns eg Chichester, London, Silchester; effects of Romanisation</li> <li>• involvement of locals in the imperial cult: Tiberius in Spain (<i>Annals</i> 4.37–8); Pliny 10 52, 100 oath to Trajan; 70 Shrine to Claudius; Temple to Gaius at Miletus; Tiberius: Spain (Tac <i>Ann.</i> 4.37) (Smyrna in AD 26); RIB 5 Claudius or Nero</li> <li>• roles of governors and procurators in relation to provincials – range of powers and limits to local involvement eg military/financial/judicial – Catus or Classicianus in Britain; Pliny in Bithynia (10.33, 23); Agricola in Britain; Vespasian/Titus/Pilate/Felix in Judaea</li> <li>• magistrates – duovirs, aediles, councils etc – roles and powers</li> <li>• duties performed by locals: census; tax-register; public service; amenities (Pliny Letters).</li> </ul>	50	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question [<b>To what extent did Roman governors rely on the co-operation of local people for the smooth running of their provinces during this period?</b>]</p> <p>answers should include:</p> <ul style="list-style-type: none"> <li>• specific examples of sources</li> <li>• detailed references and identification of sources and evidence.</li> </ul> <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>Answers may also include:</p> <ul style="list-style-type: none"> <li>• examples of breakdown of smooth admin. – role of locals in the problem eg Boudicca; Florus in Gaul; Jewish Leaders in AD 66; riots in Alexandria (Josephus AJ 19.287f); the reaction of the Trinovantes to the temple at Colchester; the Jews' reaction to Gaius' statue in their temple (Josephus); problems at the end of Trajan's reign</li> </ul>	<p><b>AO1 = 20</b></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><b>AO2:</b> An analysis should include discussion of:</p> <ul style="list-style-type: none"> <li>the extent of reliance on local leaders</li> <li>how far this led to smooth running of the administration.</li> </ul> <p>Analysis should include evaluation and interpretation of literary and/or archaeological material in relation to the question.</p>		<ul style="list-style-type: none"> <li>difference between East and West may be considered: local systems in use (eg councils in Eastern cities; tribal organisation in Britain)</li> <li>a willingness to leave the 'Greeks' of Bithynia to their own cultural pursuits (<i>'these Greeks love their games'</i> Pliny Letters 10. 40)</li> <li>status of local cities – liberatae/foederatae – affecting the role of elites.</li> </ul> <p>Answers might include views about the limitations of the evidence provided by Romans concerning local leaders.</p> <p>Answers might include analysis of local leaders working against the smooth running of the administration.</p> <p>Answers might consider difference between the East and the West and differentiation between and within provinces.</p> <p>Refer to the marking grids in relation to the question.</p>	<p><b>AO2 = 30</b> 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	
		<b>Indicative Content</b>			<b>Levels of response</b>
11		<p><b>AO1</b></p> <p>Answers should show knowledge of the imperial cult and the sources which relate to the establishment of it in the provinces; examples from both East and West should be included.</p> <p>There should be some references to both religious and political instances:</p> <ul style="list-style-type: none"> <li>• AD 29 Inscription from Lapethus in Cyprus – Tiberius cult statue in gymnasium</li> <li>• AD 41 Claudius refusal of temples/priest in Alexandria (insc); AD 49/60 Claudius temple in Britain – religious focus? political symbol of occupation – Tac. <i>Annals</i> 14.31</li> <li>• Tac. <i>Annals</i> 4.37 Tiberius' refusal of honours in Spain cf Gythium inscp. (accepted in Asia cf. <i>Annals</i> 4.55-6); AD 24 Smyrna – Livia, Tiberius</li> <li>• Incrsp – Athens: Nero the new Apollo cf Dio 61.20.5; RIB 5 London 'divine power of the emperor'</li> <li>• worship of deified emperors – association for living emperors: Augustus at Pergamnum, Nicomedia, Ancyra temple, AD 15 Tarraco</li> <li>• Gaius – Suet. <i>Gaius</i> 22; Miletus AD 40 – organised priests and priestesses; statue in temple in Jerusalem</li> <li>• Sebasteion at Ephesus (Domitian); Aphrodisias – images of Claudius etc</li> <li>• Cult temple for Trajan at Pergamum; Pliny 10. 96 T's statue among gods; Letter 70 (Claudius shrine);</li> <li>• Flavians temple at Ephesus</li> <li>• continuation of Eastern practices eg Egypt - emperors included in local cults</li> <li>• political ambitions of cities competing to worship emperors</li> <li>• Augustales – freedmen officials.</li> </ul>	50	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question <b>['Emperors were worshipped in both the East and the West for political rather than religious reasons.' How far do you agree?]</b></p> <ul style="list-style-type: none"> <li>• answers should have specific examples supported by the sources in provinces for the period and differentiating between provinces</li> <li>• answers might develop a range of reasons from different groups</li> <li>• answers which focus on one area, group or emperor are partially relevant</li> <li>• answers which give factual knowledge of the cult with limited or no support from the sources may be partially relevant to this question</li> </ul> <p>Other material may be included; reward if made relevant:</p> <ul style="list-style-type: none"> <li>• examples from Augustan period eg altars established in time of Augustus at Lyons, Cologne.</li> </ul>	<p><b>AO1 = 20</b></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><b>AO2:</b></p> <ul style="list-style-type: none"> <li>Analysis and interpretation should focus on the extent to which political and religious reasons by Romans and locals play a part in the establishment of the cult</li> <li>Answers should provide a balanced argument concerning the relative importance of political and religious reasons for emperor worship</li> <li>Answers should discuss interpretations and the value of the evidence in terms of the question with specific examples in support of the argument.</li> </ul>		<ul style="list-style-type: none"> <li>Answers may differentiate between approaches by emperors</li> <li>Answers may differentiate between the political motives of local officials/imperial family or officials and the religious attitudes of the provincials/worshippers; how far the cult is integrated into religious practice in the provinces</li> <li>reward answers which compare and contrast material and/or consider the limitations of the evidence.</li> </ul> <p>Refer to the marking grids in relation to the question.</p>	<p><b>AO2 = 30</b></p> <p>Level 5 26–30</p> <p>Level 4 20–25</p> <p>Level 3 14–19</p> <p>Level 2 6–13</p> <p>Level 1 0–5</p>

Question		Answer	Marks	Guidance	
		<b>Indicative Content</b>			<b>Levels of response</b>
12		<p><b>AO1</b></p> <p>A range of factual knowledge and sources relevant to advantages and disadvantages of Roman rule. Information might include:</p> <ul style="list-style-type: none"> <li>• Taxation as a problem for Florus and Sacrovir AD 21 (Tac. <i>Ann.</i> 3. 40–46; Frisii AD 29 (Tac. <i>Ann.</i> 4.72); Suet. <i>Tiberius</i> 32 raising taxes (cf Dio 57.10.5)</li> <li>• advantages and disadvantages for client kings/queens – Prasutagus, Cogidubnus, Cartimandua; Herod Sohaemus in Emesa; Boudicca and the Trinovantes AD 60–61 (Tac <i>Ann.</i> 14 31f; Dio 62. 1.1ff); Venutius (Tac. <i>Histories</i> 3.45)</li> <li>• elites: complaints – Vindex AD 68 (Dio 63), Civilis AD 69–70 (Tacitus <i>Histories</i>); rewards – citizenship for magistrates, entry into Senate (Claudius); opportunities for advancement – Baebius – gov. of Noricum; procurators – Catus, Classicianus; auxiliary service</li> <li>• corruption among officials: Felix (and others in Judaea, Suet. <i>Cl</i> 28): governors in Bithynia (Pliny Letters); Tac. <i>Annals</i> 14. 30 Catus; Claudius prosecutes governors (Dio 60 24.4, 25.4); Pliny prosecutes Baebius Massa (AD 93); trial of Capito (Tac. <i>Ann.</i>13 33)</li> <li>• Romanisation: coinage, trade, developments in agriculture, amenities, peace and stability, citizenship (Spain—Vespasian Pliny NH 3.30); Tac. <i>Agricola</i> 21 – examples of benefits to provincials</li> <li>• support: Tiberius help to Asian cities (AD 22-3) (Tac. <i>Ann.</i> 2.47; <i>Ann.</i> 4.13 remission of tax to two cities in Asia); Suet. <i>Gaius</i> 21–22 Gaius' contributions to provinces; Greece Suet. <i>Nero</i> 24; Suet. <i>Vespasian</i> 17 – general claim of help to Empire</li> <li>• inscriptions concerning elites (see Lactors 8 and 18).</li> </ul>	50	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question [<b>For the provincials, the advantages of Roman rule far outweighed the disadvantages during this period.</b> How far do the sources support this view?],</p> <p>answers should provide detailed examples of advantages and disadvantages, benefits etc of Roman rule. These should be supported with reference to evidence as far as possible.</p> <p>Coverage of the period should be rewarded; concentration upon one area/part of the period should be treated as partly relevant.</p> <p>Sources for attitudes might be made relevant as evidence:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>AO1 = 20</b></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><b>AO2:</b>            Analysis should consider the extent to which the sources/evidence support the view in the question. They should draw some conclusions about balance between advantages and disadvantages.            Answers should consider how far the evidence provides conclusions about these.            Answers should interpret and evaluate the source evidence in terms of the question.</p>		<p>Analysis might include:</p> <ul style="list-style-type: none"> <li>• some discussion of the limitations of the evidence provided by Roman authors for the view especially where they are reporting views of the provincials</li> <li>• the differences between East and West for the benefits/problems</li> <li>• the differences in benefits for the elites and ordinary provincials.</li> </ul> <p>Refer to the marking grids in relation to the question.</p>	<p><b>AO2 = 30</b>            Level 5 26–30            Level 4 20–25            Level 3 14–19            Level 2 6–13            Level 1 0–5</p>

## APPENDIX 1: A2 Ancient History marking Grids

	<b>AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.</b>	<b>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.</b>
<b>Level 5</b>	<b>18–20</b>	<b>26–30</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>14–17</b>	<b>20–25</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>9–13</b>	<b>14–19</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>5–8</b>	<b>6–13</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>
<b>Level 1</b>	<b>0–4</b>	<b>0–5</b>
	<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>

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