



























Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></p>	<p>seriousness and extent.</p> <ul style="list-style-type: none"> <li>displays of discontent with emperors e.g. riots, popular outbursts against actions, rejection of imperial demands.</li> <li>displays of support by individuals or groups e.g. senators, equestrians, urban poor.</li> <li>the reasons for and context for discontent / support.</li> </ul> <p>Supporting source details may include:</p> <p><b>Augustus:</b> Suet <i>Aug.</i> 19: riots and conspiracies; 65 – his family; opposition to marriage laws (Suet. <i>Aug.</i> 34); Tac. <i>Ann</i> 1.9–10; <i>Res Gestae</i> 5, 10, 34–35 for support; Suet. <i>Aug.</i> 42 complaints, Pliny NH on discontent; Velleius on universal support.</p>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p><b>Tiberius:</b> 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.</p> <p><b>Gaius:</b> 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.</p> <p><b>Claudius:</b> Suet. <i>Claudius</i> 10 – accession – support/opposition; plots: Suet. <i>Claudius</i> 13, 36, Dio 60.14; riots 18; executions 29.</p> <p><b>Nero:</b> 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.</p>
Level 2	7–12	<ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were</li> </ul>	

		<p>produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</i></p>	<p>Analysis of the sources should focus on:</p> <ul style="list-style-type: none"> <li>• the extent of discontent / support using specific examples from selected parts of the period.</li> <li>• the assessment of opposition and support.</li> <li>• the different levels of discontent of individual emperors by different groups.</li> <li>• the presentation of Tiberius, Gaius, Claudius and Nero compared to Augustus.</li> <li>• evaluation and interpretation of the evidence (archaeological and literary).</li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

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SPECIMEN

<b>*Question 2</b>		How important a role did imperial women play during the reigns of Claudius and Nero?		<b>[30 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>		
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>	
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at the significance of the role women played in the reigns of Claudius and Nero. Candidates are likely to analyse the similarities and differences between different imperial women and also the relationship between these imperial women at different times during both emperors' reigns.</p> <p>Candidates may look at:</p> <ul style="list-style-type: none"> <li>The presentation of Messalina, Octavia, Poppaea</li> </ul>	



Level 4	19–24	<ul style="list-style-type: none"> <li>• Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>• The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></p>	<ul style="list-style-type: none"> <li>• and Agrippina the Younger by the sources.</li> <li>• The role in controlling the succession.</li> <li>• The influence they exerted over the emperor.</li> </ul> <p>There is a wealth of material in Tacitus and Suetonius on the intrigues of the women in the imperial house during the reigns of Claudius and Nero which should be credited as appropriate according to the grids. Sources may include:</p> <ul style="list-style-type: none"> <li>• Tac. <i>Ann.</i> 12.3; Suet. <i>Cl.</i> 26.; Dio. 60.31 on seduction of Claudius by Agrippina and subsequent marriage</li> <li>• Tac. <i>Ann.</i> 12.58; Dio 60.33 the marriage of Nero and Octavia</li> <li>• Tac. <i>Ann.</i> 12.26, 27; Dio 60.33 honours granted to Agrippina</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>• The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>• The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<ul style="list-style-type: none"> <li>• Tac <i>Ann.</i> 13.2; Suet. <i>Ner.</i> 9 Nero's watchword indicating Agrippina's role in bringing about his succession</li> <li>• Tac. <i>Ann.</i> 13.2 Agrippina's influence over Nero in the early part of his reign</li> <li>• Tac. <i>Ann.</i> 13.5; Dio 61.3 Agrippina becomes less influential as time goes on</li> <li>• Suet. <i>Ner.</i> 33-34 Agrippina transfers her affections to Britannicus and eventually leaves the imperial residence</li> <li>• Suet. <i>Ner.</i> 35.1 The lack of importance of Octavia</li> <li>• Tac. <i>Ann.</i> 14.1 Poppaea's importance at the expense of Octavia</li> </ul>

Level 2	7–12	<ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</i></p>	<ul style="list-style-type: none"> <li>• Suet. <i>Ner.</i> 34.2-3, 35.2-3 exile and death of Octavia</li> <li>• Tac. <i>Ann.</i> 11.29. Suet. <i>Cl.</i> 29, 37 on Messalina's influences</li> <li>• Tac. <i>Ann.</i> 11, 26-38 on Messalina's downfall</li> </ul> <p>Analysis of the sources should focus on:</p> <ul style="list-style-type: none"> <li>• detailed interpretation and evaluation of the evidence exploring the importance of the roles of the women during the reigns of Claudius and Nero.</li> <li>• the possible motives of the authors in presenting the women in the way they do.</li> <li>• the difference in importance between Agrippina and other women.</li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

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SPECIMEN

<b>Question 3</b>		How convincing do you find Gruen's interpretation that Augustus suffered "no lapse in authority"?		<b>[20 marks]</b>
<b>Assessment Objectives</b>		<b>AO4</b> = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied. <b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.		
<b>Additional guidance</b>		<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>Please note that interpretations can be evaluated in the context of the wider historical debate connected with the issue or of the historical context about which the historian was writing. There is no expectation that the interpretation will be evaluated in the context of the methods or approach used by the historian, or how the interpretation may have been affected by the time in which they were writing, though credit can be given for this approach to evaluation if done in a way which is relevant to the question.</p> <p>A learner's knowledge and understanding of the historical period, including the ancient sources may be credited, but only where it is presented in a way which is relevant and intrinsically linked to the analysis/evaluation/use of the interpretation, it should not be credited in isolation.</p>		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>		<b>Indicative content</b>
Level 5	17–20	<ul style="list-style-type: none"> <li>Response has a very through and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>		<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing or disagreeing with the modern historians' interpretation, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Answers should evaluate both the interpretation locating it within the wider historical debate about the issue and using their own knowledge of the ancient sources and events and periods to reach a judgement about how convincing they find the argument.</p>
Level 4	13–16	<ul style="list-style-type: none"> <li>Response has a through and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>		<p>In locating the interpretation within the wider historical debate, candidates might :</p> <ul style="list-style-type: none"> <li>discuss the specific powers of Augustus mentioned in the passage</li> <li>discuss the importance of the role of the Praetorian Guard</li> </ul>

Level 3	9–12	<ul style="list-style-type: none"> <li>Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> </ul>	<ul style="list-style-type: none"> <li>discuss why there were no major constitution changes after 23 BC</li> <li>assess the extent to which Augustus controlled all aspects of the city or Rome and the empire</li> <li>discuss the methods adopted by Augustus to control the Senate and the army.</li> </ul> <p>In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information / ancient sources:</p>
Level 2	5–8	<ul style="list-style-type: none"> <li>Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> </ul>	<ul style="list-style-type: none"> <li>Augustus's presentation of his constitutional position in <i>Res Gestae</i> supported by aureus from 28 BC</li> <li>additional powers granted to Augustus in 19 BC</li> <li>mutinies in the army as told by Pliny</li> <li>pro-Augustan sources which show that the Senate had authority (<i>Velleius</i> and <i>Res Gestae</i>).</li> </ul> <p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p>
Level 1	1–4	<ul style="list-style-type: none"> <li>Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> </ul>	<ul style="list-style-type: none"> <li>Tacitus' portrayal of Augustus's principate in the <i>Annals</i> book 1 and his assessment of Tribunician Power in <i>Annals</i> book 2</li> <li>Dio's account of the 1<sup>st</sup> and 2<sup>nd</sup> settlements</li> <li>his plans for succession including use of the Tribunician Power</li> <li>his relationship with the Senate and individual Senators.</li> </ul>
	0	No response or no response worthy of credit	

## Section B: The Breakdown of the Late Republic, 88–31 BC

<b>Question 4</b>	How useful is this passage for our understanding of the reasons for the actions of politicians during the Late Republic? <b>[12 marks]</b>		
<b>Assessment Objectives</b>	<b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. <b>AO3</b> = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.		
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 6	11–12	<ul style="list-style-type: none"> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the source:</p>
Level 5	9–10	<ul style="list-style-type: none"> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the events that brought Catiline to write this letter.</li> <li>The motivation of Catiline and other politicians of the period with respect to personal ambition and aggrandisement.</li> <li>The importance and effects of competition for the top positions on the <i>cursus honorum</i>.</li> </ul>
Level 4	7–8	<ul style="list-style-type: none"> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach</li> </ul>	<ul style="list-style-type: none"> <li>The impact of debt at this time on Catiline and others.</li> <li>The likely veracity of Catiline's declared desire to represent the interests of the poor.</li> <li>The likelihood that this was a true copy of any</li> </ul>

		developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)	
Level 3	5–6	<ul style="list-style-type: none"> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> <li>Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<ul style="list-style-type: none"> <li>letter sent, or a report of a letter sent, or simply an invention of Sallust that was supposed to represent the viewpoint of Catiline and others.</li> <li>An understanding of how Sallust's motivation in writing his Catiline Conspiracy might impact of the credibility of this as a source.</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	
Level 1	1–2	<ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3)</li> </ul>	
	0	No response or no response worthy of credit	

<b>*Question 5</b>	'It was the growth of the power of individuals at the expense of the state which eventually destroyed the Roman Republic.' How far would you agree with this view? <b>[36 marks]</b>		
<b>Assessment Objectives</b>	<p><b>AO3</b> = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>		
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 6	31–36	<ul style="list-style-type: none"> <li>• Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>• The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at the causes of the decline of the Roman Republic and ascertain as to whether it was the growth of power of individuals at the expense of the state which caused it. Candidates may look at how individuals achieved power and discuss whether these methods eventually destroyed the Republic.</p> <p>Candidates may look at the means to power that politicians used: factions, political marriages, largesse, land bills, bribery, intimidation, violence, including proscriptions, army and veteran support, oratory. Specific examples may include:</p> <ul style="list-style-type: none"> <li>• Sulla's dictatorship, his seizure of power and reforms – the effects on the tribunate, the Senate,</li> </ul>
Level 5	25–30	<ul style="list-style-type: none"> <li>• Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the</li> </ul>	



		<p>question. (AO3)</p> <ul style="list-style-type: none"> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<p>the magistracies.</p> <ul style="list-style-type: none"> <li>Pompey's rise to power and threats of violence.</li> <li>The Catiline Conspiracy.</li> <li>The Triumvirate, and Caesar's subsequent Gallic command, how the Triumvirs succeeded where Catiline had not.</li> <li>Clodius' control of street gangs.</li> <li>The reasons for the civil war.</li> <li>Caesar's dictatorship and popularity.</li> <li>Antony and Octavian, both against each other and then against the Senate.</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Plut <i>Sulla</i> 9-10, 31.</li> <li>Sallust <i>Histories</i> [2.82] {2.98M}; Plut Pomp 14–15, 20 Pompey's rise to power and his letter to the Senate.</li> <li>Cicero <i>in Cat</i> II.17–23 on support for Catiline; Sallust <i>The Catiline Conspiracy</i> 14 largesse, 18–19 violence.</li> <li>Cic 2.19, 2.21; Plut <i>Pomp</i> 47–48, Plut <i>Caes</i> 13–14 on Triumvirate and land bills.</li> <li>Cic <i>ad Att</i> 4.3, <i>ad Quint</i> 2.3, on Clodius' gangs, street fighting and Milo's trial.</li> <li>Cic <i>ad Att</i> 7.6, 8.13; Plut <i>Caes</i> 29–32; Suet <i>DJ</i> 30–33 on reasons and run up to the Civil war.</li> <li>Plut <i>Caes</i> 57-58; Suet <i>DJ</i> 38–43 on Caesar as dictator and <i>popularis</i> methods.</li> <li>Suet <i>Aug</i> 26–28; Appian <i>Civil Wars</i> 3.80–81, 86–94, 5.128–129 on Antony and Octavian their reconciliation and their subsequent courting of the army and veterans.</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p><i>The information has some relevance and is presented with limited structure. The</i></p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>The ability of each source to truly report the events from whatever historical distance they were written.</li> <li>Whether the sources actually seek to chronicle,</li> </ul>

		<i>information is supported by limited evidence.</i>	
Level 2	7–12	<ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	<p>analyse or explain the decline that was occurring within the Roman Republic.</p> <ul style="list-style-type: none"> <li>• How far the sources recognise the interrelationship between the events depicted, e.g. that one event may have caused another.</li> <li>• The bias implicit and explicit in the sources, as a result of the authors own historical and political position.</li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

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<b>*Question 6</b>		'Politicians needed the support of all parts of society to achieve success in Roman politics during the Late Republic.' How far do you agree with this view? <b>[36 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 6	31–36	<ul style="list-style-type: none"> <li>Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at the reasons for success and analyse "how far" politicians needed support of "all parts" of society. They may look at the similarities and differences between the methods used by different politicians, and different methods used at different times by the same politician.</p>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> </ul>	<p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> <li>Caesar as <i>aedile</i> and election as <i>pontifex maximus</i>.</li> <li>Cicero's election campaign.</li> <li>The calibre of Catiline's supporters leading to his</li> </ul>

		<ul style="list-style-type: none"> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<ul style="list-style-type: none"> <li>failure.</li> <li>Crassus's support for Clodius over the bona Dea scandal.</li> <li>The reception of Caesar's First Consulship.</li> <li>The support of the army and veterans for Sulla, Catiline, the triumvirs in 56 BC, Caesar in 50 BC.</li> <li>The support of the urban mob for Catiline, Caesar's largesse as dictator, Octavian and Agrippa.</li> <li>Antony's failure to control affairs at Rome after Caesar's death.</li> <li>Octavian's acceptance by the remains of the Republic and the assumption of absolute power.</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Plut <i>Caes</i> 6 on Caesar as <i>aedile</i> and election as <i>pontifex maximus</i>.</li> <li>Q. Cicero <i>Commentariolum Petitionis</i> 13–24; Cic <i>ad Att</i> 1.1, on his election.</li> <li>Cic <i>in Cat</i> II.17-2; Sallust BC 14 on Catiline's supporters.</li> <li>Cicero <i>ad Att</i> 1.16 on bona Dea and bribery.</li> <li>Cic <i>pro Sestio</i> 96–105 on <i>optimates</i> and <i>populares</i>.</li> <li>Plut <i>Pomp</i> 47–48, Plut <i>Caes</i> 13–14; Cic <i>ad Att</i> 2.19, 2.21 on the reception of the Triumvirate.</li> <li>Plut <i>Sulla</i> 9; Plut <i>Caes</i> 29–32 on army support.</li> <li>Suet <i>DJ</i> 38–43; Plut <i>Caes</i> 58 on Caesar's largesse as dictator.</li> <li>Cicero <i>ad Att</i> 14.12, 15.11; Cicero Second Philippic 88–9; Appian 3.74 on opposition to Antony.</li> <li>Appian 3.86–94; 5.127–129 the importance of soldiers to Octavian.</li> <li>Appian 5.130–132 on Octavian's acceptance by the Roman people.</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	

Level 2	7–12	<ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	<ul style="list-style-type: none"> <li>• Suet <i>Aug</i> 26–28 on Octavian’s absolute power.</li> </ul> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• The ability of each source to truly report the events from whatever historical distance they were written.</li> <li>• Whether the sources actually seek to chronicle, analysis or explain the decline that was occurring within the Roman Republic.</li> <li>• The decline in the quality and quantity of the source material after Cicero’s demise.</li> <li>• How far the sources recognise the interrelationship between the events depicted, e.g. that one event may have caused another.</li> <li>• The bias implicit and explicit in the sources, as a result of the author’s own historical and political position, for instance Cicero’s views of the Triumvirs and Antony.</li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

## Assessment Objective Grid

	Distribution of marks for each Assessment Objective			
<b>Section A</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
<b>Questions 1 &amp; 2</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>–</b>
<b>Question 3</b>	<b>5</b>	<b>–</b>	<b>–</b>	<b>15</b>
<b>Section B</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
<b>Question 4</b>	<b>6</b>	<b>–</b>	<b>6</b>	<b>–</b>
<b>Questions 5 &amp; 6</b>	<b>6</b>	<b>12</b>	<b>18</b>	<b>–</b>
<b>TOTAL</b>	<b>22 (22.5%)</b>	<b>22 (22.5%)</b>	<b>39 (40%)</b>	<b>15 (15%)</b>

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