

**GCE**

**Classics: Ancient History**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

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

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

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

Annotation	Meaning
A1	A01
A2	A02
Eval	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.
- Underline and mark with a X significant errors of factual knowledge/source material/analysis.
- Underline with dotted line significant spelling/grammar errors or lack of clarity.

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1a	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> <li>• His initial autonomy and apparent self-elevation over Bibulus: <i>'having an orderly walk before him, during the months in which his colleague held the rods of office'</i>;</li> <li>• Pushing through the agrarian law without colleague's support: <i>'Bibulus delayed its passage through the Senate by announcing that the omens were unfavourable'</i>;</li> <li>• Aggression against Bibulus: <i>'drove him from the Forum by force of arms'</i>;</li> <li>• Bibulus' unsuccessful appeal to Senate against Caesar's actions: <i>'Bibulus lodged a complaint in the House and when nobody dared move a vote of censure or make any observation on this scandalous event'</i>;</li> <li>• Bibulus' resultant feelings and actions: <i>'he felt so frustrated that he stayed at home for the rest of his term, satisfying his resentment with further announcements about unfavourable omens'</i>;</li> <li>• Relationship between consuls became a joke: <i>'executed during the Consulship of Julius and Caesar' /the lampoon.</i></li> </ul>	[10]	<p>Reward answers to [What does this passage tell us about the relationship between the two consuls of 59BC?] in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Reward all interpretation of the passage with respect to the relationship between Bibulus and Caesar.</p>	<p><b>As shown in grids:</b></p> <p><b>AO1 = 10</b></p> <p><b>Level 5 9 – 10</b></p> <p><b>Level 4 7 – 8</b></p> <p><b>Level 3 5 – 6</b></p> <p><b>Level 2 2 – 4</b></p> <p><b>Level 1 0 – 1</b></p>

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1b	<p>AO1 Reward use of appropriate sources commenting on the skills needed to be successful in winning election to the consulship during the late Republic. Sources include:</p> <p>Comm Pet: a wealth of material which could be compared and contrasted with its practical use in 'real' campaigns as depicted in other sources.</p> <p>Cicero, letter 3 for Cicero's own assessment of his rivals for the consulship.</p> <p>Suetonius, DJ, 19-20 on Caesar's successful campaign.</p> <p>AO2 marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about 'what can we learn from . . . .' and analysis of 'success' clearly explained and structured.</p> <p>Candidates in the highest bands will assess successful and unsuccessful</p>		<p>Answers should not include discussion of the passage printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [What can we learn from other sources about how candidates won election to the consulship during the late Republic].</p> <p>Expect to see top-heavy use of the Commentariolum Petitionis which is perfect source for the theoretical model of how to win an election campaign.</p> <p>AO2 Candidates could provide a general discussion of the election campaign of Cicero and compare and contrasts his 'skills' with other successful and unsuccessful candidates.</p> <p>Although not necessary, reward all attempts to evaluate the evidence for accuracy and reliability.</p>	<p>AO1 – 10 AO2 - 10</p> <p><b>As shown in grids:</b></p> <p><b>Level 5: 9-10</b> <b>Level 4: 7-8</b> <b>Level 3: 5-6</b> <b>Level 2: 3-4</b> <b>Level 1: 1-2</b></p>

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	<p>consulship campaigns, focusing on the key skills and attributes necessary to win the election.</p>			
1c	<p>AO1 Reward use of appropriate sources commenting on the importance of the consulship to politicians of the late Republic and the agenda of consuls when finally in office.</p> <p>Caesar's consulship: Plutarch, Caesar, 13-14; Plutarch, Pompey, 47; Suet, DJ, 19,20.</p> <p>Cicero's consulship: lots of material in the Catiline sources esp., Sallust, BC, 51-52; Letter 3 as well as Plutarch, Cicero, 11-12</p> <p>Sulpicius Rufus prosecutes Murena in 62 BC in the hope of replacing him as consul, Cicero, Pro Murena</p> <p>Commentariolum Petitionis specifically written for election to the consulship and provides a wealth of material for this question.</p> <p>Cicero's great pride in being elected as a novus homo illustrates its importance for political reputation and standing in Rome. Marginalisation of Bibulus by his colleague in the passage printed.</p>		<p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [On the basis of this passage and other sources you have studied, discuss the importance of the consulship to politicians of the late Republic.]</p>	<p><b>AO1 = 10</b></p> <p><b>Level 5</b> 9 – 10  <b>Level 4</b> 7 – 8  <b>Level 3</b> 5 – 6  <b>Level 2</b> 2 – 4  <b>Level 1</b> 0 – 1</p> <p><b>AO2 = 15</b></p> <p><b>Level 5</b> 14 – 15  <b>Level 4</b> 10 – 13  <b>Level 3</b> 6 – 9  <b>Level 2</b> 3 – 5  <b>Level 1</b> 0 – 2</p>

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	<p>AO2</p> <p>Answers should:            evaluate the factual information in the sources and the potential for bias, given the background of our sources;            make judgements on the value of the examples as historical evidence;            show understanding of how to interpret ancient evidence.</p> <p>Candidates may note how all of the major politicians of the period hold the consulship. Even Catiline's repeated attempt and subsequent conspiracy shows 'importance' of the position. But did the consulship become less important after the formation of the triumvirate?</p> <p>Candidates may also mention the prestige and honour which accrued from holding the highest position on the cursus honorum and the potential of political anonymity if unsuccessful.</p> <p>Consulships could result in lucrative proconsular posts.</p>		<p>For highest levels in AO2 there should be supported discussion of 'how important'.</p>	

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2a	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> <li>• Catiline's natural ability: <i>'they had as their leader Lucius Catiline, a bold and versatile character and one who was ready for anything'</i>;</li> <li>• Extreme pledges of faith: <i>'which included the sacrificing of a man and the tasting of his flesh'</i>;</li> <li>• Methods by which Catiline won appeal; <i>'Catiline had also corrupted a great number of the young men in Rome by approaching them individually and supplying them constantly with amusements, drink, and women, pouring out money for them to spend on these dissipations'</i>;</li> <li>• Success outside Rome: <i>'his agitation had extended to the whole of Etruria, which was now ready for revolt, as was the greater part of Cisalpine Gaul'</i>;</li> <li>• Nature of the Republic at that time: <i>'there were most alarming revolutionary tendencies - the result of the unequal distribution of wealth' / 'so only a spark was needed to set everything on fire and, since the whole state was rotten within</i></li> </ul>	[10]	<p>Reward answers to [What does this passage tell us about the reasons why Catiline attracted followers?] in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Reward all interpretation of the passage with shows why Catiline's character and actions appealed to his followers.</p>	<p>As shown in grids:</p> <p><b>AO1 = 10</b></p> <p><b>Level 5 9 – 10</b></p> <p><b>Level 4 7 – 8</b></p> <p><b>Level 3 5 – 6</b></p> <p><b>Level 2 2 – 4</b></p> <p><b>Level 1 0 – 1</b></p>

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	<i>itself, it was in the power of any bold man to overthrow it'.</i>			
2b	<p>AO1 Reward use of appropriate sources illustrating the different types of people who chose to follow Catiline, including:</p> <p>The six different groups in Cicero, in Cat, II, 17-23:</p> <p>Group 1: 'those who are steeped in debt yet refuse to solve the problem by relinquishing the ample properties'/ await 'cancellation of debts';</p> <p>Group 2: opportunistic men 'who wish to seize power';</p> <p>Group 3: 'freebooters and scavengers' from Sulla's colonies including Manlius;</p> <p>Group 4: 'a motley and seditious crew'/ 'thousands in all who are said to have left city and country to flock to Catiline's standard'</p> <p>Group 5: 'murderers and cut-throats and criminals of all sorts'.</p> <p>Group 6: 'the gambler and adulterer, and all the filth of Rome'.</p> <p>Plutarch, Cicero, 17: Lentulus a 'lowlife' who had been expelled from the Senate.</p> <p>Catiline's speech to his men unsurprisingly</p>	[20]	<p>Answers should not include discussion of the passages printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [What can we learn from other sources about the different groups who supported Catiline?]</p> <p>Good overview of Catiline's support in Sallust, BC, 17-19 but not a set source. Reward as appropriate if used.</p>	<p><b>AO1 – 10</b> <b>AO2 - 10</b></p> <p><b>As shown in grids:</b></p> <p><b>Level 5: 9-10</b> <b>Level 4: 7-8</b> <b>Level 3: 5-6</b> <b>Level 2: 3-4</b> <b>Level 1: 1-2</b></p>

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	<p>shows a contrast to Cicero's assessment of the followers, Sallust, BC, 20: characterised as young, loyal, courageous Romans embarking upon a 'noble enterprise'; seekers of liberation against a 'powerful oligarchy';</p> <p>AO2 marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about 'what can we learn from . . . .'</p> <p>Clearly even though Cicero presents different groups per se, all seem to represent the most morally depraved in society all of whom suffering from crippling debt and seduced by Catiline's revolutionary tendencies and promises. Clearly according to Cicero many who were 'poor and desperate' did support Catiline but so did others such as Lentulus.</p>		<p>Although not necessary, reward all attempts to evaluate the evidence for accuracy and reliability.</p>	
2c	<p>AO1 Reward use of appropriate sources illustrating the political and social problems in Rome at the time. Sources include:</p> <p>Key supporters in Cicero, In Catilinam, 2.20. Economic problems: Plutarch, Cicero 10 'Rome in a diseased condition'/ 'In Rome itself there were most alarming revolutionary tendencies – the result of the unequal distribution of wealth.' Profligacy of nobles</p>	[25]	<p>Reward answers to the question [On the basis of this passage and other sources you have studied, to what extent did the problems of the late Republic make the Catilinarian conspiracy inevitable??] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Answers should mention other passages in some detail for high bands in AO1, with their contexts and some</p>	<p><b>AO1 = 10</b>  <b>Level 5 9 – 10</b>  <b>Level 4 7 – 8</b>  <b>Level 3 5 – 6</b>  <b>Level 2 2 – 4</b>  <b>Level 1 0 – 1</b></p> <p><b>AO2 = 15</b></p>

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	<p>and rise of nouveau riche.</p> <p>Plutarch, Cicero 12: discontent on a wide scale regarding defeat of land bill; appeal of Catiline in tabulae novae.</p> <p>Sallust, 36: the people were especially eager for revolution.</p> <p>Sallust, 20: Catiline's address which becomes a condemnation of the state of the republic, 'all they leave us is danger, defeat, prosecutions, and poverty'; hopelessness: 'for us there is destitution at home and debts everywhere else; misery now, and a still worse future to look forward to'</p> <p>Best account of the state of the times is Sallust, BC, 10-13: serious wealth disparity, weakening of the soldiers, problems from Sulla's reign; a total debauched and amoral society in a very delicate position.</p> <p>AO2</p> <p>Answers should:            evaluate the factual information in the sources and the potential for bias, given the background of our sources;            make judgements on the value of the examples as historical evidence;            show understanding of how to interpret ancient evidence.</p>		<p>specific content, and relevant knowledge of the issues.</p>	<p><b>Level 5</b> 14 – 15  <b>Level 4</b> 10 – 13  <b>Level 3</b> 6 – 9  <b>Level 2</b> 3 – 5  <b>Level 1</b> 0 – 2</p>

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	<p>The question invites candidates to assess the nature of political and social life in Rome in the 60s and to analyse whether some sort of revolt/ conspiracy was inevitable.</p> <p>Sallust's moralistic tone and the obvious problems with Cicero's own assessment of the times and the perpetrators of the conspiracy invite candidates to analyse and evaluate the sources for accuracy.</p>			
3	<p>AO1</p> <p>Candidates in the highest band should look to provide detailed information from the sources showing Cicero's relationship with the individual triumvirs across the period.</p> <p>Lots of material in Cicero, Letters on his relationship with Pompey especially: Letter 3 to Atticus on not being offended by Pompey's absence at his election to the consulship;</p> <p>Letter 7 to Pompey on their close relationship, 'political ally, private friend and Laelius to Africanus', delight in Pompey's imminent return; However, also in Letter 7, Cicero talks of his disappointment for Pompey's lack of congratulation for his actions during 63;</p> <p>Letter 8 to Atticus on jealousy of Pompey.</p> <p>Letter 9 on rivalry between Crassus and Pompey; Crassus' encomium of Cicero, 'very</p>	[45]	<p>Reward in the higher levels of AO1 some specific instances of rivalry in response to the question [How far do the sources help us to understand Cicero's relationships with the individual members of the First Triumvirate?]</p> <p>The scope of the question is large and so candidates who are selective in presenting the material should be given maximum credit.</p>	<p><b>AO1 = 20</b></p> <p><b>Level 5 18 – 20</b></p> <p><b>Level 4 14 – 17</b></p> <p><b>Level 3 9 – 13</b></p> <p><b>Level 2 5 – 8</b></p> <p><b>Level 1 0 – 4</b></p> <p><b>AO2 = 25</b></p> <p><b>Level 5 22 – 25</b></p> <p><b>Level 4 17 – 21</b></p> <p><b>Level 3 12 – 16</b></p> <p><b>Level 2 6 – 11</b></p> <p><b>Level 1 0 – 5</b></p>

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	<p>close to Crassus' and Pompey's less helpful attitude during Bona Dea episode</p> <p>Letter 15 Caesar wants Cicero on his staff but overtly negative about the triumvirate referred to as 'infamous, disgraceful and uniformly odious'.</p> <p>Also in Letter 15, Cicero talks about taking a 'middle way' in his public views on Pompey.</p> <p>Letter 15: mentions his confidence in having the support of Pompey against hostility of Clodius</p> <p>Letter 16: Pompey referred to as 'poor friend' by Cicero to Atticus and 'a fallen star'.</p> <p>Letter 16: Cicero comments on his friendship with Pompey despite his involvement in Clodius' plebeian adoption and subsequent election to tribune.</p> <p>Pompey features in the Comm Pet as being somebody who was incredibly influential and who Cicero needed to have on side: 'we might have the man with the greatest influence either as an amicus or, at any rate, not as an opponent', Com pet 5; 'more, people must be made to realise that the goodwill of Pompey towards you is immense</p>			

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	<p>and that for you to gain the office which you are seeking fits in perfectly with his plans' Com pet 51.</p> <p>Plutarch, Cicero, 9: Cicero defends Manilius to win the favour of Pompey and publically denounces Pompey's political enemies.</p> <p>Plutarch, Cicero, 15: Crassus delivering letters exposing the actions of Catiline directly to Cicero and potentially trying to cover up his own involvement in the plot</p> <p>Cicero, in Cat 4, 7-10: respectful consideration of Caesar's point of view, flattery towards Caesar in deeming him a politician who 'genuinely seeks the people's welfare'. Similar deference in Plutarch, Cicero, 20-21 where Cicero is clearly wary of Caesar's influence, a motive for ignoring any suspicion that Caesar was involved in the actual plot.</p> <p>Less positive relationship between Caesar and Cicero in Plutarch, Caesar, 14 in the latter's involvement in Clodius' election as tribune and subsequently with Clodius 'drove Cicero out of Italy'. Suetonius, DJ, 20 gives us the reason namely that Cicero had been criticising the formation of the triumvirate in court and this was Caesar's revenge.</p>			

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	<p>Plutarch, Cicero, 23 shows Caesar's attitude towards Cicero at the very end of his consulship. Caesar depicted as leader of 'some people who were prepared both in speech and action to attack Cicero for what he had done'. His final words 'made Caesar and the tribunes all the more angry and they tried to put fresh difficulties in 'Cicero's path', namely recalling Pompey to put an end to Cicero's 'tyranny'.</p> <p>AO2 The AO2 marks may be awarded for the overall construction and assessment of the material, leading to a supported and balanced judgement addressing the terms useful and relationships; there may be some generalisation and assertion which can be awarded according to the grids.</p> <p>Candidates may mention:</p> <p>Pompey's unstable relationship with Cicero, frosty relationship after 63, Cicero's opposition to 1st triumvirate a contributory factor in his exile, which Pompey did not oppose; but recall is aided by Pompey.</p> <p>Shows Caesar respect but seemingly fearful</p>		<p>The bullet-point prompt 'to assess the usefulness of the sources' also allows marks to be awarded under AO2; here, weaker answers may address this point in generic paragraphs, while more pertinent discussion will address the specific passages from sources used to support the discussion and build up the narrative in the essay.</p> <p>Candidates may wish to discuss the importance of the amicitia of three hugely influential figures for Cicero politically.</p> <p>Generalization and assertion – level 3.</p>	

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	<p>of his power and influence. Aggression at times but Caesar did ask Cicero to join triumvirate!</p> <p>Sources less useful for Crassus and candidates should discuss potential difficulties in trying to analyse personal relationships using Cicero's own, highly revised, letters.</p>			

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4	<p>Candidates in the highest band should look to provide specific examples of politicians using bribery, violence or rhetoric to achieve their aims.</p> <p>Rhetoric:</p> <p>There is a lot of theoretical information in the commentariolum petitionis on the effective use of rhetoric for politicians, 'the fact that you are a novus homo will be made considerably less harsh by the reputation of your oratory' (2); 'the power and influence of your public speaking' to combat bribery (55) and words more important than deeds (46). Q. Cicero also emphasises Cicero's extended clientela due to his previous oratorical success in the courts.</p> <p>Candidates may look at the nature of the rhetoric and its success using detailed examples from a number of Cicero's set speeches: pro Murena, Pro Sestio and In Catilinam.</p> <p>Debate about the conspirators for assessment of rhetoric vs rhetoric, Sallust, BC, 51 and Plutarch, Cicero, 21 cf Cicero, In Cat 4, 7-10.</p> <p>Pro Murena, 24: 'the power of eloquent speech, a thing which has often proved decisive in the election of a consul - the power to sway the hearts of senate, people or jury by reasoned oratory'. Importance of rhetoric to check bribery, 'We are looking for a consul who by his oratory can sometimes check the frenzied</p>	[4 5]	In response to the question 'For politicians of the late Republic, bribery and violence were more effective tools than rhetoric.' How far do the sources support this view?] reward detailed use of specific sources.	<p><b>AO1 = 20</b></p> <p><b>Level 5 18 – 20</b></p> <p><b>Level 4 14 – 17</b></p> <p><b>Level 3 9 – 13</b></p> <p><b>Level 2 5 – 8</b></p> <p><b>Level 1 0 – 4</b></p> <p><b>AO2 = 25</b></p> <p><b>Level 5 22 – 25</b></p> <p><b>Level 4 17 – 21</b></p> <p><b>Level 3 12 – 16</b></p> <p><b>Level 2 6 – 11</b></p> <p><b>Level 1 0 – 5</b></p>

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	<p>agitations of the tribunes, appease the excitement of the people, and stand out against bribery’.</p> <p>The absence of effective rhetoric in Pompey’s speech to the Senate in Cicero’s letter 9.</p> <p>Encomium of rhetoric in Plutarch, Cicero, 13: ‘how invincible justice is if it is well expressed in words’.</p> <p>Sources on bribery and violence include:</p> <p>Pro Sestio, 75-79: night attack by opponents to Cicero’s recall from exile including the attack of a tribune. Cicero’s comment that ‘river Tiber was filled with the bodies of citizens, how the sewers were choked, and how the blood was wiped up from the forum with sponges’.</p> <p>Acknowledgment by Cicero too that violence has always been used in politics ‘a riot often starts when a tribune imposes his veto’.</p> <p>Pro Sestio 104 on limitations of bribery and violence: ‘those who wish to incite the Roman people to sedition and riot can no longer arouse them by offers of largesse’; similarly same passage reveals that certain politicians are using empty rhetoric delivered to ‘hired audiences’: ‘by bribery and corruption they ensure that the audiences seem at least to want to hear whatever they say’.</p> <p>Bribery in the courts: Cicero, letter 3: ‘if Catiline’s jury finds that the sun doesn’t shine at midday’. Cicero, letter 4: ‘We have the jury we</p>			

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	<p>want.'</p> <p>Cicero, letter 10 on Clodius bribing the jury during bona dea trial: 'as soon as the Jury took their seats, honest men feared the worst'; 'light purses mattered more than light reputations'.</p> <p>Lentulus' successful bribery of jury as mentioned in Plutarch, Cicero, 17: 'having bribed some of the jury, was acquitted, by just two votes. He remarked that the money which he had spent on one of these two was a pure waste, since if he had got off by one vote it would have been quite all right.'</p> <p>Suetonius, DJ, 19: Caesar and Luceius's use of bribery to secure consulship and optimates counter bribery from Bibulus. Even 'Cato himself admitted that this was an occasion when even bribery might be excused as a legitimate means of preserving the Constitution'.</p> <p>Suetonius, DJ 10: Caesar has to limit the amount of gladiators in his show celebrating his aedileship for fear of violence.</p> <p>Suetonius, DJ 20: Caesar drives out Bibulus from the Forum 'by force of arms'; aggression towards Cato by Caesar during a filibuster.</p> <p>The Catilinarian conspiracy for use of violence especially the account in Plutarch, Cicero. Lots of detail in Cicero, in Cat and Sallust.</p>			

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	<p>Cicero's letters show widespread use of violence: Letter 8: threat of gangs; Letter 15: Clodius' threats against Cicero; Letter 16 refers to 'the danger of violence' of the triumvirate.</p> <p>AO2</p> <p>In AO2, look for a clearly supported discussion of how far the sources support the view that bribery and violence were more effective tools for a politician of the late Republic than rhetoric. Reward the interpretation and evaluation of sources, and clearly explained discussion and argument with appropriate technical terms. Refer to grids for appropriate levels.</p> <p>Candidates should look to assess the effectiveness of rhetoric in achieving political success. Clearly all successful politicians would need to be strong orators however the question expects the candidates to examine how widespread bribery and violence were in the late Republic and whether politicians were more likely to resort to these tactics.</p> <p>Focus in Pro Sestio of Clodius' achieving political aims by nefarious deeds especially violence, contrasted perhaps with Cicero's pure rhetoric in defending the execution of the Catilinarian conspirators. Clodius does achieve his aim though and Cicero is exiled.</p>		<p>The bullet-point prompt 'to consider how far the sources show...' also allows marks to be awarded under AO2; here, weaker answers may address this point in generic paragraphs, while more pertinent discussion will address the specific passages from sources used to support the discussion and build up the narrative in the essay.</p> <p>Generalization and assertion – level 3.</p> <p>Candidates in the highest bands will discuss the extent to which the sources themselves actually help us to understand the success politicians had using rhetoric, bribery and violence in achieving their political aims.</p>	

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5a	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> <li>• Hyperbolic epithets and statements: <i>‘saviour of the World’</i> <i>‘acknowledged greater than your great Trojan ancestors’</i> <i>‘set your country free from fear’</i>; <i>‘you are its champion; on you it depends’</i>;</li> <li>• Fighting with divine support: <i>‘my bow fights for you. And the whole burden of the quiver on my shoulders fights on your side’</i>;</li> <li>• Protector against foreign rule: <i>‘that while you rule an alien queen should sail the seas of Latium’</i> <i>‘their figureheads are monsters armed with missiles such as Centaurs bear’</i>;</li> <li>• Inevitability of victory with Augustus as leader: <i>‘conquer now by sea: already the land is yours’</i> <i>‘if your defence should fail, ill-omened were the birds that Romulus saw flying from the Palatine’</i> <i>‘the hour has come. Commit your fleet/ I shall be helmsman to Caesar’s Julian ships, with hands that bear the laurel wreaths of victory’</i>.</li> </ul>	[10]	<p>Reward answers to the question [What does this passage tell us about how Augustus is presented as a Roman leader?] in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Reward all interpretation of the passage with respect to Augustus’ role as leader in fighting at Actium against Antony and Cleopatra</p>	<p><b>As shown in grids:</b></p> <p><b>AO1 = 10</b></p> <p><b>Level 5 9 – 10</b></p> <p><b>Level 4 7 – 8</b></p> <p><b>Level 3 5 – 6</b></p> <p><b>Level 2 2 – 4</b></p> <p><b>Level 1 0 – 1</b></p>

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5b	<p>AO1 Reward use of appropriate sources commenting on the characterisation of the actual battle including its portrayal as being the most important battle in Roman History, details of the specific military engagement, the characterisation of Antony and Cleopatra as individuals and the role of the gods.</p> <p>Sources include:</p> <p>Horace, Epode 9: emphasis on foreign threat of Egypt and Egyptian customs; favourable comparison with victories of Marius and Scipio in protecting Rome; victory portrayed as inevitable; Antony painted as a rather mournful and pathetic figure;</p> <p>Ode 1.37: double comparison of hawk vs dove and swift hunter vs hare; picks up on most of the themes in Epode 9;</p> <p>Vergil Aeneid 8, 678-715: Augustus Caesar, leading the Italians To battle together with Senate and People, the Penates And the great gods' against a 'motley array'; presence of Julius Caesar's star; seemingly a divine war as well as one of conflicting traditions; vivid account of the battle albeit in poetic terms;</p> <p>Propertius (outside the passage cited): divine support of Apollo and Caesar, shameful flight of Cleopatra.</p> <p>Res Gestae, 25.2: The whole of Italy, of its own accord, swore an oath of allegiance to me and</p>	[20]	<p>Answers should not include discussion of the passage on the question paper although candidates may mention parts of the poem outside that printed.</p> <p>There should be a range of examples chosen from the sources in response to the question [What can we learn from other sources about how Augustus' victory at Actium was presented?]</p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Reward discussion of non-literary sources e.g. triumphal arch, victory monument at Nikopolis but do not expect as these are outside of the specification</p>	<p>AO1 – 10 AO2 - 10</p> <p><b>As shown in grids:</b></p> <p><b>Level 5: 9-10</b> <b>Level 4: 7-8</b> <b>Level 3: 5-6</b> <b>Level 2: 3-4</b> <b>Level 1: 1-2</b></p>

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			Content	Levels of Response
	<p>demanded me as leader in the war, in which I was victorious at Actium.</p> <p>Suetonius, Augustus 17: lacks detail but does mention Senate's outlawing of Antony and the shocking contents of the will.</p> <p>AO2 marks for interpretation of the sources – range and detailed understanding, with clear analysis of how other sources characterise the battle of Actium clearly explained and structured.</p>		<p>Although not required, any discussion of reliability of the sources in connection with 'what we can learn' may also be rewarded.</p>	
5c	<p>AO1 Reward use of appropriate sources illustrating the significance of the victory at Actium for Augustus. Sources include:</p> <p>Augustus' military reputation increased due to the victory at Actium: Horace Epode 9 calls for a triumph and states that the goddess Victory 'had never brought us home so great a general', going on to state that Augustus' reputation now outshone Marius and Scipio Africanus. Vergil, Aeneid 8 describes Augustus' victory in epic;</p> <p>Triple triumph of 29BC described by Velleius 2.89.1 'universal acclaim from young, old, rich and poor alike.' Popularity of Augustus, including the support of the gods shown in the passage but also on the shield in Aeneid 8 'battling together with Senate and people, the penates and great gods.';</p>	[25]	<p>Reward answers to the question [On the basis of this passage and other sources you have studied, discuss the significance of the victory at Actium for Augustus.] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p>	<p><b>AO1 = 10</b>  <b>Level 5 9 – 10</b>  <b>Level 4 7 – 8</b>  <b>Level 3 5 – 6</b>  <b>Level 2 2 – 4</b>  <b>Level 1 0 – 1</b></p> <p><b>AO2 = 15</b>  <b>Level 5 14 – 15</b>  <b>Level 4 10 – 13</b>  <b>Level 3 6 – 9</b>  <b>Level 2 3 – 5</b>  <b>Level 1 0 – 2</b></p>

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	<p>Eradicating civil war and bringing in peace: Velleius 2.89.3 'twenty years of civil strife ended...peace was restored.' Tacitus , 1.2.1 'he seduced everyone with the delights of peace,'</p> <p>Removal of political opposition: RG, 8 and Velleius 2.89.4 on revision of the Senate. Tacitus, 1.2.1 'he faced no opposition.'</p> <p>RG 27 'I added Egypt to the empire.' Tacitus , 1.2.1 'he seduced the people with corn.' Suet, Aug, 18 on increased import of grain into Rome;</p> <p>AO2</p> <p>Answers should:            evaluate the factual information in the sources and the potential for bias, given the background of our sources;            make judgements on the value of the examples as historical evidence;            show understanding of how to interpret the ancient evidence used.</p> <p>Candidates should look to assess how Augustus actually benefitted from the victory at Actium both in terms of reputation and politically.</p> <p>Candidates may reasonably argue that Augustus manages to portray the victory as saving the Roman state and consequently this</p>		<p>For highest levels in AO2 there should be supported discussion of the significance of Actium to Augustus and how he may have used his victory at Actium to gain support for his actions in the post-Actium period.</p>	

Question	Answer	Marks	Guidance	
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	<p>gives him the authority to revise the political system between 29-27BC.</p> <p>The set sources which mainly consists of the pro-Augustan version of a war against a serious foreign threat. Actium is much less prominent in late Augustan literature and candidates may conclude that this indicates that Augustus benefitted from the victory only in the early part of his reign.</p>			

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6a	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> <li>• Military and diplomatic achievements: <i>'I wished to tell of battles and of conquered towns/ 'the standards stripped from the Parthians/ 'those who drink Danube's deep waters will break no Julian edict; nor will the Getae, nor the Seres, nor the treacherous Persians, nor those who dwell by Tanais' stream'.</i></li> <li>• Achievements in Rome: <i>'restored rich harvests/ 'closed the shrine, vacated by wars, of Janus Quirinus/ 'banished crime/ 'summoned back the ancient ways';</i></li> <li>• Freedom from civil war: <i>'no madness between citizens or violence will drive out Peace'.</i></li> </ul>	[10]	<p>Reward answers to the question [What does this passage tell us about Augustus' achievements in Rome and abroad?] in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>The nature of this poem means that candidates can make fewer points than in 5a and still gain maximum credit.</p> <p>There should be clear interpretation of the Ode with respect to Augustus' domestic and foreign achievements.</p> <p>An answer which only refers to domestic or foreign achievements should be considered 'partially relevant to the question' at best.</p>	<p><b>As shown in grids:</b></p> <p><b>AO1 = 10</b></p> <p><b>Level 5 9 – 10</b></p> <p><b>Level 4 7 – 8</b></p> <p><b>Level 3 5 – 6</b></p> <p><b>Level 2 2 – 4</b></p> <p><b>Level 1 0 – 1</b></p>

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6b	<p>AO1</p> <p>There are a range of themes which candidates could discuss. For example:</p> <p>Lots of references to military success in Res Gestae especially 3.1, 4.1 'I triumphed twice in ovations and three times in curule triumphs', extensive commentary 26-30;</p> <p>Peace: RG, 13 and 14 on closing the gates of Janus and the dedication of the Ara Pacis.</p> <p>Donatives as detailed in RG, 5, 15 and 16. Assisting the treasury in RG,17.</p> <p>Administration: solving food crisis in RG,5; aqueducts in RG, 20; reorganising provinces in Strabo 17.3.25. Benefits of adding Egypt to Empire, Suet, Aug, 18</p> <p>Religion: priesthoods in RG, 7 and Suet, Aug, 31; temple restoration in RG, 20. Statement in RG, 8 about restoring traditions;</p> <p>Buildings: RG 19 and 20. Suet, Aug 28: 'Brick and Marble'.</p> <p>Games: RG, 22;</p> <p>Tacitus, 1.2.1 is rather scathing but at least admits that life did improve for those in Rome;</p> <p>Velleius, 2.89 discusses the tangible benefits of Augustan rule.</p>	[20]	<p>Answers should not include discussion of the passages printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [What can we learn from other sources about the ways in which Augustus improved life for the Romans?]</p> <p>Answers should focus on specific ways in which Augustus improved life for the Romans.</p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Although not required, any discussion of reliability of the sources in connection with 'what we can learn' should also be rewarded in AO2.</p>	<p>AO1 – 10 AO2 - 10</p> <p><b>As shown in grids:</b></p> <p><b>Level 5: 9-10</b> <b>Level 4: 7-8</b> <b>Level 3: 5-6</b> <b>Level 2: 3-4</b> <b>Level 1: 1-2</b></p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>Benefits of Augustan rule all over the poetry of the period.</p> <p>AO2 marks for interpretation of the sources, range and depth, as well as structure of a supported argument leading to a conclusion answering 'what can we learn from . . .' – refer to grids.</p>			

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6c	<p>AO1</p> <p>Some of the achievements of Augustus in poetry include:</p> <p>Actium: Horace, Epode 9, Odes 1.37, Vergil, Aeneid 8 and Propertius 4.6;</p> <p>Military success and expansion of the empire: as above but also Horace, Odes 3.5, 4.14 and Vergil, Aeneid 1 and 6;</p> <p>Peace and Prosperity: Horace, Odes 4.15 and Carmen Saeculare;</p> <p>Religion: Carmen Saeculare and Ovid Fasti 3.415-428, Vergil, Aeneid 8;</p> <p>Horace, Odes 3.6 details the problems facing the Romans at the beginning of Augustus' reign and can be used in contrast with the other poems to illustrate the extent of Augustus' achievements.</p> <p>AO2</p> <p>For highest levels in AO2 there should be supported discussion of the nature of 'how reliably'. Refer to grids and reward clear interpretation of sources used.</p>	[25]	<p>Reward answers to the question [On the basis of this passage and other sources you have studied, assess how reliably Roman poets present the achievements of Augustus] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Candidates may be familiar with a range of poems and cite these as evidence.</p>	<p><b>AO1 = 10</b></p> <p><b>Level 5 9 – 10</b></p> <p><b>Level 4 7 – 8</b></p> <p><b>Level 3 5 – 6</b></p> <p><b>Level 2 2 – 4</b></p> <p><b>Level 1 0 – 1</b></p> <p><b>AO2 = 15</b></p> <p><b>Level 5 14 – 15</b></p> <p><b>Level 4 10 – 13</b></p> <p><b>Level 3 6 – 9</b></p> <p><b>Level 2 3 – 5</b></p> <p><b>Level 1 0 – 2</b></p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>Answers should:            evaluate the factual information in the sources and the potential for bias, given the nature of poetry;            make judgements on the value of the examples as historical evidence;            show understanding of how to interpret the ancient evidence used.</p> <p>Candidates should discuss the problems with trying to use poetry to accurately assess Augustus' achievements, given the nature of poetry as a source and the possible use of poets as the official 'spin doctors' of the regime.</p>		<p>Marks are available for evaluation and discussion of sources, some of which may be generic. Discussion of reliability and assessment of the level of detailed content in sources will also merit marks under AO2.</p> <p>Look for a clear and supported conclusion to the question with adequate material and balanced judgements; refer to grids.</p>	

Question	Answer	Marks	Guidance	
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7	<p>AO1</p> <p>Candidates in the highest band should look to provide detailed information from a range of themes on Augustus' principate mentioned in the Res Gestae and compare and contrast with other sources. Examples include:</p> <p>Augustus' portrayal of his own constitutional position of Tacitus or Velleius etc;</p> <p>Augustus' treatment and relationship with the Senate, People, Army and Provincials;</p> <p>Augustus' military achievements and conquests;</p> <p>AO2</p> <p>Look for a clear assessment of 'how reliable, with appropriate levels of support from factual knowledge and discussion of the reliability of the sources; there should be discussion of the nature of sources and how far we can actually evaluate the Principate from the evidence available.</p> <p>Key issues which could be discussed in answer to the question include:</p> <ul style="list-style-type: none"> <li>the problems in using the Res Gestae as a source;</li> </ul>	[45]	<p>In response to the question [How reliable an account of Augustus' reign do we get from the Res Gestae?] reward detailed use of specific sources in AO1 being aware that the question will probably result in a top heavy use of Res Gestae.</p> <p>The scope of the question is large and so candidates who are selective in presenting the material should be given maximum credit.</p> <p>By no means does there need to be an overview of the whole Res Gestae, Candidates can choose any elements of Augustus' principate from the document and compare and contrast it with other sources for accuracy.</p> <p>Reward supported conclusions which assess the view of the Principate as presented in the Res Gestae, and the extent to which the source provides an accurate assessment of Augustus' reign compared with what we learn from other sources.</p> <p>Evaluation of Res Gestae and other sources with regard to reliability should also be given appropriate reward under AO2.</p>	<p><b>AO1 = 20</b></p> <p><b>Level 5 18 – 20</b></p> <p><b>Level 4 14 – 17</b></p> <p><b>Level 3 9 – 13</b></p> <p><b>Level 2 5 – 8</b></p> <p><b>Level 1 0 – 4</b></p> <p><b>AO2 = 25</b></p> <p><b>Level 5 22 – 25</b></p> <p><b>Level 4 17 – 21</b></p> <p><b>Level 3 12 – 16</b></p> <p><b>Level 2 6 – 11</b></p> <p><b>Level 1 0 – 5</b></p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• omissions of events from his reign;</li> <li>• how Augustus presents himself as a republican, general, statesman etc and the intended audience of the Res Gestae, and its purpose;</li> <li>• the difficulty in assessing the reliability of the accounts of other writers who themselves may write with particular motive such as Tacitus' negative assessment of the Principate and Velleius's rather gushing overview of Augustus's reign and the writings of the poets.</li> </ul>			

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8	<p>AO1 Reward use of appropriate factual information and sources showing Augustus' attitude and treatment towards his own family and his ideas of the importance of family in general. Sources could include:</p> <p>Augustus and Caesar: vengeance – 'those who butchered my father I drove into exile, avenging their crime by legal judgements', RG 2; completed the forum of Caesar,: RG 20.3; the temple of Caesar: RG 19.1; 'duty to his father and the crisis of the republic were simply convenient pretexts', Tac, Ann, 1.10.1;</p> <p>Nepotism with Tiberius' exalted career: Velleius, 2.99.1; Augustus' death bed scene: Velleius, 2.123.2; Gaius and Lucius as principes iuventutis: RG 14.1; together on aureus of 2BC-AD11; Agrippa co-censor in 28BC: RG8.2; joint holders of tribunician power: denarius from 13BC; aureus of 13BC</p> <p>Tacitus' account of the family: Annals, 1.3.1-3.5 (very detailed);</p> <p>Treatment of family members: Julia's banishment, Velleius, 2.100.5; Augustus' attitude towards 'scandals of the imperial house', Younger Seneca, On Benefits, 6.32; clemency towards Iullus Antonius: Velleius 2.100.4/ Tacitus, Ann, 4.44; kind treatment of Cleopatra and Antony's children: Suet, Aug, 17;</p>	[45]	<p>In response to the question ['Family values were extremely important to Augustus'. How far do the sources support this view?'] reward detailed use of specific sources in AO1.</p> <p>Lots of material in the set sources as well as monuments such as the ara pacis, mentioned in the RG but not necessarily studied as a source by candidates.</p>	<p><b>AO1 = 20</b>  <b>Level 5 18 – 20</b>  <b>Level 4 14 – 17</b>  <b>Level 3 9 – 13</b>  <b>Level 2 5 – 8</b>  <b>Level 1 0 – 4</b></p> <p><b>AO2 = 25</b>  <b>Level 5 22 – 25</b>  <b>Level 4 17 – 21</b>  <b>Level 3 12 – 16</b>  <b>Level 2 6 – 11</b>  <b>Level 1 0 – 5</b></p>

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	<p>The Roman family: social legislation on marriage and children: 'I revived many ancestral models which were falling into disuse in our age', RG 8.5; 'abduction' of Livia's first husband: Tac, Ann, 1.10.5. prominence of family in Horace, Carmen Saeculare;</p> <p>Augustus' adoption of the title pater patriae in 2BC: RG35.1;</p> <p>Role of family in the specified extracts of the Aeneid, clearly indicative of imperial policy on promotion of traditional Roman family including gens Julia;</p> <p>Pliny, NH, 7, 147-150 on Augustus' family misfortunes</p> <p>AO2</p> <p>Look for a clear assessment of 'how far do the sources support', with appropriate levels of support from factual knowledge and discussion of the reliability of the sources; there should be discussion of the nature of the sources and how far we can actually evaluate Augustus' attitudes towards family and family values.</p>		<p>Evaluation of sources with regard to reliability should also be given appropriate reward under AO2.</p>	

Question	Answer	Marks	Guidance	
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9a	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> <li>• <i>the Senate had decreed him triumphal ornaments;</i></li> <li>• <i>he sought the honour of a real triumph, and chose Britain as the best field in which to seek this;</i></li> <li>• <i>for no one had attempted an invasion since the time of Julius Caesar;</i></li> <li>• <i>voyaging from Ostia he was twice nearly drowned by north-westerly storms;</i></li> <li>• <i>crossing from there he received the submission of part of the island within a very few days without either battle or bloodshed;</i></li> <li>• <i>within six months he had returned to Rome, where he celebrated his triumph with the greatest pomp;</i></li> <li>• <i>he fixed a Naval Crown next to the Civic Crown on the gable of the Palace;</i></li> <li>• <i>his wife Messalina followed his triumphal chariot in a carriage (carpentum);</i></li> <li>• <i>those who had won triumphal ornaments in the war also followed, but on foot.</i></li> </ul>	[10]	<p>Reward answers to the question [What does this passage tell us about the importance of the conquest of Britain in AD43 for Claudius' reputation in Rome?] in line with descriptors in the grid – for both use of passages and comment, and context.</p> <p>Reward all interpretation from the passage of Claudius' achievements in conquering Britain in 43AD. Including events in Britain and reception of the victory in Rome afterwards.</p>	<p><b>As shown in grids:</b></p> <p><b>AO1 = 10</b></p> <p><b>Level 5 9 – 10</b></p> <p><b>Level 4 7 – 8</b></p> <p><b>Level 3 5 – 6</b></p> <p><b>Level 2 2 – 4</b></p> <p><b>Level 1 0 – 1</b></p>

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			Content	Levels of Response
9b	<p>In AO1, reward use of appropriate sources commenting on the specific attitudes towards Britain from Roman Emperors, including:</p> <p>Augustus' injunction to Tiberius, Tac, Agricola.</p> <p>Caligula's exaggeration after the surrender of Adminius: 'as if the whole island had surrendered to him' Suet, Caligula, 44.2. Also Suet, Caligula, 46.1/ Dio, 59.25 on the aborted campaign;</p> <p>Nero's apparent negative attitude: Suet, Nero, 18;</p> <p>Vespasian 'restores stable government', Tacitus, Ag, 17 and revives expansionist policy in Britain, rest of Agricola and Chester lead water pipe showing further conquest of Flavian governors;</p> <p>Domitian continues with expansionist policy, Tacitus, Agr but then withdraws, Tacitus, Histories 1.2;</p>	[20]	<p>Answers should not include discussion of the passage printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to the question [What can we learn from other sources about the different attitudes of other Roman Emperors towards Britain in the first century AD?]</p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>There is a wealth of material in the sources however, coverage of one emperor should be considered partial.</p>	<p><b>AO1 – 10</b> <b>AO2 - 10</b></p> <p><b>As shown in grids:</b></p> <p><b>Level 5: 9-10</b> <b>Level 4: 7-8</b> <b>Level 3: 5-6</b> <b>Level 2: 3-4</b> <b>Level 1: 1-2</b></p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>Brief overview of the views of Britain from Augustus to Claudius in Tacitus, Ag, 13.</p> <p>AO2 marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about ‘what can we learn from . . . .’ and analysis of possible reasons for various ‘attitudes’, ‘clearly explained and structured.</p> <p>Clearly most emperors saw the importance of maintaining the province post Claudius; even Nero makes some shrewd appointments of governors tasked with consolidation post Boudicca.</p> <p>The Flavians are treated homogenously by the sources but it is certainly not silly to suggest Vespasian’s previous role in Britain might have made the province more special.</p>		<p>Although not required, any discussion of reliability of the sources in connection with ‘what we can learn’ may also be rewarded.</p> <p>Discussion of the ways in which victories in Britain gave glory and fame to Emperors should be rewarded appropriately in AO2.</p>	

Question	Answer	Marks	Guidance	
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9c	<p>AO1</p> <p>Reward use of appropriate sources commenting on the view that the Claudian invasion was a 'modest expedition' or otherwise.</p> <p>Candidates should give a detailed factual account of the earliest part of the conquest: number of troops, specific role of Claudius, territory taken, key battles, policy in dealing with S.E tribes etc., supported by clear references to the source material, which could include:</p> <p>Reaction to Claudius' achievement in Rome: the passage above; Tacitus, Annals 12.23, extending the pomerium; Dio, 60.22-23, the Senate's reaction and honours in Rome;</p> <p>Nature of the expedition: Dio, 60.19, soldiers afraid to fight; Dio, 60.20-60.21, detail of battle at Medway and Plautius' call for Claudius as instructed. Dio, 60. 23, only spent 16 days in Britain;</p> <p>Archaeology in the form of the arch in Rome and Gaul: 'conquered without any loss', 'submission of 11 British kings', 'first brought Barbarian tribes beyond the Ocean into the dominion of the Roman people'; also the aureus: 'de Britannis'.</p>	[25]	<p>Reward answers to the question [On the basis of this passage and other sources you have studied, how far do you think that Claudius' expedition was a 'modest one' (line 1)?] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Candidates may wish to support their arguments with clear references to archaeological evidence such as the extent of conquest, establishment of forts, massacres, tombstones etc., all of which should be credited in AO1.</p>	<p><b>AO1 = 10</b></p> <p><b>Level 5</b> 9 – 10</p> <p><b>Level 4</b> 7 – 8</p> <p><b>Level 3</b> 5 – 6</p> <p><b>Level 2</b> 2 – 4</p> <p><b>Level 1</b> 0 – 1</p> <p><b>AO2 = 15</b></p> <p><b>Level 5</b> 14 – 15</p> <p><b>Level 4</b> 10 – 13</p> <p><b>Level 3</b> 6 – 9</p> <p><b>Level 2</b> 3 – 5</p> <p><b>Level 1</b> 0 – 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>AO2</p> <p>Reward supported discussion leading to conclusions.</p> <p>In using sources, answers should:            evaluate the factual information in the sources and the potential for bias, given the background of our sources;            make judgements on the value of the examples as historical evidence;            show understanding of how to interpret ancient evidence.</p> <p>There needs to be a good discussion of to what extent the Claudian invasion could be considered to be a 'modest expedition' for marks in the highest bands for AO2.</p> <p>There may be a discussion about whether the victory was more important for its significance than an actual impressive military campaign.</p>		<p>Marks are available for evaluation and discussion of sources, some of which may be generic. Discussion of reliability and assessment of the level of detailed content in sources will also merit marks under AO2.</p> <p>Look for a clear and supported conclusion to the question with adequate material and balanced judgements; refer to grids.</p>	

Question	Answer	Marks	Guidance	
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10a	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> <li>• <i>fewer troops but better placed to use local knowledge;</i></li> <li>• <i>he proceeded to transfer the war into the territory of the Ordovices;</i></li> <li>• <i>he chose for battle a site that was difficult to approach but easy to abandon, and in every other respect suited his men rather than ours;</i></li> <li>• <i>On one side were high mountains and wherever there was a more gradual incline he constructed a barrier of stones like a rampart. This was behind a river which had no safe crossing-points, and in front of the fortifications armed men had taken up their positions;</i></li> <li>• <i>haranguing their men and stiffening their resolve; they allayed their fears, kindled their hopes and used all the other inducements known to military leaders;</i></li> <li>• <i>bound themselves man by man by their tribal oaths not to yield to weapons or wounds.</i></li> </ul>	[10]	<p>Reward answers to the question [What does this passage tell us about how the Britons prepared for battle against the Romans?] in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Candidates should focus both on successful and unsuitable tactics in dealing with the Roman attack.</p>	<p><b>As shown in grids:</b></p> <p><b>AO1 = 10</b></p> <p><b>Level 5 9 – 10</b></p> <p><b>Level 4 7 – 8</b></p> <p><b>Level 3 5 – 6</b></p> <p><b>Level 2 2 – 4</b></p> <p><b>Level 1 0 – 1</b></p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
10b	<p>AO1</p> <p>Reward use of appropriate sources commenting on the importance of Roman auxiliary units in warfare against the Britons. Including:</p> <p>Used in guarding Caesar's fleet in BG, 9; three pronged attack against Cassivellaunus 'drove them into the woods and hills, killing a good many' (BG, 16,17); heavily used in Roman victory at battle of Thames (BG, 18);</p> <p>Dio, 60.20.2: German auxiliaries used to cross Medway and then Thames as accustomed to swimming 'in full equipment across the strongest streams', much to surprise of natives;</p> <p>Ostorius Scapula uses auxiliaries in 47AD to repel unnamed Britons who attacked to great success, Tacitus, Ann, 12.31; and again against the Silures, Tacitus, Ann, 12.38-39.</p> <p>Gallus uses them against Venutius (Tacitus, Ann, 12.40);</p> <p>Suetonius during Anglesey campaign (Tacitus, Ann, 14.29).</p> <p>Tombstones of Longinus Sdapeze; Dannicus; Genialis; Rufus Sita indicate bases and relocation of auxiliary units in Colchester, Cirencester and Gloucester in the early conquest.</p>	[20]	<p>Answers should not include discussion of the passages printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [What can we learn from other sources about the importance of Roman auxiliary units in warfare against the Britons before Boudicca's rebellion?].</p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p>	<p>AO1 – 10 AO2 - 10</p> <p><b>As shown in grids:</b></p> <p><b>Level 5: 9-10</b> <b>Level 4: 7-8</b> <b>Level 3: 5-6</b> <b>Level 2: 3-4</b> <b>Level 1: 1-2</b></p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>AO2</p> <p>Reward interpretation of sources and appropriate supported argument and conclusions about 'what we can learn from'. Refer to grids for appropriate levels.</p> <p>'Importance' should be clearly discussed. Clearly they were an integral part of the Roman military machine and used to great success across the period.</p>		<p>Although not required, any discussion of reliability of the sources in connection with 'what we can learn' may also be rewarded.</p>	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
10c	<p>AO1.</p> <p>Reward use of appropriate sources showing how effective were the Britons at opposing the military strength of the Romans. Including:</p> <p>Caesar's first invasion (BG, 4, 20-38): attacking with javelins from cliffs at Dover; strategic retreat; knowledge of the land and the shallows, opportunism after agreeing peace due to Roman setbacks; guerrilla attack on the 7<sup>th</sup> legion who were foraging; use of chariots including acrobatics on the chariot poles!</p> <p>Caesar's second invasion (BG, 5, 8-23): use of the land including vantage points to attack the Romans unprepared, initial success against the cavalry by British charioteers but ultimately routed by the Roman;</p> <p>Dio, 60.19.5: allowed Claudian force to land unopposed and 'tried to wear out enemy' – unsuccessful; Dio, 20.1, defeat of Togodumnus and Caratacus seems straightforward;</p> <p>Tacitus, Ann, 12.33-12.35: use of guerrilla warfare again by Caratacus and the Silures; fewer troops but used 'local knowledge for treacherous purposes'; eventually lose because of inferior equipment;</p> <p>Brutality of the II Legion Augusta under Vespasian, Suetonius, Vespasian, 4.1:</p>	[25]	<p>Reward answers to the question [On the basis of this passage and other sources you have studied, how effectively did the Britons oppose the military strength of the Romans before Boudicca's rebellion?] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Reward all relevant material from across the occupation and before; expect a range of specific examples of British resistance from Caesar to Boudicca.</p> <p>Material could be supported by archaeology such as tombstones of other auxiliaries and findings at Hod Hill and Maiden Castle.</p>	<p><b>AO1 = 10</b></p> <p><b>Level 5</b> 9 – 10</p> <p><b>Level 4</b> 7 – 8</p> <p><b>Level 3</b> 5 – 6</p> <p><b>Level 2</b> 2 – 4</p> <p><b>Level 1</b> 0 – 1</p> <p><b>AO2 = 15</b></p> <p><b>Level 5</b> 14 – 15</p> <p><b>Level 4</b> 10 – 13</p> <p><b>Level 3</b> 6 – 9</p> <p><b>Level 2</b> 3 – 5</p> <p><b>Level 1</b> 0 – 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>conquered two of the 'strongest tribes';</p> <p>Wealth of material on British tactics in accounts of Boudicca's rebellion and her last stand: Tacitus, Ann, 14.31-14.37; Dio, 62.12, but expect specific detail for marks in the highest bands.</p> <p>AO2</p> <p>Reward supported discussion leading to conclusions.</p> <p>In using sources, answers should: evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgements on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence.</p> <p>Effectiveness of the Britons at opposing the military strength of the Romans should be discussed for marks in the highest levels.</p> <p>Answers may discuss: the superior number of the natives, use of the land, opportunism but also may concentrate on factors which could make their resistance less effective, such as: tribal rivalry, lack of sophisticated training, experience and weapons and the benefits of Roman rule which may have persuaded certain</p>		<p>Marks in AO2 should be awarded for supported comment and discussion about the issue; also for evaluation of use and reliability of source material, which should be present.</p> <p>Reward answers according to the descriptors for each level on the marking grids. Evidence used should be clearly interpreted with clear judgements made about 'how far' for highest levels. Reward any discussion of the reliability of the evidence according to the grids.</p>	

Question	Answer	Marks	Guidance	
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	<p>Britons to seek diplomacy with the Romans.</p> <p>In Caesar's invasions, the effectiveness of British resistance seems to result more from Roman disasters with the weather than British tactics.</p> <p>Dio's account of AD43 lacks detail of the military skirmishes and focuses on the apparent ease of the campaign once Claudius arrives.</p> <p>Lots of the accounts are similar and answers may treat this question thematically or chronologically, both are valid approaches to answering this question.</p>			

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11	<p>AO1 Reward use of appropriate factual information and sources showing events or activity in Britain pre 43, including:</p> <p>Caesar's observations of Britain including the geography and ethnography, BG, 5, 12-14;</p> <p>The situation in Britain regarding the key southern tribes of Catuvellauni, Atrebatas and Trinovantes as well as other minor tribes mentioned by Caesar;</p> <p>Strabo's ethnography and accounts of Caesar's invasions, 4.5.2-4.53;</p> <p>numismatic evidence (LPRIA coins 1-6) use of Celtic and Latin writing shows some sort of link to the Romans as the period goes on; mineral wealth of the tribe in minting gold and bronze coins; succession of Tasciovanus by his son, Cunobelinus; occupied Trinovantes stronghold of Camulodunum; ear of corn on Gold Stater of Cunobelinus shows agricultural wealth of tribe;</p> <p>Overview of the period by Tacitus, Agricola 13. States Britain was 'long neglected' in this period. Refers to individual emperors and their policies on Britain including Augustan and Caligula aborted invasions as well as 'injunction' of Tiberius;</p> <p>Horace Ode 1.35.29-30 explicitly refers to an Augustan invasion in c.26BC as well as Dio, 49.38.2 / 53.25.2 and Tibullus, 3.7.147-150 and</p>	[45]	<p>In response to the question [To what extent do the sources provide an adequate account of Britain and the Britons before AD 43?] reward detailed use of specific sources in AO1.</p> <p>Relevant archaeology such as: Roman goods in graves of tribal leaders such as Aylesford, Welwyn burial and the Lexden Tumulus, finds from the period at Hengistbury Head should be rewarded as appropriate but not expected as they are outside of the specification.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>AO1 = 20</b></p> <p><b>Level 5 18 – 20</b></p> <p><b>Level 4 14 – 17</b></p> <p><b>Level 3 9 – 13</b></p> <p><b>Level 2 5 – 8</b></p> <p><b>Level 1 0 – 4</b></p> <p><b>AO2 = 25</b></p> <p><b>Level 5 22 – 25</b></p> <p><b>Level 4 17 – 21</b></p> <p><b>Level 3 12 – 16</b></p> <p><b>Level 2 6 – 11</b></p> <p><b>Level 1 0 – 5</b></p>

Question	Answer	Marks	Guidance	
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	<p>Horace, Ode 3.5.1-4 clearly refer to the glory which would arise from a successful invasion of Britain;</p> <p>Suetonius, Caligula, 44.2 refers to Caligula's exaggeration of the deditio of Adminius 'as if the whole island had surrendered to him';</p> <p>Strabo 2.5.8 on worthlessness of Britain in the Roman Empire. Referred to as a 'distant country and inhabitants'; harmless due to their isolation;</p> <p>Trade referred to openly by Strabo and alluded to on coin of Verica with emblem of vine-leaf.</p> <p>AO2</p> <p>Look for a clear assessment of 'how complete' with appropriate levels of support from factual knowledge and discussion of the reliability of the sources; there should be discussion of the nature of the sources and how far we can actually understand anything that was happening between Rome and Britain before 43AD, especially after Caesar where the literary sources are scarce.</p> <ul style="list-style-type: none"> <li>Caesar's accounts are by far the most complete but how exaggerated are these and surely it only provides a picture of the</li> </ul>			

Question	Answer	Marks	Guidance	
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	South East.		Generalization and assertion – level 3.	
12	<ul style="list-style-type: none"> <li>• AO1</li> <li>• Reward detailed factual knowledge and sources in line with AO1 grids:</li> </ul> <p>Answers should contain detailed factual knowledge and sources addressing the period directly, from Agricola's northern campaigns to the construction of Hadrian's Wall, including the overall structure and purpose of each, then moving on to the establishment and then abandoning of the Antonine frontier.</p> <p>The walls themselves are evidence of the fluctuation and amendments of the northern frontier from Hadrian to Antoninus Pius.</p> <ul style="list-style-type: none"> <li>• Lots of information in Tacitus' Agricola with supporting archaeology on northern campaigns during the early 80s AD and establishment of Legionary fortress at Inchtuthil; Tacitus, Histories, 1.2 – Britain was conquered and immediately let go;</li> <li>• Tab. Vindol. 2.154 shows occupancy of the Stanegate system towards the end of 1<sup>st</sup> Cent AD.</li> <li>• limited literary evidence in SHA, more detailed on policy of Hadrian than Antoninus Pius;</li> </ul>	[45]	<p>In response to the question [How useful is the evidence for our understanding of Roman policy towards a permanent northern frontier in Britain?] reward detailed use of specific sources in AO1.</p> <p>There is a dearth of detailed sources for the central part of the period specified, and answers which acknowledge this should be rewarded; but at the start of the period there is enough material in the Agricola. For the latter period the archaeological evidence, while sometimes difficult to date, is capped by the building of the wall itself, which must be rewarded as a source if used appropriately.</p> <p>Answers may refer to the establishment of the Gask Ridge and the pre-Hadrianic system along the Stanegate (good evidence at Vindolanda) but this is not necessary for marks in the highest bands.</p>	<p><b>AO1 = 20</b></p> <p><b>Level 5 18 – 20</b></p> <p><b>Level 4 14 – 17</b></p> <p><b>Level 3 9 – 13</b></p> <p><b>Level 2 5 – 8</b></p> <p><b>Level 1 0 – 4</b></p> <p><b>AO2 = 25</b></p> <p><b>Level 5 22 – 25</b></p> <p><b>Level 4 17 – 21</b></p> <p><b>Level 3 12 – 16</b></p> <p><b>Level 2 6 – 11</b></p> <p><b>Level 1 0 – 5</b></p>

Question	Answer	Marks	Guidance	
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	<p>AO2</p> <p>Look for a clear assessment of 'how useful' with appropriate levels of support from factual knowledge and discussion of the reliability of the evidence.</p> <p>The likely reasons which lie behind the movement of the frontier need to be weighed and evaluated appropriately; reward all judgements and examples of causation appropriately applied according to the mark grids.</p> <p>A straight narrative of the stages will not proceed beyond level 3: for the highest bands there must be some explorations of the idea of policy of the Romans (military expansion or lack of, role of protection against Brigantes, desire for glory, demands of the empire, changing importance of Britain as a province, economic issues in holding on to the Highlands; then some consolidation, with a 'change in tactics' from patrols using the Stanegate forts to the construction of a physical barrier in two different locations.</p>			

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