

**GCSE**

**Ancient History**

Unit **A033**: Women in Ancient Politics

General Certificate of Secondary Education

**Mark Scheme for June 2016**

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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
<b>BP</b>	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
<b>A1</b>	Evidence for making a judgement on the quality of AO1 (Recall, Select and Organise) performance in Section B.
<b>A2</b>	Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B.
<b>A3</b>	Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B.
<b>BOD</b>	Indication of where the examiner has given 'Benefit of Doubt' to part of an answer either due to lack of clarity or potential confusion in Section B.
<b>SEEN</b>	Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence in both Sections A and B.

### Subject-specific Marking Instructions

Marking grids should be used throughout. Where 5 has been allocated, examiners should look to award 5 marks if there is not a good reason to go to the bottom of the level

## Option 1: Cleopatra and her impact on Roman politics, 69-30BC

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1	<p><b>General Note</b>  <b>Marking grids should be used throughout. Where 5 has been allocated, examiners should look to award 5 marks if there is not a good reason to go to the bottom of the band.</b></p> <p><b>AO1: Two details with relevant factual detail. [5]</b></p> <p><b><u>Any two details of the meeting.</u></b></p> <p><b><u>Possible answers could include:</u></b></p> <ul style="list-style-type: none"> <li>• Date of meeting 48BC</li> <li>• She was young when they first met – and Caesar was much older. Cleopatra was 21 and Caesar 52</li> <li>• they met at the palace in Alexandria</li> <li>• she had herself rolled up in a rug / carpet, that was supposedly a gift for Caesar</li> <li>• she was smuggled secretly into the palace to meet with Caesar past his guards</li> <li>• it was from this meeting that Caesar was enchanted with the young Cleopatra and they went on to have an affair and have their child Caesarion</li> <li>• she used her female charms to win over Caesar – she did this in their first meeting in order to gain his support / set up a political alliance not just a personal relationship</li> </ul>	[5]	<p><b>Other relevant examples not prescribed here should also be given credit.</b></p> <p>Two details of Cleopatra's first meeting with Julius Caesar with <b>relevant detail</b> for each should be given for high marks.</p>	<p><b>AO1 = 5</b></p> <p>Level 5 5  Level 4 3 – 4  Level 3 2  Level 1/2 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
2a	<p><b>AO1: Key elements of story understood and identified. [4]</b></p> <p><b><u>Examples could include:</u></b></p> <ul style="list-style-type: none"> <li>• An asp was hidden and carried in under some fig leaves</li> <li>• Cleopatra had ordered an asp to be brought to her in this way</li> <li>• she had wanted to asp to bite her without her realizing</li> <li>• however, she uncovered it and said, 'here it was all the time'</li> <li>• she allowed the asp to bite her by baring her arm to it</li> <li>• there was a different story though, that the asp had been locked in a water jar</li> <li>• instead of allowing it to bite her, she had been playing with it and annoying it with a golden stick, and it had jumped up and bitten her</li> <li>• it was also said that she kept poison hidden in her hairpin, which she kept in her hair</li> <li>• there was no sign of poison on her body</li> <li>• others say there were two puncture marks on her arm</li> </ul>	[4]	<p>Candidates must answer <b>using the passage given</b>.</p> <p>There should be a range of examples chosen from the source, with appropriate detail.</p> <p>Candidates who do not specifically refer to the passage, but just give their own ideas about Cleopatra's death may reach Level 3.</p>	<p><b>AO1 = 4</b></p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0 – 1</p>

Question	Answer	Marks	Guidance	
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2b	<p><b>AO2: Understanding [4]</b>  <u>Answers should show an understanding of Cleopatra's attitude to her own death in the passage through discussion of some of the following:</u></p> <ul style="list-style-type: none"> <li>• Candidates may say that it is difficult to know her real attitude, and that there are different accounts of her behaviour and actions</li> <li>• in the first account it seems as though Cleopatra is scared and doesn't want to acknowledge her impending doom – as she wants the asp to be hidden so it will bite her without her knowledge</li> <li>• however, she apparently does acknowledge the asp and when it is revealed she says, 'so here it was all the time'</li> <li>• candidates may offer different explanations of what this may mean – possibly Cleopatra is making a joke and being resigned to her situation, or this is a serious/philosophical way of looking at her situation – that this was to have been her fate all along?</li> <li>• it appears that she has organised the asp and has planned her suicide all along</li> <li>• she seems resigned to her suicide and even offers her own arm to the asp – takes control of her fate and dies in the manner she wishes</li> <li>• however, other accounts suggest the asp bite was just an accident, so maybe her death wasn't the selfless act of martyrdom against the 'tyranny' of Octavian and the Romans that has been portrayed through history</li> <li>• this particular extract also doesn't show her to be the star-crossed lover driven by anguish over Antony's death to commit suicide.</li> </ul>	[4]	<p>Candidates must answer <b>using the passage given</b>.</p> <p>There should be an understanding of Cleopatra's attitude to her own death with appropriate detail.</p> <p>Candidates should refer specifically to information from within the passage for higher levels.</p>	<p><b>AO2 = 4</b></p> <p>Level 5 4  Level 4 3  Level 3 2  Level 1/2 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
2c	<p><b>AO3: Interpretation and Evaluation [5]</b>  <b><u>Answers should note that the passage is from Plutarch, and consider how accurate he might be in this case:</u></b></p> <ul style="list-style-type: none"> <li>• Candidates can suggest that it will be too difficult to assess the accuracy of Cleopatra's death, as Plutarch tells us at the end of the extract that, 'These, therefore, are the various stories of what happened.'</li> <li>• The start of the account claims that, 'we are told...' but Plutarch gives no indication of who exactly has told him these accounts of Cleopatra's death and so difficult to assess accuracy. Later, he again says that 'others tells us' – but with no detail on the authors or origin of these accounts</li> <li>• how does Plutarch know what Cleopatra had 'ordered' or more particularly, what she was thinking and her motives behind her actions – wanting the asp concealed so that she would be bitten without realizing?</li> <li>• Plutarch gives us some direct speech from Cleopatra herself – again, were these words written down by those who were present at this event? Are her words just a rumour or a literary technique used by later writers to give more meaning/poignancy to her death?</li> <li>• this extract gives us a few different accounts of Cleopatra's death, and so Plutarch lets us decide which one seems more accurate/reliable</li> <li>• in terms of accuracy, even Plutarch himself is unsure as he states that, 'no one really knows the truth.'</li> <li>• it sounds as though Plutarch has read or heard of evidence of Cleopatra's dead body – having been checked over two puncture marks were found</li> </ul>	[5]	<p>Candidates should focus on the <b>accuracy</b> of Plutarch.</p> <p>Candidates should relate the evaluation of Plutarch to his description of the particular event in the passage for full marks.</p> <p>Answers which give a general background to the writer without evaluating the passage itself should be awarded level 3.</p> <p>There should be a range of examples chosen from the source, with appropriate detail.</p>	<p><b>AO3 = 5</b></p> <p>Level 5 5  Level 4 3 – 4  Level 3 2  Level 1/2 0 – 1</p>

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			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• Plutarch also uses Octavian as a source of information. He claims that Octavian had believed Cleopatra to have been bitten and that she had shown marks of puncture on her arm</li> <li>• general accuracy of Plutarch – date of writing - writing of paired biographies rather than history, the aim in writing about famous individuals and the audience he's writing for.</li> </ul>			



Question	Answer	Marks	Guidance	
			Content	Levels of Response
3a	<p><b>AO1: Relevant factual knowledge [4]</b>  <b><u>Details of Antony's behaviour could include:</u></b></p> <ul style="list-style-type: none"> <li>• Antony spends his time both in some amusement and dealing with serious matters</li> <li>• Antony, with Cleopatra, played dice, drank and hunted, as well as carrying out military exercise in uniform</li> <li>• he used to like standing outside the doors or windows of ordinary peoples' houses and make fun of them</li> <li>• Antony also liked to play dress-up and put on the clothes of a slave</li> <li>• he was sometimes driven home by people verbally or physically abusing him for his behaviour</li> <li>• most people realised that it was Antony himself when he carried out such 'silly' behaviour</li> <li>• the Alexandrians knew that Antony carried out this kind of behaviour and said that he put on his comic face for them</li> <li>• the 'childish games' he undertook were too numerous for Plutarch to mention them all.</li> </ul> <p><b>AO2: Understanding [5]</b>  <b><u>Understanding of how far Antony's behaviour can be blamed upon Cleopatra's influence could include:</u></b></p> <ul style="list-style-type: none"> <li>• Cleopatra would '<b>always</b> bring some pleasurable diversion or charming activity' to Antony – this suggests that she is behind all of Antony's behaviour, and encourages him to 'divert' away from his usual business</li> <li>• the beginning of this extract gives the impression that Antony was completely 'under control both day and night' by Cleopatra, and that she was able to influence him so much that she had him 'well-trained' to do what she wished</li> </ul>	[14]	<p>Candidates should make full use of the details from <b>within the passage</b> given to answer this question.</p> <p>For high marks candidates should pick out several points from the source extract, explain what they can tell us about how far Antony's behaviour was influenced by Cleopatra, and give some evaluation of the source with relevance to the question.</p> <p>Candidates may argue that it might appear that Antony's behaviour was directly influenced by Cleopatra, but that Antony was ultimately responsible for his own actions, as long as they can back this argument up using the evidence.</p> <p><b>AO3:</b>  Candidates should relate the evaluation of Plutarch <b>specifically</b> to the account of Antony's behaviour in this passage.</p> <p>Candidates must evaluate the passage itself not just give a general background to the writer to gain high marks.</p>	<p><b>AO1 = 4</b></p> <p>Level 5 4  Level 4 3  Level 3 2  Level 1/2 0 – 1</p> <p><b>AO2 = 5</b></p> <p>Level 5 5  Level 4 3 – 4  Level 3 2  Level 1/2 0 – 1</p> <p><b>AO3 = 5</b></p> <p>Level 5 5  Level 4 3 – 4  Level 3 2  Level 1/2 0 – 1</p>

Question	Answer	Marks	Guidance	
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	<ul style="list-style-type: none"> <li>• when Antony is playing dice, drinking and hunting, Cleopatra is always there by his side, again suggesting that she is encouraging this behaviour</li> <li>• Antony may be eager to please her by doing such things, and is even portrayed as 'showing off' to her when she watched him exercise in his armour</li> <li>• when Antony stood outside peoples' houses to make fun of them, she too put on the clothes of a servant-girl and 'joined him in his games'</li> <li>• however, this makes it sound as though these kind of games were of Antony's invention and intention, and that she was merely 'playing along' with Antony's own silly behaviour, as though trying to keep up with him</li> <li>• the last section of this extract makes no mention of Cleopatra's involvement in Antony's such 'silly behaviour', and that it was all of Antony's doing</li> <li>• the Alexandrians all knew what Antony was like, and they too played along with his childish games. It seems as though he was already prone to behave in this way without Cleopatra's influence, as he 'put on his tragic face for the Romans and his comic one for them.'</li> </ul> <p><b>AO3: Evaluation and interpretation of the source [5]</b>  <u>Passage should be evaluated in the context of Plutarch's description of Cleopatra's influence upon Antony's behaviour:</u></p> <ul style="list-style-type: none"> <li>• Plutarch – writing c.100 years after the events;</li> <li>• it seems as though Cleopatra is given the usual literary reputation of holding major influence over men, to the point of 'training' and keeping them 'under control', but this could just be a stereotype</li> </ul>		<p>There should be a range of examples chosen from the source, with appropriate detail.</p>	

Question	Answer	Marks	Guidance	
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	<ul style="list-style-type: none"> <li>• the story of Antony (and Cleopatra) standing outside peoples' houses at night to make fun of them sounds more anecdotal, and would be more likely based on rumour and hearsay</li> <li>• however, Plutarch suggests that ALL the Alexandrians knew of Antony's childish and silly behaviour, and so this kind of activity would have been well-known amongst a lot of people</li> <li>• Plutarch says that he will not list the countless examples of Antony's silly behaviour – suggesting that there is a lot more evidence for this kind of thing – or just a lot more rumour and gossip</li> <li>• these few examples might just be used for a purpose by Plutarch to show the degeneration of Antony and Cleopatra as decadent, flawed characters, and therefore highlight in hindsight the reasons for their political and personal failure</li> <li>• general information on the writers such as background, date of writing, style of writing and purpose of writing.</li> </ul>			

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3b	<p><b>AO1: Factual Details [5]</b>  <b><u>Details of Cleopatra and Antony's interests (amusements, politics or war) might include discussion of some of the following:</u></b></p> <ul style="list-style-type: none"> <li>• First meeting at Tarsus between Cleopatra and Antony – less of a political meeting and more a competition for display to outdo each other with grandeur</li> <li>• Cleopatra was concerned about her image and presenting herself as Aphrodite when meeting Antony, and then trying to outdo him when she invited him to dinner</li> <li>• Cleopatra and Antony go to Alexandria whilst Fulvia is fighting Octavian on his behalf in Rome, and a Parthian army was about to invade Syria</li> <li>• their time in Alexandria was spent with the 'inimitable livers' giving endless feasts</li> <li>• story of their fishing trip where again Antony is caught up with trying to impress Cleopatra</li> <li>• it is after this that messages are brought to him about Fulvia and Lucius waging war on Octavian and the Parthian army overrunning Asia and Syria – Antony is very worried and went to Phoenicia and then Italy to sort out the situations</li> <li>• Antony meets with Octavian on a few occasions, makes treaties and agrees to exchange ships and men</li> <li>• Antony gives away lands to Cleopatra as though they are gifts to a lover, and this angers the Romans</li> <li>• Antony does wage war against the Parthians but it is unsuccessful</li> <li>• Cleopatra spent her time playing games trying to flatter and seduce Antony to stop him from going on campaign to Syria – and she succeeds</li> </ul>	[18]	<p>Candidates should refer <b>both</b> to this passage <b>and</b> others for highest marks.</p> <p>Candidates must discuss the question with reference to a range of detail from more than one source to gain marks in the top levels for AO3. They must <b>evaluate</b> as well as <b>interpret</b> what the sources tell us about how far Cleopatra and Antony were more interested in their own amusements than politics or war.</p> <p>Candidates should try to expand their answer beyond the passage given to show <b>thorough</b> factual knowledge and understanding of Cleopatra and Antony's priorities.</p> <p><b>AO3:</b>  General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to what they tell us about Cleopatra and Antony's priorities for high marks in upper bands.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p>	<p><b>AO1 = 5</b></p> <p>Level 5 5  Level 4 3 – 4  Level 3 2  Level 1/2 0 – 1</p> <p><b>AO2 = 5</b></p> <p>Level 5 5  Level 4 3 – 4  Level 3 2  Level 1/2 0 – 1</p> <p><b>AO3 = 8</b></p> <p>Level 5 7 – 8  Level 4 5 – 6  Level 3 3 – 4  Level 1/2 0 – 2</p>

Question	Answer	Marks	Guidance	
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	<ul style="list-style-type: none"> <li>• when war is inevitable between Antony and Octavian, Cleopatra tries everything she can to involve herself and get Antony to allow her to take part, as well as giving men and ships.</li> <li>• Antony even marries Octavia to make a political alliance with Octavian, despite the time he has spent with Cleopatra</li> <li>• the successes in Parthia are more due to his generals, such as Ventidius, Sossius and Canidius, than Antony himself</li> <li>• Antony is so eager to spend the winter with Cleopatra that he goes to war too early and makes a mess of the management of the campaign</li> </ul> <p><b>AO2: Understanding [5]</b>  <u>Understanding of how far Cleopatra and Antony put their own amusements above concerns for politics or war could include:</u></p> <ul style="list-style-type: none"> <li>• Plutarch tells us that Antony had a reputation for outrageous fun and joking even before he fell in love with Cleopatra</li> <li>• Plutarch suggests that ‘this was Antony’s character’ when his love for Cleopatra overtook him and his hidden passions were brought to the surface ending in ‘near madness’ for Antony</li> <li>• this suggests that Antony always had the potential to act in this way, and allow himself to give in to his urges</li> <li>• after spending time with Cleopatra he apparently becomes ‘controlled’ by her, and he lets himself be ‘carried off’ to Alexandria which suggests that he put amusements before politics and war because of Cleopatra’s influence upon him</li> </ul>		<p>Candidates should relate the evaluation of sources <b>specifically</b> to Cleopatra and Antony’s interests in amusements, politics or war.</p>	

Question	Answer	Marks	Guidance	
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	<ul style="list-style-type: none"> <li>• however, when Antony finds out about Fulvia and the Parthians, we are told he awoken as from a 'deep sleep' and is shaken back into going out to stop the Parthians, and even meets with Octavian and agrees to a peace treaty and a division of the Empire between them</li> <li>• it shows that when it is needed Antony does not let his amusements with Cleopatra overshadow his political and military plans</li> <li>• Cleopatra is again blamed for leading Antony astray when he sails back to the East to deal with the Parthians</li> <li>• he loses 8,000 men and when Cleopatra takes her time travelling to meet him he just gets drunk!</li> <li>• both Antony and Cleopatra take the Battle of Actium seriously, they just make bad decisions and luck and the gods are not on their side!</li> <li>• their interest in amusements and lack of interest in politics and war seems to reverse once Antony has turned against Octavia/Octavian and has to prepare for civil war. Their outrageous behaviour is more prominent in their early relationship.</li> </ul> <p><b>AO3: Interpretation, Evaluation and Response [8]</b>  <b><u>Answers may include:</u></b></p> <ul style="list-style-type: none"> <li>• It is difficult to know the extent to which Cleopatra and Antony put amusements before politics and war in the sources as the stories/rumours about their outrageous behaviour predominate to emphasis their flawed characters</li> <li>• this is particularly highlighted in the sources which are Roman rather than Egyptian, and written either by Augustus' propagandist poets, or by Plutarch who was not present at the time, and who was writing paired biographies for a purpose to show character.</li> </ul>			

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	<ul style="list-style-type: none"> <li>• a lot of information about their outrageous behaviour comes from anecdotes, and it is difficult to know how reliable Plutarch is in these cases</li> <li>• although some details about their behaviour might have some truth to them, there may have been exaggeration and hyperbole</li> <li>• general information on the writers such as background, date of writing, style of writing and purpose of writing.</li> </ul>			

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4	<p><b>AO1: Factual details [10]</b>  <u>Answers should focus on Caesar and Antony's relationship with Cleopatra, and may include some of the following:</u>  <b>Julius Caesar:</b></p> <ul style="list-style-type: none"> <li>• Their first meeting where Cleopatra rolled herself up inside a rug to be delivered to Caesar</li> <li>• Caesar and Cleopatra have a son named Caesarion</li> <li>• Cleopatra's visit to Rome in 44BC</li> <li>• Caesar's will naming Octavian rather than Caesarion as his heir after his assassination</li> </ul> <p><b>Mark Antony:</b></p> <ul style="list-style-type: none"> <li>• Cleopatra's first meeting with Antony at Tarsus</li> <li>• time spent together in the East</li> <li>• they have children together</li> <li>• donations of Alexandria</li> <li>• the Battle of Actium</li> </ul> <p><b>AO2: Understanding [10]</b>  <u>Understanding of how far Caesar and Antony used Cleopatra only to gain power in the East could include:</u></p> <ul style="list-style-type: none"> <li>• Cleopatra seemed to need Caesar more than the other way around at their first meeting, as she required the power and position of Caesar and Rome to get rid of her brother Ptolemy XIII and reinstate her on the throne</li> <li>• however, Caesar saw the political strategy of supporting Cleopatra's claim to the throne so that she would be in debt to him and he could use her loyalty almost as a client queen to Rome</li> <li>• to have a child with her suggests that he loved her, or just that he wanted to make a stronger political link, and have an heir that could take power in Egypt/Rome if either of them died</li> </ul>	[30]	<p>Candidates should focus their answers on the four bullet points given in the exam paper.</p> <p>For high marks candidates should <b>thoroughly</b> interpret and evaluate the sources alongside <b>thorough</b> factual knowledge to come to a judgement about how far Caesar and Antony used Cleopatra only to gain power in the East.</p> <p>Answers which only cover one aspect of this question will not be able to show thorough understanding and will find it difficult to come to a reasoned and substantiated conclusion.</p> <p><b>AO2:</b>  Candidates may argue that Caesar and Antony had a relationship with Cleopatra to not only gain power in the East, but also to gain power back in Rome/Italy and the West. Candidates can argue that only <b>one</b>, not both, of these leaders was interested in Cleopatra for the power they could gain.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10  Level 4 7 – 8  Level 3 5 – 6  Level 2 3 – 4  Level 1 0 – 2</p> <p><b>AO2 = 10</b></p> <p>Level 5 9 – 10  Level 4 7 – 8  Level 3 5 – 6  Level 2 3 – 4  Level 1 0 – 2</p> <p><b>AO3 = 10</b></p> <p>Level 5 9 – 10  Level 4 7 – 8  Level 3 5 – 6  Level 2 3 – 4  Level 1 0 – 2</p>



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	<ul style="list-style-type: none"> <li>• Caesar loved Cleopatra enough to have a relationship with her when it was frowned upon and not supported by most Romans</li> <li>• Antony used his relationship with Cleopatra not only to gain a power base in Egypt, but to gain power in other areas of the East, most importantly Armenia and Parthia</li> <li>• however, he often put his relationship with Cleopatra above going out on campaign in the East, and lost the momentum in gaining territories</li> <li>• Antony goes back to the East to be with Cleopatra / to use Egypt as a power base even after he has made an alliance with Octavian and married Octavia</li> <li>• Antony hands out lands and titles to Cleopatra and their children which suggests that Antony is the one with all the power</li> <li>• Antony needed the support of Cleopatra and her ships/men to fight off Octavian in the civil war at the Battle of Actium. If Antony had won the battle he would have been able to use Egypt as a base from which he controlled the East and West</li> </ul> <p><b>AO3: Interpretation, Evaluation and Response [10]</b>  <b><u>Answers may include:</u></b></p> <ul style="list-style-type: none"> <li>• It will be very difficult for the ancient writers to know the true motives of Caesar and Antony – we don't have anything written by them about their own personal lives</li> <li>• the majority of sources suggest that it was Cleopatra herself who was manipulating and using the Roman leaders for her own purposes – but this is often used as a stereotype</li> </ul>		<p>Candidates could also argue that Caesar and Antony could have genuinely loved Cleopatra but <b>also</b> used her to gain power.</p> <p><b>AO3:</b>            General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to whether Caesar and Antony only used Cleopatra to gain power in the East for high marks in upper bands.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail. Candidates should relate the evaluation of sources <b>specifically</b> to how far Caesar and Antony used Cleopatra only to gain power in the East.</p>	

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	<ul style="list-style-type: none"> <li>• a lot of the sources are very interested in the personal relationships between Cleopatra and Roman leaders, including gossip and anecdotes, to make their works more interesting for their readers</li> <li>• however, the political and military aspects of the relationship/alliance between Roman leaders and Cleopatra may be more reliable in the ancient sources</li> <li>• general information on the writers such as background, date of writing, style of writing and purpose of writing.</li> </ul>			

Question	Answer	Marks	Guidance	
			Content	Levels of Response
5	<p><b>AO1: Factual details [10]</b>  <u>Answers may include some of the following details of Cleopatra's personal and political life:</u></p> <ul style="list-style-type: none"> <li>• Cleopatra was young when she took power</li> <li>• her reign lasted for 19 years</li> <li>• she removed her own brother from power and put herself back on the throne</li> <li>• murders of her brothers Ptolemy XIII, Ptolemy XIV and sister Arsinoe</li> <li>• however, she was the last of the line of Ptolemies, and she lost Egypt to Rome after the Battle of Alexandria in 30BC</li> <li>• relationship with Caesar – this was both personal and political</li> <li>• relationship with Mark Antony – this was both personal and political</li> <li>• her achievements in Egypt</li> <li>• battles of Actium and Alexandria</li> <li>• Mark Antony's death and her own suicide</li> </ul> <p><b>AO2: Understanding [10]</b>  <u>Understanding of how far Cleopatra achieved a lot in her personal and political life could include:</u></p> <ul style="list-style-type: none"> <li>• It was an achievement to get the throne back from her brother and then stay in power for so long</li> <li>• she achieved a link with Rome through her relationship with Caesar which was useful for her politically</li> <li>• the son they had together was an achievement for her personally as it cemented her relationship with Caesar</li> <li>• Caesarion was also a political achievement as he was an heir to Caesar and gave Cleopatra a claim to his legacy not just in the East but in Rome</li> </ul>	[30]	<p>Candidates should focus their answers on the four bullet points given in the exam paper.</p> <p>For high marks candidates should <b>thoroughly</b> interpret and evaluate the sources alongside <b>thorough</b> factual knowledge to come to a judgement about how far Cleopatra achieved a lot personally or politically in her life</p> <p>Answers which only give a general narrative of Cleopatra's life, will not be able to show thorough understanding and will find it difficult to come to a reasoned and substantiated conclusion.</p> <p>Candidates can make the point that at times Cleopatra's personal and political life are one and the same</p> <p><b>AO3:</b>            General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to whether or not Cleopatra achieved a lot personally or politically</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10            Level 4 7 – 8            Level 3 5 – 6            Level 2 3 – 4            Level 1 0 – 2</p> <p><b>AO2 = 10</b></p> <p>Level 5 9 – 10            Level 4 7 – 8            Level 3 5 – 6            Level 2 3 – 4            Level 1 0 – 2</p> <p><b>AO3 = 10</b></p> <p>Level 5 9 – 10            Level 4 7 – 8            Level 3 5 – 6            Level 2 3 – 4            Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• in the end her relationship with Caesar brought no further political power, and she was left in the same position after his assassination as Octavian was named heir in his will</li> <li>• therefore her personal relationship with Caesar was not an achievement as he died early on</li> <li>• her attempts to ally herself with the Caesarian faction and Dolabella after Caesar's death came to nothing – she was summoned by Antony to answer to her actions</li> <li>• she achieved a lot personally with Mark Antony as she loved him and won him over so that he fell in love with her</li> <li>• again she was able to cement her relationship with Antony by having children with him</li> <li>• Antony still married Octavia back in Rome even after they had spent time together, as Antony had made an alliance with Octavian</li> <li>• Antony stayed in the East and put off campaigns to be with her so she had achieved gaining control over him</li> <li>• this alliance was soon broken though, and Cleopatra achieved consolidating a power base with Antony in the East to challenge Rome in the West</li> <li>• through the donations of Alexandria Cleopatra not only achieved more status and prestige being named co-ruler of Egypt and Cyprus with Caesarion, but her children gained important lands</li> <li>• when Cleopatra and Antony were together they did not achieve a lot politically as they spent their time in leisure, amusements, feasting, dressing up as gods etc.</li> <li>• Cleopatra did not achieve anything at the Battle of Actium in 31BC, as she fled back to Alexandria and left Antony's forces to surrender to Octavian</li> </ul>		<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Candidates should relate the evaluation of sources <b>specifically</b> to how far Cleopatra achieved a lot</p>	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• Cleopatra was also not able to achieve any kind of political alliance with Octavian when he came to Alexandria in 30BC, and essentially lost control of her kingdom</li> <li>• however, she achieved political independence and chose her own fate, to die rather than be paraded in chains as a captive of Octavian back in Rome</li> <li>• in the end Mark Antony killed himself after her faked suicide – their children did survive the Roman take-over of Egypt, but never achieved the power their parents had.</li> </ul> <p><b>AO3: Interpretation, Evaluation and Response [10]</b>  <b><u>Answers may include:</u></b></p> <ul style="list-style-type: none"> <li>• Candidates could argue that what we see as achievements or lack of them, may be very different to what Cleopatra felt were her own achievements</li> <li>• anything positive which could be seen as an achievement for Cleopatra may be written about in a negative way to show Cleopatra as a failure</li> <li>• the fact that Cleopatra has been immortalized in the sources, and written about with such importance, and is therefore still famous even today, is an achievement in itself</li> <li>• the sources show that she achieved a lot as a woman in the ancient world – when most women were not allowed political power or to be involved in military campaigns</li> <li>• the sources blame Cleopatra for a lack of achievements by Caesar and Antony when she has ‘bewitched’ them and gained control over them, and that her achievement was being able to influence important Roman leaders</li> <li>• general information on the writers such as background, date of writing, style of writing and purpose of writing.</li> </ul>			

## Option 2: Agrippina and her influence on Roman politics, AD41-59

Question	Answer	Marks	Guidance	
			Content	Levels of Response
6	<p><b>AO1: Two details with relevant factual detail. [5]</b></p> <p><b><u>Any two examples with detail.</u></b></p> <p><b><u>Possible answers could include:</u></b></p> <ul style="list-style-type: none"> <li>• She engineered the betrothal and marriage between Nero and Octavia after getting rid of Octavia's previous suitor</li> <li>• she wanted Nero to marry Octavia not for love but so that he would have a stronger claim to the throne, which would benefit her</li> <li>• she gave support to Octavia when Nero was turning against her</li> <li>• she tried to dissuade Nero from having a relationship with the slave girl Acte</li> <li>• when she failed to stop Nero in this, she even offered him her own bedchamber to conduct his affair in!</li> <li>• she was unable to control Nero once he had fallen in love with Poppaea, and she was openly opposed to their relationship</li> <li>• candidates will probably make the point that Agrippina got involved with his love life so much that she was supposed to have had an incestuous affair with Nero herself – in a litter with evidence of stains on his toga!</li> <li>• Credit references to Domitia Lepida and Nero's non-Romantic relationships</li> </ul>	[5]	<p><b><u>Other relevant examples not prescribed here should also be given credit.</u></b></p> <p>Two ways in which Agrippina involved herself in Nero's relationship with women should be given here, with <b>relevant detail</b> for each for high marks.</p>	<p><b>AO1 = 5</b></p> <p>Level 5 5</p> <p>Level 4 3 – 4</p> <p>Level 3 2</p> <p>Level 1/2 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
7a	<p><b>AO1: Key elements of image understood and identified. [4]</b></p> <p><b><u>Examples could include:</u></b></p> <ul style="list-style-type: none"> <li>• Nero's names/titles are listed on the reverse – he is given the names/titles Caesar Augustus and is linked to Claudius' side of the family through the name Germanicus (although he is Nero's grandfather through his mother Agrippina the Younger), and his description as 'Neroni Claud Divi F' – son of the divine Claudius</li> <li>• Nero's military and political status even at the age of 17 is shown by the title Imperator (IMP) and power Tribunicia Potestas (TRP)</li> <li>• it appears that Nero was popular with, and had the support of, the Senate, as the legend 'exsc' is given on the reverse of the coin – 'ex senatus consultum' – by decision of the Senate</li> <li>• Nero is depicted with Agrippina facing one another, suggesting that they had a good relationship upon his accession and in his first year/s</li> <li>• this may show that Agrippina was not just a beloved mother of the emperor, but also an important political advisor or even a co-ruler or empress</li> <li>• the coin shows the importance of the Imperial family and Imperial household in Nero's early reign</li> <li>• it shows a united and stable regime after the death of the last emperor- an attempt to foster confidence and loyalty in the people</li> <li>• minting gold coins shows a healthy economy/imperial purse at the start of his reign?</li> </ul>	[4]	<p>Candidates must answer <b>using the image given.</b></p> <p>There should be a range of examples chosen from the source, with appropriate detail.</p> <p>Candidates who just give their own ideas about Nero's early reign without specific reference to this image may reach level 3.</p>	<p><b>AO1 = 4</b></p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
7b	<p><b>AO2: Understanding [4]</b>  <b><u>Answers should show an understanding of Agrippina's political power and personal importance in this image.</u></b>  <b><u>Possible answers could include any of the following:</u></b></p> <ul style="list-style-type: none"> <li>• Unusual / rare for a woman to even be depicted with such prominence on the coins (although there are previous examples including Caligula with his sisters Drusilla and Agrippina herself)</li> <li>• Agrippina has been allowed to be depicted on the obverse of the coin</li> <li>• Agrippina is even shown as having equal prominence with Nero as they are the same size and are facing each other</li> <li>• this therefore suggests that Agrippina has equal political power and importance with Nero – almost like a co-ruler helping him rule in his first year/s</li> <li>• this is also backed up by Agrippina's inscription taking precedent over that of Nero's – 'Agrippina, Augusta, wife of the divine Claudius, mother of Nero' has been placed on the obverse</li> <li>• some candidates may even have been taught that Agrippina's name appears in the Nominative (subject), whilst Nero's name is only in the Genitive even though he is emperor</li> <li>• Nero's inscription showing his names, titles and powers is relegated to the reverse shown around the oak wreath</li> <li>• Agrippina may have been able to use her position as the wife of Claudius, and her status to have coins like these minted to increase her political prominence</li> <li>• or she may have used dominance over her young son as his manipulative mother to have them minted.</li> </ul>	[4]	<p>Candidates must answer <b>using the image given.</b></p> <p>There should an understanding of Agrippina's political power and personal importance with appropriate detail.</p> <p>Candidates must refer specifically to information from within the image to gain high marks.</p>	<p><b>AO2 = 4</b></p> <p>Level 5 4  Level 4 3  Level 3 2  Level 1/2 0 – 1</p>



Question	Answer	Marks	Guidance	
			Content	Levels of Response
7c	<p><b>AO3: Interpretation and Evaluation [5]</b>  <b><u>Answers may note that the image is a coin dated to AD54, and consider how reliable it might be in this case:</u></b></p> <ul style="list-style-type: none"> <li>• This coin dates to AD54 and so portrays the situation upon Nero's accession and his earliest months of being emperor, but things may have changed over time even in his first 'five good years'</li> <li>• the coin bears the legend 'EXSC', suggesting that the coin was minted with the authority of the Senate, but there was probably influence from Nero/Agrippina to mint a coin showing them face to face as it is unlikely that the Senate would have been happy with the prominence given to Agrippina</li> <li>• coins were objects used throughout Rome, Italy and the Empire and so were important as material and visual propaganda to spread ideas</li> <li>• coins only give an 'official' image of emperors and their reign, and do not necessarily give the real picture of people and events</li> <li>• this is a valuable piece of contemporary evidence which may have been commissioned by Nero himself – shows how he wants his reign to be portrayed to everyone – maybe he wanted people to realise the power and importance of his mother as the new 'Augusta'</li> </ul>	[5]	<p>Candidates should focus on the <b>reliability</b> of the coin in Image 2A.</p> <p>Candidates should relate the evaluation of the coin in Image 2A <b>specifically</b> to Agrippina's power and importance in Nero's early reign.</p> <p>Candidates must evaluate the coin in Image 2A itself not just give a general description of what it looks like to gain high marks.</p> <p>There should be a range of examples chosen from the source, with appropriate detail.</p>	<p><b>AO3 = 5</b></p> <p>Level 5 5  Level 4 3 – 4  Level 3 2  Level 1/2 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
8a	<p><b>AO1: Relevant factual knowledge [4]</b>  <b><u>Details of Claudius favouring Nero over Britannicus could include:</u></b></p> <ul style="list-style-type: none"> <li>• Centurions and tribunes who sympathized with Britannicus were removed</li> <li>• freedmen too, who were loyal to Britannicus were also 'got rid of'</li> <li>• candidates could argue that it wasn't just Claudius who had preferred Nero over Britannicus, as it was the senators who had apparently 'decided' upon Nero's adoption and the people had 'ordered' it</li> <li>• Claudius was 'angered' by the accusations made against Britannicus' teachers and exiled or executed them</li> <li>• Agrippina is the one who is making these accusations though</li> <li>• he even placed Britannicus under the guardianship of others who were provided by Agrippina herself</li> <li>• even a new Praetorian guard, Burrus, was chosen as the others Geta and Crispinus were also loyal to Messalina's children.</li> </ul> <p><b>AO2: Understanding [5]</b>  <b><u>Understanding of how far Agrippina influenced Claudius into favouring Nero over Britannicus could include:</u></b></p> <ul style="list-style-type: none"> <li>• Those centurions and tribunes who were apparently sympathetic to Britannicus' situation, were removed either for 'false reasons' or with the 'pretence of giving honours to them'</li> <li>• this suggests that they were REALLY removed just because of their support of Britannicus who could be a threat to Nero being named heir and taking the throne</li> </ul>	[14]	<p>Candidates should make full use of the details from <b>within the passage</b> given to answer this question.</p> <p>For high marks candidates should pick out several points from the source extract, explain what they can tell us about how far Agrippina influenced Claudius into favouring Nero over Britannicus, and give some evaluation of the source with relevance to the question.</p> <p><b>AO2:</b>  Candidates could also argue that although Agrippina is bringing news of hostile teachers and problems between Nero and Britannicus to Claudius, that Claudius is ultimately emperor and therefore in control of his own decisions. They could also argue that Claudius may have favoured Nero over Britannicus, but this was not due to Agrippina's influence, but Claudius' own desire to protect Britannicus by taking him out of the spotlight and not making him any more of a target for his ambitious wife and step-son.</p>	<p><b>AO1 = 4</b></p> <p>Level 5 4  Level 4 3  Level 3 2  Level 1/2 0 – 1</p> <p><b>AO2 = 5</b></p> <p>Level 5 5  Level 4 3 – 4  Level 3 2  Level 1/2 0 – 1</p> <p><b>AO3 = 5</b></p> <p>Level 5 5  Level 4 3 – 4  Level 3 2  Level 1/2 0 – 1</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• those freedmen who were removed, were done so using bribes, and those who wouldn't take bribes were removed by the use of an 'excuse'</li> <li>• it seems that Agrippina used the excuse that they were greeting Nero as 'Domitius' which suggests lack of support for Nero's adoption by Claudius it was definitely Agrippina who then went and complained to Claudius about this and warned him that it could be the start of 'some trouble' between the two boys</li> <li>• she manipulates Claudius into thinking that his own freedmen are contemptuous of his adoption of Nero and are insubordinate so need to be dealt with harshly</li> <li>• she may also be manipulating his own fears about the stability and security of his reign and his plans for succession</li> <li>• she does this by telling Claudius that if these 'hostile' teachers were not stopped it would 'be disaster for the state'</li> <li>• Claudius seems manipulated as he replaces the teachers of Britannicus not with men of his own choosing, but those chosen by his step-mother, the one who had already complained about Britannicus' rivalry with her own son</li> <li>• Agrippina's manipulation of Claudius was necessary as she 'did not dare to make a play for supreme power' until she was able to remove the Praetorian guards and replace them with ones who supported her cause</li> <li>• Claudius almost seems secondary to the events described in this passage, as it appears that Britannicus' prominence is being downgraded by Agrippina herself with her machinations to replace anyone in the Imperial household who would favour Britannicus over Nero.</li> </ul>		<p><b>A03:</b> Candidates should relate the evaluation of Tacitus <b>specifically</b> to the account of Claudius favouring Nero over Britannicus in this passage.</p> <p>Candidates must evaluate the passage itself not just give a general background to the writer to gain high marks.</p> <p>There should be a range of examples chosen from the source, with appropriate detail.</p>	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p><b>AO3: Evaluation and interpretation of the source [5]</b>  <b><u>Passage should be evaluated in the context of Tacitus' description of Agrippina influence over Claudius:</u></b></p> <ul style="list-style-type: none"> <li>• A lot of the information in this passage is relating to secretive, underhand deception – ‘false reasons’, ‘pretence’, ‘excuses’ – which would be difficult to know for certain</li> <li>• there are also references to things which Agrippina and Claudius have said – how would Tacitus know these kinds of conversations, as they are more personal than official?</li> <li>• Tacitus also seems to suggest Agrippina’s hidden motives and ambitions in his writing, for example as a step-mother – these are inferred and hinted at throughout – that she was behind the removal of all threats to herself and Nero, and that her ultimate aim was ‘supreme power’</li> <li>• again, it is impossible for Tacitus to know such personal information, and he may be unreliable in his portrayal of Agrippina as power-hungry and manipulative because he has a bias against Imperial women having power</li> <li>• general information on the writers such as background, date of writing, style of writing and purpose of writing.</li> </ul>			

Question	Answer	Marks	Guidance	
			Content	Levels of Response
8b	<p><b>AO1: Factual Details [5]</b>  <b><u>Details of Britannicus and other obstacles in the way of Agrippina and Nero's plans for power could include: Britannicus being an obstacle:</u></b></p> <ul style="list-style-type: none"> <li>• Britannicus was the true son of Claudius by blood and therefore the rightful heir to the throne</li> <li>• Britannicus was only slightly younger than Nero, and so if Claudius died after Britannicus had taken the toga virilis he could provide a challenge to Nero's claim to the throne</li> <li>• As seen from the passage, Britannicus has supporters within the Imperial household</li> <li>• Britannicus is even a possible threat to Nero after his accession and doesn't last long</li> <li>• it is also said that he repented of having married Agrippina and knew that she and Nero were plotting against him</li> <li>• candidates could argue that Agrippina was an obstacle to Nero's plans for power, as she started to control him and dominate his early reign too much</li> </ul> <p><b><u>Other obstacles to their plans for power:</u></b></p> <ul style="list-style-type: none"> <li>• The Praetorian prefects Lusius Geta and Rufius Crispinus</li> <li>• The teachers of Britannicus who were loyal to him and the memory of his mother Messalina</li> <li>• Claudius himself – Agrippina had to make sure that Claudius promoted Nero</li> <li>• Claudius was apparently starting to favour Britannicus as his heir towards the end of his life</li> </ul>	[18]	<p>Candidates should refer <b>both</b> to this passage <b>and</b> others for highest marks.</p> <p>Candidates must discuss the question with reference to a range of detail from more than one source to gain marks in the top levels for AO3. They must not forget to <b>evaluate</b> as well as <b>interpret</b> what the sources tell us about obstacles in the way of Agrippina and Nero's plans for power.</p> <p>Candidates should try to expand their answer beyond the passage given to show <b>thorough</b> factual knowledge and understanding of the obstacles in the way of Agrippina and Nero's plans for power.</p> <p><b>AO3:</b>  General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to Nero and Agrippina's plans for power for high marks in upper bands.</p>	<p><b>AO1 = 5</b></p> <p>Level 5 5  Level 4 3 – 4  Level 3 2  Level 1/2 0 – 1</p> <p><b>AO2 = 5</b></p> <p>Level 5 5  Level 4 3 – 4  Level 3 2  Level 1/2 0 – 1</p> <p><b>AO3 = 8</b></p> <p>Level 5 7 – 8  Level 4 5 – 6  Level 3 3 – 4  Level 1/2 0 – 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• candidates could argue that Nero was an obstacle to Agrippina's plans for power, as he became more difficult to control after the first few years and started to listen more to his advisors and Poppaea than to her.</li> </ul> <p><b>AO2: Understanding [5]</b>  <b><u>Understanding of obstacles to Nero and Agrippina's power could include:</u></b></p> <ul style="list-style-type: none"> <li>• Agrippina had to act quickly and kill Claudius to make sure that his reconciliation with Britannicus and any possible change to his will wasn't a threat to Nero becoming emperor</li> <li>• Agrippina apparently had a sexual relationship with Pallas to ensure his loyalty to her, and Nero's, cause</li> <li>• even after Nero's accession, it wasn't long before Britannicus died – accounts suggest that he was poisoned by Nero, although Agrippina had no knowledge of this</li> <li>• Narcissus was also forced to commit suicide upon Nero's accession as he was thought to still be loyal to Claudius' memory. Silanus too was removed without Nero's knowledge as Agrippina felt he was a threat</li> <li>• maybe the senate would have been an obstacle to their plans as the senate would have traditionally been opposed to the kind of power Agrippina was wielding, and may have been against a 17 year boy ruling the whole Roman empire</li> <li>• Domitia Lepida didn't provide an obstacle, but she was still dealt with by Agrippina as she was worried that Lepida may use her close relationship with Nero to take her place.</li> </ul>		<p>There should be a range of examples chosen from the sources, with appropriate detail. Candidates should relate the evaluation of sources <b>specifically</b> to their plans for power.</p>	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p><b>AO3: Interpretation, Evaluation and Response [8]</b>  <b><u>Answers may include:</u></b></p> <ul style="list-style-type: none"> <li>• Tacitus and Suetonius have the benefit of hindsight when writing about the reigns of Claudius and Nero, and will be able to see more clearly the steps to power taken by Agrippina and Nero</li> <li>• the ancient sources can show the facts of what happened, but it will be harder for them to know the personal ambitions and plans which Nero and Agrippina may have had</li> <li>• the sources portray Agrippina as being the one who has plans for gaining power and positions for her son Nero – it is unknown whether Nero was even aware of the plan to murder Claudius(if we are to believe the stories in the sources that Claudius was indeed murdered)</li> <li>• Agrippina and Nero are seen to have different plans for power once Nero is actually emperor and the sources like to emphasise this conflict between Nero and his mother</li> <li>• general information on the writers such as background, date of writing, style of writing and purpose of writing.</li> </ul>			

Question	Answer	Marks	Guidance	
			Content	Levels of Response
9	<p><b>AO1: Factual details [10]</b>  <b><u>Details of Claudius' reign could include:</u></b></p> <ul style="list-style-type: none"> <li>• Claudius' marriage to Agrippina</li> <li>• he killed 35 senators and 300 knights on his own order during his reign</li> <li>• the marriage between Octavia and Nero</li> <li>• Agrippina arranges for Seneca's recall, and for him to take the praetorship</li> <li>• she puts Seneca in charge of Nero's education</li> <li>• Agrippina organised the prosecution of Lollia Paulina</li> <li>• Domitius' adoption by Claudius</li> <li>• prosecutions of notable individuals</li> <li>• Nero's promotion as heir and successor</li> </ul> <p><b>AO2: Understanding [10]</b>  <b><u>Understanding of how far Agrippina was in control of everything could include:</u></b></p> <ul style="list-style-type: none"> <li>• There were other important people in Claudius' household and government – his Imperial freedmen Pallas, Narcissus and Callistus</li> <li>• the sources suggest that Claudius was not only under the control of Agrippina but also of his freedmen</li> <li>• Agrippina was supposedly in a relationship with the freedman Pallas which would have allowed her even more power over Claudius</li> <li>• Suetonius suggests the he gave them honours, titles and freedom, and even that most of the time he had no knowledge of what he was doing</li> <li>• Suetonius suggests that Claudius claims he had never given the order for certain senators to be killed – these had been organised by his freedmen instead</li> </ul>	[30]	<p>Candidates should focus their answers on the four bullet points given in the exam paper.</p> <p>For high marks candidates should <b>thoroughly</b> interpret and evaluate the sources alongside <b>thorough</b> factual knowledge to come to a judgement about how far Agrippina was in control of everything in Claudius' reign</p> <p>Answers which only cover one aspect of this question will not be able to show thorough understanding and will find it difficult to come to a reasoned and substantiated conclusion.</p> <p><b>AO3:</b>  General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to Agrippina's control in Claudius' reign for high marks in upper bands.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10  Level 4 7 – 8  Level 3 5 – 6  Level 2 3 – 4  Level 1 0 – 2</p> <p><b>AO2 = 10</b></p> <p>Level 5 9 – 10  Level 4 7 – 8  Level 3 5 – 6  Level 2 3 – 4  Level 1 0 – 2</p> <p><b>AO3 = 10</b></p> <p>Level 5 9 – 10  Level 4 7 – 8  Level 3 5 – 6  Level 2 3 – 4  Level 1 0 – 2</p>



Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• Claudius is still emperor after all, and ex-slaves and women would not be able to pass legislation, give orders, change his will etc. He must have given the last authorisation for a lot of what happened under his reign, and so must be found culpable for his own actions</li> <li>• Agrippina had already tried to control Claudius through her charms when visiting her uncle during the debate over who his next wife should be. Tacitus suggests that she was already wielding power ‘as if she was married’ to him</li> <li>• Agrippina enlists the help of Vitellius to break up the betrothal between Claudius’ daughter Octavia and Junius Silanus</li> <li>• Vitellius also manages to influence the senate into supporting the marriage of Claudius to his own niece after the ceremony had already taken place</li> <li>• it is not surprising, and to be expected, that Agrippina would interfere where her son Nero was concerned, and that her role as a mother in the Imperial household would be interlinked with her role in government</li> <li>• Even in cases where Agrippina wishes to destroy someone, e.g. Lollia Paulina, Claudius is present at the trial and it is on his proposal that her property be confiscated and she is banished from Italy – he makes final decisions on matters</li> <li>• however, in other cases such as Statilius Taurus and Domitius Lepida, Agrippina appears to act without Claudius to destroy them for personal gain</li> <li>• Agrippina is supported by Pallas in persuading Claudius to adopt Domitius (Nero) and putting his interests above those of his natural son Britannicus – but again it is Claudius who chooses this and makes the final decision</li> </ul>		<p>There should be a range of examples chosen from the sources, with appropriate detail. Candidates should relate the evaluation of sources <b>specifically</b> to how far Agrippina was in control of everything in Claudius’ reign.</p>	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• they may have tried to influence him, but he was free to choose what to do</li> <li>• at the speech of Caratacus, Agrippina is seen sitting on the platform, but this was against Roman tradition to have a woman preside before the Roman standards, and she is described as being an ‘equal partner in power’</li> <li>• Agrippina feeds Claudius lies and misinformation about those around Britannicus, to have them exiled or killed so that they couldn’t be a threat to herself or Nero</li> </ul> <p><b>AO3: Interpretation, Evaluation and Response [10]</b>  <b><u>Answers may include:</u></b></p> <ul style="list-style-type: none"> <li>• Tacitus and Suetonius both present a picture of Claudius as a weak emperor controlled by those around him – but they could be using the same biased sources of information</li> <li>• there is also a stereotypical presentation of Agrippina in the sources, and Tacitus describes Rome being ‘enslaved’ by an ‘almost masculine dominance’, and that she is only interested in money and power</li> <li>• Suetonius particularly, is interested in the character and personality of Claudius and Agrippina and uses rumour, gossip and hearsay as evidence</li> <li>• this continues to promote their reputations after their deaths which have been passed down through generations to the writers’ own day</li> <li>• Tacitus in particular is opposed to the principate of the emperors, and likes to show the degradation of the senate and government under these all-powerful Imperial individuals</li> </ul>			

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• Tacitus is very biased against the kind of power which women under this new form of government now have available to them and so he may even exaggerate the amount of influence and power she has just to validate his own prejudices</li> <li>• general information on the writers such as background, date of writing, style of writing and purpose of writing.</li> </ul>			

Question	Answer	Marks	Guidance	
			Content	Levels of Response
10	<p><b>AO1: Factual details [10]</b>  <u>Details of Agrippina's actions and behaviour could include:</u></p> <ul style="list-style-type: none"> <li>• Helps Nero to become emperor in 54AD</li> <li>• murders in the first year of Nero's rule blamed upon Agrippina, including Pallas, without Nero's knowledge</li> <li>• her appearance on coins in the early years</li> <li>• Agrippina's attempt to sit on the dais at the Armenian delegation</li> <li>• her attempts to stop Nero from pursuing his relationships with Acte and Poppaea</li> <li>• her supposed sexual advances on Nero himself</li> <li>• her threats to support both Britannicus and Octavia</li> <li>• Agrippina moving out of the palace.</li> </ul> <p><b>AO2: Understanding [10]</b>  <u>Understanding of how far Agrippina's actions and behaviour made it impossible for Nero to rule could include:</u></p> <ul style="list-style-type: none"> <li>• If it wasn't for Agrippina, Nero would not be ruling in the first place</li> <li>• she was vital to help him rule upon his accession as he was only 17 years old and inexperienced</li> <li>• she had brought back Seneca from exile and promoted Burrus to the position of Praetorian Prefect to help Nero's education, and they then became his chief advisors when he was emperor</li> <li>• even in the first few years the dominance of Agrippina could be seen in her presentation on the coins alongside Nero – and then relegated to the reverse, then removed altogether</li> </ul>	[30]	<p>Candidates should focus their answers on the four bullet points given in the exam paper.</p> <p>For high marks candidates should <b>thoroughly</b> interpret and evaluate the sources alongside <b>thorough</b> factual knowledge to come to a judgement about whether Agrippina's actions and behaviour made it impossible for Nero to rule.</p> <p>Answers should analyse Agrippina's actions and behaviour and come to a reasoned and substantiated conclusion to gain marks in the highest bands.</p> <p><b>AO3:</b>  General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to whether Agrippina's actions and behaviour made it impossible for Nero to rule for high marks in upper bands.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10  Level 4 7 – 8  Level 3 5 – 6  Level 2 3 – 4  Level 1 0 – 2</p> <p><b>AO2 = 10</b></p> <p>Level 5 9 – 10  Level 4 7 – 8  Level 3 5 – 6  Level 2 3 – 4  Level 1 0 – 2</p> <p><b>AO3 = 10</b></p> <p>Level 5 9 – 10  Level 4 7 – 8  Level 3 5 – 6  Level 2 3 – 4  Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<ul style="list-style-type: none"> <li>• at first Agrippina had been able to be a restraining influence upon Nero, and had stopped him from indulging in vices and his love of the arts – this allowed him to rule well, but not necessarily how he had wanted</li> <li>• candidates could argue that Agrippina did not stop Nero from ruling, but that she stopped him from being the kind of emperor he wanted to be, and was too controlling over his personal life</li> <li>• for example, she tried to stop his love affairs with Acte and Poppaea</li> <li>• there was no need to kill Agrippina over her threats to support Britannicus and Octavia, as Britannicus had already died in 55AD (possibly killed by Nero) and Octavia could only provide a challenge through whatever husband she might choose if she divorced Nero</li> <li>• Nero was able to strip power and status from her towards the end by moving her out of the palace and taking her bodyguard – her power over him had already been diminished so why was there a need to kill her?</li> <li>• Nero had been influenced by Poppaea to kill Agrippina as she did not want any challenge or threat to becoming empress alongside Nero</li> <li>• Paris makes Nero aware of a conspiracy involving his mother to overthrow/kill him</li> <li>• Agrippina already has the reputation as a poisoner, and capable of bringing down emperors (i.e. Claudius) and Nero was worried for his own safety</li> <li>• Nero had other choices apart from murder – he could have exiled her (as she had been under Caligula)</li> <li>• it was less Nero's inability to rule whilst his mother was around, and more his desire to be personally free of her</li> </ul>		<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Candidates should relate the evaluation of sources <b>specifically</b> to Agrippina's actions and behaviour.</p>	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p><b>AO3: Interpretation, Evaluation and Response [10]</b>  <b><u>Answers may include:</u></b></p> <ul style="list-style-type: none"> <li>• The ancient sources are negative about Agrippina and so her actions and behaviour may have been exaggerated to portray her as being too dominant in politics and power</li> <li>• the sources cannot know the inner workings of Nero's psyche, and his mental state when he made the decision for matricide</li> <li>• Nero's rule and Nero's own personal relationship with his mother are so intertwined that many sources do not distinguish between the two</li> <li>• and so, being able to rule, and being able to live his life how he wished are seen as the same thing</li> <li>• general information on the writers such as background, date of writing, style of writing and purpose of writing.</li> </ul>			

## APPENDIX 1

## GCSE Ancient History: Marking Grids for Section A

	AO1 (Recall, Select, Organise)		AO2 (Understand)		AO3 (Interpret, Evaluate, Respond)	
<b>Level 5 Thorough</b>	<b>4</b> Answers contain <b>thorough</b> knowledge of the events, sources and issues relevant to the question. Information is detailed, <b>thoroughly</b> relevant, well selected and organised.	<b>5</b>	<b>4</b> <b>Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question</b>	<b>5</b>	<b>5</b> Answers interpret, analyse and evaluate evidence <b>thoroughly</b> and reach reasoned and substantiated conclusions. They construct an informed personal response based on <b>thorough</b> evaluation and interpretation of the source material.	<b>7-8</b>
<b>Level 4 Sound</b>	<b>3</b> Answers contain <b>sound</b> knowledge of the events, sources and issues relevant to most of the question. Information is <b>sound</b> , relevant and organised.	<b>3-4</b>	<b>3</b> Answers demonstrate a <b>sound</b> understanding of issues, events, and sources relevant to most of the question	<b>3-4</b>	<b>3-4</b> Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on <b>sound</b> evaluation and interpretation of the source material.	<b>5-6</b>
<b>Level 3 Some</b>	<b>2</b> Answers contain <b>some</b> knowledge of the events, sources and issues relevant to some of the question There is <b>some</b> evidence of selection and organisation of information.		<b>2</b> Answers show <b>some</b> understanding of issues, events, and sources relevant to <b>some</b> of the question		<b>2</b> Answers include <b>some</b> evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on <b>some</b> of the source material.	<b>3-4</b>
<b>Level 1/2 Limited/None</b>	<b>0-1</b> Answers contain <b>limited or no</b> knowledge of events, sources and issues. Information that has been included is disorganised and has <b>limited or no</b> relevance.		<b>0-1</b> Answers show <b>limited or no</b> understanding of events or sources.		<b>0-1</b> Answers offer <b>limited or no</b> evaluation. They offer a personal response based on <b>limited or no</b> evidence, or <b>no</b> response.	<b>0-2</b>

## GCSE Ancient History: Marking Grids for Section B

	<b>AO1 (Recall, Select, Organise)</b>	<b>AO2 (Understand)</b>	<b>AO3 (Interpret, Evaluate, Respond)</b>
<b>Level 5 Thorough</b>	<p><b>8-10</b></p> <p>Answers contain <b>thorough</b> knowledge of the events, sources and issues relevant to the question. Information is detailed, <b>thoroughly</b> relevant, well selected and organised. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>	<p><b>8-10</b></p> <p><b>Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question</b></p>	<p><b>8-10</b></p> <p>Answers interpret, analyse and evaluate evidence <b>thoroughly</b> and reach reasoned and substantiated conclusions. They construct an informed personal response based on <b>thorough</b> evaluation and interpretation of the source material.</p>
<b>Level 4 Sound</b>	<p><b>6-7</b></p> <p>Answers contain <b>sound</b> knowledge of the events, sources and issues relevant to most of the question. Information is <b>sound</b>, relevant and organised. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p><b>6-7</b></p> <p>Answers demonstrate a <b>sound</b> understanding of issues, events, and sources relevant to most of the question</p>	<p><b>6-7</b></p> <p>Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on <b>sound</b> evaluation and interpretation of the source material.</p>
<b>Level 3 Some/Partial</b>	<p><b>4-5</b></p> <p>Answers contain <b>some</b> knowledge of the events, sources and issues relevant to some of the question There is <b>some</b> evidence of selection and organisation of information. Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</p>	<p><b>4-5</b></p> <p>Answers show <b>some</b> understanding of issues, events, and sources relevant to <b>some</b> of the question</p>	<p><b>4-5</b></p> <p>Answers include <b>some</b> evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on <b>some</b> of the source material.</p>



	<b>AO1 (Recall, Select, Organise)</b>	<b>AO2 (Understand)</b>	<b>AO3 (Interpret, Evaluate, Respond)</b>
<b>Level 2 Limited</b>	<p style="text-align: center;"><b>2-3</b></p> <p>Answers contain <b>limited</b> knowledge of the events, sources and issues relevant to parts of the question. There is <b>limited</b> evidence of selection or organisation of information. Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p style="text-align: center;"><b>2-3</b></p> <p>Answers show <b>limited</b> understanding of events and sources.</p>	<p style="text-align: center;"><b>2-3</b></p> <p>Answers draw <b>limited</b> conclusions based on the evidence they have included. Answers offer a personal response at a <b>limited</b> level.</p>
<b>Level 1 Minimal/None</b>	<p style="text-align: center;"><b>0-1</b></p> <p>Answers contain <b>minimal or no</b> knowledge of events, sources and issues. Information that has been included is disorganised and has <b>minimal or no</b> relevance. Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p>	<p style="text-align: center;"><b>0-1</b></p> <p>Answers show <b>minimal or no</b> understanding of events or sources.</p>	<p style="text-align: center;"><b>0-1</b></p> <p>Answers offer a <b>minimal</b> personal response, without reference to evidence, or <b>no</b> response.</p>

## APPENDIX 2

## Spelling, punctuation and grammar (SPaG) assessment grid

<b>High performance 5-6 marks</b>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<b>Intermediate performance 3-4 marks</b>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b>Threshold performance 1-2 marks</b>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

**Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet**

- a. If a script has a scribe cover sheet it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below

<b>SPaG mark awarded</b>	<b>Mark if candidate eligible for one third (eg grammar only)</b>	<b>Mark if candidate eligible for two thirds (eg grammar and punctuation only)</b>
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a word processor cover sheet attached to it the candidate can still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a word processor cover sheet AND a scribe cover sheet attached to it, see point a. above.
- d. If you come across a typewritten script without a cover sheet please check with the OCR Special Requirements Team at [specialrequirements@ocr.org.uk](mailto:specialrequirements@ocr.org.uk) who can check what access arrangements were agreed.
- e. If the script has a transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet, award SPaG as normal.

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

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

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

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Facsimile: 01223 552553

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