

Classics: Ancient History

Advanced GCE

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

Mark Scheme for June 2011

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2011

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

| Option 1: The Fall of the Roman Republic 81–31 BC | | |
|---|--|---------------------------------|
| Question | Answer | Max Mark |
| 1 | <p>How far do the sources support the view that the senate failed to deal with the challenges facing the Republic throughout this period?</p> <p>Good answers should provide factual knowledge and evidence of the challenges facing the Republic during this period; answers should show knowledge of the ways the senate met the challenges in response to this question.</p> <p>Possible examples where the senate was challenged could include:</p> <ul style="list-style-type: none"> • illegal/unconstitutional acts/behaviour e.g. Pompey's special commands in 70s; consulship in 70; consulship of Caesar; the illegal consulship of Octavian; • the use of violence or military force to gain demands: e.g. Lepidus; Pompey in 70s and 60s; Catiline's Conspiracy; use of veterans by Caesar; Clodius' tribunate etc in 50s; the use of force and threats by Octavian and Antony; the civil war; • corruption and bribery: the corruption of the courts - failures of attempts to reform; corruption in provinces; political alliances e.g. the 'first triumvirate'; the second triumvirate; • use of popular assemblies by magistrates for personal gain; manipulation of the constitution by individuals e.g. Pompey, Caesar, Crassus, Octavian etc; • the challenge of Sulla's dictatorship and reforms: the senate's role in their success or failure. <p>Reward use of sources supporting the factual knowledge: Plutarch Sulla 33- dictatorship; Tac. Histories 2.38 for a summary of the problems caused by Sulla, Pompey etc; Appian 1.100 reforms; 1.107 Lepidus; Sallust Histories 2.98 Pompey's letter to the senate 75 BC; consulship Appian 1.121; Cicero Verres 1 37ff courts; Plutarch Pompey 25, 30 Leges Gabinia, Manilia; Cicero de lege agraria 1.2ff Rullus land bill; 63 BC Catiline- Cicero and Sallust for the senate's actions; Cicero Letters to Atticus 1.17/19 senate's problems with equites, Pompey, Crassus etc cf Dio Cassius 37.49; Plutarch, Suetonius, Cicero, Velleius Paterculus - triumvirate and 50s leading to civil war. Cicero for (biased) accounts of Clodius cf. Dio Cassius 38 12-13; Suetonius the Deified Julius 76, 78-80 honours; Res Gestae for Octavian's view of his challenge to the senate; Tacitus Annals 1.1-2 for a more cynical view. for other views Dio Cassius, Velleius Paterculus, Appian.</p> | <p>[50]</p> <p>AO1 (20)</p> |
| | <p>Responses to the question should develop the nature of the challenges and the effectiveness of the ways in which the senate dealt with them; answers should deal with the extent to which the evidence supports the view in the question.</p> | |

| Question | Answer | Max Mark |
|----------|--|---------------------|
| | Answers might consider that the senate did act effectively or take an alternative view- reward well-organised arguments supported by factual knowledge and/or evidence; answers should present some attempt at evaluation of the sources in terms of the question; there should be some balance in the argument for the higher marks. Reward where the answer compares or contrasts the information and/or evidence. | AO2 (30) |

| Question | Answer | Max Mark |
|----------|---|---|
| 2 | <p>How far was Julius Caesar typical of the politicians of this period?</p> <p>Answers to this question should make comparisons of Caesar with a range of other politicians; descriptions of Caesar's career and/or general information about politicians without reference to other specific politicians is partially relevant.</p> <p>Detail of Caesar's career is needed (although not every event and action - those which support the argument about 'typical') e.g. some of:</p> <ul style="list-style-type: none"> • his route through the cursus honorum; • his use of political alliances - Pompey, Crassus; association with tribunes and his use of them; • his use of office to gain his goals; • his provincial commands; • use of bribery, violence etc; • his manipulation of popularity; • family connections and his use of them; • legal and illegal acts. <p>Comparison can be made with any of the politicians of the period including those after his death.</p> <p>Answers should provide supporting evidence from the source material:</p> <p>evidence is plentiful for Caesar: Suetonius, Plutarch Lives; Sallust Catiline 53-54 (Caesar and Cato); Pliny the Elder NH 7.91-4 on Caesar's qualities;</p> <ul style="list-style-type: none"> • Velleius 2.33. Pompey's ambition; • Caesar Civil War 1.9.1: reference to 'dignitas'; • Letters of Cicero provide evidence of Pompey, Caesar, Cicero, and others at the time of the civil war; • Clodius' activity is documented by Cicero, Dio Cassius (38. 12-13), Velleius 2.45; • Plutarch Crassus 7 for a view of his political activity; • Cicero and Sallust for Catiline and his supporters. <p>For higher marks answers should provide a range of information.</p> | <p>[50]</p> <p>AO1 (20)</p> |
| | <p>Answers must address the issue in the question of 'typical' indicating some of the similarities and differences between Caesar and other politicians; some answers may question whether there is a 'typical' politician and/or argue for a wide variety of political activity during the period; answers should attempt an evaluation of some of the evidence and its contribution to our understanding of the politicians; reward where the answer compares or contrasts the information and/or evidence.</p> | <p>AO2 (30)</p> |

| Question | Answer | Max Mark |
|----------|--|---|
| 4 | <p>To what extent were individual politicians able to control decision-making throughout this period?</p> <p>Answers to the question should include information on a number of examples of decision-making and the extent of the involvement of individuals in them; answers should also use of a range of sources and their contexts, for example:</p> <ul style="list-style-type: none"> • Sulla's reforms (Plutarch <i>Sulla</i> 30 – 31 Sulla's acts as dictator; Appian 1.100); • Pompey's military commands in 70s and 60s: Plutarch <i>Pompey</i> 13-14 Pompey and Sulla; 17 – Lepidus and command in Spain; 25/30 Gabinian and Manilian Laws. 44- opposed by Cato; • Cicero and the Catiline Conspiracy: his role in the SCU (Sallust Catiline); the debate on execution: Sallust Cat. 52-3 Caesar and Cato; • political changes and demands: corruption in the courts (Cicero in Verres 1); the tribunate; Rullus land bill (Cicero); Dio 37.49 – Pompey's failure to gain demands on return from the East etc.; 55BC Crassus and Pompey consulship- control by the triumvirate; • Caesar's consulship: control and manipulation of assembly Suetonius <i>DJ</i>; Dio Cassius 38; Plutarch <i>Caesar</i> 14; • Cicero's exile and recall: role of Pompey (Dio Cassius 38.30)/Clodius' tribunate 58 BC; • the build-up to the Civil War: decision-making in Rome; example of the use of tribunes to control decision-making through the veto (Cicero Letters to friends - Caelius (11, 14); Caesar CW 1.1-5; • Caesar's dictatorships; • Octavian and Antony – their success due to the control of armies – Suetonius <i>Augustus</i> 10-12; 2nd triumvirate/ Treaties of Brundisium and Tarentum; Antony's action in the East; <p>Reward specific information and evidence, coverage of the period, although not all issues need to be included for higher marks.</p> | <p>[50]</p> <p>AO1 (20)</p> |
| | <p>Responses to this question should discuss how far individuals might control decision-making using examples of specific decisions for highest marks; higher marks for a balanced analysis which deals with the extent in specific cases and makes some reference to different contexts in which politicians did and did not gain control of the situation; good answers should offer some attempt at evaluation of sources in support of their views; answers may discuss the limitations of the evidence where appropriate. Reward where the answer compares or contrasts evidence.</p> | <p>AO2 (30)</p> |

| Option 2: The Invention of Imperial Rome 31 BC–AD 96 | | |
|--|---|---------------------------------|
| Question | Answer | Max Mark |
| 5 | <p>How far do the sources support the view that the emperors extended their power and control over Rome and its people during this period?</p> <p>Answers should provide detail of the various ways in which emperors changed their powers and means of control and information showing varied levels of control by different emperors. Reward factual information and source material specific to the question on a range of emperors, although not all need to be included; concentration on one emperor for the most part should be seen as partially relevant. Examples could include:</p> <ul style="list-style-type: none"> • Augustus' powers within Rome and its administration: his control of corn supply, water supply, praetorian guard, vigiles; elections, entry to the senate, admin. roles; financial controls through coinage, taxes etc; control of judicial system; • instances where later emperors developed and extended these powers - areas to consider: Tiberius and the senate; Gaius' autocratic approach; Claudius' use of freedmen and the imperial bureaucracy; Nero's use of his power in the latter part of his reign; Vespasian's powers; Domitian and the senate, his use of a 'trusted' group lessening the power of the senate as a whole; • constitutional changes: ending of election by assemblies; control of appointments and magistracies e.g. Domitian's use of the consulship; • emperors' power and control remains limited: shown by continued functioning of the magistrates and senate during the period: examples of the senate in decision-making; the rôles of other individuals in government; • times when emperors appear not to be in control: Tiberius and Sejanus; Claudius and his wives and freedmen; Nero in Greece and the end of his reign; plots and mutinies against the emperors; • the different claims of emperors at different points in their reigns: they start by declaring freedom for the senate etc and gradually become autocratic; • the rôle of patronage in imperial appointments; control of means of popularity - games, food supply, employment. • Res Gestae cf. Dio Cassius, Suetonius and Tacitus for different accounts; also: <ul style="list-style-type: none"> • Tacitus <i>Annals</i> 1.15: popular elections end; • Various emperors : Suetonius and Tacitus <i>Annals</i> and <i>Histories</i>; e.g. Tiberius' treason trials (Tac. <i>Annals</i> 6.18); Nero: Flavius' comment Tac. <i>Annals</i> 15.67 and the Piso plot; • the different relations between emperors and different groups during their reigns; Claudius accused of taking legal and magisterial functions for himself (Tac. <i>Annals</i> 11.5; Nero begins by rejecting the Claudian model (Tac. <i>Annals</i> 13.4); Domitian asserts autocracy from the start (Dio 67.2/67.4); • Dio 60.1.4 – Claudius voted prerogatives of power cf Vespasian's powers –inscription ILS 244); Tacitus <i>Histories</i> 4.3. | <p>[50]</p> <p>AO1 (20)</p> |

| Question | Answer | Max Mark |
|----------|---|---------------------|
| | <p>Answers should provide analysis of the sources supporting the issues and the extent of the growth in the power of the emperors over Rome, its institutions and peoples; answers may consider that Augustus established the basis and later emperors made their power more obvious rather than extending their control constitutionally; answers might include some discussion of the evidence for the continued rôle of the senate and others, the times when emperors lost control or appeared not to be in control. Answers should show evaluation of the evidence and its limitations in response to the question. Reward answers where evidence is compared and/or contrasted.</p> | AO2 (30) |

| Question | Answer | Max Mark |
|----------|--|---|
| 6 | <p>To what extent did the emperors give the senate and individual senators an effective role in the administration of the city of Rome?</p> <p>Answers should include some of the tasks/rôles/offices which senators were involved in during this period. Sources should be included for the information and views on the effectiveness of the part they played. Reward specific information and coverage of the period in response to this question, although not all rôles and emperors' reigns need to be included for higher marks. Note this is a question about the duties/ rôles/ tasks of the senate and senators not about the extent of its power.</p> <p>Information might include:</p> <ul style="list-style-type: none"> • legislative: senatus consulta became law/senate committee; • as a court: trials under Tiberius, Nero, Domitian; • 'senatorial' provinces; • the cursus honorum: careers of senators (reward specific examples with higher levels); increase in number of magistrates (18 praetors under Flavians; 4 consuls per year; between 6 and 10 under Flavians etc); • posts: corn supply, roads, water supply, buildings, public works, temples, state treasury, praefectus urbi, military rôles, provincial commands etc; 155 posts available in any year; • sources view of senate's role and status e.g. Pliny Letters 8.14 subdued senate under Domitian; Panegyric 62, 68, 76; Tacitus' and Tiberius' comments ' fit to be slaves' (<i>Annals</i> 3.65). <p>Sources for the Senate under Augustus</p> <p>Suet 35 – reduced to 600 (as censor); 2 meetings per month, encouraged more conscientious service; council of advisors; Suet. Aug. 54 : A. never punished anyone for showing independence of mind or for behaving insolently; 35 – encouraged to be more conscientious; council of the senate chosen by lot every six months; 37 A. devised new offices- public works, buildings, roads, aqueducts, Tiber, grain subsidy;</p> <ul style="list-style-type: none"> • Velleius 2. 89 authority of the senate restored; • Dio 53.21.7 the senate continued to sit in judgement, transacted business with embassies; • RG 34 grants of powers and honours by the senate; • Tacitus 1.1-2, 19-10 sees it as servile and powerless; Tac. <i>Annals</i> 13. 28-30 <i>signs of a free country</i>; the treasury' history etc.; <p>Lactor 8 contains inscriptions of individual senators, careers and roles + acts of the senate (see 30, 58, 62 for example); Suet. <i>Claudius</i> 16, 24: senate; <i>Domitian</i> 8,10; Suet. <i>Tiberius</i> 31 Freedom of the senate.</p> | <p>[50]</p> <p>AO1 (20)</p> |
| | <p>Answers to this question should address how far emperors did provide a rôle for the senate and the issue of effectiveness; answers should evaluate the evidence for the efforts of the emperors and the extent of senatorial rôles in administration: aspects of bias against emperors, the sources' unreliability for various reasons e.g. Tacitus' view of some emperors, the limitations of Suetonius' biographies; reward evaluation where sources are compared or contrasted; there should be a balanced analysis of the extent of success/ aims of the emperors and range of the rôles undertaken.</p> | <p>AO2 (30)</p> |

| Question | Answer | Max Mark |
|----------|---|---|
| 7 | <p>‘Despite the best efforts of the emperors of this period, they failed to establish the imperial cult in the city of Rome.’ How far does the evidence support this view of the development of the imperial cult during this period?</p> <p>Answers in response to this question should provide factual information and source material for the development of the imperial cult and the extent to which emperors made efforts to establish it in Rome during this period. Some knowledge of the political use of the cult and/or religion should be rewarded. There should be some attempt to consider at least three emperors. Information might include:</p> <ul style="list-style-type: none"> • the different approaches by different emperors to the family: Tiberius-deification of Augustus, refusal concerning himself, Livia, and the imperial family; Gaius’ deification of sister; association of himself with the gods; extension of palace to the temple of Castor and Pollux etc; Nero’s association with Apollo; Titus deifies Vespasian, and sister Domitilla; Domitian deifies Titus and niece Julia; • the building of temples to deified members of the imperial family: temple to Julius Caesar by Augustus; temple of Augustus started by Tiberius; temples to Claudius, Vespasian; house of Domitian’s birth made into temple (Statius Silvae 5.1.8-9, Martial Ep 9.1) etc.; • References in literature to emperors associated with gods: Horace Odes 3.5, 3.14, 4.5.33-6 (Augustus); Virgil Aeneid 6/8; Ovid <i>Tristia</i> 2.53-60; Pliny NH 2.17-1 Vespasian; • Creation of Augustales/ Lares Compitales in 7 BC and worship of the family/ genius; use of <i>divi filius</i> on inscriptions and coins; • rituals associated with emperors: e.g. wine poured in honour of Augustus’ <i>Genius</i> (Senate decree 30 BC); prayers for family; dedication of altars (Ara Pacis 13 BC, Fortuna redux 19 BC; AD 13 numen Augusti (Tiberius)); • focus in Rome on dead emperors and family members. <p>Augustus: Suet. <i>Augustus</i> 52: no temples to himself in Rome; contrast Tac. <i>Annals</i> 1.10; Dio 51.20 start of emperor worship in the East;</p> <p>Gaius: Suet. Gaius 22, Dio 59. 28; Nero - coinage (Lactor 8); Domitian Suet. <i>Domitian</i> 13 Dominus et Deus cf. Dio 67.4;</p> <p>Tac. <i>Annals</i> 1.73: ref. to worshippers of Augustus;</p> <p>Tac. <i>Annals</i> 4.15/4.37 Tiberius’ views on the cult in the provinces;</p> <p>Lactor 18 for sources on the cult in the Empire/attitudes of emperors.</p> | <p>[50]</p> <p>AO1 (20)</p> |

| Question | Answer | Max Mark |
|----------|---|---------------------|
| | Analysis for this question should address the issue of support in the sources for how far emperors attempted to establish the cult in Rome; answers should develop a balanced argument regarding the different approaches of emperors and whether any emperor encouraged the worship of himself, the family or individuals; answers should consider that deified members of the family were worshipped but not living ones. Reward answers which develop some appreciation of the political use of the cult by emperors and why it or religion was important to emperors. Reward answers which use the sources critically and discuss their limitations and bias towards particular emperors. | AO2 (30) |

| Question | Answer | Max Mark |
|----------|--|---|
| 8 | <p>How consistent were the emperors of this period in their policies towards the city and its amenities?</p> <p>Answers to this question should include some of the building projects and improvements to the amenities by emperors during this period. Evidence should be included for the analysis of the consistency of policies, whether between emperors or the policies of individual emperors. Reward specific information, coverage of the period, although not all emperors and amenities need to be included. Concentration in detail on one part of the period is only partially relevant. Information on emperor's actions might include:</p> <ul style="list-style-type: none"> • amenities in the reign of Augustus e.g. his Forum, the Baths of Agrippa, Theatre of Marcellus (restored by Vespasian –Suet <i>Vesp.</i> 19); fire-brigade/police; water supply and aqueducts; grain distribution; games provision (<i>Res Gestae</i> for most of this); • additional baths by Nero and Titus; Theatre of Pompey (restored partly by Tiberius); additional aqueducts by Gaius and Claudius; Vespasian's restoration of the capitol; the Colosseum; Claudius' concern for the grain supply, building of Ostia etc (Suet. <i>Claudius</i> 18-20); • Domitian's works: (Suet. <i>Dom.</i> 5) : capitol, Forum of Nerva, a stadium, a concert hall, an artificial lake, Isis temple, (Suet. <i>Dom.</i> 13)– there are problems due to the action of removing his name from buildings on his death; Domitian's changes to grain distribution etc (Suet. <i>Dom.</i> 7); • regulations to improve conditions: on street widths, heights of houses and insulae etc, e.g. Nero (Tac. <i>Annals</i> 15.42); and in Titus' reign; • the change in population and size of the city during the period and the subsequent needs of the city (e.g. Juvenal's claims in Satire 3 about the amenities). <p>Good answers should identify 'policies' or 'aims' on the part of the emperors for which the above is evidence.</p> | <p>[50]</p> <p>AO1 (20)</p> |
| | <p>Analysis in response to the question should address how consistent emperors were in their aims for the amenities, and in what they attempted to do; answers may question whether emperors did have policies as such or reacted to the situations as they arose; answers may consider that gaining popularity was the aim for most of the emperors most of the time; reward answers which argue that emperors changed their approach during their reigns; evaluation and interpretation of the evidence (archaeological and literary) should be provided in answers.</p> | <p>AO2 (30)</p> |

| Option 3: Ruling the Roman Empire AD 14–117 | | |
|---|---|---|
| Question | Answer | Max Mark |
| 9 | <p>How typical of the provincial governors of this period was Pliny the Younger?</p> <p>Answers in response to 'typical' should include a range of governors and procurators who governed provinces during this period. Specific examples should be included for the comparison/contrast with Pliny as governor of Bythinia et Pontus. Reward specific information of Pliny's acts as governor, his status, his tasks; highest level for detailed comparison and coverage of the period, although not all aspects of his governorship need to be included for higher marks. Concentration in detail on Pliny with general reference to 'governors' is only partially relevant. Information for comparison with Pliny might include:</p> <ul style="list-style-type: none"> • evidence for governors (senatorial and equestrian) and their rôles e.g. Tacitus <i>Agricola</i> and Pliny letters 10; • other evidence includes governors mentioned in Tacitus <i>Annals</i>, <i>Agricola</i> and <i>Histories</i> (e.g. Suetonius Paulinus, Scapula et al in Britain, Corbulo and Paetus in Syria, Corbulo in Germany (Tac. <i>Annals</i> 11.18ff), Felix and others in Judaea (Tac. <i>Annals</i> 12.54), Blaesus in Africa, Piso in Syria, previous governors of Bythinia etc); Vespasian's governorship of Judaea (Josephus); inscriptions referring to governors; • evidence for procurators and their rôles e.g. Classicianus, Catus in Britain (Tacitus <i>Annals</i> 14); inscriptions; references in Pliny Letters 10; Philo <i>Against Flaccus</i>; • the use of the army – inscriptions of various minor rôles; the centurion who caused the Frisii revolt in AD 29; • length of governorships: Tiberius used lengthy periods (Tac <i>Annals</i> 1.76, 80); • corruption: Junius Silanus in Asia (Tac. <i>Annals</i> 3.66f); Cordus (Tac. <i>Annals</i> 3.70f); Piso in Spain (Tac. <i>Annals</i> 4.45); Domitian's reduction of corruption (Suet. <i>Dom.</i> 8) and control of administration (e.g. Lactor 18. No.126); Pliny <i>Letters</i> 2.11 - prosecution of Marcus Priscus. | <p>[50]</p> <p>AO1 (20)</p> |
| | <p>Responses to this question should address the issue of 'how typical' and how far the evidence is reliable; answers for 'typical' might compare Pliny to equestrian governors/procurators/other senatorial governors. Evidence from Pliny's letters and other sources should be interpreted and evaluated for the various aspects of the governor's rôle; e.g. the special nature of Pliny's task and evidence, the rôle of Trajan, his view of his role; the issues with other evidence e.g. Tacitus' biography of <i>Agricola</i>, Tacitus' bias towards and against certain governors e.g. Corbulo, Paulinus; for highest levels this should be compared/contrasted with evidence for other governors.</p> | <p>AO2 (30)</p> |

| Question | Answer | Max Mark |
|----------|---|---------------------|
| | This may include evaluation of the fact that most of the evidence of attitudes by provincials is written by Romans (in Britain, for example) but not all (Josephus about the Jewish Revolt); it may also include some analysis and evaluation of archaeological evidence and coins. | AO2 (30) |

| Question | Answer | Max Mark |
|----------|---|---|
| 11 | <p>To what extent does the evidence support the view that the Empire was financially well-managed during this period?</p> <p>Answers to this question should show some knowledge of the financial system of the Empire including the distinction between the private wealth of the emperor and the state finances supervised by senators; answers should provide a range of evidence; reward specific examples of good or bad management in Rome and provinces with highest marks; very good answers might identify local and central management. Information might include:</p> <ul style="list-style-type: none"> • the ways in which the emperor's wealth and the state finances became inter-linked; • rôles of procurators, equestrians and freedmen in the organisation; • sources of income: taxes (in money and goods); confiscations from trials etc; mines and quarries; conquests; sale of assets by emperors (e.g. Trajan at the start of his reign) etc; • areas of expenditure by emperor and state; • information on the financial management of emperors: Tiberius left a balance of 2,700 million HS (Suet. Gaius 37; 2,300 million/3,300 million HS Dio 59.2); his good management (Tac Annals 4.6); Gaius is supposedly bankrupt; Claudius appears to have few financial worries - large expenditure and reduced taxes (Dio 60.4, Suet. <i>Claudius</i> 20-21, Tac. <i>Annals</i> 11.11-12); Vespasian's restoration of financial stability - new and increased taxes (Suet. <i>Vesp</i> 16, 23); Titus' expenditure on games, Colosseum, relief of Pompeii etc; Domitian's increase in military pay; • claims of good/bad financial management by sources: Suet. <i>Dom.</i> 12; <i>Nero</i> 30-32 wastefulness; <i>Gaius</i> 37-8 extravagances; 40 new taxes; <i>Tiberius</i> 46 meanness; 32 comment on raising taxes (cf Dio 57.10.5); 34 reduced expenditure; Nerva's commission on finance (Pliny <i>Letters</i> 2.1 inheritance tax); • actions by Rome to solve financial problems: Trajan's remission of tax for Egypt after bad harvest; Trajan's alimenta scheme; Nero's reform of coinage; • mismanagement: revolts due to taxation: Florus and Sacrovir (Tac. <i>Annals</i> 3. 40-46); The Frisii (Tac. <i>Annals</i> 4.72-74); Judaea AD 66; corruption of governors/procurators; corruption of local officials (Pliny <i>Letters</i>); Agricola's measures to correct problems with taxes. | <p>[50]</p> <p>AO1 (20)</p> |
| | <p>Discussion for this question should focus on the extent of support from the evidence and on the quality of financial management for good answers; answers should include evaluation of the evidence in terms of the question with specific examples in support of the argument; good answers should provide some balance with examples of both good and bad management with a general argument about the evidence; answers should have a focus on the reliability of the evidence; reward answers which compare and contrast material.</p> | <p>AO2 (30)</p> |

A2 Classics Marking Grid for units AH3–AH4 (F393 and F394): AO1

| <i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i> | <i>Characteristics of performance</i> | |
|--|---------------------------------------|--|
| | 20 | <ul style="list-style-type: none"> Recall and application of subject knowledge and sources; Relevance to question/topic; Understanding and application of sources and evidence; Understanding of concepts and/or context. |
| Level 5 | 18–20 | <ul style="list-style-type: none"> A very good range of detailed factual knowledge; Fully relevant to the question; Well-supported with evidence and reference to the sources; Displays a very good understanding of concepts and contexts of events and/or sources. |
| Level 4 | 14–17 | <ul style="list-style-type: none"> A good range of detailed factual knowledge; Mostly relevant to the question; Mostly supported with evidence and reference to the sources; Displays a good understanding of concepts and contexts of events and/or sources. |
| Level 3 | 9–13 | <ul style="list-style-type: none"> A range of basic factual knowledge; Partially relevant to the question; Partially supported with evidence and reference to the sources; Displays some understanding of concepts and contexts of events and/or sources. |
| Level 2 | 5–8 | <ul style="list-style-type: none"> Limited factual knowledge; Occasionally relevant to the question; Occasionally supported with evidence; Displays some understanding of concepts and contexts of events and/or sources. |
| Level 1 | 0–4 | <ul style="list-style-type: none"> Little or no factual knowledge; Rarely relevant to the question; Minimal or no supporting evidence; Displays minimal or no understanding of concepts and contexts of events and or sources. |

A2 Classics Marking Grid for units AH3–AH4 (F393 and F394): AO2 (a and b)

| | | |
|---|-------|--|
| <p>(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i></p> <p>(b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i></p> | 30 | <ul style="list-style-type: none"> • Analysis; • Interpretation and evaluation; • Organisation and argument; • Communication of ideas; • Accuracy of writing and use of specialist vocabulary. |
| <p style="text-align: center;">Level 5</p> | 26–30 | <ul style="list-style-type: none"> • Thorough analysis of evidence and issues leading to coherent judgements; • Thorough interpretation and evaluation of the sources and/or evidence; • Very well structured response with clear and developed argument; • Fluent and effective communication of ideas; • Very accurately written with a range of specialist vocabulary accurately used. |
| <p style="text-align: center;">Level 4</p> | 20–25 | <ul style="list-style-type: none"> • Good analysis of evidence and issues leading to some coherent judgments; • Sound interpretation and evaluation of the sources and/or evidence; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with some specialist vocabulary accurately used. |
| <p style="text-align: center;">Level 3</p> | 14–19 | <ul style="list-style-type: none"> • Some analysis of evidence and/or issues with some judgements; • Partial interpretation and/or evaluation of the sources and/or evidence; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Mostly accurate written with specialist vocabulary sometimes accurately used. |
| <p style="text-align: center;">Level 2</p> | 6–13 | <ul style="list-style-type: none"> • Occasional analysis of evidence and/or issues with little attempt at judgement; • Limited interpretation and/or evaluation of the sources and/or evidence; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with specialist vocabulary rarely used or used inappropriately. |
| <p style="text-align: center;">Level 1</p> | 0–5 | <ul style="list-style-type: none"> • Very superficial analysis of evidence and/or issues; • Little or no interpretation and/or evaluation of the sources and/or evidence; • Very poorly structured or unstructured response; • Little or no effective communication of ideas; • Little or no accuracy in the writing with little or no specialist vocabulary. |

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2011