

Classics: Ancient History

Advanced Subsidiary GCE **F392**

Roman History from Original Documents

Mark Scheme for June 2010

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Option 1: Cicero and Political Life in Late Republican Rome		
Section A		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
1	<p>Cicero, <i>Pro Murena</i> 21-22</p> <p>‘To begin with, Servius...The moment a hint of war makes itself heard, our skills fall silent at once.’</p> <p>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</p> <p>1(a) What can we learn from this passage about the advantages of having a good military reputation when standing for election?</p> <p>Answers may note that C. here claims (or admits) that the reputation gained from military success is far in excess of anything that ‘civil law’ can produce – this may be evaluated as false modesty on C’s part, while used as an argument to defeat his present opponent. The point made about over-familiarity in the earlier part of the passage may also be noted. The relative significance of military activity is noted in the series of parallels drawn in ll. 11 on – culminating in the admission that military victory ‘has won for the Roman people its name, and for our city imperishable glory’. All other activity depends on it (ll. 20ff).</p>	<p>[10]</p> <p>(AO1) (10)</p>
1(b)	<p>How far do other sources for this period support the idea that ‘the glory of a military career’ (line 9) helped Roman politicians?</p> <p>Sources may include:</p> <ul style="list-style-type: none"> • Cicero’s letters and speeches – which discuss Pompey and express the impact he was having on Roman politics even before his actual return, the fact that his reputation did him no good at all when he addressed the Senate; • sources for the Catilinarian conspiracy stress the importance of civil law over military might and violence (<i>vis</i>); • other speeches, especially <i>Pro Sestio</i> 97 – Cicero’s definition of a ‘true optimate’ which omits military prowess; • the <i>Commentariolum Petitionis</i>, which stresses decidedly non-military qualities; • Plutarch <i>Cicero</i> 9 – his personal skills as a politician balance the disadvantages of his position – and other passages of Plutarch which discuss the relative importance of Pompey, Crassus and Caesar. <p>Evaluation of sources and their use in constructing a clear address of ‘how far’ are required for marks at the highest level – refer to grids.</p>	<p>[20]</p> <p>(AO1) (10)</p> <p>(AO2) (10)</p>

Question Number	Answer	Max Mark
1(c)	<p>On the basis of this passage and other sources you have studied, discuss the view that a good military reputation was essential for success in Roman politics during the late 60s and early 50s BC.</p> <p>It was clearly useful to Caesar, and ultimately to Crassus, though his was not a successful example later! Pompey seems not to have benefitted much from it - his military success did not appear to translate into civil life to any great extent, if Cicero is to be believed, and yet he remained a figure of massive importance. Cicero was <i>arguably</i> a success and had none. Individuals made use of other factors in the political system and an understanding of their effects for the successful candidate should be noted. See (among other sources):</p> <ul style="list-style-type: none"> • Plutarch <i>Cicero</i>; • Sallust <i>Catiline</i>; • the <i>CP</i>; • Cicero <i>Letters</i> 3, 4, 7, 15. <p>There should be a developed examination of 'extent' with support from sources (with appropriate evaluation and critical comment) which should address a variety of other factors than military renown –</p> <ul style="list-style-type: none"> • family connections; • oratorical skill; • patronage; • violence; • bribery. 	<p>[25]</p> <p>(AO1) (10)</p> <p>(AO2) (15)</p>

Section A		
Question Number	Answer	Max Mark
2	<p>Sallust, <i>The Conspiracy of Catiline</i> 35 ‘Lucius Catiline to Quintus Catulus...Shield her from wrong, I beg you in the name of your own children. Farewell.’</p> <p>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</p>	
2(a)	<p>What can we learn from this passage about Catiline’s reasons for starting what he calls his ‘new policy’ (line 4)?</p> <p>In short, Catiline claims that:</p> <ul style="list-style-type: none"> • he was ‘provoked by wrongs and insults’ – these need unpacking; • he ‘found himself unable to maintain a position of dignity’; • he was ‘robbed of the fruits of his pain-staking industry’ – what was this?; • he championed the oppressed – to what end? • he was ‘treated as an outcast’ while ‘unjust men were promoted to honourable positions’; • he hopes to ‘save what is left of his honour’. <p>NB There is no requirement for any context.</p>	<p>[10]</p> <p>(AO1) [10]</p>
2(b)	<p>How far do other sources support Catiline’s view expressed in this passage that ‘dignity’ (line 8) and ‘honour’ (line 15) were important factors for individuals active in Roman politics at this time?</p> <p>Answers should identify instances where these two values are stressed, for example:</p> <ul style="list-style-type: none"> • <i>Pro Murena</i> (some of which is included in qn.1); • <i>Pro Sestio</i> and its stress on true ‘optimates’ and defenders of the state, ‘respectable men’; • speeches of Cato and Caesar in Sallust, <i>Catiline</i> - the dignity and honour of the accused as Roman Citizens; slowness of the Senate to act against ‘one of their own’? • Cicero – his <i>amici</i> mentioned in the <i>CP</i> and his need to cultivate the ‘right people’; • In contrast, astute candidates may note Cicero’s apparently changing attitudes to Catiline in his letters of 65 BC and then in his speeches <i>In Catilinam</i>. <p>Answers may make use of any relevant examples which allow a supported answer to ‘how far’ to be developed.</p> <p>Answers should attempt to define what is meant by the terms – good answers will analyse <i>dignitas</i> and <i>auctoritas</i> and evaluate the stress placed on them for individuals; the reliability of the passage and of other sources may be discussed.</p>	<p>[20]</p> <p>(AO1) [10]</p> <p>(AO2) [10]</p>

Question Number	Answer	Max Mark
2(c)	<p>Discuss how useful this passage and other sources you have studied are for our understanding of the aims of politicians during this period.</p> <p>Answers should mention at least two other passages (which may come from Sallust) in some detail for high bands in AO1, with their contexts and some specific content, and relevant knowledge of the aims of politicians, which may be identified as personal advancement (cf. the <i>CP</i>) or wider issues such as the stability of Rome and harmony of the orders (Cicero <i>Pro Sestio</i> and his desire for a <i>concordia ordinum</i>). Aims of individuals to satisfy their own factions (Pompey, Crassus, First Triumvirate) are also relevant.</p> <p>Sources: Cicero's speeches, especially <i>In Cat. I</i>, background to the conspiracy and personal characteristics of Catiline as a really 'bad boy' in Sallust, depictions of personal motivation and wider difficulties caused by social and economic distress – aims at alleviating these; personal ambition stated in Plutarch <i>Pompey, Caesar</i>.</p> <p>Answers should evaluate the information provided by the sources to produce a balanced assessment of 'how useful', analysing them as historical evidence and showing an understanding of approach to evidence; credit careful analysis where a variety of approaches to the events may be detected.</p> <p>NB answers may use the passage but there is no requirement to do so. Candidates can achieve full marks without including this passage.</p>	<p>[25]</p> <p>(AO1) [10]</p> <p>(AO2) [15]</p>

Section B		
Question Number	Answer	Max Mark
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
3	<p>How useful are the sources in helping us to understand the importance of factions in Roman politics in the late Republic?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • outline the part played by factions in Roman politics in the late Republic; • consider what the sources tell us about the part played by factions; • assess the reliability of the evidence for the part played by factions. <p>Expect a detailed treatment and some analysis of the various factions which developed at Rome: <i>optimates</i> vs. <i>populares</i> and the various definitions of what these mean (e.g. in Cicero, who himself claims to be a <i>popularis</i> but in a quite different sense from that of others, e.g. Caesar); factions which developed around a 'personality' (Crassus, Caesar, Clodius – Catiline may also be cited as an example as leader of a kind of 'faction' the distressed poor) and the rivalry between individuals which develops into 'factions' or 'parties', eg the 'First Triumvirate' or the coalition which led both to Cicero's exile and his return. Sources are v. wide – e.g. Sallust <i>Catiline</i>, Cicero's speeches, and Plutarch providing good original material which may be drawn upon.</p> <p>There must be clear evaluation of 'importance' in the answer overall, and of 'reliability' relating to the source material chosen, with a critical approach to it, for marks in the highest bands – refer to grids. This should be combined with an evaluation of the importance of factions, supported by factual knowledge and sources, which may be criticised according to their origin and context. Again, refer to the grids – answers which use sources well and provide balanced arguments leading to convincing conclusions are worthy of high marks.</p>	<p>[45]</p> <p>(AO1) [20]</p> <p>(AO2) [25]</p>

Section B		
Question Number	Answer	Max Mark
4	<p>How useful are the sources as evidence for the importance of Crassus in Rome in the late Republic?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • outline Crassus' activities and his roles during this period; • consider what the sources say about Crassus, his activities and his influence; • evaluate how reliable the sources are in their presentation of Crassus's importance. <p>Answers should identify in detail the main elements of Crassus' career: aftermath of his consulship may be discussed as context; failure to prevent Pompey's commands, censorship (65), alleged involvement with Catiline, Rullus' Land Bill, formation of the first triumvirate, alleged support of Clodius; information on other individual politicians, notably Pompey and Caesar, is needed for comparisons. Information should be detailed and specific for marks in the highest bands. Sources: Support can be found in Cicero's letters on his activities in late 60s, especially on the return of Pompey in 62 BC; Sallust on his activities related to Catiline; Plutarch's Life (NB not included in sources set for examination, but reward use of it where found) for his ambitions, greed (2), wealth (12), love of glory (14); Cicero's speeches on issues involving Crassus e.g. Rullus' land bill, Catiline's plot. opposition to Pompey.</p> <p>Higher bands reserved for answers which clearly assess Crassus <i>importance</i> and his activity may be compared with that of others in order to evaluate this – comparison with at least one other figure is needed. There may be discussion of his personal ambition or other motives - gain unrivalled power using 'back channels' and favoured individuals (e.g. Clodius), later desire for military success, desire to gain respect, rivalry with Pompey and Caesar etc. A simple description of his career does not score highly in O2. However, reward supported conclusions which note that the prescribed sources are not that useful as evidence for the importance of Crassus at Rome in the late Republic in that he is a shadowy figure, a 'silent partner' to other more openly ambitious individuals.</p>	<p>[45]</p> <p>(AO1) [20]</p> <p>(AO2) [25]</p>

Option 2: Augustus and the Principate		
Section A		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
5	<i>aureus</i>, 19 BC; <i>denarius</i> 16 BC; <i>aureus</i>, 16 BC [LACTOR 17: L10,L26,L9]	
5(a)	<p>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</p> <p>What do these coins tell us about Augustus' importance to the people of Rome?</p> <p>For marks in the highest level there should be context and interpretation of all three sources: apparent public relief at A.'s safe return from the East, c. 19 BC, commemorated with an altar; the second coin contains vows for his personal safety in 16 BC – but were these heartfelt or 'suggested'?; A.'s role as benefactor is stressed in word and deed in the third example, and the important significance of the <i>ludi saeculares</i> should be noted.</p>	<p>[10]</p> <p>(AO1) [10]</p>
5(b)	<p>To what extent do other sources support the view that Augustus was personally of great importance to the safety and security of Rome?</p> <p>Personal role of A. is stressed in Velleius Paterculus (sycophantic); Suetonius records several instances, especially the riots in 23BC when he fell ill; <i>RG</i> may be quarried for material; any of the poets stress A.'s key position (although Horace occasionally debunks it). Reward according to grids, watching out for passages cited which are not relevant to the qn. Reward sources which provide counterfactuals and question the development of a personal role for A.</p> <p>Clear assessment of 'to what extent' is needed with appropriate support from AO1; reward in line with the grids, whether or not the answer agrees with the tenor of the question (i.e. candidates may question whether the sources really show A.'s crucial importance or whether he was simply 'striking a pose', but they need to support the conclusion with evidence and argument. Watch out for unsupported assertion or generalizations!)</p>	<p>[20]</p> <p>(AO1) [10]</p> <p>(AO2) [10]</p>

Question Number	Answer	Max Mark
5(c)	<p>How useful are these coins and other sources you have studied for our understanding of the importance of Augustus in the political life of Rome?</p> <p>Answers need to focus on activity at Rome but may consider activities further afield' <i>RG</i> emphasizes A.'s own achievements – its title indicates this more than anything else – including building of temples, provision of amenities and laying on games, either in his own name or the names of others; his importance is underscored by the coins (which he sanctioned himself of course) and by literary sources – Vergil, Horace, Propertius, Suetonius. A. was consul continuously to 23 BC; thereafter he had tribunician power and (now disputed) <i>imperium maius</i>. Conversely, he also used his family for the most important roles: priesthoods, prefectures, commanders of armies etc an 'independent' senate confirmed his power by grant, acted as a court, for a time managed the corn supply, acted in administrative rather than executive roles; further use administratively in finance.</p> <p>Look for a clear and supported conclusion to the question 'how important' with adequate material and balanced judgements; refer to grids.</p>	<p>[25]</p> <p>(AO1) [10]</p> <p>(AO2) [15]</p>

Section A		
Question Number	Answer	Max Mark
6	<p>Suetonius, <i>Augustus</i> 27-28</p> <p>'The commons awarded Augustus lifelong tribunician power...having taken great trouble to prevent his political system from causing any individual distress'</p> <p>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</p>	
6(a)	<p>What does this passage tell us about the roles and responsibilities Augustus adopted?</p> <p>Reward all appropriate citation from and use of the passage: tribunician power (needs unpacking) in the first paragraph, and effectively (though not in name) Censor; contrasting this the 'restoration of the Republican system' which crossed his mind but was not adopted as he preferred to keep sole power; his belief that he has laid the foundation of a 'best possible' system and that it was his responsibility to maintain it.</p>	<p>[10]</p> <p>(AO1) [10]</p>
6(b)	<p>How far do other sources you have studied support the view expressed in this passage that Augustus developed the 'best possible Constitution' (line 24) for Rome?</p> <p>Look for a range of sources commenting on the desirability and benefits A. brought through the changes made to the constitution:</p> <ul style="list-style-type: none"> • views of Virgil, Horace, Livy, Velleius on the new system; • Augustus' own <i>Res Gestae</i>, • Suetonius, <i>Augustus</i> 26-27; • alternative views expressed about the desirability of the constitution (e.g. Tac. <i>Annals</i> 1.10); • evidence of common views in dedications; • popular reactions. <p>Look for an assessment of 'how far'; other relevant points may include:</p> <ul style="list-style-type: none"> • the privileges and honours given Augustus indicate popularity/success; • evidence of support or opposition (e.g. conspiracies of Caepio, Murena, 'Julia' etc); <p>Look for analysis in context and evaluation of sources used.</p>	<p>[20]</p> <p>(AO1) [10]</p> <p>(AO2) [10]</p>

Question Number	Answer	Max Mark
6(c)	<p>On the basis of this passage and other sources you have studied, discuss how consistent Augustus was in his attitude to his powers and privileges.</p> <p>Reward the level to which relevant knowledge and source material is recalled, deployed, and understood: these may include a range of poets and prose material or archaeological evidence (e.g. his own position is shown by his portrayal in coins and on the <i>Ara Pacis</i>): literary sources may be drawn from any relevant sources, e.g. Velleius Paterculus 2.89 - pristine republic of old restored Ovid <i>Fasti</i> 1. 589 - restoration of state of old. law and order - indicative of need to impress with republicanism at this stage - RG <i>I handed back all my powers to senate</i> ; RG 6. 1 - desire to keep customs of ancients; Appian CW 5. 130 Peace on land and sea; Tacitus - analysis of rule rather than details of reforms; equality vanished etc; centralisation of power/ abrogation of responsibility by senate aims are personal power and security.</p> <p>There should be a clear development of an argument towards 'how consistent', which selects, organises and presents relevant material and evaluates the sources chosen. Look for clear answers which focus on an evaluation of whether there was a consistent policy or whether it grew organically – or even saw abrupt changes in direction and focus.</p>	<p>[25]</p> <p>(AO1) [10]</p> <p>(AO2) [15]</p>

Section B		
Question Number	Answer	Max Mark
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
7	<p>According to the sources, to what extent was Augustus' victory at Actium and the aftermath of the civil war important in securing his position as <i>princeps</i> (first citizen) of Rome?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • outline the ways in which the civil war and Augustus' victory at Actium affected Rome; • include what the sources tell us about the use made of this victory by Augustus and by those associated with his regime; • evaluate the sources on the victory at Actium and Augustus' actions following it. <p>Relevant knowledge and source material must be recalled and deployed as appropriate. Sources include Vergil A. 8, Propertius on Actium, Horace, Velleius Paterculus 2.88-9, Suetonius A. 17-18, <i>Res Gestae</i>, Tacitus A. 1. 1-4. There may be a more general discussion that Augustus accumulated all real power, noting his <i>maius imperium</i>, <i>tribuncia potestas</i>, control of certain provinces and their armies etc. but in order to be considered relevant this needs to be related to the crisis of 31BC and the use made of it politically and for propaganda by the regime, for marks in the highest levels; refer to grids.</p> <p>There should be a clear assessment of 'extent' for marks in the highest levels, with appropriate support; good answers may argue that the victory at Actium was a mere propaganda ploy (largely re-interpreted as conquest over an eastern, foreign, female potentate) or that Actium was the key to A.'s position, leaving him with no rival (cf. Tacitus, <i>Annals</i>). Reward appropriate evaluation of sources used.</p>	<p>[45]</p> <p>(AO1) [20]</p> <p>(AO2) [25]</p>

Section		
Question Number	Answer	Max Mark
8	<p>How reliable are the sources about the opposition to Augustus at Rome?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • outline the instances of opposition to Augustus during his reign; • include what the sources tell us about opposition to Augustus; • assess the reliability of the sources which describe opposition to Augustus. <p>Plots and threats listed briefly in Suet. 19; and Pliny <i>HN</i> 7; Salvidienus Rufus; Gallus; (Suet. 66, not on prescription); Caepio in Suet <i>Tib.</i> and Macrobius; Lepidus (30 BC) Varro Murena, Egnatius; Telephus, and an Illyrian camp orderly (Suet 19); Cinna <i>Seneca O Clemency</i> = P11). In contrast candidates might note Tacitus 1.1-4 lack of opposition; seduced the people, senate etc Tac. Ann 1 centralisation of power/ abrogation of responsibility by senate; Velleius Paterculus 2.89 - pristine republic of old restored; Appian CW 5. 130 Peace, long disturbed reestablished on land and sea; Ovid <i>Fasti</i> 1. 589- restoration of state of old. law and order - indicative of need to impress with republicanism at this stage; the 'propaganda view' is one of stability and unshakeability. Opposition from with A.'s household should also be credited: sources inc. Suetonius A., banishment of Julia in <i>Seneca On benefits</i>, Tacitus A. 4.44, Macrobius; credit opposition from the <i>plebs</i> at times of food shortages and A.'s illnesses.</p> <p>Look for a clear assessment of 'how serious' with appropriate levels of support from factual knowledge and discussion of the reliability of the sources (see above); there may be discussion of the nature of the opposition, whether the sources exaggerate it, and the extent to which the propagandists play it down (or in the case of <i>RG</i> omit it completely).</p>	<p>[45]</p> <p>(AO1) [20]</p> <p>(AO2) [25]</p>

Option 3: Britain in the Roman Empire		
Section A		
Question Number	Answer	Max Mark
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p> <p>Gold aureus AD46-47; Inscription above the arch of Claudius, Rome, AD51; Dio 60.22.1; The 'Mendip Lead Pig', AD49.</p> <p>[LACTOR 4.20, LACTOR 4.22, LACTOR 11, LACTOR 4.23]</p>	
9	<p>Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.</p> <p>9(a) What do these passages tell us about the importance to Claudius and Rome of the conquest of southern Britain?</p> <p>reward any relevant citation and interpretation of the passages:</p> <ul style="list-style-type: none"> • submission of eleven British kings without any loss (significance for Claudius); • adding to his being hailed <i>imperator</i>; • a 'first' – tribes 'beyond Ocean' into the empire • new title <i>Britannicus</i>; • permission to celebrate a triumph – importance; • triumphal arches – note respect from the Senate in 2nd extract; • fourth extract – economic as well as military advantages in invading Britain 	[10]
9(b)	<p>How far do other sources support the view that Claudius' invasion was prompted only by a personal need for military success?</p> <p>Other sources may include the quite detailed account in Dio, where <i>Berikos</i> and his appeal are regarded as a reason for invading, contrasted with Suetonius and his account of Claudius' accession; economic considerations (treasury exhausted by Caligula) and the need to occupy the army may also be adduced. Size of the invasion/ archaeological evidence of its progress (Hod Hill/ Maiden Castle)/ establishment of client kings may be used to stress the need to 'settle' Britain; contrast economic arguments for not invading supplied by Strabo. Reward the recall and deployment of material according to the marking grids.</p> <p>There needs to be a specific conclusion on 'how far', ideally a balanced evaluation based on a clear engagement with the material, which should be critically analysed and any discrepancies or contradictions noted and sources evaluated appropriately.</p>	<p>(AO1) [10]</p> <p>(AO2) [10]</p>

Question Number	Answer	Max Mark
9(c)	<p>On the basis of these passages and other sources you have studied, discuss the reliability of the evidence for Rome's victories up to AD 47.</p> <p>Factual knowledge and sources recalled and deployed might include the account of the initial success in Dio – an abbreviation and culled from earlier propaganda – note Claudius' very brief stay in order to 'command' the final assault; archaeology of conquest and rapid expansion in the south (Suet. <i>Tiberius</i>); resistance quickly overcome – Maiden Castle, Hod Hill, Vespasian in Suetonius. The question might briefly be raised as to whether the Romans gained an easy passage into some areas, or were they even welcomed as saviours? There needs to be sufficient material to develop a clearly supported answer to 'reliability'.</p> <p>Allow discussion on Caesar's invasions.</p> <p>Source material must be critically handled and evaluated, either examining the sources of information (Dio- sources/ dating/ his habit of generalizing or resorting to rhetorical topoi); extent of archaeology showing resistance; lack of clear evidence about the number of tribes opposing Rome (were the 'eleven British kings' conquered, already pro-Rome, or a mixture?) Reward supported and developed arguments either way, in line with the marking grids.</p>	<p>[25]</p> <p>(AO1) [10]</p> <p>(AO2) [15]</p>

Section A		
Question Number	Answer	Max Mark
10	Tacitus, <i>Agricola</i> 25 'In the summer in which his sixth year in office began, Agricola...moved his own army forward in three divisions.'	
10(a)	Read the passages and answer the questions. You are expected to refer to the extracts and to use your own knowledge in your answers. What can we learn from this passage about Agricola's advance into the far north of Britain?	[10]
	Reward appropriate citation and interpretation of the passage: this was a long campaign ('sixth year of office' = probably 82); context 'advance beyond the Forth' – candidates should know where this is! The advance was in response to fear of a 'general rising of the northern nations'; there was a co-ordinated use of navy and land forces, with close involvement to the point where marines and soldiers were billeted together – hence a route along the coast or using estuaries is indicated; impact on the local tribes – dismay and guerilla warfare – and was A. exceeding his brief, hence opposition noted at the end of the extract?	(AO1) [10]
10(b)	How far do other sources that you have studied support the view that British resistance to the Roman army was always doomed to failure?	[20]
	Other possible sources include Caesar's invasions; outlines of early stages of the Roman invasion in Dio, Tacitus <i>Annals</i> and a little in the <i>Agricola</i> , and archaeology from sites overrun by the Romans; however in contrast there may be reference to British successes, at least in the short term: Caratacus, time taken to subdue Wales in south and north, Boudicca and her alliance (esp. loss of troops from Lincoln/ Leg. IX), Venutius in Brigantian territory ('we were left with a war to fight), some successes by Caledonians. Information needs to be in sufficient detail to support a conclusion to 'always'.	(AO1) [10]
	There should be some conclusion about 'how far' and 'always doomed to failure' – even if after some detailed exposition there is the legitimate conclusion that it is very hard to say exactly! Credit supported arguments either way; some answers may see the invasion in terms of a 'military steamroller' with defeat after defeat an inevitability, and slow progress beyond the Fosse Way due to deliberate Roman policy; others may take a more 'Braveheart' approach to British resistance. Keep an eye on the grids for appropriate rewarding under AO2.	(AO2) [10]

Question Number	Answer	Max Mark
10(c)	<p>On the basis of these passages and other sources you have studied, how successful was Agricola's military activity in the far north of Britain?</p> <p>Sources may enlarge on some of those in (b) if the <i>Agricola</i> has been used, but look for additional sources and factual knowledge – the focus here is on 'success' – measured in the aftermath of the invasion. There may be arguments in the affirmative, stressing the military success reported by Tacitus; there may be criticisms of T. and an emphasis on the short-lived holding of the far north (Inchtuthil dismantled, planned withdrawal, lack of economic advantage, need for troops elsewhere). Sources will probably be archaeology as well as the <i>Agricola</i> in the highest bands.</p> <p>The key term is 'how successful' – candidates may come down on either side of the argument, but in the highest bands there needs to be support in depth and a balanced evaluation leading to a clear conclusion. There should be sufficient time in the examination for a fairly detailed discussion of this narrowly-focus question. Refer to the grids.</p>	<p>[25]</p> <p>(AO1) [10]</p> <p>(AO2) [15]</p>

Section A		
Question Number	Answer	Max Mark
11	<p>How far should we accept Caesar's accounts of his first invasion of Britain as historically accurate?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • describe Caesar's account of the first invasion; • discuss the context of Caesar's invasion and assess his reasons for invading; • evaluate the sources for Caesar's invasion. <p>There is little detail apart from Caesar himself on the course of the invasion, and this should be present in good detail with accurate recall of different stages in it. . The reasons for the invasion which Caesar himself gives are fairly clear in the case of the first invasion of 55 BC, though he himself provides no context and his reasons can all be questioned – were Britons able to cross the channel in sufficient numbers undetected? Why could Caesar not find anyone to supply him with information? What explains the failure of Volusenus? Why did he commit to a crossing with two legions so late in the season? There seems to be a lot he is <i>not</i> telling us, some of which can be fleshed out from the political context and the rewards he received as a result of this <i>first</i> attempt at establishing control in Britain. Alongside these accounts Suetonius (pearls) and Cicero (lack of booty/ no adequate slaves) or Caesar himself (economic assessment) may be mentioned. Context for the invasion will be drawn from factual knowledge rather than sources – reward as appropriate, and overall credit recall and deployment of source material and knowledge relevant to this topic in line with the marking grids.</p> <p>There should be critical evaluation of the source material (Caesar and others discussed above) selected to support an evaluated and focused answer addressing its reliability. This may sometimes be general, but for higher bands there should be discussion of specific aspects of the source - e.g. there may be cynicism about C.'s stated motives for launching the invasion or its supposed 'success', (depending on what it was intended to achieve), but was there any reason for him to lie blatantly about detail such as the size of the forces used, preparations made, or submissions – which would have been witnessed by others involved in the expedition (such as Q. Cicero) and which were presumably credible enough for his triumph back in Rome after the first invasion! Look for a supported conclusion to 'how far', and refer to grids.</p>	<p>[45]</p> <p>(AO1) [20]</p> <p>(AO2) [25]</p>

Section B		
Question Number	Answer	Max Mark
12	<p>‘The sources present an unreliable picture of the reasons for and the initial success of the Boudiccan rebellion.’ How far would you agree with this view?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • include the evidence from the sources about how and why the rebellion started; • assess the reasons why the rebellion was successful at first; • evaluate the available literary and material evidence for our knowledge about the rebellion. <p>For the highest bands there must be a full coverage of the two sources on the causes of the rebellion (Dio, Tacitus) and the twin focuses which appear to have sparked it – treatment of the Iceni, and events in the <i>colonia</i> at Camulodonum. Divergence in sources on causation should be noted. The course of the rebellion should also be traced and assessed, noting further divergences which suggest hostility not only to the Romans but also to Romanized Britons (destruction of Verulamium). General rhetorically expressed reasons such as over-taxation and burdens of Roman rule need to be evaluated – why did other tribes not join in? Archaeology may be discussed in this context – ideally in detail, though weaker answers will assert that there is evidence and may simplify or confuse it – Colchester, London, Verulamium, debate on the ‘Boudiccan destruction event horizon.’ Credit other uncertain material (e.g. founding of forts as far afield as Dorchester following 60/61) which suggests a wider range of rebellion than the two main sources and supports the ‘overtaxation’ view.</p> <p>Focus is on the reliability of the sources; no more than half-marks for general discussion without some critical analysis. Credit attempts to compare the bias and purposes of the different authors: Tacitus in the <i>Agricola</i> and <i>Annals</i>, stressing the greed and turpitude of Roman rule (and the ‘fight for freedom’ expressed in Boudica’s speech in the <i>Annals</i>) compared with Dio’s more distanced (and less accurate?/ certainly second-hand) account. There should be detailed support for reasons why the revolt had short-term success in gathering support but was limited – or so it seems – to the eastern part of Britain and only enveloped a limited area (lack of support for Boudica from other tribes in Britain)/ contrast with severe measures taken by the Romans in the immediate aftermath and mention of other tribes not named. Reward evaluation of the speeches justifying the rebellion given to Boudicca in terms of ancient historical writing and rhetoric.</p>	<p>[45]</p> <p>(AO1) [20]</p> <p>(AO2) [25]</p>

AS Classics Marking Grid for units AH1–AH2 (F391 and F392): 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>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	
Level 5	9–10	18–20	<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 4	7–8	14–17	<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 3	5–6	9–13	<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 2	2–4	5–8	<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 1	0–1	0–4	<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.
			<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.

AS Classics Marking Grid for units AH1–AH2 (F931 and F392): AO2 (a and b)

(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i> (b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i>	<i>Max. mark and mark ranges</i>			<i>Characteristics of performance</i>
	10	15	25	<ul style="list-style-type: none"> • Analysis; • Interpretation and evaluation; • Organisation and argument; • Communication of ideas; • Accuracy of writing and use of specialist vocabulary.
Level 5	9–10	14–15	22–25	<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.
Level 4	7–8	10–13	17–21	<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.
Level 3	5–6	6–9	12–16	<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 accurately written with specialist vocabulary sometimes accurately used.
Level 2	2–4	3–5	6–11	<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.

Level 1	0-1	0-2	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.
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