

Classics: Ancient History

Advanced Subsidiary GCE

Unit **F392**: Roman History from Original Documents

Mark Scheme for June 2011

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- Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.
- The following points are indicative and offer question specific guidance.
- They should not provide an exhaustive list and any relevant points should be credited.
- The maximum mark for the paper is 100.

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	Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.	[10]
1 (a)	<p>What does this passage tell us about Cicero's attitudes to these groups who support Catiline?</p> <p>Answers may note that Cicero's language here is dismissive and almost light-hearted – he is doing his best to divide his plebeian audience from those who might find Catiline's programme attractive – hence 'scoundrel', sarcasm in ll. 3-4, hyperbole in ll 6-9 and the sting in the tail referring to Sulla – distinction of his audience from 'peasants' l. 10, 'freebooters and scavengers' and offered some quasi-serious advice, and then the fourth group are a 'motley and seditious crew' who have already left the city (and so not part of his audience). Genuine threat is shown by refs. to the colonists being 'tough through years of training' – though they are elderly – and the fourth group numbering 'thousands'.</p>	AO1 (10)
1 (b)	<p>What can we learn from other sources about the seriousness of the threat posed by Catiline to the Roman Republic?</p> <p>Sources may include:</p> <ul style="list-style-type: none"> • Cicero's own speeches to the Senate and people – which discuss threats to his own life; • depiction of Cicero taking precautions against violence in Plutarch <i>Cicero</i> • further measures to ensure he had a watertight case in the speeches <i>Against Catiline</i> and in Sallust <i>Catilina</i>. <p>Level 3 limit in AO1 if response makes no specific reference to sources.</p> <p>AO2 marks in this question for discussion and assessment of Catiline as a 'serious threat' with support from knowledge of the sources – refer to the grids for appropriate levels. if the reliability of the passage and of other sources is discussed, this too should be rewarded.</p> <p>Level 3 limit in AO2 if response makes no specific reference to sources.</p>	AO1 (10) AO2 (10)

Section A		
Question Number	Answer	Max Mark
1 (c)	<p>On the basis of this passage and other sources you have studied, discuss the view that Catiline's conspiracy was only supported by poor and desperate members of Roman society.</p> <p>Clearly according to Cicero many who were 'poor and desperate' did support Catiline, and a similar picture is gained from the speeches given to Catiline in Sallust <i>Catilina</i>. Expect a detailed outline of what Cicero has to say in <i>In Cat II</i> and in both Sallust and Plutarch.</p> <p>There was obviously support from some who were not poor (but may still have been regarded as desperate) – debtors flaunting their wealth (in the passage cited, and elsewhere in Cicero and Sallust) – and of course a praetor, Lentulus, and others of patrician status – Cethegus, Satilius, Gabinius. Candidates may also note Sallust's implication of Crassus (definitely not poor) in the so-called first Catilinarian conspiracy of 65 BC – attributed to Caesar and Crassus by Suetonius (and Crassus' involvement in helping bring the plot to light, according to Sallust).</p>	<p>[25]</p> <p>AO1 (10)</p>
	<p>There should be a developed examination of 'only supported' with support from sources (with appropriate evaluation and critical comment) which should discuss some examples of a range of supporters of Catiline, with sources to buttress these points.</p>	<p>AO2 (15)</p>

Section A		
Question Number	Answer	Max Mark
2 (c)	<p>On the basis of this passage and other sources you have studied, discuss the view that politicians in the late Republic were only successful when they had support from all parts of society.</p> <p>Answers should mention at least three other passages in some detail for high bands in AO1, with their contexts and some specific content, and relevant knowledge of the causes of politicians' success. Clearly Cicero is a good example of having a broad range of support (explicit in Plutarch, <i>Cicero</i> and enshrined in his ideal of the <i>concordia ordinum</i>); other politicians' success, notably Caesar, was achieved in the teeth of optimate hostility (and conversely of course Bibulus' electoral success in the teeth of popularist dislike); Clodius' advancement to position where he could engineer Cicero's exile was due to personal patronage, achieved through intrigue and violence (<i>Cicero, letters</i> and <i>Pro Sestio</i> good sources here. Pompey too achieved his high offices despite opposition from the optimates. Reward any examples which are accurate, detailed, and supported in line with the AO1 grid.</p>	<p>[25]</p> <p>AO1 (10)</p>
	<p>AO2 – look for some evaluation/comment on 'all parts of society' and evaluation of reliability and usefulness of the sources. Refer carefully to the grids for appropriate levels.</p>	<p>AO2 (15)</p>

Section B		
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.	
3	<p>According to the sources, how important a part did Julius Caesar play in the politics of the late Republic?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • outline Julius Caesar's activities and his roles during this period; • consider what the sources tell us about Julius Caesar's activities and roles; • assess the reliability of the sources about Julius Caesar's activities and roles. <p>Candidates may include detail about Caesar's year as aedile, his gaining the position of <i>Pontifex Maximus</i>, his praetorship, his involvement and activity in the Catilinarian conspiracy, and his consulship of 59 BC and the formation of the first triumvirate. At the highest level there should be detailed assessment and understanding of the importance of these roles, and reference to the relevant material set in the prescription (Suetonius <i>DJ</i>, Plutarch <i>Caesar</i>, <i>Pompey</i>, Sallust <i>Catiline</i>, numerous references to his activity in Cicero's letters).</p>	[45]
	The AO2 marks may be awarded for the overall construction and assessment of the material, leading to a supported and balanced judgement addressing the term <i>how important</i> ; most answers are likely to view his role as a key one, at least in the latter period covered by the material. The bullet-point prompt to consider <i>reliability</i> also allows marks to be awarded under AO2; here, weaker answers may address this point in generic paragraphs, while more pertinent discussion will address the specific passages from sources used to support the discussion and build up the narrative in the essay.	AO1 (20)
		AO2 (25)

Section B		
Question Number	Question Number	Question Number
4	<p>How reliable are the sources as evidence for the reasons why Cicero was able to overcome the Catilinarian conspiracy?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • outline the ways in which Cicero and others overcame the Catilinarian conspiracy; • consider what the sources say about what Cicero and other politicians did; • evaluate how reliable the sources are in their presentation of Cicero's success. <p>Answers should identify in detail the main events at the end of the conspiracy, perhaps starting with the disclosure of the involvement of Lentulus and others and the Allobroges' letters being opened in the Senate (Sallust, Plutarch, Cicero <i>In Cat II</i>) and the reasons why he needed such explicit evidence; the death penalty being inflicted under Cicero's supervision, and opposition to it, for which the main spokesman in the sources is Caesar; Cicero's 'triumph' as he was led home and the reaction of the people; his title <i>pater patriae</i> (supported by Cicero's report of what Crassus had to say in the senate – hyperbole here!); defeat of Catiline's forces in Etruria in 62BC by the army led by Antonius – showing joint efforts by the two consuls. Sources: Sallust and Plutarch <i>Cicero</i> for narrative; Cicero <i>In Cat IV</i> and <i>Letters</i> for a kind of running commentary; <i>Pro Sestio</i> for hindsight (but some accuracy if his case is to be won).</p>	[45]
	<p>Higher levels in AO2 reserved for answers which clearly assess <i>reliable</i> – much is by Cicero himself, and seeks to justify his position; there may be judicious editing in the published version on <i>in Cat IV</i>, though not wholesale fabrication; Plutarch relying on later sources; Catiline ultimately dead and not able to put his side! Sallust's narration of the events, and especially his treatment of Caesar, may be treated with some caution. How far the various sources agree or disagree, and the extent to which they may be interdependent, may also be discussed, and discussion in this respect should be rewarded. Reliability of sources will focus on the specific passages referred to at the highest level; weaker responses may depend on generic discussion in unspecific terms.</p>	AO1 (20)
		AO2 (25)
	Section B Total	[45]
	Paper Total	[100]

Option 2: Augustus and the Creation of 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 (a)	<p>What does this passage tell us about the importance of military success to Augustus?</p> <p>For marks in the highest bands there should be some context and interpretation/explanation of the events being referred to; ll. 1-3 referring to Philippi; then general point about 'civil and foreign wars by land and sea' skips over Actium; 500,000 . . . military oath of allegiance worth comment; likewise loyalty gained from colonies and rewards in retirement.</p> <p>Personal acclaim in triumphs and acclamation as <i>imperator</i> – expect some explanation here – but A. declining further triumphs – and the very pious days of supplication mentioned in detail, returning to the detail of the triumphs at the end.</p>	<p>[10]</p> <p>AO1 (10)</p>
5 (b)	<p>What can we learn from other sources about the view that Augustus was a great military commander?</p> <p>Personal role of A. is stressed in Velleius Paterculus (sycophantic); the poets make much of A. as victor at Actium (Horace <i>Ep.</i> 9, <i>Odes</i> 4.15, Vergil <i>Aeneid</i> 8); but compare the account of this in Pliny the Elder, which mirrors accounts of Octavian's wars against Sextus Pompeius. Note may be taken of coins (denarius 29-27 BC, in quadriga, with victory on reverse; aureus of 28 BC – laurel wreath; aureus 15-12 BC, reviving triumphal branches); RG may be quarried for further material; against this, Pliny the Elder; treatment of Gallus and Cossus when they tried to claim glory for themselves; responses may note that much of the real work was done by Agrippa and Tiberius, albeit under A.'s <i>imperium maius</i>.</p> <p>Level 3 limit in AO1 if response makes no specific reference to sources.</p>	<p>[20]</p> <p>AO1 (10)</p>
	<p>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 actual role as leader or not; limited credit for unsupported assertion or generalisations). If the reliability of the sources is discussed, this too should be rewarded.</p> <p>Level 3 limit in AO2 if response makes no specific reference to sources.</p>	<p>AO2 (10)</p>

Section A		
Question Number	Question Number	Question Number
5 (c)	<p>On the basis of this passage and other sources you have studied, discuss the view that Augustus' relationship to the army was an important factor in maintaining his power.</p> <p>Answers need to focus on a variety of factors in order to reach a supported and balanced conclusion. These might include – suppression of rivals; making sure of the support of the plebs, the Senate, and his family; building programmes; moral legislation. Expect some discussion of the key role of the army and its disposition in the provinces over which A. had sole control. Discussion of the early use of the title <i>Caesar</i> will also be relevant. Sources may include the remainder of the <i>Res Gestae</i>, Livy, Velleius and the poets. A. used his family for the most important roles in actual command of the armies but they were still required to keep the personal oath of loyalty. A's reaction at the loss of 3 legions by Varus may also be noted.</p>	<p>[25]</p> <p>AO1 (10)</p>
	<p>Look for a clear and supported conclusion to the question about an 'important factor' with adequate material and balanced judgements; refer to grids. In addition, if the reliability of the passage and of other sources is discussed, this too should be rewarded.</p>	<p>AO2 (15)</p>

	discussed, this too should be rewarded. Level 3 limit in AO2 if response makes no specific reference to sources.	AO2 (10)
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Section A		
Question Number	Answer	Max Mark
6 (c)	<p>On the basis of this passage and other sources you have studied, discuss the actions taken by Augustus to ensure that his position was secure.</p> <p>Steps taken may start with the thwarting of opposition as described in the passage, and build on other factors discussed in (b); security of his position shown by control of the senate, <i>tribunicia potestas</i> and ultimately <i>pontifex maximus</i>, <i>imperium maius</i> and control of the key provinces and the army. His need for loyal associates and the apparent threat posed by anyone who seemed to overshadow him shown by treatment of Gallus and Cossus, relations with Agrippa and Tiberius. 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 (eg his own position is shown by his portrayal in coins and on the <i>Ara Pacis</i>): literary sources may downplay the idea of self-service, especially the <i>Res Gestae</i>, and there is divided loyalty to both Augustus and Tiberius in Velleius; more overt in Suetonius and of course Tacitus <i>Annals</i> where there is 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>[25]</p> <p>AO1 (10)</p>
	<p>There should be a clear development of an argument with a clear conclusion; look for clear answers which focus on an evaluation of the evidence about steps taken by Augustus (benign but ruthless, whether with lesser figures or family members) whenever he was threatened. Likely conclusion is that he took very great care reliability and assessment of the level of detailed content in sources will also merit marks under AO2, and should be present for the highest level.</p>	<p>AO2 (15)</p>

Section B		
Question Number	Question Number	Question Number
	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.	
7	<p>1 According to the sources, to what extent did Augustus depend on other individuals in ruling Rome?</p> <p>2 3 In your answer, you should:</p> <ul style="list-style-type: none"> • outline the different roles and responsibilities carried out by Augustus and by other individuals; • include what the sources tell us about these individuals and their roles and responsibilities; • evaluate the sources about how these individuals helped Augustus <p>Relevant knowledge and source material must be recalled and deployed as appropriate. Sources: <i>RG 22</i> includes 'sons and grandsons' in the giving of games, but otherwise omits any mention of them; <i>Velleius</i> (on Tiberius – very pro-Tiberius), <i>Tacitus Annals</i> I. 3 gives detail of the whole family; lots in <i>Suetonius</i>. Roles and responsibilities include military commands (Germanicus, Drusus in Germany and Gaius and Lucius against Parthia, Tiberius), co-consulships, sharing of tribunician power by Agrippa and later Tiberius, increasing prominence as A. grew old and made plain his successors; against his wishes, especially in connection with moral legislation, the problems caused by the two Julias and Agrippa Postumus, more general discussion that Augustus accumulated all real power, noting his <i>maius imperium, tribuncia potestas</i>, control of certain provinces and their armies etc but 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 bands; refer to grids, and allocate marks generously.</p>	<p>[45]</p> <p>AO1 (20)</p>
	<p>There should be a clear assessment of 'extent' for marks in the highest bands, with appropriate support; to involve other individuals. Answers may argue either that Augustus appropriated all power for himself, and made use of others as cyphers, or that there was a genuine sharing of authority within the regime, although appointments and policy alike were manipulated by the <i>princeps</i>. Reward appropriate evaluation of sources used.</p> <p>4</p>	<p>AO2 (25)</p>

Section B		
Question Number	Question Number	Question Number
8	<p>How useful a picture do the sources provide about Augustus' relationship to the Senate?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • describe Augustus' relationship to the Senate, with specific examples; • include what the sources tell us about Augustus' relationship to the Senate; • assess the reliability of the sources which describe Augustus' relationship to the Senate. <p>Initial relations with the Senate quite hostile, going back to his first consulship; from the <i>RG</i> we have repeated assertions that Augustus 'took his cue' from the Senate, acting at the behest of either Senate or People and Senate, though he declined its offers of dictatorship and some consulships; after 31 BC he was consul till 23 BC, working within the republican structures (and claiming of course to have 'restored the republic' in <i>RG</i> and some discussion in Suet <i>Aug</i> 28 – also in Dio, lengthy debate (though not in prescription) where he offers a 'faithful account of the military and financial state of the Empire' to the 'chief officers of the state, with the rest of the Senate'; Velleius presents a sycophantic senate, heaping honours and rewards on him; Tacitus <i>Annals</i> is the reverse (<i>Annals</i> I.2) and while general regards servility as the Senate's response to a despot. There should be specific examples of A's relationship to the Senate – e.g. declining the dictatorship (22) in <i>RG</i>, Suetonius <i>Aug</i> 52, Dio; revising the number of patricians in 29BC, and revising the roll of the Senate three times (<i>RG</i> 18). Gaius Sentius Saturninus cos. 19 BC gets a lot of praise for being a loyal supporter of Augustus in Velleius 92.1; other senatorial activity included acting as censor (Plancus and Paulus – not a success).</p> <p>Senators acted as loyal governors of provinces and completed other magistracies for Augustus with little success; these men would have been of proven character so should have been a 'safe bet'; credit discussion of A.'s manipulation of elections and appointments; the Senate as a body was trusted with very little (and certainly not military commands or significant provinces!)</p>	[45]
	AO2 – look for 'how useful', which may be argued either way – there is quite a lot of detail in the narrative, but it is of course mainly written by the successful, and disgruntled senators may only have found a voice from Tacitus and a few others! Reward discussion of reliability and usefulness of sources in line with the grids	AO1 (20)
		AO2 (25)
	Section B Total	[45]
	Paper Total	[100]

	Head archaeology); Dio, where <i>Berikos</i> and his appeal are regarded as a reason for invading, preceded by acts of homage in the <i>Res Gestae Divi Augusti</i> ; absence of military conquest in the very south (<i>Regni</i> and favourable treatment and comment afforded to Cogibubnus); Cartimandua's surrender of Caratacus (<i>Annals</i>).	
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Section A		
Question Number	Answer	Max Mark
9 (b) continued	<p>The material should be critically analysed and any discrepancies or contradictions noted. If the sources are evaluated this too should be rewarded appropriately.</p> <p>Level 3 limit in AO2 if response makes no specific reference to sources.</p>	AO2 (10)
9 (c)	<p>On the basis of this passage and other sources you have studied, how easy was it for Romans to secure their control of Britain up to about AD 52?</p> <p>Sources: for military subjugation and control: Caesar BG; Dio; Tacitus, Agricola and Annals; Suetonius; Statius; archaeology from Hod Hill/ Maiden Castle, absence of evidence of fighting in southern areas after the initial invasion, limited to Welsh borders etc;</p> <p>for cultural means of securing the province: evidence of trade, including the pre-Roman period: e.g. Welwyn , Hengistbury, and Strabo, coins;</p> <p>political means such as client kingdoms: Fishbourne/ Tacitus Agricola for Cogidubnus; Prasutagus, Tacitus Annals 12; Cartimandua.</p>	[25] AO1 (10)
	<p>Easy: ? 'invitation' from Verika/ Berikos, fairly rapid advance from 43-47, military superiority (tactics and armament – including elephants – overwhelming the Britons; in the passage cited, the <i>testudo</i> formation is very effective); and Claudius' triumphal progress through Camulodunum; swift establishment of Fosse Way <i>limes</i>;</p> <p>for other means of 'subjugation', possible reference to Tacitus Agricola 21 – 'seduction'.</p> <p>Not easy the propaganda including the triumphal arch of Claudius and the extension of the <i>pomerium</i> in AD 49 imply a major triumph hence strong opposition – but may well be exaggerated – look for evaluation here; disarmament of tribes c. AD 47 caused unrest – not entirely quelled – and the opposition led by Caratacus was significant enough for extended treatment in the <i>Annals</i> – the question allows coverage of the full period 'up to about AD 52'.</p>	AO2 (15)

Section A		
Question Number	Answer	Max Mark
10	Read the document and answer the questions. You are expected to refer to the document and to use your own knowledge in your answers.	[10]
10 (a)	<p>What does this document tell us about the ways in which a Roman auxiliary cohort was organized?</p> <p>Reward appropriate citation and interpretation of the passage: this was an auxiliary cohort, led by a 'prefect' of equestrian status (notice two names' who had Roman citizenship, but the remainder of the force would almost certainly have been native Tungrians (from modern Belgium/ Holland) probably acting as infantry troops. More troops are away from the home base at Vindolanda than are present: some are 'guards of the governor', some at <i>Coria</i> (?Corbridge – not far away – one centurion at London – what was he doing here? Reward any appropriate interpretation. The cohort's organisation then is a 'prefect' commanding 'centuries' each led by a <i>centurio</i> – reward mention of other posts in the unit such as the <i>optio</i>. The total number indicates either an under-strength milliary cohort, or one being made up into one – note small number of centurions. Several soldiers are on the sick list – there is a dispute among commentators as to whether this is about normal or not (the consensus is that this is an untypical example and shows a quingenary cohort being made up to milliary strength); if this detail is included it should be rewarded, but it is not necessary for the development of an answer gaining full marks – context about place and dating would allow 10 marks to be awarded with sufficient detail drawn from the passage. However it is interpreted, this unit only has 265 men fit for duty at Vindolanda.</p>	AO1 (10)
10 (b)	<p>What can we learn from other sources about the variety of duties and roles of the Roman army in Britain?</p> <p>Other possible sources include outlines of military activity in Caesar, Dio, Tacitus <i>Annals</i> and <i>Agricola</i>, along with some epigraphy and archaeology. There may be discussion of a variety of roles: massed battle formations, defensive work (or not in the Boudiccan rebellion!), siege works (see other document question); legions were large complex organisations with much evidence of multi-tasking; auxiliary cavalry provided support in battle and patrols, and conducted amphibious warfare at the Thames and the Menai Straits; auxiliaries conducted the battle at Mons Graupius; a distinction between legionary and auxiliary skills may be made.</p> <p>Level 3 limit in AO1 if response makes no specific reference to sources.</p>	[20] AO1 (10)
	<p>Other duties included training (marching camps), building works (camps, ? towns – Verulamium dedication; Agricola's water-pipe, Mendip Lead Pig; evidence of temples (Camulodunum), roads, large walls). Information needs to be in sufficient detail to support a conclusion to 'variety'. Evaluation of the sources should also be</p>	AO2 (10)

	rewarded. Level 3 limit in AO2 if response makes no specific reference to sources.	
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Section A		
Question Number	Answer	Max Mark
10 (c)	<p>On the basis of this document and other sources you have studied, how effectively did the Romans make use of the various units which made up their army?</p> <p>Factual knowledge and sources recalled and deployed might include the accounts of Caesar's invasions from Caesar himself – some co-ordination, but failure of the cavalry to arrive caused serious problems; or battles such as the final defeat of Boudicca, the crossing of the Thames (Dio) or the Menai Straits (<i>Tacitus Annals</i>) or Agricola's campaign in the far north leading to and including <i>Mons Graupius</i> where there is co-ordination between units, including land and sea-based forces, legions and auxiliaries. 'Units' may be limited to the distinction between legionaries and auxiliaries – look for detail – but ought also embrace cavalry and marine units. Reward reference to the posting of particular types of unit at key locations on the Hadrianic frontier – eg cavalry units at river crossings.</p>	[25]
	<p>These were not always so effective – several reports of serious casualties in Wales and Scotland in Tacitus, and the loss of a large infantry force in the Boudiccan rebellion.</p> <p>Moving away from the 'purely military' the passage may also be referred to – there are other uses made of the military – guard and escort duty ('guards of the governor' 'at Coria' and what was a solitary centurion's duty at London – provincial HQ?) There needs to be sufficient material to develop a clearly supported answer to 'how effectively', and the focus needs to be kept on the good use made of different units' skills.</p> <p>Source material must be critically handled and evaluated. Reward supported and developed arguments either way, in line with the marking grids.</p>	AO1 (10)
		AO2 (15)

Section B		
Question Number	Question Number	Question Number
11	<p>5 According to the sources, how much contact existed between British tribes and the Roman Empire before Claudius' invasion in AD 43?</p> <p>6 In your answer, you should:</p> <ul style="list-style-type: none"> • describe the various types of contact which British tribes had with the Roman Empire; • discuss the amount and extent of contact between British tribes and the Roman Empire; • assess the usefulness and accuracy of the sources which describe contacts between Britons and Rome. <p>Sources: there is trading contact mentioned in Caesar, supported by archaeology at Hengistbury Head, from the earliest period; later in date we have Lexden, Welwyn, and Strabo, and coinage in homage to continental patterns (and used perhaps as a token of exchange for the exports listed in Strabo).</p>	<p>[45]</p> <p>AO1 (20)</p>
	<p>There is also political contact – again in Caesar, then all the material in the inter-invasion period may be used – Cicero, Horace, Tibullus, the <i>Res Gestae</i> and Dio, leading up to the invasion itself. NB subtle answers may note that not ALL tribes appear to have had extensive contact with the Romans, and some used them as political support in their own insular rivalries – so 'contact' probably varied from tribe to tribe.</p> <p>Reward detailed factual knowledge and sources in line with AO1 grids; in AO2 look for balanced and supported arguments with a clear idea of 'how much' made explicit for Level 5.</p> <p>7</p>	<p>AO2 (25)</p>

Section B		
Question Number	Question Number	Question Number
12	<p>According to the sources, how varied were the attitudes of the Romans to extending the province of Britain northwards from the start of the governorship of Agricola to the construction of Hadrian's Wall (AD 77 to about AD 125)?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> include the evidence from the sources about the changes in the northern frontier and the expansion of the province; assess the reasons why the Romans moved the northern frontier of Britain during this period; evaluate the available literary and material evidence for our knowledge about the northern frontier of the province. <p>Sources for this question are Tacitus' <i>Agricola</i> with supporting archaeology, then limited literary evidence in <i>SHA</i> and the much more substantial archaeology of the Gask Ridge system, Stanegate (<i>Vindolanda Letters</i>) and Hadrian's Wall itself. There should be a straightforward chronology including expansion under Agricola to the far north (c. AD 77-83 or 84); gradual withdrawal to the Scottish lowlands up to c. AD 96; with ultimate adoption of the Stanegate system after this, culminating in the construction of the Wall AD 122 – c.125. Any material after this date is irrelevant unless it is introduced as a way of criticising the former systems. Allow a little context – and for the possibility that the frontier had been advanced into Brigantian territory and beyond before Agricola's time (some archaeology at Carlisle, and Pliny the Elder's remark about the <i>Caledonian Forest</i>.)</p>	[45]
	<p>A straight narrative of these stages will not proceed beyond level 3: for the highest bands there must be some explorations of the <i>attitudes</i> of the Romans (military expansion, desire for glory, taking economic realities into account – no point holding on to the Highlands; then some consolidation, with a 'change in tactics' from patrols using the Stanegate forts to the construction of a physical barrier, itself being modified in the course of construction. There should also be a clear expression answering 'how varied' and evaluation of the reliability of the literary sources and comment on the varied ways in which archaeology might be interpreted (including some difficulties of dating).</p>	(AO1) (20)
		(AO2) (25)
	Section B Total	[45]
	Paper Total	[100]

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>	<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	9–10	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	7–8	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	5–6	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	2–4	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	0–1	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.

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

(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate (b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form	Max. mark and mark ranges			Characteristics of performance
	10	15	25	
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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