

Classics: Ancient History

Advanced GCE F394

Roman History: The Use and Abuse of Power

Mark Scheme for June 2010

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

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Option 1: The Fall of the Roman Republic 81 – 31 BC		
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 should not provide an exhaustive list and any relevant points should be credited.	
1	<p>It was the growth in the power of individuals at the expense of the state which eventually destroyed the Republic.’ How far would you agree with this view?</p> <p>Good answers should provide relevant factual knowledge of the period and include detailed information on the actions of individuals and the effects of these actions on the constitution and institutions of the republic, for example:</p> <ul style="list-style-type: none"> • Sulla’s dictatorship, his seizure of power and his reforms – the effects on the institutions such as the tribunate, the senate, the magistracies etc. (references in Cicero’s Speeches, Appian, Velleius Paterculus, Sallust <i>Catiline</i> and others regarding the effects of Sulla’s actions and reforms); • Pompey’s use of force and violence, legal and illegal actions, use of wealth; • Crassus’ use of wealth and patronage; Plut. <i>Crassus</i> 7 instability of the state • Caesar’s consulship and governorship of Gaul, his dictatorship and use of power during it; • Octavian and Antony: their use of the power from the triumvirate, their control of the army and magistracies (Suetonius <i>Augustus</i>, Plutarch <i>Antony</i> provide material for the end of the period). <p>Reward specific information, coverage of the period, although not all events/individuals need to be included for higher marks. Reward with high marks where the material is supported with accurate use of sources and evidence eg Plutarch’s <i>Lives</i> for various individuals; Cicero’s Letters detail the events during the 60s and 50s and provide some views on the decline of the Republic.</p> <p>Good answers should develop the relationship between the power of individuals and the decline in the control by the state institutions such as the senate or assemblies; there should be some supporting evidence and for higher marks, evaluation of the evidence in context. Answers might consider other factors which affected the decline of the republic for example the extent of corruption, military power, weakness of the senate, problems with the institutions themselves; there should be a balanced argument for the highest marks.</p>	<p>[50]</p> <p>(AO1) [20]</p> <p>(AO2) [30]</p>

Question Number	Answer	Max Mark
2	<p>How accurately can we assess the extent to which social and economic problems affected the politics of this period?</p> <p>Good answers should provide relevant factual knowledge of the period and include detailed information on the social and economic problems, including the effects on politics; there should be some references to the evidence to deal with the issue of accuracy in assessment. eg</p> <ul style="list-style-type: none"> • the effects of wealth on Rome and Italy, gap between rich and poor (e.g. Sallust <i>Catiline</i> 10-13, 36-39 on the decline in morals etc; 20-21 rich and poor); • the decline in agriculture and the effect on the economy and rural population (Manlius' Letter in Sallust <i>Catiline</i>); influx of unemployed into Rome and the effect on politicians; demands of the poor etc; • debts problems (Cic Cat 2. 17-23 : support for Catiline from criminals; murderers, debtors; looking for lessening of burdens); Caesar's attempts to deal with debt in his dictatorship; the effect of debt issues on political activity; • the unemployment in Rome (Plut Cicero 10 : <i>the whole state is rotten</i>; Etruria and Gaul discontent); land reform; land for veterans (Rullus land bill, Flavius Land bill, Octavian's confiscations etc); • slaves - discontent: Spartacus revolt; problems in 40s BC; Caesar's laws on the use of slaves and free men on farms; • exclusiveness of the upper class; corruption in politics; their effect upon the effectiveness of administration etc; • divisions between Equestrians and Senators and the effect on political activity; • citizenship extension - Transpadane Gaul; • effects of the Eastern wars and pirates on Rome and Italy – the grain supply, the grain subsidy (Appian 12.14.93;) etc and effects upon political actions e.g. Pompey's commands (Cicero on the Manilian Law); • the effects of civil war etc. <p>Reward specific information, coverage of the period, although not all issues need to be included for higher marks.</p> <p>Answers must address the issue of accurate assessment for higher marks indicating the limitations of the evidence and its usefulness in assessing the effect on politics; good answers should evaluate the evidence and its contribution to our understanding of the issues; the analysis for higher marks should indicate where problems related to political activity; highest marks for balanced answers which show the problems in assessing the evidence and the effects.</p>	<p>[50]</p> <p>(AO1) [20]</p> <p>(AO2) [30]</p>

Question Number	Answer	Max Mark
3	<p>How far does the evidence help us to understand the aims and intentions of politicians during this period?</p> <p>Good answers should include information on a number of politicians and their aims/intentions making use of a range of evidence and the context of the evidence, for example: Cic Ad Fam 7.3.2 describes optimates as <i>like brigands; bloodthirsty</i>; Sallust Cat 12-3 moral corruption, wastefulness, excessive wealth etc;</p> <ul style="list-style-type: none"> • Sulla – Appian and Plutarch provide information on his aims and actions; • Pompey, Pompey, Crassus – absolute power – Pompey <i>would brook no rival</i> (Caelius ad Fam 7.16; ad Att 8. 11) ; Ad Att 8.11.2 Cicero's claims that Pompey aimed to have absolute power through military success; Dio 37.49 Pompey's aims on return from the East; Velleius 2.44 on the triumvirate; • Crassus, Plutarch <i>Crassus</i> for his ambitions: love of glory (14); – triumvirate activated by love of glory and triumph (7); • Cicero: his letters to Atticus 1.1 and 1.2 about his consulship; 1.13 on the situation in Rome in 61 BC • Caesar, Plut. Caesar 13 : Cato's - triumvirate would lead to war and an end of the Republic cf. Plut Pompey 47; Cicero Ad Att 2.21 Pompey and Caesar – their rivalry: Caelius letter to Cicero Ad Fam 8.8.4-10: Caesar CV 1.4 Pompey's jealousy; (JC 30, role of Cato) • Clodius – Dio 38.12 on his laws of 58 BC • Cato, Suet. J. Caesar 18 use of bribery for Bibulus; • Antony (Appian 2.33 Antony's behaviour in the senate 49 BC); • Octavian – Suetonius <i>Augustus</i> 10-17 details Octavian and Antony's actions and aims during the triumvirate; <p>Some balance might be expected in terms of self-interest/ concern for the state. Reward ref. to what politicians say themselves (or are reported to have said). examples of self-interest and personal glory as a motive. Reward specific information, coverage of the period, although not all politicians need to be included for higher marks.</p> <p>Answers should evaluate the evidence to identify the aims and intentions of some of the politicians; good answers should assess the usefulness of the evidence in context. The analysis should develop the extent to which the evidence provides reliable information and should discuss its limitations where appropriate for higher marks; Reward where the answer compares or contrasts evidence.</p>	<p>[50]</p> <p>(AO1) [20]</p> <p>(AO2) [30]</p>

Question Number	Answer	Max Mark
4	<p>'Political success depended upon military success.' To what extent do the sources support this view of the ways in which politicians achieved success?</p> <p>Good answers should include information on a number of examples of political and military successes making use of a range of sources and their contexts, for example:</p> <ul style="list-style-type: none"> • Sulla's victory in the civil war (Appian CW 1.95) (Plutarch <i>Sulla</i> 30 – 31 Sulla's acts as dictator). • Pompey's military successes and political results: Plutarch <i>Pompey</i> 13-14 Pompey and Sulla; 17 – Lepidus and command in Spain; 21-22 – success in Spain, against Spartacus and consulship; 25/30 Gabinian and Manilian Laws. 44- opposed by Cato; Dio 37.49 – failure to gain demands on return from the East etc. • military success limited – use of wealth and patronage by Crassus (Plut. <i>Crassus</i> 7) but then his Parthian campaign (Plut 16; Appian CW 2.18); Cicero's success did not depend on the military perhaps; failure at times due to his lack of military success/experience; (but he wanted a triumph from Cilicia?) Caesar's early career might be included. Cato's influence due to family and patronage. • Caesar: governorship in Gaul/invasion of Britain – effects on image and standing in Rome; success in Civil War and dictatorship. • Octavian and Antony – their success due to the control of armies – Suetonius <i>Augustus</i> 10-12; <p>Reward specific information, coverage of the period, although not all issues need to be included for higher marks.</p> <p>Answers should discuss how far examples (not all need to be included) of military and/or political successes are connected; higher marks for a balanced analysis which deals with other factors for political success; good answers should also develop evaluation of the sources to indicate how far the evidence provides support for their views and should discuss its limitations where appropriate for higher marks. Reward where the answer compares or contrasts evidence.</p>	<p>[50]</p> <p>(AO1) [20]</p> <p>(AO2) [30]</p>

Option 2: The Invention of Imperial Rome 31 BC – AD 96		
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 should not provide an exhaustive list and any relevant points should be credited.	
5	<p>Succession was a major issue for every emperor; no emperor found a successful solution to this problem.’ How far would you agree with this view?</p> <p>Answers should provide detail of the various policies and practices of emperors during this period towards the succession, and the extent to which their policies resulted in a smooth succession. Reward specific factual information on a range of emperors; 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’ various efforts (Suet. <i>Augustus</i> 63-64; Tacitus Annals 1.10/ Suet. <i>Tiberius</i> 21 for the view that Augustus chose Tiberius to enhance his own reign etc; • The means used to promote the successor: propaganda and office; • Tiberius (Suet <i>Tiberius</i> 76 – his will); Gaius’ accession (Suet. <i>Gaius</i> 13-14; Tac. Annals 6.51); • Claudius – assassination of Gaius and his accession etc (Suet. <i>Claudius</i> 10-11; Dio 60.1.4 – voted prerogatives of power of Vespasian’s powers –inscription ILS 244); his death and the accession of Nero (Tac. Annals 12. 67ff); • Nero’s death, no successor and the resulting chaos – Suetonius <i>Nero</i>; Tacitus Histories 1; Galba’s failed attempt (Piso); use of gifts and force followed; • Accession of Vespasian and his sons: Suet. <i>Titus</i> 6 – he holds a variety of posts including Praetorian commander. <p>Good answers should provide analysis of the efforts (or lack of efforts) by emperors to ensure a smooth succession, their success or failure and the reasons for this; answers may consider other factors which made succession difficult e.g. deaths of designated person, unpopularity of the emperor, lack of suitable candidates, opposition from others; institutional problems; good answers should show evaluation of the evidence and its limitations. Answers might include some discussion of the father-son succession, use of adoption, instances of the success of the succession process followed by difficulties for the new emperor.</p>	<p>[50]</p> <p>(AO1) [20]</p> <p>(AO2) [30]</p>

Question Number	Answer	Max Mark
6	<p>How accurately can we assess the extent to which emperors succeeded in transforming the social and moral life of Rome during this period?</p> <p>Answers should include some of the attempts by emperors to influence social and moral practice in Rome during this period. Evidence should be included for the analysis of success and extent of the accuracy of the assessment. Reward specific information, coverage of the period, although not all issues need to be included for higher marks. Information might include:</p> <ul style="list-style-type: none"> • Augustus' social and moral legislation for marriage, adultery, manumission of slaves etc (Horace <i>Carmen Saeculare</i>; Suetonius <i>Augustus</i> 32-34); Livy prologue: on decline of morality in his age of Livy 7. 25. 8-9 ; RG 8 brought back into use many exemplary practices of ancestors; for success - Tac Ann 3. 25 : failure of Lex Pappia Poppaea. Propertius 2.7 on laws of 17 BC; • Claudius social legislation (Suet. <i>Claudius</i> 25, Dio 60.6-7 edicts concerning festivals, Jews, performance on stage etc); extension of citizenship and senate; • Nero: hellenism – Neronia, Youth Games etc; (Tac. Annals 14.14-15 corruption of Rome); Greek games (Tac. Annals 14.18f); • the emergence of alternative religious cults sometimes supported, sometimes opposed by emperors – e.g. Tiberius expels foreign cults (Suet. <i>Tiberius</i> 36); Nero's treatment of Christians (Tac. Annals 15.43-44); imperial cult (Gaius Dio 59. 28); • building projects which affect the social and moral life of the people such as Baths, theatres, amphitheatres etc and the provision of amenities; • Domitian (Suetonius <i>Domitian</i> 8) social legislation. • Juvenal and Martial might be used to discuss the extent of moral decline or social changes in Rome (e.g. Juvenal Satire 3) <p>Answers address the issue of accurate assessment of the success for higher marks; answers might consider the limited evidence for change in social and moral attitudes; its unreliability for various reasons e.g. Juvenal's satires, Suetonius' biographies; reward evaluation of the evidence highly, especially where sources are compared or contrasted; a balanced analysis should be rewarded.</p>	<p>[50]</p> <p>(AO1) [20]</p> <p>(AO2) [30]</p>

Question Number	Answer	Max Mark
7	<p>‘Some emperors succeeded in creating good relations with the different groups within the city of Rome; others failed completely.’ How far do the sources support this view of the relations between the emperors and the people of Rome?</p> <p>Answers should include some of the attempts by emperors to gain and maintain good relations with the people of Rome during this period. Sources should be included for the analysis of success and/or failure. Reward specific information, coverage of the period, although not all emperors need to be included for higher marks. Information might include:</p> <ul style="list-style-type: none"> • popular emperors (using the sources as evidence) such as Augustus, Gaius (at the start), Claudius (to some extent) Vespasian, Titus; • unpopular ones: Tiberius, Gaius (at the later stage), Nero (partly among some groups), Domitian; • various methods employed : games; grain supply; donatives; employment; tax reforms; spectacles; military success etc; • factors which affected good/bad relations e.g. Tiberius’ treason trials (Tac. Annals 6.18); Nero: Flavus’ comment Tac. Annals 15.67 and the Piso plot; • the different relations between emperors and different groups during their reigns e.g. Nero disliked by the upper class towards the end, but still popular among the lower classes • the sources for attitudes towards emperors to identify relations – Tacitus Annals 1.9-10 for views of Augustus; Tacitus Annals 14.13-14 for different views of Nero; Suet. <i>Tiberius</i> 76 for the reaction to Tiberius’ death <p>Analysis should address the issue of success and failure and how far emperors can be easily distinguished in the way the quotation suggests; good answers should develop a balanced argument regarding relations and differentiate between groups during the reigns chosen for discussion; for example, the success Nero had with the lower classes contrasted with the view taken of him by others such as Thrasea; Titus’ apparent unpopularity before accession and popularity after it (Suet. <i>Titus</i> 6-7). Reward answers which use the sources critically and discuss their limitations and bias towards particular emperors.</p>	<p>[50]</p> <p>(AO1) [20]</p> <p>(AO2) [30]</p>

Question Number	Answer	Max Mark
8	<p>How far would you agree that the building projects of the emperors would have made the Rome of Domitian unrecognisable to Augustus?</p> <p>Answers should include some of the building projects and improvements to the amenities by emperors which changed the appearance of Rome during this period. Evidence should be included for the analysis of the extent of change to assess how far Rome of Augustus differed from that of Domitian. Reward specific information, coverage of the period, although not all changes need to be included for higher marks. Concentration in detail on one part of the period is only partially relevant. Information might include:</p> <ul style="list-style-type: none"> • the major changes to Rome during the reign of Augustus e.g. his Forum, the Baths of Agrippa, temple of Caesar, Theatre of Marcellus (restored by Vespasian –Suet <i>Vesp.</i> 19); temple of Apollo etc- focus on the reorganisation of the centre of Rome; • the building projects of other emperors which affected the centre: e.g. Domus Aurea (though largely destroyed by Domitian’s time); Vespasian’s restoration of the capitol; the Colosseum; Temple of Peace, of Claudius; the Arch of Titus; additional baths by Nero and Titus; Theatre of Pompey; additional aqueducts; • Domitian’s works: (Suet. <i>Domitian</i> 5) : capitol, temple to Jupiter, Forum of Nerva, a stadium, a concert hall, an artificial lake, expansion of palace, Isis temple, numerous arches (Suet. <i>Dom.</i> 13)– there are problems due to the action of removing his name from buildings on his death; • regulations on street widths, heights of houses and insulae etc (e.g. Nero); • the changes after the fires in AD 64, and in Titus’ reign; • the change in population and size of the city during the period (e.g. Juvenal’s claims in Satire 3). <p>Analysis should address how far Rome in terms of appearance and population might have changed between the reigns of the emperors; good answers will have a balance between what was new and what remained; evaluation and interpretation of the evidence (archaeological and literary) should be provided in answers for higher marks; good arguments might also include the different purposes of the buildings e.g. to promote image and success or to provide amenities and the different ways in which emperors used building projects.</p>	<p>[50]</p> <p>(AO1) [20]</p> <p>(AO2) [30]</p>

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 should not provide an exhaustive list and any relevant points should be credited.	
9	<p>How accurately can we assess the extent to which Rome succeeded in romanising the provinces during this period?</p> <p>Answers should include some of the evidence for romanisation during this period. Examples should be included for the analysis of the extent of success. Reward specific information, coverage of the period, although not all aspects of romanisation need to be included for higher marks. Concentration in detail on one part of the period is only partially relevant. Information might include:</p> <ul style="list-style-type: none"> • Tacitus <i>Agricola</i> 21 for the encouragement of romanisation in Britain during AD 80s; further evidence would be the temple to Claudius; the Forum at St Albans; Chester pipe; establishment of towns e.g. Chichester, London, Silchester during the period; the Cogidubnus inscription and reference in Tacitus; evidence of Roman lifestyle, religion, etc; • establishment of colonies as a means of romanisation e.g. Gloucester, Lincoln, Colchester (Tacitus Annals 14. 33); created as the army moved on Cologne; • imperial cult: Temple to Gaius at Miletus; of Claudius in Britain; Tiberius in Spain (Annals 4.37-8); Pliny's use of Trajan's statue among other gods (Letters 10. 96); inscription regarding the cult, Pliny 10 52, 100 oath to Trajan; 70 Shrine to Claudius; forms of worship – Roman or local? • the evidence for changes in agriculture and/or industry; economic effects – coinage, trade, development of new types of crops and goods; • the use of Latin – extent to which it replaced local languages; • evidence suggesting resistance to romanisation – the reaction of the Trinovantes to the temple at Colchester; the Jews' reaction to Gaius' statue in their temple; <p>Analysis should include some discussion of the limitations of the evidence; the extent to which romanisation was limited to élites, how far it can be used to create a reliable picture through evaluation and interpretation of both literary and archaeological material. Critical use of the evidence is required for higher marks e.g. Tacitus <i>Agricola</i> – the claims probably go back to previous governors.</p>	<p>[50]</p> <p>(AO1) [20]</p> <p>(AO2) [30]</p>

Option 3: Ruling the Roman Empire AD14 – 117		
Question Number	Answer	Max Mark
10	<p>To what extent do the sources give us adequate accounts of the policies of the emperors towards the frontiers during this period?</p> <p>Answers should include some of the sources relating to the policies and actions of emperors during this period. Examples of frontier policy should be included for the analysis of how far the accounts are adequate. Reward specific information, coverage of the period, although not all emperors and their policies need to be included for higher marks. Concentration in detail on one aspect of the period is only partially relevant. Information might include:</p> <ul style="list-style-type: none"> • policies towards the Northern frontier on the Rhine – Tiberius and Germanicus (Tacitus Annals 1-2 specifically 2.26 Tiberius diplomacy); Gaius’ ‘expedition’ (Dio and Suetonius give accounts); Claudius’ removal of Corbulo after his success (Tac. Annals 11.20); Vespasian, Domitian – attempts to rationalise the area – archaeological evidence of forts etc.; • policies towards the Danube area – Domitian and Trajan (Suetonius <i>Domitian</i> 6; Dio Cassius 67. 3-6 (Domitian); Dio Cassius 68 6ff Trajan) • Britain: Claudius’ invasion; expansion after Boudicca; retreat and consolidation after AD 84 – different policies with different emperors – evidence of Tacitus’ <i>Agricola</i>; • the Eastern Frontier – Parthian and Armenian issues: Nero and Trajan- evidence in Tacitus Annals 13, 34-41; and Dio Cassius 68.17 Trajan; • different policies e.g. expansion/consolidation; defence, control of tribes, promoting the image of the emperor, political necessity, resources etc. <p>Answers should include interpretation of the sources for the policies of the emperors and evaluation of the evidence for the analysis of the issues; good answers should address the question of ‘adequate’ clearly for higher marks; the sources should be treated critically for the highest marks – the view of Suetonius that Domitian’s campaigns were unprovoked and unsuccessful (<i>Domitian</i> 6); that Nero was uninterested in the Empire (Claudius ‘expedition of no great importance (Suet. Cl.17); Nero (Nero 18) thought of retreating from Britain); Tacitus’ criticism of Tiberius over policy on the Rhine (Tac. Ann 2.24 on T’s jealousy; Tac Agricola 40 on Domitian’s jealousy of Agricola’s achievements in Britain) etc.</p>	<p>[50]</p> <p>(AO1) [20]</p> <p>(AO2) [30]</p>

Question Number	Answer	Max Mark
11	<p>How far does the evidence help us to understand how effective the administration of the provinces was during this period?</p> <p>Answers should include a range of evidence for the roles of governors, procurators and others involved in administration during this period. Examples should be included for the analysis of the extent of effectiveness. Reward specific information, coverage of the period, although not all aspects of administration need to be included for higher marks. Concentration in detail on one part of the period is only partially relevant. Information might include:</p> <ul style="list-style-type: none"> • evidence for governors (senatorial and equestrian) and their roles e.g. Tacitus <i>Agricola</i> and Pliny letter 10; other evidence includes governors mentioned in Tacitus <i>Annals</i>, <i>Agricola</i> and <i>Histories</i> (e.g Suetonius Paulinus, Corbulo, Felix in Judaea, Blaesus in Africa etc); Vespasian's governorship of Judaea (Josephus); inscriptions referring to governors; • evidence for procurators and their roles e.g. Classicianus, Catus in Britain (Tacitus <i>Annals</i> 14); inscriptions; references in Pliny Letters 10; • agents of the emperors (Pliny Letters 10 mentions Maximus among others) • freedmen e.g Polyclitus sent to Britain • the use of the army – inscriptions of various roles; the centurion who caused the Frisii revolt in AD 29; Pliny Letters 10 refers to the use of the army as does <i>Agricola</i>. <p>Answers should address the issue of 'how effective' and how far the evidence is reliable for higher marks; evidence should be interpreted to discuss the relative importance of the roles of the various administrators, and their contribution to the effectiveness of the system; the limitations of the evidence should be included for higher marks e.g. the special nature of Pliny's task, the issues with Tacitus' biography of <i>Agricola</i>.</p>	<p>[50]</p> <p>(AO1) [20]</p> <p>(AO2) [30]</p>

Question Number	Answer	Max Mark
12	<p>How helpful are the sources for our understanding of the ways emperors promoted their image in different parts of the Empire?</p> <p>Answers should include some of the sources concerning the ways emperors promoted their image during this period. Examples should be included for the analysis of the reasons and the reliability of the evidence. Reward specific information and coverage of the period, although not all aspects of promotion need to be included for higher marks. Concentration in detail on one part of the period or one emperor is only partially an answer. Information might include:</p> <ul style="list-style-type: none"> • the use of specific portraits/statues/images; military, religious, cultural, political leader etc; • coinage promoting certain successes or images e.g. Nero coins showing him as Apollo; • as a god in some areas e.g. the East (Egypt) and Britain but not in others – different for each emperor; temples to Rome and the emperor; evidence of inscriptions; • use of building projects supported by the emperor e.g. Pliny Letters 10 mentions aqueducts, theatres, baths; Tacitus <i>Agricola</i> 21 suggests the building of fora etc.; buildings in Rome promoting the emperor's image; • acts of generosity – Nero's freeing of Greece/Vespasian's reversal of this; • differences between provinces, and differences between East and West; • festivals celebrating the emperor. <p>Answers should interpret the sources for evidence of the ways in which the emperors promoted their image (individually and collectively) and the differences between parts of the Empire.</p> <p>Answers should discuss the differences between parts of the Empire and assess the differences in terms of the contexts e.g. East more accustomed to emperor worship. Answers should show a variety of the ways emperors presented themselves eg</p> <ul style="list-style-type: none"> • emphasising military aspects; • promoting a particular policy; • gaining popularity or support; • publicising success or the characteristics of an emperor or a reign. <p>Sources should be evaluated for higher marks in terms of their limitations and/or bias and discuss how helpful the sources are for our understanding of the practices of the emperors; good answers should provide a balanced discussion.</p>	<p>[50]</p> <p>(AO1) [20]</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) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</p> <p>(b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</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.
Level 5	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.
Level 4	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.
Level 3	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.
Level 2	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.

Level 1	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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