



GCE

Classics: Ancient History

Unit **F392**: Roman History from original sources

Advanced Subsidiary GCE

Mark Scheme for June 2014

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

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
A1	AO1
A2	AO2
EVAL	Evaluation
^	Area of partial knowledge
IRRL	Significant amount of material which doesn't answer the question
SEEN	Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence

MARK SCHEME

Option 1: Cicero and political life in late Republican Rome

Question		Answer	Marks	Guidance											
		Indicative content			Levels of Response										
1	(a)	<p>AO1 Reward all citation and comment on issues affecting the outcome: Cicero's lack of activity and reasons for it:</p> <ul style="list-style-type: none"> • <i>I took less than my usual part in the fray.</i> • <i>so long as I had the Senate's authority to defend, I took so brisk and vigorous a 'part in the fray' that crowds flocked around me shouting enthusiastic applause.</i> • <i>saying nothing in evidence but what was so generally known and attested that I could not leave it out.</i> <p>The biased nature of the jury:</p> <ul style="list-style-type: none"> • <i>Hortensius conceived the idea ... differing from the consular bill only in respect of the constitution of the jury, on which however everything turned</i> • <i>I saw we had got a jury of paupers</i> • <i>it was the needy and disreputable quality of the jury</i> <p>Poor planning by Hortensius:</p> <ul style="list-style-type: none"> • <i>and that was due to Hortensius' miscalculation.</i> • <i>Afraid that Fufius (context) might veto the law... he failed to see how much better it would have been to leave Clodius under the stigma of an impending trial than to commit him to an unreliable tribunal.</i> • <i>His (Hortensius') hatred made him impatient to bring the case to court.</i> 	10	<p>What does this passage tell us about the issues which affected the outcome of the trial of Clodius?</p> <p>Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Reward discussion about the outcome of the trial which uses the concluding points:</p> <ul style="list-style-type: none"> • <i>turn out so contrary to everybody's expectations</i> • <i>he had persuaded himself and others that no jury on earth could acquit Clodius.</i> • <i>he (Hortensius) said that a sword of lead would be sharp enough to cut Clodius' throat.</i> 	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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Question		Answer	Marks	Guidance	
		Indicative content			Levels of Response
1	(b)	<p>AO1 Importance of trials shown for example by:</p> <ul style="list-style-type: none"> • Cicero <i>Letters</i> 3 & 4 on the trial of Catiline – which illustrates their political importance in assisting or holding back a political career, and developing <i>amicitia</i> • Cicero as praetor, insisting on due process and deliberation over Licinius Macer and Vatinius – recorded in Plutarch <i>Cicero</i> 9 • the opportunity they afforded to show off rhetoric and oratorical persuasion - examples of Cicero's speeches, <i>Pro Murena</i> on behalf of a consul, defending him against corruption charges; repeatedly mentioned in the <i>Commentariolum Petitionis</i> • use of trials to embarrass or hinder a political career – <i>Pro Murena</i> again • Trials as a means of making political points – <i>Pro Sestio</i> used as vehicle to sway the jury recalling political violence • allow other Cicero letters (or the rest of 10) on Clodius and the Bona Dea Trial – importance of this trial as a 'showpiece' for Clodius and bringing violence to the fore in Roman politics. <p>AO2 Marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about 'what can we learn from ...', clearly explained and structured.</p>		<p>What can we learn from other sources about the importance of trials in the politics of the late Republic?</p> <p>Answers should not include discussion of the passages printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question.</p> <p>Credit any discussion of sources if present.</p> <p>Reward discussion of the legal process which led to Cicero's banishment and recall – not covered in detail by our sources – shows how trials could be used for political purposes.</p>	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

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1	(c)	<p>AO1 Methods noted may include:</p> <ul style="list-style-type: none"> • <i>rhetoric, oratory</i> – mentioned in the passage and elsewhere in Cicero's speeches (<i>Pro Murena, Pro Sestio</i>); reference to oratorical powers in <i>Letters</i> esp. 9; refs in <i>Commentariolum Petitionis</i>. Cicero declines to use it to help – this passage, and <i>Letter 3</i>, explaining refusal to speak for Atticus' friend Caecilius • <i>bribery and collusion of the jury</i>: this passage; Cicero <i>Letters 3 & 4</i>, trial of Catiline: 'we have the jury we want'; rest of <i>Letter 10</i> on Clodius and the Bona Dea trial • <i>violence</i>: mentioned in <i>Pro Sestio</i> in detail; reference is to events earlier, prior to Cicero's exile; also mentioned in Plutarch <i>Caesar</i> and <i>Pompey</i> – almost identical passages in which Pompey threatens to use a sword; earlier, threat of violence indicated by Cicero wearing a breastplate in consular elections of 63. <p>AO2 Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources • make judgements on the value of the examples as historical evidence • show understanding of how to interpret ancient evidence. 		<p>On the basis of this passage and other sources you have studied, how varied were the methods used by politicians to affect the results of trials in the late Republic?</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question.</p>	<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>9–10</td></tr> <tr><td>Level 4</td><td>7–8</td></tr> <tr><td>Level 3</td><td>5–6</td></tr> <tr><td>Level 2</td><td>2–4</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p>AO2 = 15</p> <table> <tr><td>Level 5</td><td>14–15</td></tr> <tr><td>Level 4</td><td>10–13</td></tr> <tr><td>Level 3</td><td>6–9</td></tr> <tr><td>Level 2</td><td>3–5</td></tr> <tr><td>Level 1</td><td>0–2</td></tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	14–15	Level 4	10–13	Level 3	6–9	Level 2	3–5	Level 1	0–2
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2	(a)	<p>AO1 Reward any relevant citation and interpretation of the passage:</p> <ul style="list-style-type: none"> • <i>equites</i> and the <i>publicani</i> - some candidates may explain who these groups were and how they might help in the electoral process • the goodwill of the <i>nobiles</i> • <i>a following of young men</i> – purpose? youthful vigour/energy/a bit of muscle? • <i>the constant attendance of those who have been defended by you</i> – ie success stories and those bound to Cicero by personal obligations • <i>a large number of people from the municipia</i> – reward context here also • <i>In this way your house may be full of supporters by night</i>, - purpose – to show wide range of support • with a crowd present from <i>all classes</i> • <i>the city crowds</i> – ie at Rome – the heart of the electoral system • <i>those who attend the gatherings of the people</i> – ie plebeian assemblies • <i>We must now stir up that support which till now no one has had without the goodwill of distinguished men</i> – implies that more support from <i>nobiles</i> is needed • <i>goodwill of Pompey</i> – the ‘hero of the hour’ whose return was much anticipated, and at this time a <i>popularis</i> 	10	<p>What does this passage tell us about the range of support Cicero could call upon when standing for election as consul?</p> <p>Reward answers in line with descriptors in the grid – for both use of passage and comment, and context.</p>	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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2	(b)	<p>AO1 Other sources about Cicero's desire for support from Pompey:</p> <ul style="list-style-type: none"> • Much in Cicero, <i>Letters</i> 3, to Atticus, asking for support from 'the other phalanx ... I mean our friend Pompey's' in the election campaign of 64 • <i>Letters</i> 7 to Pompey himself, in 62, wanting to be 'a not much lesser Laelius to a far greater Africanus' but also complaining that Pompey's letter 'evinces but little of your friendly sentiments towards me' and made no mention of his achievements in 63 BC; the desire to gain Pompey's support is evident here • <i>Letters</i> 9, his attempts to impress Pompey in the Senate, in 62 - 'ye gods, how I spread my tail in front of my new audience, Pompey! ... I brought the house down • Plutarch <i>Cicero</i> 10 describes how Cicero spoke out in defence of Manilius 'for the sake of Pompey', and against the 'oligarchical party and all those who were jealous of Pompey'. <p>AO2 Marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about 'what can we learn from ...', clearly explained and structured.</p>	20	<p>What can we learn from other sources about Cicero's desire to secure support from Pompey?</p> <p>Answers should not include discussion of the passages printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question.</p> <p>Credit any discussion of sources if present.</p>	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

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2	(c)	<p>AO1 Pompey's support for Cicero was expressed privately but he was drawn into the First Triumvirate, and did not prevent Cicero's condemnation and exile, though he was later responsible in part at least for his return, so the case can be made either way.</p> <p>The passage claims that Pompey's support – or at least his 'goodwill' – is 'immense'.</p> <p>Other sources:</p> <ul style="list-style-type: none"> • Cicero, <i>Letters</i> 8 – allegations that Pompey is 'jealous ... awkward, tortuous, politically paltry, shabby, timid, ingenuous – not proving useful to Cicero at all • <i>Letters</i> 9, his view that Pompey's first speech in the Senate was 'a frost' and describing his own attempt to impress Pompey – indicates the value Cicero placed on having the reputation of being close to Pompey • <i>Letters</i> 10, the people 'imagines that I have no rival in the good graces of our Great One', mentioning personal contact and claiming that he is known as 'Gn. Cicero' • <i>Letters</i> 14, Pompey's prevarication over the agrarian bill • <i>Letters</i> 16, Cicero regards Pompey as being 'at his wits' end' but that Pompey is assuring him that he will do nothing to harm him. • Pompey's failure to protect Cicero during the First Triumvirate: Plutarch, <i>Caesar</i>, <i>Pompey</i> 	25	<p>On the basis of this passage and other sources you have studied, to what extent was Pompey actually useful to Cicero?</p> <p>Reward answers to the question in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Answers should mention other passages in some detail for high levels in AO1, with their contexts and some specific content, and relevant knowledge of the issues.</p>	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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Question	Answer	Marks	Guidance	
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	<p>AO2 Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources • make judgements on the value of the examples as historical evidence • show understanding of how to interpret ancient evidence. 		<p>AO2 = 15</p> <p>Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>	

Question	Answer	Marks	Guidance	Levels of Response
	Indicative content			
3	<p>AO1 <i>optimates</i> & <i>populares</i> – major discussion in Cicero <i>Pro Sestio</i> 96–105, but this may be very misleading as it is couched in Cicero’s own terms; see also Plutarch <i>Life of Cicero</i> for both factions joining in support of him; much discussion in the <i>Commentariolum Petitionis</i> 13–24; the contrast/conflict in the discussion about what to do with Catiline’s conspirators – Cato v Caesar in Sallust <i>Catiline</i>; discussion of the clash between the factions in Cicero <i>Pro Sestio</i> 75–76; Cicero <i>Letters</i> with reference to factions in discussions of Clodius.</p> <p>AO2 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 ‘importance’; there may be some generalisation and assertion (see next column).</p> <p>Candidates should discuss the nature of the two groups and the methods used by them in the politics of the period and should support their discussion with reference to key individuals of the period.</p>	45	<p>According to the sources, how important was the rivalry between <i>optimates</i> and <i>populares</i> in the politics of the late Republic?</p> <p>Reward in the higher levels of AO1 some specific instances of rivalry in response to the question.</p> <p>In addition under AO1 reward detail from sources cited.</p> <p>The bullet-point prompt to consider ‘useful’ 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.</p>	<p>AO1 = 20</p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p>AO2 = 25</p> <p>Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

Question	Answer	Marks	Guidance											
	Indicative content			Levels of Response										
4	<p>AO1 Reward discussion and exemplification of other factors mentioned in order to assess the question.</p> <p>Examples of politicians who follow the offices of the <i>cursus honorum</i> in the proper order and at the right time – obvious examples are Cicero, Catiline – following the path of offices set out; other politicians use it in part – for example, Caesar and Crassus; Pompey had been made a consul in 70 BC without recourse to any other offices, well below the ‘official’ age at which he should have attained it, and gained most of his political ‘clout’ by dint of his military reputation – a means also stressed by Cicero in <i>Pro Murena</i>.</p> <p>Political power was also achieved by other means - for example:</p> <ul style="list-style-type: none"> • through the use of money (Crassus – limited source material on him; Caesar as <i>aedile</i>, giving lavish games) • Pompey, who gained most of his political ‘clout’ by dint of his military reputation – a means also stressed by Cicero in <i>Pro Murena</i> • the use of other offices not specifically in the <i>cursus honorum</i> – especially the office of <i>tribune of the plebs</i>, notably by Clodius under Caesar, but with widespread precedents • violence – widely practised by all parties after 59 BC, but also attempted by Catilina in 63 BC 	45	<p>How far was it necessary for politicians in the late Republic to follow the traditional <i>cursus honorum</i>, if they wished to gain political power?</p> <p>In response to the question reward detailed use of specific sources and reference to individual politicians.</p>	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18–20</td> </tr> <tr> <td>Level 4</td> <td>14–17</td> </tr> <tr> <td>Level 3</td> <td>9–13</td> </tr> <tr> <td>Level 2</td> <td>5–8</td> </tr> <tr> <td>Level 1</td> <td>0–4</td> </tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4
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Question	Answer	Marks	Guidance											
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	<p>Sources:</p> <ul style="list-style-type: none"> • Cicero, <i>Letters</i> – on Clodius, and on his own career • Speeches, against Catiline (use of violence) and <i>Pro Murena</i> (military); <i>Pro Sestio</i> (on use of mob violence as a political tool) • The <i>Commentariolum Petitionis</i> – very valuable on electioneering for the position of consul • Plutarch, <i>Cicero, Caesar and Pompey</i> • Sallust, <i>Catiline</i>. <p>AO2 In AO2, look for a clearly supported discussion of the different ways in which political power was sought and exercised. Reward the interpretation and evaluation of sources, and clearly explained discussion and argument with appropriate technical terms. Refer to grids for appropriate levels.</p>		<p>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>	<p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22–25</td> </tr> <tr> <td>Level 4</td> <td>17–21</td> </tr> <tr> <td>Level 3</td> <td>12–16</td> </tr> <tr> <td>Level 2</td> <td>6–11</td> </tr> <tr> <td>Level 1</td> <td>0–5</td> </tr> </table>	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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Option 2: Augustus and the Principate

Question		Answer	Marks	Guidance											
		Indicative content		Levels of Response											
5	(a)	<p>AO1 Reward any relevant citation and interpretation of the passages:</p> <p>Virgil, <i>Aeneid</i>: lots of citations possible:</p> <ul style="list-style-type: none"> <i>divinity/ restoration of Rome's greatness:</i> he whom so often you hear promised to you, Augustus Caesar, son of a god, who shall bring back again The age of gold to Latium <p><i>great conqueror in the name of Rome:</i> shall spread our empire's bounds beyond the Garamantes and Indians ...</p> <p><i>Destined to outstrip heroes of the past:</i> Hercules, indeed, did not traverse the world so far ... Nor did Bacchus,</p> <p>Strabo – much more everyday, but power and respect shown to Octavian even at the early date (reward context):</p> <p><i>Octavian approachable even by the least important in the empire:</i></p> <p>one of their number .. elected by them as their spokesman to take a petition to Caesar, on his way home to celebrate his triumph for the victory at Actium sent to petition for some mitigation of tax.</p>	10	<p>What can we learn from these passages about the ways in which the Romans viewed Augustus?</p> <p>Reward answers to the question in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Reward any understanding of the ways in which he was viewed by the people of Gyarus mentioned in the second passage.</p>	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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Question		Answer	Marks	Guidance	
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5	(b)	<p>AO1 Reward use of appropriate sources commenting on Augustus and his image: presentation:</p> <p><i>Res Gestae</i>, passim Other poets – Horace, Ovid, Propertius, other extracts from Virgil Coins – numerous instances of specific roles and events commemorated reward use of archaeological sources (eg <i>Ara Pacis</i>, <i>specific statues</i>, <i>the Forum Augustum etc</i>) and other buildings – ‘restored 82 temples’, etc – much detail in Suetonius and RG</p> <p>AO2 Marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about ‘what can we learn from ...’, clearly explained and structured.</p> <p>There should be some discussion of Augustus’ motives in promoting a particular image of himself, e.g. military, religious, republican, saviour, popular, family-based etc.</p>	20	<p>What can we learn from other sources about the image of himself which Augustus wanted to present at Rome?</p> <p>Answers should not include discussion of the passages printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question.</p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Although not required, any discussion of reliability of the sources in connection with ‘what we can learn’ may also be rewarded.</p>	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

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5	(c)	<p>AO1 There may be discussion of sources already mentioned in (a) and (b) as sources for this; discussion should now move on to how far they reflect and support the view in the question:</p> <ul style="list-style-type: none"> • Tacitus Annals 1. 1–4, 9–10 for a hostile view of Augustus but concessions that indeed his reign was a time of security; • Carmen Saeculare illustrates a 'new age' with emphasis on fertility, morality, religion, expansion • Cf Horace Ode 3.6 for a list of the problems of the period immediately before the first settlement which Augustus had to solve: defeats by foreign enemy, morality problems, crumbling temples and lack of religious observance, civil war in general; • Pliny HN 7.147 on problems; • Velleius Paterculus' account of Octavian's return to Rome in 29BC – blessings, good fortune restored, end of civil war, 'force restored to the laws, authority to the courts, majesty to the senate'; • masses of material in the poets including passage from Aeneid cited. 	25	<p>On the basis of these passages and other sources you have studied, to what extent do the sources support the view that Augustus brought back an 'age of gold' to Rome?</p> <p>Reward answers to the question in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>For highest levels in AO2 there should be supported discussion of 'to what extent'. In addition, look for clear answers which focus on an evaluation of the evidence about 'bringing back the golden age.'</p> <p>Discussion of reliability and assessment of the level of detailed content in sources will also merit marks under AO2.</p> <p>Look for a clear and supported conclusion to the question about 'to what extent with adequate material and balanced judgements; refer to grids.</p>	<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>9–10</td></tr> <tr><td>Level 4</td><td>7–8</td></tr> <tr><td>Level 3</td><td>5–6</td></tr> <tr><td>Level 2</td><td>2–4</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p>AO2 = 15</p> <table> <tr><td>Level 5</td><td>14–15</td></tr> <tr><td>Level 4</td><td>10–13</td></tr> <tr><td>Level 3</td><td>6–9</td></tr> <tr><td>Level 2</td><td>3–5</td></tr> <tr><td>Level 1</td><td>0–2</td></tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	14–15	Level 4	10–13	Level 3	6–9	Level 2	3–5	Level 1	0–2
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	Indicative content			Levels of Response
	<p>AO2 Answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources • make judgements on the value of the examples as historical evidence • show understanding of how to interpret ancient evidence. <p>Answers in the highest levels for AO2 should look to assess the idea that Augustus' reign brought tangible improvements compared to the period immediately before and after Actium.</p> <p>Candidates may also note the problem in trying to assess the portrayal of the benefits of Augustus' reign using contemporary or pro-Augustan sources.</p> <p>Candidates may interpret the 'age of gold' in a variety of ways, e.g. military expansion, restoration of republic and religion, building programmes, provision of amenities, 'pax Augusta', moral and social improvements etc</p>			

Question		Answer	Marks	Guidance											
		Indicative content		Levels of Response											
6	(a)	<p>AO1 Reward any relevant citation and interpretation of the passage:</p> <p>Tiberius involved in politics:</p> <ul style="list-style-type: none"> • <i>the moment which all Rome dreaded;</i> • <i>had sent his grandson Germanicus to Germany... and was about to despatch his son, Tiberius, to Illyricum to reinforce the peace imposed by war.</i> <p>Particular interest in/attention paid to Tiberius:</p> <ul style="list-style-type: none"> • <i>He set off for Campania with the intention of seeing Tiberius on his way</i> • <i>already aware of the advance of decrepitude and the early symptoms of declining health, but with his indomitable will he persisted in escorting his son.</i> <p>Tiberius the intended heir, and attentive at this stage:</p> <ul style="list-style-type: none"> • <i>His health deteriorated daily and knowing very well whom he must send for if he wished to leave matters in safe hands after his death,</i> • <i>he hurriedly recalled his son, Tiberius, who reached the side of the father of his country even sooner than expected.</i> • <i>Only then did Augustus declare that his anxieties were over</i> 	10	<p>What does this passage tell us about the relationship of Augustus and Tiberius at the end of Augustus' life?</p> <p>Reward answers to the question in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Reward all citation and comment on the relationship of Augustus and Tiberius from the passage. Other material may be rewarded if used as context for this.</p>	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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	<ul style="list-style-type: none"> • <i>and reclining in the embrace of his beloved Tiberius,</i> • <i>he commended to his care their joint endeavours</i> • <i>and announced that he was ready for the end, if so the Fates demanded.</i> <p>Effect of Tiberius' arrival:</p> <ul style="list-style-type: none"> • <i>Augustus' breathing became less laboured when Tiberius first appeared and when he heard the voice of him that was most dear to him.</i> 			

Question		Answer	Marks	Guidance	
		Indicative content		Levels of Response	
6	(b)	<p>AO1 ‘Ruling the empire’ may involve political or military duties:</p> <ul style="list-style-type: none"> • <i>Marcellus</i> – destined for greatness allegedly, but died young, aedile and priest – Virgil <i>Aeneid</i> 6 • <i>Agrippa</i> was co-consul, looked after the Tiber and drainage, and was the pre-eminent commander of the early period: Virgil <i>Aeneid</i>, Suetonius, <i>Res Gestae</i> • Tiberius and Drusus military campaigns, although former was out of favour while <i>Gaius and Lucius</i> were given early prominence (<i>principes iuventutis</i>), though were not really of help beyond being useful figureheads until they grew old enough for military roles; • <i>Tiberius</i> co-consul, sharing in tribunician power, much in Suetonius on him: see Suetonius <i>Divus Augustus</i>, Velleius, <i>Res Gestae</i>. <p>AO2 Marks for interpretation of the sources, range and depth, as well as structure of a supported argument leading to a conclusion answering ‘what can we learn from ...’ – refer to grids.</p>	20	<p>What can we learn from other sources about the ways in which Augustus involved members of his family in ruling the Roman empire?</p> <p>Answers should not include discussion of the passages printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question.</p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Reward any references to the way in which Agrippa helped rule the empire regardless whether he was indeed actually a family member at that point, i.e his aedileship in 33BC, census in 28BC etc.</p> <p>Although not required, any discussion of reliability of the sources in connection with ‘what we can learn’ should also be rewarded.</p>	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

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6	(c)	<p>AO1 Other sources which show Augustus keeping power within the family include:</p> <ul style="list-style-type: none"> • <i>Marcellus and early aims</i> Virgil <i>Aeneid</i> 5. 860-886; Pliny <i>HN</i> 7. 147 • <i>Agrippa, co-consul and seen as origin of a new generation who might succeed, through marriage to Julia:</i> Velleius 93; Tacitus <i>Annals</i> 1.3.1; Aureus, 13 BC (T13); Tacitus, <i>Annals</i> 3. 56 – shared tribunician power • <i>Gaius and Lucius:</i> Velleius 99; <i>RG</i> 14; Tacitus <i>Annals</i> 1.3.1; <i>principes iuventutis</i> coin (J58); Pliny <i>HN</i> 7. 147; Suetonius <i>Div Aug</i> 26, 63–65 • <i>Tiberius, shared tribunician power and final choice as successor – regarded positively by Velleius, much more hostile view in Tacitus:</i> Velleius in this passage, also 124-5, the succession; hostile view in Pliny <i>HN</i> 7. 147-50; <i>RG</i> 8, 30; Horace, <i>Odes</i> 4.4 (and Drusus); Tacitus <i>Annals</i> 3.51, shared tribunician power; Suetonius, <i>Div Aug</i> 65, <i>Tiberius</i> 8.1, responsibilities given to Tiberius. <p>AO2 Marks in AO2 for ‘how successful.’ Marks are also available for evaluation and discussion of sources, some of which may be generic.</p>	25	<p>On the basis of this passage and other sources you have studied, how successful was Augustus in keeping power within his family?</p> <p>Reward answers to the question in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>For highest levels in AO2 there should be supported discussion of extent of exaggeration in the sources. In addition, look for clear answers which focus on an evaluation of the evidence about shared power. Discussion of reliability and assessment of the level of detailed content in sources will also merit marks under AO2.</p> <p>Look for a clear and supported conclusion to the question with adequate material and balanced judgements; refer to grids.</p>	<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>9–10</td></tr> <tr><td>Level 4</td><td>7–8</td></tr> <tr><td>Level 3</td><td>5–6</td></tr> <tr><td>Level 2</td><td>2–4</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p>AO2 = 15</p> <table> <tr><td>Level 5</td><td>14–15</td></tr> <tr><td>Level 4</td><td>10–13</td></tr> <tr><td>Level 3</td><td>6–9</td></tr> <tr><td>Level 2</td><td>3–5</td></tr> <tr><td>Level 1</td><td>0–2</td></tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	14–15	Level 4	10–13	Level 3	6–9	Level 2	3–5	Level 1	0–2
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	There should be some discussion as to the benefits for keeping power within the family and the methods used by Augustus including: marriage to Julia to get a male heir, promotion of family members in public, honours while young including Marcellus and Gaius and Lucius, extensive use of adoption and sharing tribunician power with Agrippa and Tiberius.													
7	<p>AO1</p> <p>Plots and threats listed briefly in Suet. <i>Aug.</i> 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; Cinna <i>Seneca On Clemency</i> (P11).</p> <p>In contrast candidates might note:</p> <ul style="list-style-type: none"> • Tacitus <i>Annals</i> 1.1–4 lack of opposition; seduced the people, senate etc. – see Tac. <i>Annals</i> 1 centralisation of power/abrogation of responsibility by senate • Velleius Paterculus 2.89 - republic of old restored • Appian <i>CW</i> 5. 130 Peace, long disturbed re-established 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. 	45	<p>'Augustus had such a tight grip on the government of Rome that no opposition was possible.' How far do you agree with this view?</p> <p>Note that there may be some imbalance in the range of sources given in response to this question.</p>	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18–20</td> </tr> <tr> <td>Level 4</td> <td>14–17</td> </tr> <tr> <td>Level 3</td> <td>9–13</td> </tr> <tr> <td>Level 2</td> <td>5–8</td> </tr> <tr> <td>Level 1</td> <td>0–4</td> </tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4
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	<p>AO2 Look for a clear assessment of 'how far', 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>Evaluation of sources with regard to reliability should also be given appropriate reward under AO2.</p> <p>This essay is not just looking for evidence of occasions when Augustus was opposed or conspired against, answers in the highest levels should look to assess Augustus' 'tight grip on the government' and whether any political opposition was really possible.</p>		<p>Reward supported conclusions which assess the level of control Augustus exerted, and the extent to which he was able to deal successfully with opposition.</p>	<p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22–25</td> </tr> <tr> <td>Level 4</td> <td>17–21</td> </tr> <tr> <td>Level 3</td> <td>12–16</td> </tr> <tr> <td>Level 2</td> <td>6–11</td> </tr> <tr> <td>Level 1</td> <td>0–5</td> </tr> </table>	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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Question	Answer	Marks	Guidance	
	Indicative content		Levels of Response	
8	<p>AO1 Relationship with the Senate should have some awareness of chronological development and context from the period <u>42BC-14AD</u>, and be based on sources: first involvement, Suetonius <i>DA</i> 17-19 and first consulship, 26; summary from Augustus' own standpoint in <i>RG</i> 1, 8, 9 – where the Senate is very positive and has A.'s best interests at heart, it seems – 11; and the 'restoration of the republic' section in 34.</p> <p>Good relations also noted in Velleius 2. 88-89, strained at first in Suetonius <i>DA</i> 26 and 27, but represented as utterly harmonious in 58; Tacitus' account of the 'servile' nature of the senate and their dependency on Augustus to excel politically.</p> <p>Attitude of senate towards Augustus during the settlement years of 27BC and 23BC and what this tells us about their relationship.</p> <p>AO2 There should be a clear assessment of how far sources support the view stated. Reward assessment of the ways in which Augustus' relationship to the Senate changed over the whole period.</p> <p>There should be a clear assessment of how</p>	45	<p>According to the sources, how positive a relationship did Augustus have with the senate?</p> <p>Reward all relevant discussion about the question, and note there may be some imbalance in treatment of the topic due to the wide range of sources available.</p> <p>Evaluation of sources with regard to reliability should also be given appropriate reward under AO2.</p>	<p>AO1 = 20</p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p>AO2 = 25</p> <p>Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

Question	Answer	Marks	Guidance	
	Indicative content			Levels of Response
	<p>far sources support the view stated.</p> <p>Candidates may note the difficulty in assessing the relationship with the senate as the composition of the senate changed substantially throughout the period due to proscriptions, revisions and Augustus' longevity etc.</p>			

Option 3: Britain in the Roman Empire

Question		Answer	Marks	Guidance											
		Indicative content		Levels of Response											
9	(a)	<p>AO1 Reward any relevant citation and interpretation of the passages:</p> <ul style="list-style-type: none"> • <i>at the approaches to the island are "fenced about with daunting cliffs" – seen as a challenge</i> • <i>there is not a scrap of silver on the island – no value for treasure-seekers</i> • <i>there's no prospect of booty except slaves – and I don't imagine you are expecting any knowledge of literature among them! – lack of value economically</i> • <i>Wherever earth is bounded by Ocean – Britain beyond the 'known world and a real achievement for its conqueror – gaining glory</i> • <i>For you is left the Briton, whom Roman arms have not yet vanquished – ie a chance to be 'first'</i> • <i>the Britons, the furthest nation of the world – again, sense of achievement for its conqueror</i> • <i>Augustus will be recognised as a god upon earth when he has added the Britons ... to the empire – personal status raised</i> • <i>Anyone who had extended the power of</i> 	10	<p>What do these extracts tell us about the value to the Romans of Britain as a place to conquer?</p> <p>Reward answers to the question in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Candidates do not need to classify points made and may answer in a variety of ways.</p> <p>Candidates do not have to make use of every extract for marks in the highest levels.</p>	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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		<p><i>Rome was permitted to extend the boundaries of the city – glory and prestige for Claudius</i></p> <ul style="list-style-type: none"> <i>The right had not been exercised by Roman commanders even though they had subdued mighty nations, except for Lucius Sulla and the deified Augustus – raising Claudius' political status.</i> 																							
9	(b)	<p>AO1 Other sources might include:</p> <ul style="list-style-type: none"> Caesar – first expedition a reconnaissance and some indication of Britons being a bit of a nuisance; second expedition, no reasons given explicitly, but the scale indicates scores to settle and a determination to bring British kings to heel Caesar in Suetonius – ‘pearls’ Strabo – explicitly says there is no value in invading (‘official policy’ at end of reign of Augustus and under Tiberius) for Claudius’ invasion – narrative in Dio, Berikos/Verica – already in Rome and appealing to Caligula – in Suetonius <i>Caligula</i> and in <i>Claudius</i>, vague mention of ‘refugees’, but good detailed depiction of the prestige Claudius extracted from the invasion; some coins evidence may also be discussed. any which show economic reasons for invasion 	20	<p>What can we learn from other sources about reasons why the Romans wanted to invade Britain at different times?</p> <p>Answers should not include discussion of the passages printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question.</p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Although not required, any discussion of reliability of the sources in connection with ‘what we can learn’ may also be rewarded.</p> <p>Refer to grids for appropriate levels.</p>	<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>9–10</td></tr> <tr><td>Level 4</td><td>7–8</td></tr> <tr><td>Level 3</td><td>5–6</td></tr> <tr><td>Level 2</td><td>2–4</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p>AO2 = 10</p> <table> <tr><td>Level 5</td><td>9–10</td></tr> <tr><td>Level 4</td><td>7–8</td></tr> <tr><td>Level 3</td><td>5–6</td></tr> <tr><td>Level 2</td><td>2–4</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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Question	Answer	Marks	Guidance	
	Indicative content			Levels of Response
	AO2 Reward interpretation of sources and appropriate supported argument and conclusions about 'what we can learn from'.			

Question		Answer	Marks	Guidance	
		Indicative content		Levels of Response	
9	(c)	<p>AO1 What did Roman commanders gain?</p> <ul style="list-style-type: none"> Caesar – a triumph and secure command of armies following the Luca conference; no booty though (as per passages) Caligula – risible, according to Suetonius Claudius – equated himself with the most exalted; reward discussion of his triumphal arch credit discussion of benefits accrued by Roman generals such as Vespasian (<i>life</i> by Suetonius) and also Agricola (<i>Agricola</i> may obviously be discussed), though glory seems to have brought him limited reward! <p>AO2 For AO2 explicit deliberation of ‘how valuable’ and discussion of the value of the sources. Reward supported discussion leading to conclusions. In using sources, answers should:</p> <ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources make judgements on the value of the examples as historical evidence show understanding of how to interpret ancient evidence. 	25	<p>On the basis of these extracts and other evidence you have studied, discuss how valuable the conquest of Britain was to Roman generals and emperors.</p> <p>Reward answers to the question in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Reward if included discussions of monuments to Claudius elsewhere in the empire or the Richborough monument.</p> <p>Focus could be value of Britain to individuals’ reputations or economic gain.</p> <p>Marks in AO2 should be awarded for supported comment and discussion about the issue; also for evaluation of use and reliability of source material, which should be present.</p> <p>Candidates may have been taught from a variety of sources, and depending on the date of the material they have studied, they may limit their discussion to literary sources, or may include information from coins or archaeology; reward all appropriate material.</p>	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 15</p> <p>Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>

Question		Answer	Marks	Guidance											
		Indicative content		Levels of Response											
10	(a)	<p>AO1 Reward appropriate citation and interpretation of the passages, this list is indicative and by no means do all the points need to be made for full marks! Refer to grids...</p> <ul style="list-style-type: none"> • <i>crossing with the legion</i> – organisation of the Roman army may be outlined – reward as context • <i>fought the enemy thirty times</i> – a professional and determined approach • <i>conquered two of the strongest tribes</i> – reward context here Durotriges and ? Dobunni • <i>captured more than twenty towns (oppida)</i> and also the <i>Isle of Wight</i> – reward discussion of siege works, Hod Hill/Maiden Castle (which may be used again in (b)) • <i>under the command of Claudius, partly under the consular legate Aulus Plautius</i> – resources of the empire, professional command structure • <i>Suetonius Paulinus therefore prepared to attack the island of Anglesey</i> – organised and pre-planned military activity • <i>built flat-bottomed boats to contend with the shallows and quicksands. These were to carry across the infantry</i> – specific resources and specialist warfare • <i>the cavalry followed by fording the</i> 	10	<p>What do these passages tell us about how easily the Romans were able to overcome British resistance?</p> <p>Reward answers to the question in line with descriptors in the grid – for both use of passages and comment, and context.</p>	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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	<p><i>channel or swimming beside their horses in the deeper waters – natural obstacles countered by good use of equipment and skills</i></p> <ul style="list-style-type: none"> • <i>The strangeness of this sight unnerved the soldiers, and they seemed to be paralysed – horror of ‘unknown spooky’ Britain</i> • <i>but then, urged on by their commander, and challenging each other – discipline and training take over, alleged weakness of the enemy</i> • <i>they carried the standards forward, struck down those in their path and enveloped the enemy with fire from their own torches – victory is assured.</i> • <i>“... the Britons are unprotected by armour (?). There are very many cavalry. The cavalry do not use swords nor do the wretched Britons mount in order throw javelins – whether this is interpreted as a report about hostile Britons or of new recruits to the army makes little difference – the Roman view is that they have little military skill and thus do not pose a threat.</i> 			

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		Indicative content		Levels of Response	
10	(b)	<p>AO1 <i>Successful short-term</i> attempts to resist:</p> <ul style="list-style-type: none"> resistance to Caesar in his first invasion; less success in the second <p>Caratacus in Wales, in Tacitus <i>Annals</i> early stages of Boudicca destroying Colchester, London, St Albans – reasons for early success can be discussed here and does not assist the Boudicca essay problems elsewhere in Wales and the north – notably Venutius and the Brigantes – Tacitus <i>Histories</i> and some archaeology some minor successes, not dwelt upon, in Tacitus <i>Agricola</i> (the Romans do not get it their own way all the time).</p> <p>AO2 Reward supported discussion leading to conclusions. In using sources, answers should:</p> <ul style="list-style-type: none"> evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgements on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence. 	20	<p>What can we learn from other sources about short-term successes that the Britons had in resisting the Romans?</p> <p>Answers should not include discussion of the passages printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to the question</p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>In AO1 there should be specific examples of British resistance drawn from the sources for marks beyond Level 3.</p> <p>Marks may also be awarded for evaluation of sources/difficulty of interpretation; this may be fairly general and generic especially for archaeology. Note that Level 5 marks may be awarded for answers which only address ‘what we can learn’ by interpreting (and not evaluating) the sources.</p>	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p>

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10	(c)	<p>AO1 Reasons why Britons found it so hard to stop the conquest:</p> <p>Military superiority – shown in the passages, which may be used as a start, but there should be more:</p> <ul style="list-style-type: none"> • Boudicca’s rebellion crushed by Suetonius Paulinus, see Dio and Tacitus <i>Annals</i> • expansion to the north, credited mainly to Agricola in the eponymous work • archaeological evidence of marching-camps etc. may also be used. <p>Counter-argument: Caesar <i>Gallic Wars</i> shows that in his campaign, the Romans did not have it all their own way; similar problems shown over the conquest of Wales, in Tacitus <i>Annals</i>; (Caratacus).</p> <p>AO2 Reward supported discussion leading to conclusions. In using sources, answers should:</p> <ul style="list-style-type: none"> • evaluate the factual information in the sources and the potential for bias, given the background of our sources • make judgements on the value of the examples as historical evidence • show understanding of how to interpret ancient evidence. 	25	<p>On the basis of these passages and other sources you have studied, explain why the Britons found it so hard to stop the Roman conquest.</p> <p>Reward answers to the question, in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>A discussion of military superiority is acceptable here so long as it is adequately exemplified and supported.</p> <p>A counter-argument is <i>not</i> necessary for marks in the highest levels to be awarded, provided that criteria in the grids are met.</p> <p>Source material must be critically handled and evaluated. The archaeology appears to support some of the written sources and contradict others, depending on the interpretation. Reward supported and developed arguments, or speculation based on the available evidence, in line with the marking grids.</p>	<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>9–10</td></tr> <tr><td>Level 4</td><td>7–8</td></tr> <tr><td>Level 3</td><td>5–6</td></tr> <tr><td>Level 2</td><td>2–4</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p>AO2 = 15</p> <table> <tr><td>Level 5</td><td>14–15</td></tr> <tr><td>Level 4</td><td>10–13</td></tr> <tr><td>Level 3</td><td>6–9</td></tr> <tr><td>Level 2</td><td>3–5</td></tr> <tr><td>Level 1</td><td>0–2</td></tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	14–15	Level 4	10–13	Level 3	6–9	Level 2	3–5	Level 1	0–2
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11	<p>AO1 The essay asks for a discussion of what the sources tell us about Roman policy towards Britain and the Britons across the period from AD43 – 60/61.</p> <p>In this period there should be an awareness of the variety of treatment with the encouragement of client kings, but what appears to be a sudden change in the period just before AD 60 under Nero.</p> <p>Conquest and insistence on compliance with Roman rule:</p> <ul style="list-style-type: none"> • Caratacus and the Silures rebellion; early treatment of the Iceni, disarming the population even in client kingdoms; all in Tacitus <i>Annals</i>. • two sources on the causes of the Boudiccan 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. <p>More positive aspects:</p> <ul style="list-style-type: none"> • trade – shown by coins and archaeology • political links – refugees at Rome, Verica/Berikos (Suetonius, and coins) • use made of client kings – Togidubnus (inscriptions from Chichester, Tacitus <i>Annals</i>); Cartimandua (Tacitus again), and also Prasutagus – seems to have 	45	<p>‘Boudicca’s rebellion was a direct result of widespread mistreatment of the Britons by the Romans since the invasion of AD 43.’ How far do you agree with this view?</p> <p>In response to the question, for the highest levels there ought to be a full coverage of the period up to AD 60 and of the whole of Britain. Weaker responses may focus mostly or entirely on the causes of the Boudiccan rebellion and repeat narrative from Tacitus or Dio.</p> <p>Answers which focus only on the specific causes of the Boudiccan rebellion itself, or indeed totally exclude them, should be considered partially relevant (L3).</p> <p>For the highest levels there must be some explorations of what effects Roman policy had, and how it varied.</p>	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18–20</td> </tr> <tr> <td>Level 4</td> <td>14–17</td> </tr> <tr> <td>Level 3</td> <td>9–13</td> </tr> <tr> <td>Level 2</td> <td>5–8</td> </tr> <tr> <td>Level 1</td> <td>0–4</td> </tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4
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	<p>accepted Roman terms after initial trouble in AD 47</p> <ul style="list-style-type: none"> • growth of some towns, trade, known from archaeology (and places for Boudicca to burn down!). <p>AO2 General rhetorically expressed reasons for the rebellion such as over-taxation and burdens of Roman rule need to be evaluated – why did other tribes not join in?</p> <p>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 (eg 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 ‘over taxation’ view.</p> <p>Reward 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 Boudicca from other tribes in Britain) / contrast with severe measures taken by the Romans in the immediate aftermath and mention of other tribes not named.</p>		<p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22–25</td> </tr> <tr> <td>Level 4</td> <td>17–21</td> </tr> <tr> <td>Level 3</td> <td>12–16</td> </tr> <tr> <td>Level 2</td> <td>6–11</td> </tr> <tr> <td>Level 1</td> <td>0–5</td> </tr> </table> <p>Evaluation of sources and structure/ development of the argument may be closely intertwined in this question, but credit both in line with the grids.</p> <p>Focus is on the <i>widespread mistreatment</i> of the Britons; usefulness 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 Boudicca’s speech in the <i>Annals</i>) compared with Dio’s more distanced (and less accurate?/certainly second-hand) account.</p> <p>Reward evaluation of the speeches justifying the rebellion given to Boudicca in terms of ancient historical writing and rhetoric.</p>	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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12	<p>AO1 Reward detailed factual knowledge and sources in line with AO1 grids; sources are primarily archaeological for this essay.</p> <p>Answers should address the period directly, from the establishment of Hadrian's Wall, with reference to its structure and the purposes which may be inferred from the evidence, then moving on to the establishment and then abandoning of the Antonine frontier.</p> <p>Credit evidence from the Stanegate system as context, and especially from the walls themselves – particularly the presence of gates, the likely function of the garrison forts, opening to the north; Hadrian's Wall not designed as a 'fighting platform'; the categories of troops stationed on the wall, especially mobile auxiliary units, and even in the Hadrianic period, the establishment of forts to the north of the wall and the possible shortcomings of Hadrian's Wall as originally conceived, seen in rebuilding and reshaping the forts, and the likely strategic need for a move to the north demonstrated by the move to the Antonine Wall, which itself has forts to the north of it - Bertha/ Strageath/ Ardoch/ and ?Stirling. Credit answers which highlight different ideas about the purpose of the walls, and support them from evidence from the archaeology. Give full credit to any reference to the limited literary sources (Pausanias on Antoninus and trouble with the Brigantes; SHA on Hadrian 'separating the barbarians</p>	45	<p>How far would you agree that both Hadrian's Wall and the Antonine Wall were built solely to keep the barbarians out?</p> <p>Given the scope of the question, marks in the highest levels should only be awarded to answers which cover both walls and focus on the purpose of the walls.</p>	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18–20</td> </tr> <tr> <td>Level 4</td> <td>14–17</td> </tr> <tr> <td>Level 3</td> <td>9–13</td> </tr> <tr> <td>Level 2</td> <td>5–8</td> </tr> <tr> <td>Level 1</td> <td>0–4</td> </tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4
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	<p>and Romans' and on Antoninus 'built another wall, of turf'.)</p> <p>AO2 The discussion should be supported by evidence (including the walls themselves) for marks in the highest levels to be awarded. Purposes of the walls need to be evaluated and explained as fully as possible, with awareness of the divergence of some arguments where appropriate, for marks in the highest levels.</p> <p>Discussion may consider the scale of the Hadrianic frontier – the labour involved and the 'statement' the wall made – as well as other considerations such as the division of the Brigantes, the facilitation of imposing and collecting duties, the regulation of communication north and south.</p> <p>There may be discussion about the need for a fixed frontier under Hadrian, and likely changes in imperial policy after him; also local requirements – possible inability of troops based along the wall to respond to pressure from the north and the unsuitability of the design of some forts, together with the shorter distance to garrison along the Forth-Clyde line (as noted earlier, perhaps by Agricola in person: Tacitus <i>Agricola</i> 23).</p>		<p>Analysis of the issues raised in the bullet points 2 and 3, [assess the reasons why the Romans developed the northern frontiers of Britain during this period; evaluate the literary and material evidence for our knowledge about the northern frontiers of the province] is needed for higher levels.</p>	<p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22–25</td> </tr> <tr> <td>Level 4</td> <td>17–21</td> </tr> <tr> <td>Level 3</td> <td>12–16</td> </tr> <tr> <td>Level 2</td> <td>6–11</td> </tr> <tr> <td>Level 1</td> <td>0–5</td> </tr> </table>	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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