

GCSE

Ancient History

Unit **A033**: Women in Ancient Politics

General Certificate of Secondary Education

Mark Scheme for June 2014

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

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

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

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

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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	Evidence for making a judgement on the quality of AO1 (Recall, Select and Organise) performance in Section B.
A2	Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B.
A3	Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B.
BOD	Indication of where the examiner has given 'Benefit of Doubt' to part of an answer either due to lack of clarity or potential confusion in Section B.
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 in both Sections A and B.

Subject-specific Marking Instructions

Marking grids should be used throughout. Where 5 has been allocated, examiners should look to award 5 marks if there is not a good reason to go to the bottom of the level

MARK SCHEME

Option 1: Cleopatra and her impact on Roman politics, 69–30 BC

Question	Answer	Marks	Guidance	
	Indicative content			Levels of Response
1	<p>AO1: Two successes with relevant factual detail.</p> <p>Possible answers could include:</p> <ul style="list-style-type: none"> • Important and strategic alliances made with Rome and its leaders • expansion of Egyptian power under Cleopatra • staying in power for 21 years • being a strong female leader • supports Antony's successful campaign against Armenia • being crowned 'queen of kings' by Antony • donations of Alexandria. 	5	<p>Outline <u>two</u> successes Cleopatra had as ruler of Egypt.</p> <p>Other relevant examples not prescribed here should also be given credit.</p> <p>Two successes attributed to Cleopatra with relevant detail for each should be given for high marks.</p> <p>Candidates do not have to give sources in response to this question.</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 3–4</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>
2(a)	<p>AO1: Key elements of Virgil's descriptions of Augustus Caesar (Octavian) and Antony.</p> <p>Details could include:</p> <ul style="list-style-type: none"> • One side shows Augustus with senators and the people, household and great gods • Augustus seen standing on the prow of the ship – with 'twin flames' pouring from his forehead • Julius Caesar's star appears on Augustus' forehead • on the other side of the shield was Antony with his 'barbarian wealth' and his armies from different nations 	4	<p>Outline briefly how Virgil describes Augustus Caesar (Octavian) and Antony in Passage 1A.</p> <p>Candidates must answer using the passage given.</p> <p>There should be details chosen from the source, with appropriate detail.</p>	<p>AO1 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>

Question	Answer	Marks	Guidance	
	Indicative content			Levels of Response
	<ul style="list-style-type: none"> Cleopatra is also seen on the shield as the 'Egyptian wife' of Antony following him. 			
2(b)	<p>AO2: Understanding</p> <p>Answers should show an understanding of why Virgil compares Antony to Augustus in the passage, through discussion of some of the following:</p> <ul style="list-style-type: none"> Octavian and Antony both shown as leading generals and military figures Octavian and Antony were rivals in the battle of Actium Octavian, as victor, was shown in a positive light (Italians and others following him) Antony as the loser was shown in a negative light, with connections with barbarians and Cleopatra 	4	<p>Why does Virgil compare Antony to Augustus Caesar (Octavian)?</p> <p>There should an understanding of at least one reason why Virgil compares Antony to Augustus, with appropriate detail.</p> <p>Answers could explain similarities and/or differences in the presentation of Antony and Augustus as long as it is backed up by evidence from the passage given.</p> <p>Candidates should refer specifically to information from within the passage for higher levels.</p>	<p>AO2 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>
2(c)	<p>AO3: Interpretation and Evaluation</p> <p>Answers should note that the passage is from Virgil, and consider how reliable he might be in this case:</p> <ul style="list-style-type: none"> Organisation of the followers on both sides Role of Cleopatra Supernatural elements (flames and Caesar's 'star') Virgil was under the influence of Augustus after Actium 	5	<p>Using details from Passage 1A, explain how reliable you think the description of the events in the passage is.</p> <p>Candidates should focus on the reliability of Virgil in this passage.</p> <p>Candidates should relate the evaluation of Virgil to his description of the particular event in the passage for full marks.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 3–4</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>

Question	Answer	Marks	Guidance																	
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3(a)	<p>AO1: Relevant factual knowledge</p> <p>Details of why Mark Antony returned to Italy and what happened when he met Octavian, could include:</p> <p>Why Antony returns to Italy:</p> <ul style="list-style-type: none"> • Antony is summoned back to Italy by Fulvia – she sends him a letter full of complaints whilst he is campaigning against the Parthians • to defend his friends and Fulvia and support them in the war • to restrict Octavian’s power. <p>What happens when Antony meets Octavian:</p> <ul style="list-style-type: none"> • Octavian and Antony are reconciled upon Antony’s return • Octavian blames Fulvia, not Antony, for the war • Antony and Octavian make peace and divide up the empire between them – Antony is given the East, and Octavian is given the West. <p>AO2: Understanding</p> <p>Understanding of why Mark Antony returned to Italy and what happened when he met Octavian, could include:</p> <ul style="list-style-type: none"> • Fulvia used the complaints to Antony to try and draw him away from Cleopatra • Fulvia’s death allowed them to be reconcile, as Octavian could blame Fulvia 	14	<p>In what ways does Passage 1B help us to understand both <u>why</u> Mark Antony returns to Italy <u>and</u> what happens when he meets Octavian?</p> <p>Candidates should make full use of the details from within the passage given to answer this question.</p>	<p>AO1 = 4</p> <table border="0"> <tr><td>Level 5</td><td>4</td></tr> <tr><td>Level 4</td><td>3</td></tr> <tr><td>Level 3</td><td>2</td></tr> <tr><td>Level 1/2</td><td>0–1</td></tr> </table> <p>AO2 = 5</p> <table border="0"> <tr><td>Level 5</td><td>5</td></tr> <tr><td>Level 4</td><td>3–4</td></tr> <tr><td>Level 3</td><td>2</td></tr> <tr><td>Level 1/2</td><td>0–1</td></tr> </table>	Level 5	4	Level 4	3	Level 3	2	Level 1/2	0–1	Level 5	5	Level 4	3–4	Level 3	2	Level 1/2	0–1
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	<ul style="list-style-type: none"> The division of power in the triumvirate. <p>AO3: Evaluation and interpretation of the source</p> <p>Passage should be evaluated in the context of Plutarch's description of Mark Antony's return to Italy:</p> <ul style="list-style-type: none"> Plutarch talks of a letter sent by Fulvia to Antony, but does not say where he gets this source from, or how he knows what the content of the letter was this is an important event in the development of the triumvirate, and so would probably have been written about in other sources which Plutarch could have used Discussion of when Plutarch was writing and his potential sources. 		<p>AO3: Candidates should relate the evaluation of Plutarch specifically to the account of Mark Antony's return to Italy in this passage.</p> <p>There should be a range of examples chosen from the source, with appropriate detail.</p>	<p>AO3 = 5</p> <table> <tr> <td>Level 5</td> <td>5</td> </tr> <tr> <td>Level 4</td> <td>3–4</td> </tr> <tr> <td>Level 3</td> <td>2</td> </tr> <tr> <td>Level 1/2</td> <td>0–1</td> </tr> </table>	Level 5	5	Level 4	3–4	Level 3	2	Level 1/2	0–1
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3(b)	<p>AO1: Factual Details</p> <p>Details of the reasons for the civil war between Octavian and Mark Antony might include discussion of some of the following:</p> <ul style="list-style-type: none"> personal rivalry political rivalry Antony's relationship with Cleopatra Antony's treatment of Octavia Octavian's foreign policy against the East and the desire to take control of Egypt from Cleopatra and her Ptolemaic dynasty 	18	<p>How far do the sources suggest that Cleopatra's relationship with Mark Antony was the only reason for the civil war between Antony and Octavian?</p> <p>Candidates should refer both to passage 1B and others for highest marks.</p>	<p>AO1 = 5</p> <table> <tr> <td>Level 5</td> <td>5</td> </tr> <tr> <td>Level 4</td> <td>3–4</td> </tr> <tr> <td>Level 3</td> <td>2</td> </tr> <tr> <td>Level 1/2</td> <td>0–1</td> </tr> </table>	Level 5	5	Level 4	3–4	Level 3	2	Level 1/2	0–1
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	<ul style="list-style-type: none"> • 'Donations of Alexandria' – distributing Roman and Parthian lands amongst Cleopatra and Mark Antony's children as well as Caesarion – this caused a rift with Rome. <p>AO2: Understanding</p> <p>Understanding of the reasons for the civil war between Octavian and Mark Antony could include:</p> <ul style="list-style-type: none"> • political rivalry between Antony and Octavian after Caesar's murder • Octavian and Antony wanted sole power • Octavian's desire to take Egypt so that he could add it to the Roman Empire, and take control of its wealth and grain supply • Antony's relationship with Cleopatra as a factor in the Civil War • Antony's treatment of Octavia and marriage to Cleopatra <p>AO3: Interpretation, Evaluation and Response</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Interpretation of points drawn from the sources in relation to the question • Plutarch's sources for the details in the passage and elsewhere • Plutarch's interest in biography • The effects of the Augustan regime on contemporary writers (e.g. Horace, Virgil, Propertius) 		<p>AO3: General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to what they tell us about how far Mark Antony's relationship with Cleopatra was the only reason for the civil war between Octavian and Mark Antony for high marks in upper bands.</p>	<p>AO2 = 5</p> <p>Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1</p> <p>AO3 = 8</p> <p>Level 5 7–8 Level 4 5–6 Level 3 3–4 Level 1/2 0–2</p>

Question	Answer	Marks	Guidance	
	Indicative content			Levels of Response
			Candidates should relate the evaluation of sources specifically to the reasons for civil war between Octavian and Antony.	

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4	<p>AO1: Factual details</p> <p>Answers should give details about Cleopatra's actions and character. Answers may include some of the following:</p> <ul style="list-style-type: none"> queen of Egypt at a young age, and in power for over 20 years and her achievements as a ruler of Egypt relationship with Julius Caesar Caesarion relationship with Mark Antony Mark Antony's children – Cleopatra Selene, Alexander Helios as well as Ptolemy the Battles of Actium and Alexandria her own suicide. <p>AO2: Understanding</p> <p>Understanding of whether Cleopatra deserves to be remembered as one of the most important women in history could include:</p> <ul style="list-style-type: none"> the significance of her personal characteristics qualities required to remain in power for a long period the extent of Cleopatra's successes (and failures) as a ruler the political effects of her relationship with leading Romans her role at the battle of Actium 	30	<p>'Cleopatra deserves to be remembered as one of the most important women in history.' Using the ancient sources, explain how far you agree with this view.</p> <p>Candidates should focus their answers on the four bullet points given in the exam paper.</p> <p>Answers which only cover one aspect of this question will not be able to show thorough understanding and will find it difficult to come to a reasoned and substantiated conclusion.</p>	<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>8–10</td></tr> <tr><td>Level 4</td><td>6–7</td></tr> <tr><td>Level 3</td><td>4–5</td></tr> <tr><td>Level 2</td><td>2–3</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p>AO2 = 10</p> <table> <tr><td>Level 5</td><td>8–10</td></tr> <tr><td>Level 4</td><td>6–7</td></tr> <tr><td>Level 3</td><td>4–5</td></tr> <tr><td>Level 2</td><td>2–3</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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	<p>AO3: Interpretation, Evaluation and Response</p> <p>Answers may include:</p> <ul style="list-style-type: none"> personal opinions and responses based on relevant source material interpretation of the episodes chosen from the sources to show Cleopatra's significance reliability of the sources used to assess Cleopatra (Horace, Virgil, Propertius and Plutarch, Velleius) Discussion of factors which might lead the authors to see her in a negative light or build up her significance, especially the Augustan regime 		<p>AO3:</p> <p>General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to whether Cleopatra deserves to be remembered as one of the most important women in history for high marks in upper bands.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Candidates should relate the evaluation of sources specifically to Cleopatra's actions and behaviour.</p>	<p>AO3 = 10</p> <table> <tr> <td>Level 5</td> <td>8–10</td> </tr> <tr> <td>Level 4</td> <td>6–7</td> </tr> <tr> <td>Level 3</td> <td>4–5</td> </tr> <tr> <td>Level 2</td> <td>2–3</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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	<p>SPaG</p> <p>Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.</p>	6		<table> <tr> <td>High performance</td> <td>5–6</td> </tr> <tr> <td>Intermediate performance</td> <td>3–4</td> </tr> <tr> <td>Threshold performance</td> <td>1–2</td> </tr> </table>	High performance	5–6	Intermediate performance	3–4	Threshold performance	1–2				
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5	<p>AO1: Factual details</p> <p>Answers may include some of the following details of Cleopatra and Mark Antony's relationship:</p> <ul style="list-style-type: none"> • Cleopatra persuaded Mark Antony to stay with her in Egypt instead of going on campaign • Cleopatra's involvement in the battle of Actium • they fled back to Alexandria after the battle of Actium • Mark Antony and Cleopatra both committed suicide • actions of Cleopatra that might have led to her downfall (eg focus on Roman politics rather than Egyptian affairs, extending control of Egypt over lands in the East) • political situation in Rome, and rivalry between Antony and Octavian • the threat of Cleopatra as perceived by the Romans • what Egypt had to offer the Romans as a potential province. <p>AO2: Understanding</p> <p>Understanding of the causes of Cleopatra's downfall:</p> <ul style="list-style-type: none"> • how far her relationship with Antony affected her position as queen of Egypt • the effects of the changing political scene in Rome on Cleopatra 	30	<p>To what extent do you agree that Cleopatra's downfall was caused by her relationship with Mark Antony?</p> <p>Candidates should focus their answers on the four bullet points given in the exam paper.</p>	<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>8–10</td></tr> <tr><td>Level 4</td><td>6–7</td></tr> <tr><td>Level 3</td><td>4–5</td></tr> <tr><td>Level 2</td><td>2–3</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p>AO2 = 10</p> <table> <tr><td>Level 5</td><td>8–10</td></tr> <tr><td>Level 4</td><td>6–7</td></tr> <tr><td>Level 3</td><td>4–5</td></tr> <tr><td>Level 2</td><td>2–3</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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Question	Answer	Marks	Guidance											
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	<ul style="list-style-type: none"> • the ways in which Actium led to her downfall • other factors which drove her to suicide • significance of Egypt as a grain and trading source for the Romans • Roman attitudes to Cleopatra and powerful women <p>AO3: Interpretation, Evaluation and Response</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • interpretation of the selected events from the sources in relation to the issues in the question • evaluation of the reliability of the sources and their approach to Cleopatra, including the Roman focus of the sources, and their attitudes to women • the effects of the Augustan regime on the key contemporary sources (e.g. Horace, Virgil, Propertius) • Plutarch's interest in character and biography. 		<p>AO3: General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to whether Cleopatra's downfall was caused by her relationship with Mark Antony.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Candidates should relate the evaluation of sources specifically to Cleopatra and Mark Antony's relationship.</p>	<p>AO3 = 10</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Level 5</td> <td style="text-align: right;">8–10</td> </tr> <tr> <td>Level 4</td> <td style="text-align: right;">6–7</td> </tr> <tr> <td>Level 3</td> <td style="text-align: right;">4–5</td> </tr> <tr> <td>Level 2</td> <td style="text-align: right;">2–3</td> </tr> <tr> <td>Level 1</td> <td style="text-align: right;">0–1</td> </tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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Option 2: Agrippina the Younger and her influence on Roman politics, AD 41–59

Question	Answer	Marks	Guidance	Levels of Response
	Indicative content			
6	<p>AO1: Two details with relevant factual detail.</p> <p>Possible answers could include:</p> <ul style="list-style-type: none"> • Agrippina started a relationship with her uncle Claudius just to gain political power • this relationship could then be used to promote her son Nero as heir to Claudius • marriage of Octavia (Claudius' daughter) and Nero • adoption of Nero by Claudius • Agrippina allies herself, and possibly has a relationship, with Pallas, who is promoting Agrippina's interests • Agrippina is responsible for the destruction of her enemies therefore leaving her with more influence and power. 	5	<p>Outline <u>two</u> ways in which Agrippina increased her power during Claudius' reign.</p> <p>Other relevant examples not prescribed here should also be given credit.</p> <p>Two ways Agrippina increased her power during Claudius' reign should be given here, with relevant detail for each for high marks.</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 3–4</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>
7(a)	<p>AO1: Key elements of the different stories of Claudius' death identified.</p> <ul style="list-style-type: none"> • Halotus - may have administered poison as his food-taster during a meal at the Citadel during a feast with the priests • Agrippina - used Claudius' favourite food of mushrooms to poison him at a family dinner • poisoned again with a bowl of soup • another story suggests it was instead an enema to clear his stomach. 	4	<p>Briefly outline the different versions of Claudius' death in Passage 2A.</p> <p>Candidates must answer using the passage given.</p> <p>Addition points from the passage should be given credit, if they are relevant.</p>	<p>AO1 = 4</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>

Question	Answer	Marks	Guidance									
	Indicative content		Levels of Response									
7(b)	<p>AO2: Understanding</p> <p>Answers should show an understanding of why Agrippina might have wanted Claudius dead at this time. Possible answers could include any of the following:</p> <ul style="list-style-type: none"> • Agrippina had been elevating Nero to the position of Claudius' heir, and now she wanted him to take over so that she could rule through him • Claudius was old and Agrippina was worried that if he died soon, Britannicus may have been named heir in Claudius' will, and so she had to scheme to get rid of Claudius and make sure Nero was put forward • Claudius seems to be distancing himself from Agrippina and Nero, and so she might have been concerned about her situation. 	4	<p>Why does Agrippina want Claudius dead at this point in time?</p> <p>There should an understanding of why Agrippina might have wanted Claudius dead at this time.</p> <p>Any one of the points opposite thoroughly developed may be regarded as leading to a mark in level 5.</p>	<p>AO2 = 4</p> <table> <tr> <td>Level 5</td> <td>4</td> </tr> <tr> <td>Level 4</td> <td>3</td> </tr> <tr> <td>Level 3</td> <td>2</td> </tr> <tr> <td>Level 1/2</td> <td>0–1</td> </tr> </table>	Level 5	4	Level 4	3	Level 3	2	Level 1/2	0–1
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7(c)	<p>AO3: Interpretation and Evaluation</p> <p>Answers may note that the passage is from Suetonius, and consider how reliable he might be in this case:</p> <ul style="list-style-type: none"> • different stories and versions of stories about the nature and manner of Claudius' death • 'general agreement' that Claudius was poisoned • Claudius' murder would have happened in 	5	<p>Using details from Passage 2A, explain how reliable you think Suetonius' account of the events in the passage is.</p> <p>Candidates should focus on the reliability of Suetonius' description of the events in this passage.</p>	<p>AO3 = 5</p> <table> <tr> <td>Level 5</td> <td>5</td> </tr> <tr> <td>Level 4</td> <td>3–4</td> </tr> <tr> <td>Level 3</td> <td>2</td> </tr> <tr> <td>Level 1/2</td> <td>0–1</td> </tr> </table>	Level 5	5	Level 4	3–4	Level 3	2	Level 1/2	0–1
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Question	Answer	Marks	Guidance	Levels of Response																
	<p>private, not in public, and so it will be more difficult to know what happened</p> <ul style="list-style-type: none"> Suetonius as a biographer interested in the characters involved. 																			
8(a)	<p>AO1: Relevant factual knowledge</p> <p>Details of the events surrounding Britannicus' death:</p> <ul style="list-style-type: none"> Tacitus tells us that Nero has no real charge to bring against Britannicus – so maybe killing him was his only option to get rid of him Tacitus also tells us that Nero did not 'dare to order his murder openly' Nero orders poison Nero's calmness when Britannicus is taken ill Agrippina's horrified reaction Octavia's reaction Britannicus has apparently suffered from epilepsy since an early age <p>AO2: Understanding</p> <p>Understanding of Nero's role in Britannicus' death:</p> <ul style="list-style-type: none"> the significance of the lack of charge and use of poison the significance of the reactions of those present 	14	<p>In what ways does Passage 2B help us to understand whether Nero was responsible for Britannicus' death?</p> <p>Candidates should make full use of the details from the passage given to answer this question.</p> <p>Other information that would suggest that Nero was responsible may be credited, but there should be a clear focus on the passage.</p>	<p>AO1 = 4</p> <table> <tr><td>Level 5</td><td>4</td></tr> <tr><td>Level 4</td><td>3</td></tr> <tr><td>Level 3</td><td>2</td></tr> <tr><td>Level 1/2</td><td>0–1</td></tr> </table> <p>AO2 = 5</p> <table> <tr><td>Level 5</td><td>5</td></tr> <tr><td>Level 4</td><td>3–4</td></tr> <tr><td>Level 3</td><td>2</td></tr> <tr><td>Level 1/2</td><td>0–1</td></tr> </table>	Level 5	4	Level 4	3	Level 3	2	Level 1/2	0–1	Level 5	5	Level 4	3–4	Level 3	2	Level 1/2	0–1
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Question	Answer	Marks	Guidance									
	Indicative content			Levels of Response								
	<ul style="list-style-type: none"> • the relationship between Britannicus and Nero • the significance of the epilepsy in this context. <p>AO3: Evaluation and interpretation of the source</p> <ul style="list-style-type: none"> • response to and interpretation of the events in the passage in relation to the issues in the question • conclusions drawn from details in the passage about Nero's role in Britannicus' death – e.g. Nero's calmness in contrast to the horror of those around suggesting his guilt. • evaluation of Tacitus as a source, including analysis of whether his account of these particular events is reliable: a private dinner – therefore what were Tacitus' sources? 		<p>AO3: Candidates should relate the evaluation of Tacitus specifically to the account of Britannicus' death in this passage.</p>	<p>AO3 = 5</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Level 5</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Level 4</td> <td style="text-align: right;">3–4</td> </tr> <tr> <td>Level 3</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Level 1/2</td> <td style="text-align: right;">0–1</td> </tr> </table>	Level 5	5	Level 4	3–4	Level 3	2	Level 1/2	0–1
Level 5	5											
Level 4	3–4											
Level 3	2											
Level 1/2	0–1											

Question	Answer	Marks	Guidance	
	Indicative content		Levels of Response	
8(b)	<p>AO1: Factual Details</p> <p>Details of Nero turning against members of his family could include:</p> <ul style="list-style-type: none"> • Britannicus's position in the imperial household, and Nero's role in his death • Agrippina: her removal from the palace, attempts on her life and ultimate death • Domitia Lepida: Nero's killing of her • Octavia: divorce and murder • The deaths of Poppaea, Antonia (Claudius' daughter) and Rufius Crispinus <p>AO2: Understanding</p> <p>Understanding of why Nero turned against members of his family. Nero's motives may include:</p> <ul style="list-style-type: none"> • greed • worry about the stability of his position as emperor • significance of Britannicus as a rival • desire for freedom from controlling influences (especially Agrippina) • his relationship with Poppaea and its effects on his relationship with Octavia and Agrippina • Nero's temperament. 	18	<p>How far do the sources explain why Nero turned against members of his family during his reign?</p> <p>Candidates should refer both to this passage and others for highest marks.</p> <p>Candidates should expand their answer beyond the passage given to show thorough factual knowledge and understanding of Nero's relationships with members of his family</p>	<p>AO1 = 5</p> <p>Level 5 4</p> <p>Level 4 3</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p> <p>AO2 = 5</p> <p>Level 5 5</p> <p>Level 4 3–4</p> <p>Level 3 2</p> <p>Level 1/2 0–1</p>

Question	Answer	Marks	Guidance	
	Indicative content			Levels of Response
	<p>AO3: Interpretation, Evaluation and Response</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • response to and interpretation of what is in the sources about Nero’s motives • evaluation about the reliability of Tacitus’ account in this passage • discussion of whether sources cited could have known about Nero’s motives in turning against members of his family • the reliability of the characterisation of Nero in the sources. 		<p>AO3:</p> <p>General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to why Nero turned against members of his family for high marks in upper bands.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Candidates should relate the evaluation of sources specifically to Nero’s relationships with members of his family during his reign.</p>	<p>AO3 = 8</p> <p>Level 5 7–8</p> <p>Level 4 5–6</p> <p>Level 3 3–4</p> <p>Level 1/2 0–2</p>
9	<p>AO1: Factual details</p> <p>Details of Nero’s early years as emperor could include:</p> <ul style="list-style-type: none"> • roles of Agrippina, Seneca and Burrus as Nero’s ‘advisors’ • role of Agrippina in bringing him to power • Nero’s first speech in the Senate and his relationship with the Senate • Suetonius states that at the beginning of his reign he ‘let his mother manage everything, both public and private’ • Agrippina’s attempts to be seen in public as powerful (e.g. the Armenian delegation) • the relationship between Nero and Agrippina 	30	<p>How far do you agree that Agrippina’s influence helped Nero to be a good emperor in the early years of his reign?</p> <p>Candidates should focus their answers on the four bullet points given in the exam paper.</p> <p>Answers which only cover one aspect of this question will not be able to show thorough understanding and will find it difficult to come to a reasoned and substantiated conclusion.</p>	<p>AO1 = 10</p> <p>Level 5 8–10</p> <p>Level 4 6–7</p> <p>Level 3 4–5</p> <p>Level 2 2–3</p> <p>Level 1 0–1</p>

Question	Answer	Marks	Guidance	
	Indicative content		Levels of Response	
	<ul style="list-style-type: none"> • Nero's setting up of colonies – including one at Antium, where he spends a lot of money building a harbour • the idea of the 'Quinquennium Neronis' – the first five years as a high point. <p>AO2: Understanding</p> <p>Understanding of how far Agrippina's influence helped Nero to be a good emperor could include:</p> <ul style="list-style-type: none"> • understanding of what is meant by a <i>good</i> emperor • Agrippina had a restraining influence on Nero in the early years of his reign • Nero's position as a young, inexperienced emperor in need of support and guidance • Agrippina's role in the murders early in the reign eg Junius Silanus and Narcissus <p>AO3: Interpretation, Evaluation and Response</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Interpretation of and response to sources cited in the light of the question • material evidence, such as coins and archaeological evidence • the reliability of the sources on Nero, and their characterisation of him and his reign, in particular Tacitus and Suetonius • factors which may affect our assessment of the reliability of Tacitus and Suetonius in their treatment of Nero. 		<p>AO2 = 10</p> <p>Level 5 8–10</p> <p>Level 4 6–7</p> <p>Level 3 4–5</p> <p>Level 2 2–3</p> <p>Level 1 0–1</p> <p>AO3:</p> <p>General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to Nero ruling well, or not, in his early years for high marks in upper bands.</p> <p>Candidates should relate the evaluation of sources specifically to how far Agrippina's influence helped Nero to rule well.</p>	<p>AO3 = 10</p> <p>Level 5 8–10</p> <p>Level 4 6–7</p> <p>Level 3 4–5</p> <p>Level 2 2–3</p> <p>Level 1 0–1</p>

Question	Answer	Marks	Guidance	
	Indicative content			Levels of Response
	<p>SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.</p>	6		<p>High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2</p>

Question	Answer	Marks	Guidance																					
	Indicative content			Levels of Response																				
10	<p>AO1: Factual details</p> <p>Details of how Agrippina is portrayed could include:</p> <ul style="list-style-type: none"> • Claudius is famed for letting his wives and freedmen control him • the marriage of Claudius and Agrippina seems to be motivated by political necessity rather than real love • Agrippina stopped Claudius from going further with his plans for writing his will • she doesn't appear to be a loving step-mother to Claudius' children • Agrippina is blamed for poisoning Claudius • Nero only becomes emperor because of Agrippina's scheming • Agrippina is in charge at the start of Nero's reign • incest with Nero • Agrippina's interference in Nero's love life (eg with Acte and Poppaea) could be out of motherly concern, or because of the worry that she will lose her influence over him. <p>AO2: Understanding</p> <p>Understanding of how far Agrippina is portrayed more like an emperor than wife and mother could include:</p> <ul style="list-style-type: none"> • Agrippina's role as a mother • Agrippina's role as supporting Nero's rise to power 	30	<p>'The ancient sources portray Agrippina more like an emperor than just the wife and mother of emperors.' How far do you agree with this statement?</p> <p>Candidates should focus their answers on the four bullet points given in the exam paper.</p>	<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>8–10</td></tr> <tr><td>Level 4</td><td>6–7</td></tr> <tr><td>Level 3</td><td>4–5</td></tr> <tr><td>Level 2</td><td>2–3</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p>AO2 = 10</p> <table> <tr><td>Level 5</td><td>8–10</td></tr> <tr><td>Level 4</td><td>6–7</td></tr> <tr><td>Level 3</td><td>4–5</td></tr> <tr><td>Level 2</td><td>2–3</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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Question	Answer	Marks	Guidance											
	Indicative content			Levels of Response										
	<ul style="list-style-type: none"> • the role of an emperor in the Roman world • the roles of women in Roman life and politics • the attitudes of the sources to women in politics • the ways in which Agrippina could be seen as an ‘emperor’ in the sources <p>AO3: Interpretation, Evaluation and Response</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Response to and interpretation of the details cited from the sources in relation to the issues in the question • Exaggeration of the role played by Agrippina and distortion of her character for literary purposes • the interests and focus of Tacitus and Suetonius in their writing: stereotyping of women • Suetonius is interested in portraying people’s characters and believes that essentially a person’s character doesn’t change, and so Agrippina must always act according to her ‘bad’ character. 		<p>General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to Agrippina’s portrayal for high marks in upper bands.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Candidates should relate the evaluation of sources specifically to Agrippina’s portrayal as more like an emperor than a wife and mother of emperors.</p>	<p>AO3 = 10</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Level 5</td> <td style="width: 50%;">8–10</td> </tr> <tr> <td>Level 4</td> <td>6–7</td> </tr> <tr> <td>Level 3</td> <td>4–5</td> </tr> <tr> <td>Level 2</td> <td>2–3</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table>	Level 5	8–10	Level 4	6–7	Level 3	4–5	Level 2	2–3	Level 1	0–1
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	<p>SPaG</p> <p>Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.</p>	6		<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">High performance</td> <td style="width: 50%;">5–6</td> </tr> <tr> <td>Intermediate performance</td> <td>3–4</td> </tr> <tr> <td>Threshold performance</td> <td>1–2</td> </tr> </table>	High performance	5–6	Intermediate performance	3–4	Threshold performance	1–2				
High performance	5–6													
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APPENDIX 1

GCSE Ancient History: Marking Grids for Section A

	AO1 (Recall, Select, Organise)		AO2 (Understand)		AO3 (Interpret, Evaluate, Respond)	
Level 5 Thorough	4 Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised.	5	4 Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question.	5	5 Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions. They construct an informed personal response based on thorough evaluation and interpretation of the source material.	7-8
Level 4 Sound	3 Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound , relevant and organised.	3-4	3 Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question.	3-4	3-4 Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on sound evaluation and interpretation of the source material.	5-6
Level 3 Some	2 Answers contain some knowledge of the events, sources and issues relevant to some of the question. There is some evidence of selection and organisation of information.		2 Answers show some understanding of issues, events, and sources relevant to some of the question.		2 Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on some of the source material.	3-4
Level 1/2 Limited/None	0-1 Answers contain limited or no knowledge of events, sources and issues. Information that has been included is disorganised and has limited or no relevance.		0-1 Answers show limited or no understanding of events or sources.		0-1 Answers offer limited or no evaluation. They offer a personal response based on limited or no evidence, or no response.	0-2

GCSE Ancient History: Marking Grids for Section B

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 5 Thorough	8-10 Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.	8-10 Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question.	8-10 Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions. They construct an informed personal response based on thorough evaluation and interpretation of the source material.
Level 4 Sound	6-7 Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound , relevant and organised. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.	6-7 Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question.	6-7 Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on sound evaluation and interpretation of the source material.
Level 3 Some/Partial	4-5 Answers contain some knowledge of the events, sources and issues relevant to some of the question. There is some evidence of selection and organisation of information. Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.	4-5 Answers show some understanding of issues, events, and sources relevant to some of the question.	4-5 Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on some of the source material.
Level 2 Limited	2-3 Answers contain limited knowledge of the events, sources and issues relevant to parts of the question. There is limited evidence of selection or organisation of information. Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.	2-3 Answers show limited understanding of events and sources.	2-3 Answers draw limited conclusions based on the evidence they have included. Answers offer a personal response at a limited level.

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 1 Minimal/None	<p style="text-align: center;">0-1</p> <p>Answers contain minimal or no knowledge of events, sources and issues. Information that has been included is disorganised and has minimal or no relevance. Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p>	<p style="text-align: center;">0-1</p> <p>Answers show minimal or no understanding of events or sources.</p>	<p style="text-align: center;">0-1</p> <p>Answers offer a minimal personal response, without reference to evidence, or no response.</p>

APPENDIX 2

Spelling, punctuation and grammar (SPaG) assessment grid

High performance 5-6 marks
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
Intermediate performance 3-4 marks
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
Threshold performance 1-2 marks
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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