

**GCE**

**Classics: Ancient History**

Unit **F394**: Roman History: The Use and Abuse of Power

Advanced GCE

**Mark Scheme for June 2016**

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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.

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

Annotation	Meaning
A01	related to Assessment Objective 1
A02	related to Assessment Objective 2
EVAL	evaluation of evidence
▲	omission
IRRL	irrelevant material
BP	Blank Page
SEEN	Something on the page but not marked
Highlight	major errors

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

Question		Answer	Marks	Guidance	Levels of Response
		Indicative Content			
1		<p><b>AO1:</b> Answers should provide specific factual knowledge and evidence of institutions: assemblies, senate, magistracies; detailed knowledge of the period with clear focus on the role/purpose and effectiveness.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Tribunes: Macer (73 BC), Sicinius, Quintius in 70s; for Macer- Sallust Histories speech; C.Cornelius, Gabinius, Manilius, Rullus, Flavius in 60s; land laws (<i>de lege agraria</i> 1.25); Vatinius; Clodius; Curio, Antony in late 50s – role and use by politicians; independence; role and purpose of the concilium plebis;</li> <li>• magistracies: Cicero: his letters to Atticus 1.1 and 1.2 about his consulship; consulships of various politicians (Plutarch <i>Pompey</i>; Suetonius <i>DJ</i>); praetors, aediles, quaestors; dictatorship;</li> <li>• Senate: Sulla's reforms (Plut <i>Sulla</i> 30-13; Appian 1.100); challenges to authority – Pompey 70 BC (Plut <i>Pompey</i> 21.5); Catiline; Pompey in 62 BC (Plut <i>Pompey</i> 44; Dio 37.49); Caesar 59 BC (Suet. <i>DJ</i> 20, Plut. <i>Caesar</i> 14); Clodius- 50s (Dio 40.48- lack of control); 50-49 BC Appian BC 2.30; Antony/Octavian Suet. <i>Aug.</i> 10-12; problems with equestrians Cic. <i>Letters ad Att.</i> 1.17/19;</li> <li>• Courts: Bona Dea bribery (Cic.ad Att.1.16; Verres; equestrians' role; ad Att 1.18.3 corrupt court; Cic. <i>Letters ad Att.</i>1.2 Catiline; Verres –in Verrem 2.5.177;</li> </ul>	20	<p>Marking grids to be used for response to the specific question.</p> <p><b>'Throughout this period the institutions of the Roman Republic did not do what they were supposed to do.' To what extent do you agree with this view?</b></p> <p>In response to the question answers should show coverage of the period but answers will use well-selected examples appropriate to the question. Use of a restricted selection of institutions and part of the period should be considered partial in level 3. Reward detail of various institutions and accurate understanding of the roles.</p> <p><b>Possible sources for views:</b></p> <ul style="list-style-type: none"> <li>• Tacitus Annals 1.2-4 a view on the decline of the republic; cf 3.26;</li> <li>• Cicero ad Att.1.13 on the situation in Rome in 61 BC;</li> <li>• Sallust Cat. 20, 36-39; Macer's speech (<i>Hist</i> 3.34);</li> <li>• Plut. Cicero 10: <i>the whole state is rotten</i>;</li> <li>• Livy Preface 9-10;</li> <li>• Suet. <i>DJ</i> 77: Caesar's view of Republic; Dio 40.48 <i>no one in charge of affairs</i> (52 BC).</li> </ul>	<p>A01 = 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>A02 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0-5</p>

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		Content			
1		<ul style="list-style-type: none"> <li>• Assemblies: some factual knowledge of the main roles and the uses of assemblies; (see above Tribunes also); use of bribery (<i>Suet. DJ</i> 18) and manipulation (e.g. by use of religion, the army -59 BC); <i>Plut. Pompey</i> 25, 30 – <i>Gabinius, Manilius</i>; 51-2 55 BC; violence – <i>Clodius Cic. Letters Ad Att.1.14; Milo, Sestius (pro Sestio 75-6)</i>;</li> <li>• illegal actions undermining institutions: Pompey's commands, consulship, Octavian's consulship (<i>Appian 3.88f</i>); Cicero and Catiline; violence and fraud etc.</li> </ul> <p><b>AO2</b></p> <p>Answers should develop an analysis of the roles of various institutions and their effectiveness during this period.</p> <p>Answers should address '<b>did not do what they were supposed to do</b>' as an issue.</p> <p>Answers should include interpretation and evaluation of the evidence in support of their argument.</p> <p>Answers might consider the limitations of the evidence for some institutions.</p>	30	<p>Candidates might include:</p> <ul style="list-style-type: none"> <li>• priesthoods/religion;</li> <li>provincial governorships e.g. Caesar in Gaul; Pompey's commands; Verres.</li> </ul> <p>Answers might analyse issues e.g.</p> <ul style="list-style-type: none"> <li>• The failure of various institutions to deal with the challenges from individuals;</li> <li>• Inherent problems within the role /status of the institutions at time of Sulla and after;</li> <li>• the manipulation or corruption of institutions by politicians which undermined them;</li> <li>• change: institutions becoming unfit at points in the period.</li> </ul> <p>Candidates need not deal with all of the institutions equally for a higher level answer.</p> <p>Level 3 answers should present some attempt at interpretation and evaluation of the sources in terms of the question.</p> <p>Refer to the marking grids in relation to the question.</p>	

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2		<p><b>AO1:</b> answers should identify and provide factual information on politicians who did/did not use the various types of corruption; examples should be precise and detailed, and supported by evidence.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Sallust <i>Catiline</i> 36-39 range of corruption from Sulla onwards, also 10-13 for general corruption; character of Catiline as an example; cf Plutarch <i>Pompey</i> 10;</li> <li>• bribery: Clodius, Bona Dea and Crassus: (Cic. <i>Letters ad Att.</i> 1.16.5); Pompey: <i>Letters Ad Att.</i> 1.16 for Afranius; Octavian: Suetonius <i>Aug.</i> 10; Plut. <i>Antony</i> 16; Dio 45.3; Appian 5.8.67; Bibulus bribery (Suet. <i>DJ</i> 18, 19, Velleius 2.44); Cicero <i>Letters</i>;</li> <li>• Violence/force: pro Sestio 75-78 about Cicero's recall; Pompey <i>ad Att.</i> 2.3.4; triumvirate unpopular Cic. <i>Letters Ad Att.</i> 2.18 – use of force; Suet. <i>DJ</i> 20 Plut. <i>Pompey</i> 14: intimidation; Plut Pompey 51-2 55 BC; use of soldiers in assemblies - Caesar in 59 BC (Plut. <i>Caesar</i> 14.2; Dio 38.1.4); 55BC (Dio 39.31.2);</li> <li>• demands of the equestrians in 60s Plut <i>Pompey</i> 25, tax rebate from Asia, Crassus etc Cic. <i>Letters ad Att.</i> 2.16;</li> <li>• oligarchy/nobles: '<i>They brought it on themselves.</i>' Cf <i>ad Fam</i> 16.4- eager for war; Verres: Plut. <i>Cicero</i> 7; pro Murena 104;</li> </ul>	20	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question [How far does the evidence support the view that all politicians of this period were corrupt?],</p> <p>answers should make detailed reference to specific evidence for some examples of politicians and the extent to which they were corrupt.</p> <p>Answers should use evidence in support of the information:</p> <ul style="list-style-type: none"> <li>• concerning the role played by corruption in politics;</li> <li>• the types and extent of corruption between politicians;</li> <li>• views of authors on politicians: Caesar: Suet. <i>DJ</i> 30-31; Antony: Cic. <i>Letters Ad Fam.</i> 10.1; compared to Catiline Phil.4; Octavian: Tac. <i>Annals</i> 1.2, 9-10; <i>Res Gestae</i> as alternative view; Cato: <i>ad Att.</i> 1.1: too high principled; Plut. <i>Pompey</i> 21- Pompey in 70 BC; Cicero <i>Letters ad Att.</i> 8.11 in 49 BC.</li> </ul>	<p>A01 = 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>A02 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0-5</p>

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2		<ul style="list-style-type: none"> <li>• role of patronage e.g. Cicero's consulship- CP 4 – nobiles (Cic. <i>Letters ad Att.1.2</i>); CP 3 range of support needed; 16 amici; 19 collegia; Italians 3, 24; Cic. <i>Letters ad Att. 1.1</i> support of Pompey needed;</li> <li>• manipulation of plebs through religion, corn subsidy, games etc.</li> <li>• corruption of armies: Sulla- Sallust <i>Cat. 36f</i>; Octavian - <i>Res Gestae</i>; Suetonius <i>Aug. 10</i>; Plut. <i>Antony 16</i>; Dio 45.3; Appian <i>CW 5.8.67</i>;</li> </ul> <p>AO2: Answers should analyse the question of the extent of source-support for the statement and offer a balanced argument.</p> <p>In support of their argument and conclusion, answers should offer interpretation and evaluation of their chosen evidence and its contribution to their analysis of:</p> <ul style="list-style-type: none"> <li>• range of corruption;</li> <li>• the use by politicians;</li> <li>• the differing levels of corruption among politicians.</li> </ul>	30	<p>Answers should address the issue of the <b>extent</b> of corruption among politicians.</p> <ul style="list-style-type: none"> <li>• Some answers may question to what extent 'corruption' was an issue for the Romans at this time;</li> <li>• some answers may consider how far it was normal practice;</li> <li>• reward answers which compare or contrast specific examples of evidence in their analysis;</li> <li>• reward consideration of the limitations of the evidence.</li> </ul> <p>Refer to marking grids in relation to the question.</p>	

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3		<p><b>AO1</b></p> <p>Answers should include examples of provincial commands held by politicians:</p> <ul style="list-style-type: none"> <li>• Sulla;</li> <li>• Pompey: under Sulla, in Spain in 70s, pirates, Mithridates in 60s, Spain in 50s;</li> <li>• Caesar in Spain (62-1); Gaul 50s; invasion of Britain</li> <li>• Crassus- Syria in 55 BC</li> <li>• Cicero – Cilicia 51 BC, Cato in Cyprus; Verres – Sicily 73-71 BC; Antonius- pirates (70s); Lucullus (East);</li> <li>• Octavian, Lepidus and Antony post 44 BC;</li> <li>• the role of an army for a politician;</li> <li>• the wealth, support, clientela gained from provinces.</li> </ul> <p>Evidence of commands affecting the success/failure of the politicians e.g.:</p> <ul style="list-style-type: none"> <li>• Pompey's popularity (<i>Plut. Pompey</i> 1.2, <i>Crassus</i> 7); resistance to Sulla (<i>Plut. Pompey</i> 14); use of army to gain Spain (17); power among people (22, <i>Crassus</i> 12; <i>Appian CW</i> 2.28 - authority); pirate command (25); envy and hatred towards Pompey (43, 44 – failed in requests in 62-61 BC, <i>Cicero Letters ad Att. 2.19, 1.14, Dio 37.49; Appian CW 2.9</i>); corn command (<i>Cic. Letters Ad Att.4.1, Plut. Pompey 49</i>);</li> </ul>	20	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question <b>[To what extent was a provincial command essential for a politician's success during this period?]</b>,</p> <p>answers should include specific information relating to a number of provincial commands which may or may not affect the success of individuals.</p> <p>Candidates may include 'pro-magisterial commands' not involving a 'province' e.g. Crassus' command against Spartacus, Pompey's corn command in 57 BC etc.</p> <p>Answers should attempt to offer specific information, and coverage of the period, although not all aspects or events need to be included for higher marks.</p> <p>Answers should include other factors in order to assess success e.g. political alliances, oratory, bribery etc.</p> <p>Answers might generally discuss the importance of a command for 'dignitas' or status: Caesar <i>BC</i> 1.9; 1.4 (Pompey); Florus 2.13.14; <i>Pro Murena</i> 22, 24; CP; and the military advantages associated with commands.</p>	<p>A01 = 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>A02 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0-5</p>

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3		<ul style="list-style-type: none"> <li>• Caesar: Appian 2.8 debts and success in Spain – triumph; the Senate's attempt to limit his success by giving him 'woods and mountain-pastures' as a province in 59 BC (Suet <i>DJ</i> 19); need of province (and army) for security in 49 BC Cic. <i>Letters ad Fam</i> 8.14; Suet. <i>DJ</i> 30-3; 20 days of thanksgiving BG 4.38;</li> <li>• Crassus (Plut. <i>Pompey</i> 52, Crassus 14 – desire for glory to rival Pompey); Appian CW 2.18;</li> <li>• Cicero's dislike of provincial command: Cilician <i>Letters</i>;</li> </ul> <p><b>AO2</b>        Answers should discuss <b>to what extent</b> and take into account the notion of '<b>essential</b>' in the discussion of the relationship between provincial commands and success.        Answers should provide some analysis of the factors leading to success.        Answers should offer some interpretation and evaluation of sources to support their analysis and argument.</p>	30	<p>Partial answers may deal largely or entirely with a part of the period or restricted range of events.</p> <p>Specific examples should support the argument.</p> <p>Reward a balanced analysis which deals with provincial commands and the success of a variety of politicians.</p> <p>Some answers may argue that there are other factors which are more important for the success of politicians.</p> <p>Reward answers which consider the limitations of the evidence with regard to the issues.</p> <p>Refer to the marking grids in relation to the question.</p>	

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4		<p><b>AO1</b></p> <p>Answers should include evidence for a range of problems and action (or not) by politicians to deal with them e.g.:</p> <ul style="list-style-type: none"> <li>• Sulla's civil war (Appian CW 1.95) and the actions of Sulla (Appian CW 98-100) in its aftermath; the problems as he saw them;</li> <li>• Power of individuals and challenges to the Republic: Lepidus 78 BC; Plutarch <i>Pompey</i> 16; 17 – Lepidus and command in Spain; Pompey's consulship 70 BC, commands 60s; Caesar and Pompey: 49 BC; Cic. <i>Letters</i> 8.11 <i>They both wish to be kings</i> cf Velleius 2.33; Antony and Octavian 44-43 BC; <i>Res Gestae</i> 1-3 on Octavian's view for this and other conflicts;</li> <li>• economic: Sallust <i>Catiline</i> 20 speech– lack of opportunity; poor v. rich; desire for wealth; Manlius' letter cf Plut <i>Cicero</i> 10; 23; use of wealth Plut. <i>Crassus</i> 7; debt Cicero <i>In Cat.</i> II 18f; land laws;</li> <li>• military- power of generals: Pompey; importance of armies in build up to civil war in 49 BC (Suet. DJ 29; Plut Pomp. 59) – failure to control generals; Octavian and Antony – their success due to the control of armies – Suetonius Augustus 10-12; RG 1-3; Perusine war; Suet. Augustus 14- Lucius Antonius; cf Plut. <i>Antony</i> 30 (Fulvia); Sextus Pompeius: Suet <i>Augustus</i> 16; Sallust <i>Cat.</i>(11-2), (36-9) general corruption of soldiers;</li> </ul>	20	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question [<b>'Politicians of this period failed to deal with the problems of the Roman Republic.'</b> <b>How far do the sources support this view?'</b>]</p> <p>answers should include specific information and evidence for the problems and action of politicians.</p> <p>Answers might include for a balanced view:</p> <ol style="list-style-type: none"> <li>1. Tac. <i>Annals</i> 1-2; 9-10 for his view of issues;</li> <li>2. Sallust <i>Cat.</i> 36-37: moral decline and desire to ruin the state;</li> <li>3. Plut <i>Cicero</i> 10: revolutionary tendencies- unequal distribution of wealth;</li> <li>4. Sallust Macer's speech <i>Histories</i> 3.45: nobiles' power;</li> <li>5. demands of groups such as the plebs, equestrians, soldiers;</li> <li>6. social problems e.g. slaves, Spartacus.</li> </ol>	<p>A01 = 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>A02 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0-5</p>

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4		<ul style="list-style-type: none"> <li>• failure of the Senate/magistrates- e.g. Pompey's illegal actions (<i>Plut. Pompey</i> 16, 17, 21); <i>Cic. Letters ad Quint.</i> 3.5.4; eg. Caesar <i>Suet. DJ</i> 20;</li> <li>• manipulation of the institutions through bribery, violence, patronage (CP), religion; efforts to control this;</li> <li>• the competitive nature of politics; factions (<i>triumvirate Plut Crassus</i> 14 – <i>irresistible force to overthrow the state</i>; cf <i>Pompey</i> 47; <i>Caesar</i> 13); optimates v. populares issue (<i>Pro Sestio</i> 96-7; <i>Cic. In Cat IV</i> 9-10); illegal actions by politicians.</li> </ul> <p><b>AO2</b></p> <p>Answers should consider how far the evidence supports the view in the statement. The analysis should offer an argument concerning the sources in relation to the statement</p> <p>Answers should show some analysis of the problems and extent to which politicians failed to deal with them.</p> <p>Answers should interpret and evaluate:</p> <ul style="list-style-type: none"> <li>• the evidence where appropriate;</li> <li>• the usefulness of the evidence in context in support of the argument.</li> </ul>	30	<p>Reward specific information and coverage of the period, although not all problems/actions need to be included for higher marks.</p> <p>Answers might deal with the attempts to solve the problems and the success of these efforts; this should be rewarded.</p> <p>Some balance might be expected in terms of the relative importance of particular problems.</p> <p>Credit answers which compare or contrast specific evidence concerning the issues in the statement.</p> <p>Reward answers which consider the limitations of the evidence with regard to the issues.</p> <p>Refer to the marking grids in relation to the question.</p>	

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5		<p><b>A01:</b> Answers should include information about the power of the different emperors with reference to evidence in support:</p> <ul style="list-style-type: none"> <li>• Augustus: RG 34: powers granted by Senate, <i>auctoritas</i> (authority) not <i>potestas</i> (power); despotism/use of family Tac. <i>Annals</i> 1.3, 10; Dio: 53. 11-13 powers/ monarchy; 56. 30; Res Gestae- powers and family;</li> <li>• Tiberius: Tac. Ann 1.11f - debate on accession; 1.15 elections end; crushing tyranny Tac. Ann 5.2-3, 6.51; executions Suet. <i>Tib.</i> 61, Tac. Ann 6.19; <i>maiestas</i> (treason) Dio 57.19; Suet. <i>Tib.</i> 61 massacres; 65 deceit and trickery over Sejanus; Velleius 2.126 praise; use of Sejanus;</li> <li>• Gaius: Suet. <i>Gaius</i> 13 initial good works; 11 cruelty; 22 monster; 19, 30 <i>Let them hate me etc</i>; attitude to Senate <i>Gaius</i> 26, 55, Dio 59.14, 25;</li> <li>• Claudius accused of taking legal and magisterial functions for himself (Tac. <i>Annals</i> 11.5); Tacitus Annals 12. 59 on Claudius' use of equites; Suet. Claudius executions 29; Claudius' wives and freedmen Tac. <i>Annals</i> 11.40, 12.8; Claudius freedmen Dio 59.26;</li> <li>• Nero: initial sharing of power <i>Annals</i> 13.5; hatred for Senate Dio 62.15 cf Suet Nero 37 in favour of equites; Tac. <i>Annals</i> Thrasea 14. 11; Agrippina Tac. <i>Annals</i> 13.12-14; 14.1f; 15.67 Flavus' view;</li> </ul>	20	<p>Marking grids to be used for response to the specific question.</p> <p>In response to the question [<b>The aim of the emperors during this period was to concentrate all power in their own hands' How far do the sources support this view?</b>], answers should offer specific information and evidence.</p> <p>Some aspects which could be rewarded:</p> <ul style="list-style-type: none"> <li>• coverage of the period;</li> <li>• differentiation between emperors and their powers;</li> <li>• the levels of power and involvement of others in government e.g. family;</li> <li>• some views by authors:           <ol style="list-style-type: none"> <li>1. Velleius 2.89 authority of the Senate restored etc;</li> <li>2. Augustan poets: Horace, Virgil;</li> <li>3. Tac. <i>Annals</i> 1.2; 9-10: Senate servile <i>Annals</i> 3.65 <i>fit to be slaves</i>;</li> <li>4. Suet. <i>Tiberius</i> 30-1: use of the Senate; Dio 59.14 - board of senators for the Tiber; Tac. <i>Annals</i> 4.6-7 Senate's role;</li> <li>5. Nero: Tac. <i>Annals</i> 13. 5, 28f <i>signs of a free country</i>;</li> </ol> </li> </ul>	<p>A01 = 20 Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0-4</p> <p>A02 = 30 Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0-5</p>

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5		<ul style="list-style-type: none"> <li>• Suet. <i>Vespasian</i> 12-13 character; praised 15; and senate 9; modesty and restraint Suet. <i>Vesp.</i> 12-16; Tac. <i>Hist.</i> 4.3 all powers; lex de imperio; dynasty <i>Vesp.</i> 25; Titus' generosity <i>Titus</i> 7, 8;</li> <li>• Domitian asserts autocracy from the start (Dio 67.2/67.4); (Suet. Aug. 33); Suet. Dom. 8 control of magistrates, 10 executions; hated and feared 14. Pliny Letters 8.14 senate under Domitian; Tac. <i>Agricola</i> 42.</li> </ul> <p><b>A02:</b>            Analysis should address the issue in the quotation using specific examples from selected parts of the period and provide analysis of the sources for or against the view.            Arguments should show some balance in the assessment of '<b>aim</b>' of the emperors to concentrate '<b>all power</b>' and how far it was '<b>throughout</b>' the period.            Evaluation and interpretation of the evidence (archaeological and literary) should be included in support of the argument.</p>	30	<p>Concentration in detail on one aspect or one emperor should be considered partial. Answers should use examples from different parts of the period. Not all parts of the period need to be covered for levels 4 and 5.</p> <p>Reference to Galba, Otho, Vitellius in AD 69 should be rewarded</p> <p>Answers might deal with different emperors with differing levels of power. Some answers might offer a detailed comparison between different emperors. Some answers might contrast their lack of power at times in comparison to others.</p> <p>Reward answers which consider the limitations of evidence.</p> <p>Reward answers which compare or contrast specific examples of evidence for and against the view.</p> <p>Refer to the marking grids in relation to the question.</p>	

Question		Answer	Marks	Guidance	Levels of Response
		Indicative Content			
6		<b>AO1</b> Answers should include detailed information on the imperial cult, with examples of worship of both living and dead family members e.g.: <ul style="list-style-type: none"> <li>• Augustus: temple to Julius Caesar; divi filius on coins; Horace Odes 3.5, 3.14, 4.5 33-6; Virgil <i>Aeneid</i> 6 and 8; Augustales in 7 BC genius worship; rituals, prayers for imperial family, altars (e.g. Ara Pacis, Fortuna Redux; numen Augusti 13 BC; Tac. <i>Annals</i> 1.73 worshippers of A.; statue Tac <i>Ann.</i> 4.15; Dio 51.20 honours, hymns to Julian family in 29 BC;</li> <li>• Tiberius- deification of Augustus (Suet. <i>Tib</i> 58), temple begun (coins), refusal concerning himself, Livia, and the imperial family; Tac. <i>Annals</i> 4.15/4.37 Tiberius' views on the cult Suet. <i>Tib.</i> 26, 27, 33;</li> <li>• Gaius' deification of sister; association of himself with the gods (Dio 59.26); extension of palace to the temple of Castor and Pollux etc; Suet. <i>Gaius</i> 22; Dio 59.11, 28 priests; sacrifices to Genius;</li> <li>• Claudius: deification of Livia;</li> <li>• Nero's association with Apollo (coins, inscriptions, Dio 63.20.3, Pliny <i>NH</i> 34.45); temple to Claudius; daughter deified Tac. <i>Ann.</i> 16.5, Poppaea 16.20; 15.74 proposal for temple to Nero; altar Dio 63.2.5;</li> </ul>	20	Marking grids to be used for the response to the specific question. In response to the question <b>[During this period, to what extent was there an increase in the worship of members of the imperial families, both living and dead?]</b> ,  answers should provide: <ul style="list-style-type: none"> <li>• detail of information and coverage of the period, although not all actions by all emperors need be included for level 4 and 5;</li> <li>• specific examples of evidence relating to worship in Rome.</li> </ul> Answers may note <ul style="list-style-type: none"> <li>• the different approaches by different emperors</li> <li>• contrast of views: Suet. <i>Aug</i> 52: no temples to himself in Rome; Tac. <i>Annals</i> 1.10 worshipped in temples; Domitian dominus et deus (Suet. <i>Dom.</i> 13, Dio 67.5; Martial <i>Ep.</i> 5.8.1, Statius <i>Silvae</i> 1.6 81-4);</li> <li>• lack of consistency between emperors.</li> </ul> Reward material from the Empire when used relevantly in answer to the question.	A01 = 20 Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0-4  A02 = 30 Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0-5

Question		Answer	Marks	Guidance	Levels of Response
		Indicative Content			
		<ul style="list-style-type: none"> <li>• Vespasian; temple to Claudius; ended some Neronian festivals (<i>Tac Hist.</i> 4.40); Titus deifies Vespasian, temple, and sister Domitilla; Pliny <i>NH</i> 2.17.1; Dio 66.19;</li> <li>• Domitian deifies Titus and niece Julia; cult of genius restored; house of birth becomes a temple (<i>Statius Silvae</i> 5.1.8-9, <i>Martial Ep.</i>9.1); temple to Gens Flavia.</li> </ul> <p><b>AO2:</b>            Analysis should address the issue of '<b>extent</b>' in terms of an increase in worship and differentiate between living and dead members of imperial families and offer a conclusion to the discussion.            There should be some discussion of the ways in which worship developed using the evidence to support the argument.            Answers should provide detail of some sources and include interpretation and evaluation in support of the argument.</p>	30	<p>Concentration on one emperor with limited reference to others might be considered partial for Level 3.</p> <p>Analysis may include</p> <ul style="list-style-type: none"> <li>• differentiation between emperors in terms of aims/intentions towards worship of the family;</li> <li>• differentiation within the reigns of some emperors;</li> <li>• the limitations of the sources and varying interpretations of them.</li> </ul> <p>There may be discussion on the nature and practices of the worship for different family members.</p> <p>Reward answers which provide alternative views from the sources and discuss their merits.</p> <p>Refer to the marking grids in relation to the question.</p>	

Question		Answer	Marks	Guidance	Levels of Response
		Indicative Content			
7		<p><b>A01</b></p> <p>Answers should provide examples of both art and architecture covering a range of emperors; candidates may choose any examples from the period e.g.:</p> <p><b>Self-representation:</b></p> <ul style="list-style-type: none"> <li>• Ara Pacis; Forum Augusti (with detail); Arch of Augustus; Marcellus Theatre; Arch of Claudius; Arch of Titus; a variety of temples- Caesar, Augustus, Claudius, Peace, Flavian family - Iseum; Iseum Campense;</li> <li>• Palaces: Domus Aurea, Domitian's palace; Gaius extensions to palace (Suet. Gaius 22);</li> <li>• Coins etc: examples from Augustus; aureus of Claudius; Judaea Capta (Vespasian); Agrippina and Nero coins; Gemma Augustea; Gaius and Germanicus coin; Claudius cameo;</li> <li>• Statues and reliefs: Nero's Colossus; Gaius' use of statues; Prima Porta statue, Augustus as PM; Cancellaria reliefs (Flavians); altar reliefs.</li> </ul> <p><b>Other purposes:</b></p> <ul style="list-style-type: none"> <li>• Baths of Agrippa, Nero (Martial 7.34), Titus;</li> <li>• Aqueducts: Frontinus 9-10- Agrippa, Aqua Julia, Appia, Anio, Marcia, Alsietina (Strabo 5.3.8); Gaius and Claudius;</li> <li>• Entertainment: Theatres –Marcellus, Pompey; Colosseum;</li> </ul>	20	<p>Marking grids to be used for the response to the specific question. In response to the question [<b>'The art and architecture of this period was designed solely to present the emperor at the time in the best possible way.' How far would you agree with this statement?'</b>],</p> <p>Candidates may choose from throughout the period and answers may include some knowledge of the political context of the examples chosen. Reward detailed use of specific material evidence e.g. coins with detail of images.</p> <p>Further material might be included to support the discussion/analysis:</p> <ul style="list-style-type: none"> <li>• evidence of emperors' use of art and architecture for reasons other than promotion;</li> <li>• examples of material evidence to support the argument (coins, inscriptions etc);</li> </ul> <p>There should be some attempt to consider a range of emperors for a good range. A focus on one emperor with limited reference to others may be considered Level 3.</p> <p>Rewards discussion of the presentation of previous emperors by the incumbent.</p>	<p>A01 = 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>A02 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0-5</p>

Question		Answer	Marks	Guidance	Levels of Response
		Indicative Content			
7		<p><b>Literary support:</b></p> <ul style="list-style-type: none"> <li>• RG 19-21,</li> <li>• Suet. <i>Augustus</i> 29; Suet. <i>Tib</i> 47; Suet. <i>Nero</i> 16;; Suet. <i>Domitian</i> 5; Suet <i>Vesp.</i> 8-9; Suet. <i>Gaius</i> 21</li> <li>• Tac <i>Annals</i> 14. 42-43</li> <li>• Martial <i>de Spect.</i> 1, 2 (Colosseum);</li> </ul> <p><b>AO2:</b></p> <p>Answers should address the issue of the purposes for which the art and architecture was designed, and develop analysis of the various factors.</p> <p>There should be analysis of the issue of '<b>solely</b>' and a conclusion developed from the evidence relating to this.</p> <p>Answers should compare the different/similar approaches of emperors, although not all need be included in the analysis.</p> <p>Answers should include interpretation and evaluation of the evidence, both archaeological and literary in support of the argument.</p>	30	<p>Answers may consider how emperors used a variety of art and architecture for self-promotion in different ways. They may consider individual examples have a variety of purposes. Reward answers which develop detailed interpretation of chosen examples.</p> <p>These may include presentations of previous emperors.</p> <p>Reward answers which use the sources critically to develop understanding of the purposes, and discuss their limitations and bias for or against emperors.</p> <p>Reward answers comparing and/or contrasting evidence.</p> <p>Focus on one emperor is partial.</p> <p>Refer to the marking grids in relation to the question.</p>	

Question		Answer	Marks	Guidance	Levels of Response
		Indicative Content			
8		<b>A01</b> Answers should include sources for a variety of aspects of administration e.g. provision of amenities, law and order, safety and security, organisation of day-to-day activities, specific events, the magistrates and officials involved: <ul style="list-style-type: none"> <li>• Tacitus: Tiberius Tac <i>Annals</i> 4.6 good government; <i>Histories</i> 4.50 praise for Vespasian; AD 37 fire Aventine 100m HS (Tac. Ann 6.45, 64) Tac. <i>Annals</i> 6.13 riots; Tac. <i>Annals</i> 14.62 riots over Octavia; 15.42 street regulations; 14.14</li> <li>• Dio: Nero 63 fire; Vespasian 64.2 character; Titus; 66.25 generous; Vespasian, Titus: games (Suet. <i>Titus</i> 7.3, 8.2; Dio 66. 25)</li> <li>• Suetonius: Augustus: Suet. <i>Aug.</i> 30 division of city into wards; building <i>Aug.</i> 28; <i>Aug</i> 42 ref. to Agrippa aqueducts, grain issues; Suet. <i>Tib</i> 8 defective grain supply in Aug's reign - T dealt with it; Claudius Building <i>Claudius</i> 20; grain supply 18-19; Nero: 32 wasteful; 38 fire; Vespasian praised 15; Titus' generosity <i>Titus</i> 7, 8; Domitian's changes to grain distribution etc (Suet. <i>Dom.</i> 7); games Suet. <i>Dom.</i> 4; Suet. <i>Cl.</i> 21; Tiberius reduces them Suet <i>Tib.</i> 34; employment, food and gifts: Suet. <i>Cl.</i> 18, 21; Suet. <i>Dom.</i> 4; <i>Titus</i> 7.</li> <li>• roles of senate Suet. <i>Augustus</i> 35, 37 new offices; Suet. <i>Tiberius</i> 30-1; Dio 59.14 - board of senators for the Tiber; Suet. <i>Dom</i> 8: effectiveness of Domitian;</li> </ul>	20	Marking grids to be used for the response to the specific question. In response to the question <b>[To what extent do the sources help us to understand how effective the administration of the city of Rome was?]</b> , evidence is needed for the analysis of the effectiveness of the administration. This may include both literary and material evidence e.g: <ul style="list-style-type: none"> <li>• aqueducts for water supply; Frontinus: 2. 98ff 9 aqueducts;</li> <li>• building to improve the supply of food etc;</li> <li>• references to actions on coins and reliefs;</li> <li>• fora and roads;</li> <li>• the roles and offices held by senators and equestrians e.g</li> </ul> <p>⑩ senatorial: <i>praefectus urbi</i> (Prefect of the City), <i>cohortes urbanae</i> (urban cohorts);</p> <p>⑩ equestrian: Praetorian Prefect: law enforcement, <i>vigiles</i> (nightwatch); Titus - praetorian prefect, not eques; Prefects of the corn supply, of distributing the corn, procurator of Ostia; Equestrian Rufus' success at grain supply ; Tiberius - supply maintained (Suet 37, Tac. 4.27);</p> <p>⑩ curator of the water supply, curator of the banks of the Tiber, and administrators of the harbours, the Tiber, public works, roads, waste disposal etc; <i>curatores viarum</i> (of roads) (Suet. DA 30);</p>	A01 = 20 Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0-4  A02 = 30 Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0-5

Question		Answer	Marks	Guidance	Levels of Response
8		<ul style="list-style-type: none"> <li>• Claudius Suet. <i>Claudius</i> 18 riot over grain, insure merchants; 19 - rewards to citizens, non-citizens and women; Claudius' concern for the grain supply, building of Ostia etc (Suet. <i>Claudius</i> 18-20);</li> <li>• <i>Res Gestae</i> for Augustus;</li> <li>• rebuilding after the fires etc: Nero Tac. <i>Ann.</i> 15.43; Suet. <i>Vesp.</i> 8/9, 11; Suet <i>Titus</i> 7; Suet. <i>Dom.</i> 5;</li> <li>• festivals, Claudius' /Domitian's revival of the Secular Games (Suet. <i>Dom.</i> 4 and 8);</li> <li>• Juvenal, Martial for views of the state of Rome in 1<sup>st</sup> c. AD.</li> </ul> <p><b>AO2</b>            Analysis should address the issue of the <b>adequacy of the sources</b> in relation to the issue of effectiveness. Reward answers which focus on the analysis of the sources primarily.            There should be some discussion of the how effective aspects of the administration were in the city of Rome.            Evidence should be interpreted and evaluated in support of the argument to provide conclusions on the issue of 'how far' the evidence is adequate.</p>	30	<p>Answers need not include all emperors from the period and may be limited in the range of administrative elements.</p> <p>Concentration in detail on one emperor/ one source is only partially relevant. Answers should show awareness of the range of administration of the city.</p> <p>Discussions may focus on some aspects of the administration in detail but not cover all aspects of the administration.</p> <p>Reward answers which discuss the limitations of the evidence from material culture in assessing effectiveness.</p> <p>Reward answers which consider different views from the sources and compare and contrast material.</p> <p>Refer to the marking grids in relation to the question.</p>	

Question		Answer	Marks	Guidance	Levels of Response
		Indicative Content			
9		<p><b>AO1</b></p> <p>Answers should include a range of evidence covering some of the areas of Romanisation and extent of success.</p> <p>Information might include</p> <p><b>Success:</b></p> <ul style="list-style-type: none"> <li>• the army as consumers; growth of cannabae e.g. Vindolanda</li> <li>• industries: e.g. wine and pottery; agriculture, villas; evidence of graffiti on pots from Gaul;</li> <li>• colonies in provinces e.g. Colchester (Tac. <i>Ann. 14.33</i>), Lincoln, Cologne; urbanisation (e.g. Silchester); locals move to towns e.g. Maiden Castle to Dorchester; Romanised political systems;</li> <li>• citizenship (Spain- Vespasian Pliny <i>NH 3.30</i>); Tac. <i>Agricola 21</i> - examples of acceptance by provincials;</li> <li>• building – Pliny <i>Letters</i>; inscr –forum at Verulamium; Tac <i>Agr 21</i>; examples L18 nos 92-99; temple at Chichester (insc.); theatres, amphitheatres, aqueducts etc.</li> <li>• Romanised leaders in towns, cities, tribes e.g. Cogidubnus (insc Chichester), Cartimandua (Tac. Hist. 3.45), Prasutagus, Vindex; Claudius' inclusion of Gauls in the Senate (Tac. <i>Ann. 23f</i>); Pliny <i>Letters</i>: examples of citizenship Pliny 10 104-5; Xenophon L8 no.36; Dio of Prusa (Lactor 18);</li> <li>• use of Latin on inscriptions, tombstones, milestones etc;</li> <li>• use of coins;</li> </ul>	20	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question <b>[How far does the evidence support the view that the Romans succeeded in imposing their way of life upon their provincial subjects during this period?]</b></p> <p>answers should include examples of the evidence in order to assess the issues in the question; issues might include:</p> <ul style="list-style-type: none"> <li>• problems with the specific factual knowledge of Romanisation;</li> <li>• detailed coverage of the period, with a relevant selection of specific activity;</li> </ul> <p>Concentration on one part of the period/one area is only partially relevant.</p> <p>Answers might also refer to:</p> <ul style="list-style-type: none"> <li>• localised effects and success;</li> <li>• maintenance of local traditions;</li> <li>• the imperial cult: Aphrodisias- images of Claudius etc; AD 49/60 Claudius temple in Britain Tac. <i>Annals 14.31</i>; Suet. <i>Gaius 22</i>; Miletus AD 40- organised priests and priestesses; Incrsp - Athens: Nero the new Apollo cf Dio 61.20.5; Asia cf. <i>Annals 4.55-6</i>; AD 24 Smyrna - Livia, Tiberius Tac. <i>Annals 4.14, 4.37-8</i>; AD 29 Inscription from Lapethus in Cyprus; Pliny <i>Letters 10.52, 100</i>; traditional religion may be mentioned. </li></ul>	<p>A01 = 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>A02 = 30</p> <p>Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0-5</p>

Question		Answer	Marks	Guidance	Levels of Response
		Indicative Content			
9		<ul style="list-style-type: none"> <li>• Pliny's <i>Letters</i> Book 10: evidence of provincials' attitudes to Trajan, and others; oaths of loyalty; celebration of birthday etc; <b>lack of success:</b> <ul style="list-style-type: none"> <li>• resistance - Boudicca and the Trinovantes AD 60-61 (<i>Tac Ann.</i> 14.31f; <i>Dio</i> 62. 1.1ff); Venutius (<i>Tac. Histories</i> 3.45); elites: complaints - <i>Vindex</i> AD 68 (<i>Dio</i> 63), <i>Civilis</i> AD 69-70 (<i>Tacitus Histories</i> 4.41); Caratacus <i>Tac. Annals</i> 13.36; <i>Calgacus</i> (<i>Tac. Agricola</i> 31-33); Jewish resistance (<i>Josephus</i>, <i>Tacitus</i>);</li> <li>• Continuation of local systems, beliefs, and customs; differences of East and West; Pliny <i>Letters</i> 10; <i>Vindolanda</i> evidence.</li> </ul> </li> </ul> <p><b>AO2:</b> Analysis should include</p> <ul style="list-style-type: none"> <li>• discussion concerning the use of evidence to assess Romanisation;</li> <li>• discussion of the means of Romanisation providing some judgements supported by interpretation of evidence;</li> <li>• offer some assessment of the extent of Romanisation in the provinces.</li> </ul> <p>Answer should include evaluation and interpretation of the evidence in support of the argument, and include discussion of the limitation and value of the evidence for provincials.</p>	30	<p>Thorough analysis should include a detailed interpretation and evaluation of the evidence exploring specific examples.</p> <p>Some may question if it is possible to gain accurate/reliable accounts from evidence for this period.</p> <p>Reward answers which differentiate between types of evidence.</p> <p>Reward answers differentiating between areas of the Empire and discussing differences between elites and others.</p> <p>In evaluation there may be some attempt to compare or contrast evidence.</p> <p>Refer to the marking grids in relation to the question.</p>	

Question		Answer	Marks	Guidance	
		Indicative Content			Levels of Response
10		<p><b>AO1</b></p> <p>Answers should show knowledge of the ways emperors and others contributed to the stability/survival of the Empire e.g.</p> <p><b>Emperors policies and actions:</b></p> <ul style="list-style-type: none"> <li>• military: Claudius' conquest of Britain: aureus, Dio and Tacitus; Gaius' Rhine expedition (Suetonius, Dio); Vespasian/Titus- Judaea Capta coin, Arch; Civilis; Domitian and Dacia/Danube and Rhine (Dio, Suetonius); Trajan's conquest of Dacia, Parthia (Dio, Column); defeat of revolts; forts and frontier defences;</li> <li>• diplomacy: Tiberius (Tac. Ann 2.26); Nero: settlement in East (Tacitus);</li> <li>• economic- generosity: Tiberius help to Asian cities (AD 22-3) (Tac. Ann. 2.47; Ann. 4.13 remission of tax to two cities in Asia); cf Suet. <i>Tib.</i> 48; Suet. <i>Gaius</i> 21-22 Gaius' contributions to provinces of <i>Vesp</i> 17; trade and industry; roads and mile stones/ inscr. promoting emperors; Suet. <i>Dom.</i> 8 control of governors;</li> <li>• cultural: spread of citizenship etc; romanisation; use of colonies to promote trade; towns in the West; imperial cult; toleration of local customs etc;</li> </ul> <p><b>Abilities and efforts of others:</b></p> <ul style="list-style-type: none"> <li>• Germanicus campaign on the Rhine; Success of generals/governors: Blaesus, Plautius, Corbulo; Petronius and Gaius statue; Vespasian; Agricola; Pliny; Paulinus; Cerialis;</li> </ul>	20	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question  <b>[The Empire survived during this period not because of the actions of the emperors, but because of the abilities and efforts of those who served them.' How far do you agree with this view?]</b></p> <p>answers should have specific examples supported by the sources in provinces for the period and differentiating between provinces.</p> <p>There should be a range of examples covering the period, including both emperors and those who served them.</p> <p>Answers which focus on one area, group or emperor are partially relevant.</p> <p>Other material may be included; reward if made relevant e.g:</p> <ul style="list-style-type: none"> <li>• inscriptions concerning the work of local officials; archaeological evidence of imperial building etc; evidence of provincials' support to emperors or officials; involvement of client kings in running the Empire;</li> <li>• other factors such as the army, government/ administration, local and imperial; mismanagement by locals/governors dealt with by the emperors e.g. Pliny <i>Letters</i> 10 23, 24 etc;</li> </ul>	<p>A01 = 20</p> <p>Level 5 18-20</p> <p>Level 4 14-17</p> <p>Level 3 9-13</p> <p>Level 2 5-8</p> <p>Level 1 0-4</p> <p>A02 = 30</p> <p>Level 5 26-30</p> <p>Level 4 20-25</p> <p>Level 3 14-19</p> <p>Level 2 6-13</p> <p>Level 1 0-5</p>

Question		Answer	Marks	Guidance	Levels of Response
		Indicative Content			
10		<ul style="list-style-type: none"> <li>• Procurators and freedmen in Rome and the Empire: Catus, Classicianus; Polyclitus (Tac. <i>Ann.</i> 14.31); Pliny <i>Letters</i> 27, 85 Maximus; 67 Lycomas; 28, 84;</li> <li>• Actions and support from elites: Prasutagus, Cogidubnus, Cartimandua, Herod, Pliny <i>Letters</i> for Bithynia; acceptance of Rome by elites: Tac <i>Agr</i> 21; Asian cities build temple to Tiberius in response to his control of corruption (Tac <i>Annals</i> 4.14); support for Vespasian from kings e.g. Sohaemus; Tac. <i>Ann.</i> 4.4 kings as part of defence of Empire.</li> </ul> <p><b>AO2:</b> Analysis and interpretation should focus on the role played by the emperors and those who served them in the stability of the Empire. Answers should consider the notion of '<b>to what extent</b>' and offer a conclusion on the issue with a balanced argument relating to both emperors and others. Answers should discuss interpretations and the value of the evidence in terms of the question with specific examples in support of the argument</p>	30	<ul style="list-style-type: none"> <li>• examples of emperors' direct interference in provinces: Tiberius in Germany, in Asia; Gaius and Claudius in Judaea, Alexandria; Nero in Greece; Trajan with Pliny; prosecutions of governors e.g. Claudius (Dio 60.24, 25); Pliny <i>Panegyricus</i>; Trajan's involvement (19/20; 22, 29 in ref. to the army).</li> </ul> <ul style="list-style-type: none"> <li>• Answers may differentiate between approaches by emperors.</li> <li>• Answers may differentiate between provinces and the effectiveness of presentations in different parts of the Empire.</li> <li>• Answers might provide some balance in terms of other factors.</li> <li>• Reward answers which compare and contrast material and/or consider the limitations of the evidence.</li> </ul> <p>Refer to the marking grids in relation to the question.</p>	

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		Indicative Content			
11		<b>A01</b> Answer should provide a range of sources relevant to the approaches of emperors towards defence. Information might include: <ul style="list-style-type: none"> <li>• Trajan: Danube (Dio 68.8ff); East (Dio 68.17); East; archaeological evidence of defensive structures; Britain- retreat from the north, fort building etc; evidence of problems with tribes (Juvenal <i>Satires</i> 4.126, 14.196; governors (Tac <i>Annals</i> 1.76, 80); evidence of Trajan's column, coins, inscriptions; Stanegate and Vindolanda;</li> <li>• Tiberius: Germany (Tac. <i>Ann.</i> 1-2, 2.24 critical; 2.26 diplomacy; Dio 57.18ff); East- Germanicus (Dio 58.26), Suet. <i>Tib</i> 14; general policy Suet <i>Tib.</i> 41; Tac. Pliny <i>Panegyricus</i>; Trajan's involvement (19/20; 22, 29 in ref. to the army) Ann. 1.11 Augustus' advice on frontiers;</li> <li>• Gaius: Germany (Suet. <i>Gaius</i> 43-45; Dio 59. 21-22); Britain (Suet. <i>Gaius</i> 46); East: client kings;</li> <li>• Claudius: Britain (Dio 60. 19-21. Suet. <i>Claudius</i> 17); Germany removal of Corbulo after his success (Tac. <i>Annals</i> 11.20); East (Tac <i>Ann.</i> 12.44ff);</li> <li>• Nero: Suet. <i>Nero</i> 18 general attitude; 39 disasters in Britain and Syria; 40f Gallic revolt; East (Tacitus <i>Annals</i> 15.29-30; Dio 62.19-21 ); Boudicca (Tac. <i>Annals</i> and <i>Agricola</i>; Dio 62.1ff);</li> </ul>	20	Marking grids to be used for the response to the specific question.  In response to the question [ <b>'Trajan's approach to the defence of the Empire was completely different from that of his predecessors.' How far do the sources support this view?</b> ], answers should provide detailed examples of views presented in the sources.  Coverage of the period should be rewarded but not all emperors need to be assessed for higher levels.  Concentration upon one area/part of the period should be treated as partly relevant.  Material evidence might be used for imperial policy: <ul style="list-style-type: none"> <li>• fort building in Agri Decumates, Britain;</li> <li>• road building;</li> <li>• inscriptions relating to areas of defence or frontier;</li> <li>• coins: promoting the actions and success of emperors;</li> </ul> policy issues e.g. establishing military presence on frontiers; deployment of legions; control of tribes and leaders.	A01 = 20 Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0-4  A02 = 30 Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0-5

Question		Answer	Marks	Guidance	Levels of Response
		Indicative Content			
11		<p>⑩ Vespasian: Agri Decumates/Neckar valley; Britain (<i>Tac. Agricola</i>); Tacitus <i>Histories</i>); fort building in Britain and Germany; Gauls and Civilis; East – war? (<i>Pliny Pan.</i> 14);</p> <p>⑩ Domitian: Britain (<i>Tac. Hist.</i> 3.45, <i>Agricola</i> 40 D.'s jealousy); later problems suggested in Suet. <i>Dom.</i> 10; Suet. <i>Dom.</i> 6 for Danube events (<i>Dio</i> 67.3-6); limes construction.</p> <p><b>AO2:</b> Analysis should consider the extent to which the sources/evidence are useful in helping us understand the approaches of the emperors.  There should be some discussion of the extent of differences between Trajan and other emperors in their approaches to defence. There should be some assessment of '<b>completely</b>' different.  Answers should consider how far the evidence provides conclusions about the approaches of emperors and the differences between them.  Answers should interpret and evaluate the source evidence in terms of the question.</p>	30	<p>Analysis might include:</p> <ul style="list-style-type: none"> <li>• discussion of the difference between frontiers and different emphases taken by emperors;</li> <li>• the differences between East and West in terms of priorities and problems;</li> <li>• the effect of internal and external political issues on approach to frontiers and defence.</li> </ul> <p>Reward answers which offer some conclusions about the limitations of Roman sources for our understanding of the aims and policies towards defence.</p> <p>Refer to the marking grids in relation to the question.</p>	

Question		Answer	Marks	Guidance	Levels of Response
		Indicative Content			
12		<b>AO1</b> A range of information might include examples of good and bad relations for a range of emperors. There should be a balance of information to answer the question. Answers might include: <ul style="list-style-type: none"> <li>• Tiberius: Egypt Tac.<i>Annals</i> 12.60, Rectus in Egypt Dio 57.10.5; Pilate (Jos. AJ 18.3.2); revolts: Sacrovir (Tac. <i>Ann.</i> 3.40-46) Frisii AD 29 (Tac. <i>Ann.</i> 4.72); Tacfarinas AD 17 (Tac. <i>Ann.</i> 2.52); Thrace AD 19, AD 25; aid to Asia AD 17, 24, 29 (Tac. <i>Ann.</i> 2.47; 4.13);</li> <li>• Gaius personal involvement with the Jews: Jos. AJ 18.8.1 statues; Philo 16.115; 30.203;</li> <li>• Claudius: in Britain in person; Iceni (AD 47 Tac. <i>Ann.</i> 12.33f); Gauls in the Senate; Jews (Josephus); Felix (Tac. <i>Ann.</i> 12.54); Letter to Alexandrians;</li> <li>• Nero: Florus in Judaea (Jos. JW 2.8.11. 2.14; Boudicca (Tac. <i>Ann.</i> 14.31f, Dio 62 1.1ff)- speeches; Vindex (Dio 63.22f); Civilis (Tac. <i>Histories</i> 4.41); popular in East (Suet. Nero 57) and Greece (coins; Suet Nero 24); Tac. <i>Ann.</i> 16.5: provincial view;</li> <li>• Flavians: Vespasian and Titus in Judaea; Domitian- Calgacus (Tac. <i>Agr.</i> 31-33); Cogidubnus and Vespasian (inscr. Chichester); Cartimandua (Tac. <i>Annals</i>; <i>Histories</i> 3.45);</li> <li>• Trajan: Pliny <i>Letters</i> 10: provincials' reactions to his rule; Pliny 10 104-5 citizenship; Spanish and African senators (Lactor 8 inscriptions); Trajan's remission of tax for Egypt;</li> </ul>	20	<p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question [<b>'Only a few of the emperors achieved good relations with the provincials during this period.' To what extent is this a fair view?'</b>]</p> <p>answers should include:</p> <ul style="list-style-type: none"> <li>⑩ specific examples of relations between emperor and provincials;</li> <li>⑩ detailed references and identification of sources and evidence.</li> </ul> <p>Reward coverage of the period, although not all emperors need be included.</p> <p>Concentration in detail on one part of the period or one emperor/evidence is only partially relevant.</p> <p>Answers may also include:</p> <ul style="list-style-type: none"> <li>• difference between East and West may be considered;</li> <li>• evidence for elites and ordinary people in provinces;</li> <li>• duties performed by locals: public service; amenities (Pliny Letters); references to support for emperors in inscriptions;</li> </ul> <p>distinction between reactions to individual Romans in provinces and the emperor himself.</p>	A01 = 20 Level 5 18-20 Level 4 14-17 Level 3 9-13 Level 2 5-8 Level 1 0-4  A02 = 30 Level 5 26-30 Level 4 20-25 Level 3 14-19 Level 2 6-13 Level 1 0-5

Question		Answer	Marks	Guidance	Levels of Response
		Indicative Content			
12		<p>⑩ client kings e.g. Herod (Josephus); Tac. <i>Hist.</i> 2.81 support for Vespasian; Suet. <i>Claudius</i> 25; Sohaemus L8 59;</p> <p>⑩ finance: collection of taxes and effect on relations; Tiberius – Suet. <i>Tib.</i> 32, Tac <i>Ann.</i> 4.6; Suet. <i>Dom.</i> 12; Nero 30-32 wastefulness; <i>Gaius</i> 37-8 extravagances; 40 new taxes; <i>Tiberius</i> 46 meanness; Vespasian new taxes (Suet. <i>Vesp</i> 16, 23);</p> <p>⑩ roles of senatorial governors in maintaining good relations: Pliny in Bithynia; Agricola in Britain; Vespasian/Titus/ in Judaea; longer terms (Tac. <i>Annals</i> 1.76/80); shortage of suitable men <i>Annals</i> 6.27.</p> <p><b>AO2:</b> An analysis should include:</p> <ul style="list-style-type: none"> <li>• discussion of the extent of good relations between emperors and provincials;</li> <li>• assessment of the issue '<b>only a few</b>' in the statement and some conclusion on how '<b>fair</b>' an view this is.</li> </ul> <p>Answers should include evaluation and interpretation of literary and/or archaeological material in relation to the question and some consideration of the limitation and value of the evidence for provincial attitudes in support of the argument.</p>	30	<ul style="list-style-type: none"> <li>imperial cult: support for this in actions of provincials: Tiberius temple in Spain (Tac.<i>Ann.</i> 4.37-38); Aphrodisias.</li> </ul> <p>Answers might include analysis of effect of good/bad governors on relations.</p> <p>Answers might consider difference between the East and the West and differentiation between and within provinces.</p> <p>Answers might also consider differences between emperors in relations with elites in the provinces.</p> <p>Refer to the marking grids in relation to the question.</p>	

## APPENDIX 1: A2 Ancient History marking Grids

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.	AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.
Level 5	18-20	26-30
	<ul style="list-style-type: none"> <li>• A very good range of detailed factual knowledge;</li> <li>• Fully relevant to the question;</li> <li>• Well-supported with evidence and reference to the sources;</li> <li>• Displays a very good understanding of concepts and contexts of events and/or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough analysis of evidence and issues leading to coherent judgements;</li> <li>• Thorough interpretation and evaluation of the sources and/or evidence;</li> <li>• Very well structured response with clear and developed argument;</li> <li>• Fluent and effective communication of ideas;</li> <li>• Very accurately written with a range of specialist vocabulary accurately used.</li> </ul>
Level 4	14-17	20-25
	<ul style="list-style-type: none"> <li>• A good range of detailed factual knowledge</li> <li>• Mostly relevant to the question;</li> <li>• Mostly supported with evidence and reference to the sources;</li> <li>• Displays a good understanding of concepts and contexts of events and/or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Good analysis of evidence and issues leading to some coherent judgements;</li> <li>• Sound interpretation and evaluation of the sources and/or evidence</li> <li>• Well structured response with clear argument;</li> <li>• Mostly fluent and effective communication of ideas;</li> <li>• Accurately written with some specialist vocabulary accurately used.</li> </ul>
Level 3	9-13	14-19
	<ul style="list-style-type: none"> <li>• A range of basic factual knowledge</li> <li>• Partially relevant to the question</li> <li>• Partially supported with evidence and reference to the sources;</li> <li>• Displays some understanding of concepts and contexts of events and/or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Some analysis of evidence and/or issues with some judgements;</li> <li>• Partial interpretation and/or evaluation of the sources and/or evidence</li> <li>• Structured response with some underdeveloped argument;</li> <li>• Generally effective communication of ideas;</li> <li>• Mostly accurately written with specialist vocabulary sometimes accurately used.</li> </ul>
Level 2	5-8	6-13
	<ul style="list-style-type: none"> <li>• Limited factual knowledge</li> <li>• Occasionally relevant to the question;</li> <li>• Occasionally supported with evidence;</li> <li>• Displays limited understanding of concepts and contexts of events and/or sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional analysis of evidence and/or issues with little attempt at judgement;</li> <li>• Limited interpretation and/or evaluation of the sources and/or evidence</li> <li>• Poorly structured response with little or no argument;</li> <li>• Occasionally effective communication of ideas;</li> <li>• Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.</li> </ul>

Level 1	0-4	0-5
	<ul style="list-style-type: none"><li>• Little or no factual knowledge</li><li>• Rarely relevant to the question</li><li>• Minimal or no supporting evidence</li><li>• Displays minimal or no understanding of concepts and contexts of events and/or sources.</li></ul>	<ul style="list-style-type: none"><li>• Very superficial analysis of the evidence and/or issues;</li><li>• Little or no interpretation or evaluation of the sources and/or evidence;</li><li>• Very poorly structured or unstructured response;</li><li>• Little or no effective communication of ideas;</li><li>• Little or no accuracy in the writing with little or no specialist vocabulary.</li></ul>

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