OCR
Oxford Cambridge and RSA

GCSE

Ancient History

Unit **A033**: Women in Ancient Politics

General Certificate of Secondary Education

Mark Scheme for June 2018

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. DO NOT USE IN SECTION A.
A2	Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B. DO NOT USE IN SECTION A.
A3	Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B. DO NOT USE IN SECTION A.
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	**AO1**: Two details. Possible answers could include: • Daughter of Ptolemy XII Auletes pharaoh of Egypt, who had fled to Rome as Alexandrians had rebelled • Her sister Berenice IV had taken control of Egypt with her husband Archelaus, King of Pontus – Ptolemy XII overthrew them with Roman support and killed her • Ptolemy XII named Cleopatra, who was 18 and the eldest of Ptolemy's children, and Ptolemy XIII (10 years old) as his successors in his will • After Pompey was killed by Ptolemy XIII supporters, Cleopatra sought the support of Caesar, and then removed her brother Ptolemy XIV and surviving sister Arsinoe.	5	**Briefly outline two details of how Cleopatra became ruler of Egypt.** Other relevant examples not prescribed here should also be given credit. Two details of how Cleopatra became ruler of Egypt with **relevant detail** for each should be given for high marks. Candidates do **not** have to give sources in response to this question. The response does not need to be as detailed as in the indicative content to achieve a Level 5	**AO1 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1
2(a)	**AO1**: Key elements of Suetonius' description of the relationship between Julius Caesar and Cleopatra Details could include: • They loved each other • Caesar summoned her to Rome and sent her back to Egypt after giving her the greatest honours and rewards • Caesar gave her expensive gifts • They feasted and travelled together • They had a son together, who could be considered Caesar's heir.	4	**Using Passage 1A, describe the relationship between Julius Caesar and Cleopatra.** Candidates must answer **using the passage given**. There should be details chosen from the source, with appropriate detail. At least two elements in order to access higher Levels 4 and 5.	**AO1 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
2(b)	**AO2**: Understanding Answers should show an understanding of why Caesarion was acknowledged by Julius Caesar • It shows that Caesarion was Julius Caesar's legitimate son • It is more important than him just walking like Caesar • It gave Julius Caesar and Cleopatra's relationship more legitimacy. • It gave Cleopatra greater status in Rome	4	**Explain why it was important that Caesar allowed Cleopatra "to call her son by him by his own name" (lines 4-5).** There should an understanding of at least **one** reason why Caesar calls his son by Cleopatra Caesarion with appropriate detail.	**AO2 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1
2(c)	**AO3**: Interpretation and Evaluation Answers should note that the passage is from Suetonius, and consider how accurate he might be in this case: • Suetonius does not mention sources for Julius Caesar's actions regarding his time in Egypt • How does Suetonius know that the army were the reason that Julius Caesar turned back • It is likely that a big event such as Cleopatra coming to Rome would be reported at the time • Suetonius is writing 150 years after the events, however he does have access to the senate records so he may have known that Mark Antony confirmed the status of Caesarion to the Senate • Suetonius mentions vague Greek sources but does not name them	5	**With reference to details from Passage 1A, how accurate do you think Suetonius' account of Julius Caesar's and Cleopatra's relationship is?** Candidates should focus on the **accuracy** of Suetonius **in this passage**. Credit should be given for general points about Suetonius accuracy, however to gain marks above Level 3 it should relate specifically to the passage. Personal response alone limits the candidate to Level 1/2.	**AO3 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
3(a)	**AO1**: Relevant factual knowledge Details of Cleopatra's political and military situation • Cleopatra still had money • Cleopatra had military support to settle outside Egypt and could potentially expand • Cleopatra was in danger of further conflict and slavery • Antony was unsure of the state of his army and Cleopatra was reliant on this being together. • Cleopatra was prepared to defend her kingdom and was still defending herself against Rome **AO2**: Understanding Understanding that Cleopatra's situation was not secure as ruler of Egypt • She was willing to carry out actions which were "daring but dangerous" • She was reliant on the support of Antony's intact army • Arabians were preventing her from doing as she wanted so she and Antony did not have control of the Eastern empire • She still thought that expansion of territory would support her political position to avoid further war and slavery • She still had control of Egypt after Actium and was able to guard it from external threats.	14	**In what ways does passage 1B help us to understand Cleopatra's situation after the battle of Actium?** Candidates should make full use of the details from **within the passage** given to answer this question. To access Levels 4 and 5, candidates need to cover the whole passage. Candidates should focus on Cleopatra's situation directly after the Battle of Atium.	**AO1 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1 **AO2 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	AO3: Evaluation and interpretation of the source Passage should be evaluated in the context of Plutarch's description of Cleopatra's situation after Actium: • Plutarch – writing c.100 years after the events and knows the outcome of Cleopatra's actions • Plutarch is describing Cleopatra and Antony's personal thoughts– how would he have known these? • Plutarch is focused on Mark Antony and will want to portray Cleopatra's reactions to his actions in a certain way • Plutarch doesn't list his sources and there are no Egyptian sources about Cleopatra to give us an Egyptian viewpoint of her actions and the changes in her alliances. • Plutarch does include geographical factual details which would be well known		**AO3**: Candidates should relate the evaluation of Plutarch specifically to Cleopatra's situation after Actium Candidates must evaluate the passage itself not just give a general background to the writer to access Levels 4 and 5. There should be a range of examples chosen from the source, with appropriate detail. Personal response and evaluation without reference to Plutarch limits the response to Level 1/2.	**AO3 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1
3(b)	**AO1**: Factual Details Possible discussion from this passage : • Cleopatra is unaware of what has happened to Antony's forces at Actium, she is using her naval power to **escape** from war and slavery • Cleopatra is acting as a naval commander. Possible discussion from other sources: • Velleius Paterculus 2.84 no mention of Cleopatra, 2.85 she is the first to flee the battle, Mark Antony is shown to be the leader.	18	**How reliable are the sources in helping us to understand Cleopatra's actions and decisions during <u>and</u> after the battle of Actium?** Candidates should refer **both** to passage 1B **and** others to access levels 4 and 5.	**AO1 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	• Plutarch 60-8 – Theme is Octavian against Antony, (62) Cleopatra encouraged him to fight at sea where he was not strongest, (63) Cleopatra was already thinking of escape and positioned her forces where she could easily escape, not the best place to fight from. (66) Antony is controlled by Cleopatra and sails away from the battle, and not listening to generals • Propertius Elegies 4.6 – Cleopatra was in charge of the fleet • Virgil Aeneid 8. 675-688 – Cleopatra follows Mark Antony **AO2**: Understanding Answers should demonstrate understanding of how reliable sources are in understanding the role of Cleopatra in the battle of Actium Passage: • Plutarch is a biographer writing about Antony and does not have a military background, therefore his focus is not on Cleopatra's actions • Plutarch is able to give geographical details which shows that he has done some research. • Velleius Paterculus has a military background, however he is focusing on the conflict between Octavian and Antony and needs to demonstrate that Octavian was the 'rightful' winner of the battle against a 'worthy male' opponent, as Cleopatra is a woman she is not to be included from a Roman perspective. • Virgil and Propertius are not writing from a military perspective and are writing as poets.			**AO2 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	AO3: Interpretation, Evaluation and Response Answers should focus on evaluation of our knowledge of Cleopatra's motives and actions specifically related to the battle of Actium • Contemporary sources VP, Propertius and Virgil were writing under the Augustan propaganda regime • Propertius and Virgil are poets and therefore the battle tactics are not their focus. • Velleius Paterculus is an historian writing to increase the prestige of Augustus. • Plutarch is writing c100 years later and his focus is on a biography of Mark Antony. • All writers have the potential for a negative view of Cleopatra as a leading woman and an Egyptian		**AO3:** Credit may be given to general discussion of the sources, however to achieve higher marks discussion needs to be specifically to Cleopatra's motives and actions at Actium. Personal response and evaluation without reference to specific sources limits the response to Level 1/2.	**AO3 = 8** Level 5 7–8 Level 4 5–6 Level 3 3–4 Level 1/2 0–2
4	**AO1**: Factual details Answers should give details about Cleopatra's and Mark Antony's relationship. Answers could include some of the following: • Mark Antony was reliant on financial support from Egypt during Eastern campaigns. • Cleopatra and Mark Antony had children, whom he recognised as legitimate • Mark Antony being distracted by Cleopatra during the Syrian campaign • Mark Antony leaving his wife Octavia (Octavian's sister) for Cleopatra • The 'Donations' of territories by Mark Antony in 37BC to Egypt • Mark Antony celebrating his triumphs in Alexandria	30	**"Octavian feared Cleopatra's relationship with Mark Antony and its effect on Rome." How far do you agree with this statement?** Candidates answers should be focused on the four bullet points given in the exam paper. Candidates are not expected to cite specific source references.	**AO1 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	rather than Rome • Mark Antony recognises Caesarion as Julius Caesar's heir (therefore a rival to Octavian) • Antony's will stated he wished to be buried in Alexandria, this was used by Octavian to suggest a fear that he would move the capital to Alexandria. **AO2**: Understanding Understanding of whether Octavian feared their relationship • Mark Antony's military decisions based on Egypt rather than Rome's interests • Mark Antony undermining Octavian's status as Julius Caesar's heir • Mark Antony celebrating triumphs in Alexandria rather than Rome and therefore giving greater status to Alexandria.		Candidates who cover only one element of the question will not be able to access the higher levels	**AO2 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1
	AO3: Interpretation, Evaluation and Response Answers might include: • Discussion of sources writing under the Augustan propaganda machine with hindsight of the 'triumph' of Augustus • interpretation of the key episodes which demonstrate the links between Mark Antony and Cleopatra and how their relationship impacted on Rome • candidates' personal opinions and responses based on relevant source material • reliability of the sources used to assess the impact		**AO3**: Candidates should base source analysis on Octavian's concerns regarding the relationship between Mark Antony and Cleopatra. Credit should be given to general source analysis about backgrounds to the authors should be credited, There should be a range of examples chosen from the sources, with appropriate detail.	**AO3 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	of Mark Antony and Cleopatra's relationship on Rome (Horace, Virgil, Propertius and Plutarch, Velleius)		Candidates should relate the evaluation of sources **specifically** to Octavian's concerns	
	SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.	6		High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2
5	**AO1**: Factual details Answers may include some of the following details: • Horace Odes I.37 – 'While that queen was preparing some insane destruction for the capitol and planning a funeral for our empire. She had with her that disgraceful mob of diseased men; she herself was out of control, hoping for whatever she wanted, made drunk by sweet good fortune… she was out of her mind… this doomed, destructive monster… she did not, like most women, fear the sword, nor did she escape on a swift ship to some secret shore where she could hide. She dared to look upon her defeated palace calmly and bravely held onto the bitter snakes so that her body might drink their black poison … she became more fierce… she was not some obscure ordinary woman. • Propertius Elegies 4.6 – at Actium 'Roman javelins were held on the orders of a woman'; 'That woman makes for the River Nile, vainly relying on her own ship in her pointless escape/ One thing she did achieve: she did not die on the appointed day. The gods had a better plan: one woman would not have made so great a triumph… each arrow shot	30	**How useful is Augustan poetry in helping us to understand the character of Cleopatra?** Candidates should focus their answers on the four bullet points given in the exam paper. Candidates are not expected to cite specific source references. In order to access the higher levels, candidates should refer to Horace, Virgil and Propertius. Credit students who compare the Augustan poets with other sources, material and literary.	**AO1 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	destroyed ten of her ships' • Virgil Aeneid VIII – refers to Cleopatra as 'his [Mark Antony's] Egyptian wife – nothing else **AO2**: Understanding Understanding of the role of Augustan propaganda and poetry • Poets are focused for the most part on Octavian's triumph and portraying Cleopatra in a negative light, especially at the Battle of Actium • Horace's poem is broader, however it is still showing Cleopatra as a threat to the Roman peace • Candidates may focus on general Roman attitudes to Cleopatra as a foreigner and a powerful woman **AO3**: Interpretation, Evaluation and Response Answers may include: • Biographical details of the poets • the role of Maecenas as patron of the poets • comparison with material or literary sources, e.g. Plutarch, Vellius Paterculus and Cicero		**AO2**: Candidates should show understanding of the role of the Augustan poets in the establishment of Octavian's/Augustus' legitimacy and their focus on Antony as a foreign enemy rather than just Cleopatra. **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. There should be a range of examples chosen from the sources, with appropriate detail. Candidates should relate the evaluation	**AO2 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1 **AO3 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
			of sources **specifically** to Cleopatra and Mark Antony's relationship.	
	SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.	6		High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2

Option 2: Agrippina the Younger and her influence on Roman politics, AD 41–59

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
6	**AO1**: Two details with relevant factual detail. Possible answers might include: • Agrippina's father Germanicus was named as Tiberius' successor, and had been a successful general • She was related directly to Augustus through both her mother and father • Her brother Caligula was emperor after Tiberius • Her uncle was Claudius, who was Germanicus' brother	5	**Outline two ways in which Agrippina the Younger's family were important to her political position.** Candidates should be credited with other relevant examples that are not listed here.	**AO1 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1
7(a)	**AO1**: Key elements of the changes in Agrippina's and Nero's relationship identified from the passage. • Agrippina's control over him was gradually weakening • Agrippina was not his closest confidant • Agrippina was initially unaware of Nero and Acte's relationship • Agrippina opposed the relationship	4	**Using details from Passage 2A, describe the change in the relationship between Agrippina and Nero.** Candidates must answer **using the passage given**. Candidates should develop at least **two** points from the passage.	**AO1 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1
7(b)	**AO2**: Understanding Answers should show an understanding of why Agrippina may have opposed a relationship between Nero and Acte. Possible answers could include any of the following: • Nero had entered into this relationship without Agrippina's knowledge.	4	**Explain why Agrippina opposed the relationship between Nero and Acte.** Candidates may develop any **one** of the points opposite thoroughly to achieve a mark in level 5.	**AO2 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	• Nero was becoming less reliant on Agrippina for advice and going to others • Acte was a freedwoman of low social status • Octavia helped Nero's legitimacy as she was the daughter of Claudius, Agrippina had arranged the marriage, therefore this was undermining her decisions for Nero			
7(c)	**AO3**: Interpretation and Evaluation Candidates may include general points regarding the accuracy of Tacitus' account • Tacitus does not name specific sources in the passage • He includes supposition such as 'it was feared that…' - who feared this and how does Tacitus know this? • Tacitus offers his personal opinion regarding forbidden acts	5	**With reference to details in Passage 2A, how accurate do you think Tacitus' description of the relationship between Agrippina and Nero is?** Candidates should focus on the **accuracy** of Tacitus' description of the relationship in this passage. Credit should be given for reference to Tacitus' general accuracy, however to access level 4/5 answers need to be directed towards the passage. Personal response alone is limited to Level 1/2.	**AO3 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1
8(a)	**AO1**: Relevant factual knowledge Details of Agrippina's position in the court • Caractacus as a captured king gives Agrippina the same honours as Claudius • Agrippina is sitting on a platform where she could easily be seen • Agrippina was sitting in front of Roman military standards	14	**In what ways does passage 2B help us to understand Agrippina's political position in Claudius' imperial court?** Candidates should focus on details from the passage to answer this question. To access Levels 4 and 5, candidates need to cover the whole passage.	**AO1 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	• Agrippina has status based on her family's military achievements **AO2**: Understanding Understanding of Agrippina's position in Claudius' court • Foreign kings identified her as equal to Claudius • The honours she gained were new and had not been given to imperial women before • Agrippina had a high status based on the achievements of her family **AO3**: Evaluation and interpretation of the source Candidates may include general details about the reliability of Tacitus as a source • Tacitus as a senator would have had access to the records of actions in the senate, therefore the speech of Caractacus and his actions are likely to have occurred • Tacitus would have been aware of the usual customs regarding the status of women relating to the captives • Tacitus does make use of supposition that she is using her ancestors status • Unusually Tacitus does not say anything specifically negative about Agrippina in this passage		**AO3**: In order to achieve higher levels candidates should relate the evaluation of Tacitus **specifically** to the status of Agrippina in this passage. Personal response alone is limited to Level 1/2.	**AO2 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1 **AO3 = 5** 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)	**AO1**: Factual Details Details of Agrippina's involvement in Roman politics from the sources while Claudius was emperor could include: From the passage: • being present when Claudius receives his British triumph • holding a higher status than other imperial women At other times during Claudius' reign • She arranged the marriage of her son (Nero) to Claudius' daughter Octavia to engineer a long term political position for herself • She placed Seneca and Burrus in strong political positions, even though Claudius had previously removed Seneca from Rome • Agrippina had the status of 'Augusta' the first wife of an emperor to hold this position • The promotion of Nero above Britannicus as Claudius' successor • Encouraging Claudius to remove people she perceived as rivals • Her support from/use of freedmen (Pallas) **AO2**: Understanding Understanding of how the sources present that Agrippina was involved in Roman politics while Claudius was emperor, points may include: • Tacitus was focused on the events in Rome and in the empire	18	**How reliable are the sources in helping us to understand Agrippina's involvement in Roman politics while Claudius was emperor?** **To achieve the highest marks** candidates should refer **both** to this passage **and** others. They should give a range of examples demonstrating Agrippina's action from elsewhere in Tacitus and other literary/material sources as well.	**AO1 = 5** Level 5 5 Level 4 3-4 Level 3 2 Level 1/2 0–1 **AO2 = 5** Level 5 5 Level 4 3–4 Level 3 2 Level 1/2 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	• Suetonius was focused on Claudius's personality and actions as a biographer, therefore Agrippina is not his primary focus. **AO3**: Interpretation, Evaluation and Response Answers may include: • as the sources are not focused on Agrippina's involvement in the administration of the empire it is difficult to build up a picture • Suetonius is focused on Claudius and therefore hard to judge how much Agrippina was doing politically • discussion of inherent negative attitudes to Roman women taking an active political role in both authors • candidates may discuss the material sources e.g. the cameo featuring Claudius, Agrippinas Elder and Younger and Germanicus and how this supports the Tacitus extract on the paper, and how a contemporary source supports Agrippina's high status position.		**AO3**: Candidates may be credited for general discussion of the sources provenance and attitudes, however to achieve higher levels, discussion should be focused on Agrippina's political involvement during Claudius' reign and the sources' approach. Personal response alone is limited to Level 1/2.	**AO3 = 8** Level 5 7–8 Level 4 5–6 Level 3 3–4 Level 1/2 0–2
	AO1: Factual details Details of the sources relating to the first five years of Nero's early years as emperor could include: • coinage demonstrating the change in position of Agrippina from alongside Nero, to behind him and finally to the reverse of the coin	30	**To what extent was Agrippina successful in controlling Nero in the first five years of his reign?** The focus of the answers should be the four bullet points given in the exam paper. Candidates are not expected to cite specific source references.	**AO1 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	• Both Suetonius and Tacitus give the initial password to the Praetorian Guard "The Best of Mothers", • Tacitus focuses initially the start of Nero's reign on Agrippina removing opposition e.g. Junius Silanus, however he gives weight to the role of Seneca and Burrus in controlling Nero and then how their position changed. • Tacitus records that Seneca encourages Nero to stop Agrippina meeting envoys from Armenia; Agrippina is not consulted regarding Nero's affair with Acte; the removal of Britannicus • Suetonius is focused on Nero does mention; affair with Acte, death of Britannicus, removal of Agrippina from Rome • She is accused of a plot against Nero (Silana) **AO2**: Understanding Understanding of how far Agrippina's influence helped Nero to be a good emperor could include: • understanding of what is meant by a *good* 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		Candidates need to focus on both the sources interpretation and the events of the first five years of Nero's reign.	**AO2 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	AO3: Interpretation, Evaluation and Response Answers may include: • 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.		**AO3:** In order to achieve marks in the higher levels, candidates should direct their evaluation towards the sources in specific relation to the question, however general analysis of the sources both material and literary should be credited. Personal response alone is limited to Level 1/2.	**AO3 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1
	SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.	6		High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
10	**AO1**: Factual details Answers might include details from both Tacitus' and Suetonius' accounts: • the story of Nero and the snake • Agrippina's marriage to Claudius • Nero's adoption and Agrippina's role • the death of Claudius • The accession of Nero • The death of Britannicus • Nero's relationship with Acte/Poppaea • Death of Agrippina **AO2**: Understanding Answers should show understanding of the accounts of Tacitus and Suetonius and might include • Suetonius as a biographer focuses on the lives of Claudius and Nero, Agrippina is not whom he is writing about • Tacitus and Suetonius may be showing traditional negative Roman attitudes to women who step into the male fields of interests	30	**Tacitus and Suetonius make it difficult to understand Agrippina the Younger's actions and character.' How far do you agree with this view?** The focus of the answers should be the four bullet points given in the exam paper. Candidates are not expected to cite specific source references. Candidates should choose events from both the reigns of Claudius and Nero and from Tacitus and Suetonius in order to achieve marks in the higher levels Higher level answers could make direct comparisons of the same events in both Tacitus and Suetonius	**AO1 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1 **AO2 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1

Question	Answer	Marks	Guidance	
	Indicative content			**Levels of Response**
	AO3: Interpretation, Evaluation and Response Answers might include: • General biographical details about Tacitus and Suetonius • Discussion of Roman attitudes towards women • factors which affect the sources accounts of both the reigns of Nero and Claudius		**AO3:** Candidates should focus their general biographical details of both Tactius and Suetonius specifically to answer the question. Credit comparison with contemporary material sources	**AO3 = 10** Level 5 8–10 Level 4 6–7 Level 3 4–5 Level 2 2–3 Level 1 0–1
	SPaG Spelling, punctuation and grammar are assessed using the SPaG grid at the end of this mark scheme.	6		High performance 5–6 Intermediate performance 3–4 Threshold performance 1–2

APPENDIX 1

GCSE Ancient History: Marking Grids for Section A

	AO1 (Recall, Select, Organise)		AO2 (Understand)		AO3 (Interpret, Evaluate, Respond)	
Level 5 Thorough	**4**	**5**	**4**	**5**	**5**	**7-8**
	Answers contain **thorough** knowledge of the events, sources and issues relevant to the question. Information is detailed, **thoroughly** relevant, well selected and organised.		Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question.		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	**3**	**3-4**	**3**	**3-4**	**3-4**	**5-6**
	Answers contain **sound** knowledge of the events, sources and issues relevant to most of the question. Information is **sound**, relevant and organised.		Answers demonstrate a **sound** understanding of issues, events, and sources relevant to most of the question.		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	**2**		**2**		**2**	**3-4**
	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.		Answers show **some** understanding of issues, events, and sources relevant to **some** of the question.		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 1/2 Limited/None	**0-1**		**0-1**		**0-1**	**0-2**
	Answers contain **limited or no** knowledge of events, sources and issues. Information that has been included is disorganised and has **limited or no** relevance.		Answers show **limited or no** understanding of events or sources.		Answers offer **limited or no** evaluation. They offer a personal response based on **limited or no** evidence, or **no** response.	

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	**0-1** 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.	**0-1** Answers show **minimal or no** understanding of events or sources.	**0-1** Answers offer a **minimal** personal response, without reference to evidence, or **no** response.

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:
  i. 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.
  ii. 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.
  iii. 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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