



Oxford Cambridge and RSA

GCE

Ancient History

H407/22: The Eleven Caesars

Advanced GCE

Mark Scheme for November 2020

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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

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

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

© OCR 2020

Annotations

Annotation	Meaning
	Blank Page
N/A	Highlight
	Omission
	Seen
	AO1
	AO2
	AO3
	AO4
	Irrelevant
	Correct point
	Evaluation

Section A: The Julio-Claudian Emperors, 31 BC–AD 68

Question 1*	‘The sources consistently underestimate the significance of the contribution of other individuals to the reigns of the Julio-Claudian emperors.’ How far do you agree with this view? [30 marks]		
Assessment Objectives	<p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance	The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> • Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) 	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the significance for the emperors of a variety of people who may have contributed to their reigns; they should consider the nature and extent of the contribution as shown in the sources; they may consider the different members of the imperial family such as wives, children, and relatives and how they were involved in the lives and reigns of the Julio-Claudians; they may consider the similar approaches of the emperors towards the use of family and others (e.g. senators, equestrians, freedmen etc) and their differing reasons for the involvement of others in aspects of government and decision-making. They should consider the significance of the contributions and the extent of change/continuity during the period.</p>

		<p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>They should examine the evidence for the contributions of others and assess the issue in the question concerning 'underestimating' their contributions. They may also consider the different interpretations by the sources both contemporary and non-contemporary.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Augustus' use of Marcellus, Agrippa, Lucius, Gaius and Tiberius as successors (and Julia's marriages); • Augustus' use of various family members and others as officials, generals, governors etc e.g. Agrippa as general, overseeing the water supply, grain, as fellow tribune; Tiberius, Drusus in Germania; Maecenas (propaganda), Livia, • Tiberius: Drusus, Germanicus (mutinies in Germany), Sejanus, Macro (Praetorian commanders); Gaius (successor); • Gaius: Macro • Claudius: wives, freedmen (Pallas, Narcissus), senators e.g. Vitellius; generals e.g. Aulus Plautius, Corbulo (Rhine), Vespasian, Scapula (Britain); • Nero: Agrippina, Seneca, Burrus, Poppaea, Tigellinus; Paulinus (Britain), Corbulo (Parthia); • Individuals in a variety of roles in Rome and the Empire; • The extent and nature of the contribution to the administration of Rome and the Empire, security, control, maintaining the power of the emperors, dealing with opposition, enacting decisions of emperors etc.
Level 4	19–24	<ul style="list-style-type: none"> • Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) • The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p>	

Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <i>Res Gestae</i>: 8.2 Agrippa as censor, 22.2 Centennial Games; 14 Gaius, Lucius, 21.1 Marcellus; role of Tiberius 8.4 censor; 27.2 in the East, 30.1 Pannonia; Augustus; Tacitus <i>Annals</i> 1.3 succession; role of Livia implied; 3.56 Tiberius gains tribunician potestas; 4.57 Germanicus possible heir; 6.10 importance of Maecenas; city prefect Corvinus, Piso; 2.59 equestrian governor of Egypt; family, friends Suet. Aug. 64–66; Suet. Aug. 37 new roles for senators; Tiberius: Drusus (son) in Pannonia Tacitus <i>Annals</i> 1.24ff esp. 1.29; Blaesus in Africa Tacitus <i>Annals</i> 3.73–74; Velleius 2.88 Maecenas deals with Lepidus plot; 2.93 Agrippa married to Julia; 2.94 Tiberius sorts out the grain shortage; 2.95, 97, 121 success of Drusus, Tiberius on Rhine; Horace <i>Odes</i> 4.15 Germanicus: Ovid <i>Fasti</i> 1.1–14 Tacitus <i>Annals</i> 1.31ff mutiny in Germany esp. 1.42 speech; role of Piso Tacitus <i>Annals</i> 2.55, 57, 2.71 (Germanicus' speech); Laudatio Agrippae Praetorians: Tacitus <i>Annals</i> 1.7 Strabo, Turranius; Sejanus: Velleius 2.127. 128.4 praise; Tacitus <i>Annals</i> 4.1–3; 4.41 Sejanus in charge as Tiberius retires; 4.74 arrogance; Dio 58.4 increase of powers; Suet. <i>Tib.</i> 65, Dio 58 8.4–11 fall, Macro's role; Tigellinus Tacitus <i>Annals</i> 15.37 debauchery, 40 Fire of Rome; Jos. JA 19. 227ff Claudius accession; Suet. <i>Claudius</i> 10; Claudius freedmen and wives Suet. <i>Claudius</i> 25, 29, Pliny NH 33.134: Messalina Dio 60.14.1–4, 17.8–18; Pallas and Agrippina -Tacitus <i>Annals</i> 12.25–6 adoption of Nero; accession of Nero Tacitus <i>Annals</i> 12.68–69; Suet. <i>Claudius</i> 44f; Nero: freedmen- Helius Suet. <i>Nero</i> 23; Epahroditus Suet. <i>Nero</i> 49 (secretary)
Level 2	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</p>	

Level 1	1–6	<ul style="list-style-type: none"> • Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<ul style="list-style-type: none"> • Death of Agrippina Tacitus <i>Annals</i> 14.1 Poppaea; 14.3 Anicetus; Seneca and Burrus 14.7; • Coins: Drusus/Claudius relationship stressed Aureus AD 41-45; Aureus AD 41-42 Praetorians; Aureus AD 54 Nero/Agrippina; <p>Although not expected, candidates may include non-prescribed material which should be credited. For example: Tacitus <i>Annals</i> 13.1-5 Agrippina' actions, Seneca and Burrus control of Nero at start of reign, Suet <i>Nero</i> 35 their deaths; Tiberius succession of Gaius Tacitus <i>Annals</i> 6.51; Suet. <i>Tib.</i> 76; Suet. <i>Gaius</i> 2 Macro's help of Tacitus <i>Annals</i> 6.50; Helius Dio 63. 12.1-4</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> • The limitations of the <i>Res Gestae</i> in crediting others with successes and the focus on Augustus himself; • The limitations of the sources which focus on the emperors primarily rather than the actions of others; • The senatorial perspective of some sources e.g. Tacitus. • The genres of the sources which affects the narrative and perspective e.g. Suetonius biographies focus on the character of the emperor to the exclusion of others; • The context in which the sources were produced e.g. Dio Cassius 3rd century AD view of the principate; coins and inscriptions; • The issues of interpretation, dating etc of material sources such as coins , inscriptions etc;
	0	No response or no response worthy of credit	

Question 2*		How effectively did the Julio-Claudian emperors deal with challenges to their rule?		[30 marks]
Assessment Objectives		<p>AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptors	Indicative content	
Level 5	25–30	<ul style="list-style-type: none"> Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider a variety of challenges e.g. specific opposition to acts and decisions by the Senate, or individual senators, conspiracies or plots, mutinies or revolts, challenges from family members and friends; they should consider the nature and extent of the challenges as shown in the sources. They should consider the similar or different responses of the emperors towards the challenges and assess the effectiveness of their responses. They might consider the significance of the ways in which emperors sought to pre-empt challenges. They should examine the evidence for the challenges and the ways they were dealt with. They may also consider the different interpretations by the sources both contemporary and non-contemporary.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> Challenges to emperors' decisions, edicts, laws and actions by the Senate as a body or individual senators; 	
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray 		

		<p>events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></p>	<ul style="list-style-type: none"> Opposition from other groups- equestrians, plebs, non-citizens in Rome; Challenges from the provincials/other groups e.g. revolts, resistance to conquest; defeats; Social, economic, political e.g. Tiberius financial crisis, Fire AD 64 Challenges from the army, praetorians e.g. mutinies AD 14; AD 68; Specific conspiracies and plots e.g. Murena and Caepio 23 BC; Chaerea AD 41; Piso AD 65; Challenges from the imperial family e.g. Agrippina and Tiberius; Agrippina and Claudius, Nero; Messalina and Claudius; Efforts to avoid challenges- promoting good relations: gifts/handouts, promotions, generosity etc. <p>Supporting source details may include:</p>
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<ul style="list-style-type: none"> Plots: Suet <i>Aug.</i> 19: Murena, Rufus Velleius 2.91; Lepidus Velleius 2.88; Piso and Germanicus Tacitus <i>Annals</i> 3. 71, 73; Piso plot: Tacitus <i>Annals</i> 15.48; Dio 59.29 Gaius' death; JA 19.17-23 Gaius plots cf Suet <i>Gaius</i> 56; Suet. <i>Claudius</i> 13 plots; Imperial family/associates: Suet <i>Aug.</i> 65, Velleius 2.100 Iullus Antonius; Sejanus Tacitus <i>Annals</i> 4.1-3, 4.39-41, Dio 58.4.1-5; Agrippina and Nero Tacitus <i>Annals</i> 12. 66-69; her murder Tacitus <i>Annals</i> 14.1 ff; Messalina Suet. <i>Claudius</i> 36 Reactions to acts/decisions: Suet <i>Aug.</i> 34 equestrians protest at marriage laws; 35 revision of Senate roll; Tacitus <i>Annals</i> 1.11f debate on Tiberius accession; Tacitus <i>Annals</i> 14.12 Thrasea reaction to Nero's murder of Agrippina; plebs protest at Gaius taxes Dio 59.28.11 cf Jos JA 19.24-6 Gaius' response- executions; Military control: Suet <i>Aug.</i> 47 Augustus kept provinces with armies; mutinies Suet. <i>Aug.</i> 17; Tacitus <i>Annals</i> 1.16/1.31; Tiberius' actions Tacitus <i>Annals</i> 1.46-47; Velleius 2.125; Varus defeat Suet. <i>Aug.</i> 23; <i>Res Gestae</i> 25-30 military successes; Good relations: Suet <i>Aug.</i> 37 Augustus' clemency, Cinna (Seneca <i>on Clemency</i> 1.9.2-12; Tacitus <i>Annals</i> 14.14 Nero popularity; <i>Res Gestae</i> 15 handouts; 22-23 games; Suet. <i>Claudius</i> 11 amnesty; Reactions to challenges: Tacitus <i>Annals</i> 1.2, 10; Tacitus <i>Annals</i> 1.72 Maiestas revived by Tiberius; Dio 58.4.6 and 8 Tiberius and
Level 2	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) 	

		<ul style="list-style-type: none"> The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</i></p>	<p>Sejanus; Gaius: cruelty Suet. Gaius 27-28; Nero murder of Agrippina Tacitus <i>Annals</i> 14.11 charges/ 12 Senate reaction; 15.71 mass executions after Piso plot;</p> <ul style="list-style-type: none"> Pliny <i>NH</i>.7.147-50 Augustus' misfortunes; Velleius 2.130 Tiberius' problems Revolts etc: Tacfarinas Tacitus <i>Annals</i> 2.52, 3.73, 74; Frisii Tacitus <i>Annals</i> 4.74; Vindex Dio 63. 22-26; 63. 26 3-7 Nero's reactions; Social, economic: Claudius problem with grain supply –Ostia inscription; Tacitus <i>Annals</i> 15.42-43 Nero response to Fire AD 64; Suet. <i>Tib.</i> 48 financial support;
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	<p>Although not expected, candidates may include non-prescribed material which should be credited. For example: Suet <i>Aug.</i> 38 Augustus generous to army; Tacitus <i>Annals</i> 3.3 Germanicus funeral; Iulius Tacitus <i>Annals</i> 4.44.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> The limitations of the <i>Res Gestae</i> in crediting others with successes and the focus on Augustus himself; The limitations of the sources which focus on the emperors primarily rather than the actions of others; The senatorial perspective of some sources e.g. Tacitus. The genres of the sources which affects the narrative and perspective e.g. Suetonius biographies focus on the character of the emperor to the exclusion of others; The context in which the sources were produced e.g. Dio Cassius 3rd century AD view of the principate; coins and inscriptions The issues of interpretation, dating etc of material sources such as coins, inscriptions etc;
	0	No response or no response worthy of credit	

Question 3		How convincing do you find Holland's interpretation of Gaius' (Caligula) actions and behaviour?		[20 marks]
Assessment Objectives		<p>AO4 = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p>		
Additional guidance		<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>Please note that interpretations can be evaluated in the context of the wider historical debate connected with the issue or of the historical context about which the historian was writing. There is no expectation that the interpretation will be evaluated in the context of the methods or approach used by the historian, or how the interpretation may have been affected by the time in which they were writing, though credit can be given for this approach to evaluation if done in a way which is relevant to the question.</p> <p>A learner's knowledge and understanding of the historical period, including the ancient sources may be credited, but only where it is presented in a way which is relevant and intrinsically linked to the analysis/evaluation/use of the interpretation, it should not be credited in isolation.</p>		
Level	Marks	Level descriptors	Indicative content	
Level 5	17–20	<ul style="list-style-type: none"> Response has a very through and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) 	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing or disagreeing with the modern historians' interpretation, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Answers should evaluate both the interpretation locating it within the wider historical debate about the issue and using their own knowledge of the ancient sources and events and periods to reach a judgement about how convincing they find the argument.</p> <p>In locating the interpretation within the wider historical debate, candidate might</p>	
Level 4	13–16	<ul style="list-style-type: none"> Response has a through and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. (AO4) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1) 	<ul style="list-style-type: none"> Discuss the specific actions and behaviour of Gaius in the extract Discuss the context of the start of the reign and how far the early behaviour was genuine or a pretence. Consider the presentation of these actions and contexts in the sources Assess the issues concerning Gaius' character and behaviour and the interpretations of them by historians Assess the view taken of Gaius' actions, behaviour and character in the extract in relation to the evidence and interpretations of it. 	

Level 3	9–12	<ul style="list-style-type: none"> Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) 	<p>In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information / ancient sources:</p> <ul style="list-style-type: none"> 'not naïve enough to take optimism for granted': later in reign not understanding the discontent his actions caused? Suet <i>Gaius</i> 56 reckless behaviour roused murderous thoughts in others; 'Generous to legions and praetorians': not recorded by Suetonius, only 3 donatives to plebs (<i>Gaius</i> 17); discontent of plebs cf Suet <i>Gaius</i> 56; Senate not neglected/alert to sensitivities: Jos <i>JA</i> 19.1-3 attacks on senators and equestrians; Jos. <i>JA</i> 19.17-27 plots; Elevation of Claudius/rejection of predecessor: serious or not? End of trials etc: reinstated Dio 59.4.3, 16.8ff; Suet. <i>Gaius</i> 30 executions Views of sources: Dio 59.3.2 monarchical; Jos. <i>JA</i> 19.201-11 Obituary of Gaius; Seneca <i>on Anger</i> 3.19.5 Cruelties of Gaius; On Firmness of Purpose 18.3 Chaerea's motives; Interpretation not valid for most of his reign. Dio 59.4.1ff contrary nature- changing his mind and approach. This is before his illness, so may not be too good to be true or hypocrisy at this point or a performance.
Level 2	5–8	<ul style="list-style-type: none"> Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) 	<p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> Focus on context of start of reign and actions on accession: Suet <i>Gaius</i> 14 (family concerns- Germanicus and brothers), 18 (games and spectacles with gifts); Dio 59.3.1 early action – democratic; Good acts: Dio 59.9-4; Suet. <i>Gaius</i> 13-14; Quadrans AD 39 tax remission; brings uncle Claudius into system; Shows understanding at the start: concern for family members killed by Tiberius (denarius AD 37 Germanicus and Gaius), celebrations for people Suet. <i>Gaius</i> 13-14; buys popularity; 'Not take optimism for granted': various gifts and games Suet. <i>Gaius</i> 18; Dio 59.9.4-7; concern for constitution/ wait for consulship; Initially rejects Tiberius' use of trials and informers; Suet <i>Gaius</i> 13 'like an answer to their prayers- popularity of Germanicus exploited; 14 love of people and foreigners;
Level 1	1–4	<ul style="list-style-type: none"> Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) 	<p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> Focus on context of start of reign and actions on accession: Suet <i>Gaius</i> 14 (family concerns- Germanicus and brothers), 18 (games and spectacles with gifts); Dio 59.3.1 early action – democratic; Good acts: Dio 59.9-4; Suet. <i>Gaius</i> 13-14; Quadrans AD 39 tax remission; brings uncle Claudius into system; Shows understanding at the start: concern for family members killed by Tiberius (denarius AD 37 Germanicus and Gaius), celebrations for people Suet. <i>Gaius</i> 13-14; buys popularity; 'Not take optimism for granted': various gifts and games Suet. <i>Gaius</i> 18; Dio 59.9.4-7; concern for constitution/ wait for consulship; Initially rejects Tiberius' use of trials and informers; Suet <i>Gaius</i> 13 'like an answer to their prayers- popularity of Germanicus exploited; 14 love of people and foreigners;
	0	No response or no response worthy of credit	<ul style="list-style-type: none"> Initially rejects Tiberius' use of trials and informers; Suet <i>Gaius</i> 13 'like an answer to their prayers- popularity of Germanicus exploited; 14 love of people and foreigners;

			<ul style="list-style-type: none">• Final paragraph: In the light of later acts (Suet. <i>Gaius</i> 22 excesses in titles, buildings, shrine, divine pretensions, cf Jos. <i>JA</i> 19.4-11; Suet <i>Gaius</i> 27, 32 cruelty, 31 desire for disasters; 37 extravagance/wastefulness), 'perhaps it was', 'too good to be true' and 'hypocrisies' or 'performance'; 'instinctive and pitiless understanding of the workings of power' (later in reign) seen as an accurate assessment of his behaviour. <p>Although not expected, candidates may include non-prescribed material which should be credited. For example: Dio 59.2.6 wasted the surplus in Tiberius' treasury; Dio 59.2.1-3 bequests from Tiberius' will to praetorians and army; Dio 59.23.5 contempt for Claudius, Suet <i>Claudius</i> 9 throws him into Rhine; Suet <i>Gaius</i> 23 'butt for jokes'; Suet. <i>Gaius</i> 51 mental illness; Suet <i>Gaius</i> 16 tax abolished, magistrates had full authority; new elections; 17 gifts to plebs,</p>
--	--	--	---

Section B: The Flavians, AD 68-96

Question 4		How useful are these passages for our understanding of Titus' relations with the different classes of citizens in Rome? [12 marks]	
Assessment Objectives		AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO3 = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 6	11–12	<ul style="list-style-type: none"> The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the source:</p> <ul style="list-style-type: none"> As praetorian commander, he is seen as 'violent, high-handed'; cruel and brutal in treatment of 'enemies'; implies unpopularity; 'Deeply disliked'; 'unwelcome' as princeps; seen as 'second Nero'; people 'pessimistic' if he became princeps; relations are poor; fear of his rule due to actions during Vespasian's reign Change of view – 'opposite extreme'; 'no monster', exceptionally noble'; implies his actions create popularity People go 'into mourning as if personal loss'- good relations with 'commons people'; senators offer 'thankfulness and praise' BUT greater than 'when he was alive'- suggesting that their view was different before he died? Limitations of the <i>Lives</i> of the Flavians as evidence.
Level 5	9–10	<ul style="list-style-type: none"> The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	
Level 4	7–8	<ul style="list-style-type: none"> The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	

Level 3	5–6	<ul style="list-style-type: none"> The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<p>The usefulness of this passage in comparison/contrast to other sources which make reference his relations with various classes of citizens and non-citizens e.g.:</p> <ul style="list-style-type: none"> Suet. <i>Titus</i> 5- admiration of troops; suspected of challenging Vespasian-‘gross slander’; 6: dealing with Caecina (deceit and brutality); 7: profligate and cruel; corrupt; no emperor less of a robber – generosity, lavish games; 8: took pains to humour the people – use of public baths; disasters- d’deep love of a father for his children’; 9: deals with others with clemency- two patricians, Domitian. Dio Cassius: 66.3-4 Caecina and Marcellus; 66.18 character of reign-‘honourable’, character ‘changed’ possibly; short reign, little opportunity for mistakes; comparison with Augustus- lucky to have died early- relations benefitted from circumstance?; 66.19 clemency; Sestertius- Titus’ first donative (AD 72); Tac. <i>Histories</i> 2.2 more self-disciplined during reign; 5.1 enthusiasm among army and provincials; devotion by the troops. <p>Although not expected, candidates may include non-prescribed material which should be credited. For example: Suet. <i>Titus</i>1 ‘object of universal love and adoration’; before accession ‘venomously loathed’.</p>
Level 2	3–4	<ul style="list-style-type: none"> The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	
Level 1	1–2	<ul style="list-style-type: none"> The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3) 	
	0	No response or no response worthy of credit	

Question 5*		To what extent did the Flavian emperors rely upon the Senate and individual senators for the administration and government of Rome and the Empire? [36 marks]	
Assessment Objectives		<p>AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> • Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at the significance for the emperors of the role and functions of the senate/senators in variety of forms-administration of Rome, various offices, governors, generals etc; they may consider the different and similar uses made by the three emperors during their reigns. They may consider the differences and similarities between emperors in their relations with the Senate and individual senators. They should examine the extent to which the Flavians relied on the Senate and senators to govern Rome and the Empire. They may also consider the different views by the sources both contemporary and non-contemporary and their perspectives on the relations with the Senate and senators. They might develop the element of change between emperors.</p>
Level 5	25–30	<ul style="list-style-type: none"> • Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) 	<p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> • the extent of involvement of the Senate in decisions or actions taken by the emperors;

		<ul style="list-style-type: none"> The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<ul style="list-style-type: none"> magistracies and official appointments; priesthoods; the extent to which the Flavians controlled offices e.g. consulship, censor, priesthoods, etc. the roles taken by individual senators in administration of Rome e.g. financial, amenities, public welfare and security; the roles taken in the Empire e.g. governors, generals, commissions; relations between emperors and the Senate and individual senators; the extent to which emperors relied on others rather than senators e.g. family, sons, Sabinus, Mucianus; <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Suetonius: <i>Vespasian</i> 6 (role of Mucianus); 8 consulships, censor; 9 reform of the senatorial order; 10 as judges; 10 senatorial decree on morality; 15-16 Vespasian's own decisions/actions; 25 his decision on succession; Suetonius: <i>Titus</i> 4-6 his role in army and Rome- dealing with opposition; Suetonius: <i>Domitian</i> 1 early offices- praetor etc; 4 Domitian's roles in religion; 6 campaigns- senators involved; 7 social reforms; 10/23 relations with senators; 11 Senate involved in punishments; 13 'lord and god', consulships; Tac. <i>Histories</i> 4.3 Senate grant all titles to Vespasian; 4.4 Mucianus in control; 4.68 Cerialis, Gallus, generals; 4.85-6 Domitian In Gaul; 5.1 Titus in Judaea; Tac. <i>Agricola</i> 2-3 repression of senators; <i>Agricola</i> 44-45 Senate involved in trials; Dio Cassius 66.2 Mucianus/Domitian in Rome; 66.10 relations between Vespasian and senators; 66.19 Titus' actions and clemency; 66.20 <i>Agricola</i>; 67.2 Domitian ignores Senate's views; 67.4 campaigns, consulships, censor; 6/10 Dacia- senators in command; 67.11-13 plots and executions; 67.14 Domitian trusts no one; Juvenal <i>Sat.</i>4: Domitian's council; Law on power (ILS 244) – decree by Senate; denarius-principes iuventutis; as – Titus and Domitian as senators; coins with SC- decree of senate; ILS 218 –
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	

Level 2	7–12	<ul style="list-style-type: none"> • Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) • The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) • The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	<p>aqueducts repaired; denarius AD 71 4 priesthoods; as AD 88 Domitian censor for life;</p> <p>Although not expected, candidates may include non-prescribed material which should be credited.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> • The limitations of the sources on the roles of the Senate and senators which focus on the emperors primarily e.g. Suetonius Biographies; • The senatorial perspective of some sources e.g. Tacitus. • The genres of the sources which affects the narrative and perspective; • The context in which the sources were produced e.g. coins and inscriptions as propaganda for achievements; • The issues of interpretation with material sources such as coins etc;
Level 1	1–6	<ul style="list-style-type: none"> • Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

Question 6*		How far do the sources support the view that art and architecture during this period was designed to benefit the interests of the emperors rather than those of their subjects? [36 marks]	
Assessment Objectives		<p>AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at the sources, both literary and material, for the art and architecture of this period and consider their significance for the issue in the question; they should consider the variety of art and architecture and the different forms adopted by the emperors. They should consider the similar or different reasons for buildings and/or art commissioned by the emperors and their significance for the emperors, for example propaganda, stabilising dynasty, promotion of succession etc. They should consider the different ways in which the art and architecture benefited the interests of their subjects. They should compare the interests of the Flavians to those of their subjects. They should also consider the different views by the sources both contemporary and non-contemporary towards the art and architecture. They might develop the element of change in the uses made by emperors.</p>
Level 5	25–30	<ul style="list-style-type: none"> Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) 	<p>Answers are likely to include information on:</p>

		<ul style="list-style-type: none"> The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<ul style="list-style-type: none"> Vespasian's buildings e.g. the Capitol, Granaries; Titus- baths; restoration after disasters at Pompeii, in Rome; Domitian –Capitol, Senate House, the Palace, Meta Sudans, Equus Maximus, Forum Transitorium etc Temples: Peace, Jupiter (Vespasian, Domitian), Claudius, Castor and Minerva, the Flavian family, Isis and Serapis, Arches e.g. Arch of Titus, Arch of Domitian; Water supply: aqueducts (Vespasian, Titus)- Aquae Curtia, Caerulea, Marcia; Entertainment: Colosseum, Odeum, Stadium (Domitian); Restoration of roads in Rome and the Empire – Via Domitiana; Examples recording events or promoting the dynasty e.g. coins, altars, friezes, inscriptions etc; Representations of the Flavian family.
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> References to buildings: Chronicle of 354 part 16 – a list especially for Domitian; Dio Cassius 66.10 (Vespasian); 66.15 (temple of Peace cf. Jos. JW 7.158ff, Suet. <i>Vespasian</i> 9); 66.25 Colosseum (Suet. <i>Vespasian</i> 9); Martial <i>Ep.</i> 9.1 Flavian temple; temple of Claudius, Forum Suet. <i>Vespasian</i> 9; Theatre of Marcellus Suet. <i>Vespasian</i> 19; Suet. <i>Domitian</i> 5 buildings listed 'only in his name'; Actions by emperors: Dio Cassius 66.15.2 games; 66.24 Titus response to fire AD 80; 66.25 Titus' games, features beneficial to the people; 67.8 Domitian; rebuilding of Capitol Plut. <i>Publicola</i> 15 cf. Silius 622ff Golden Capitol, Suet. <i>Vespasian</i> 8; Tac. <i>Histories</i> 3.74 Domitian's shrine to Jupiter; Suet. <i>Titus</i> 7 games, Colosseum; 8 baths; 'humour the people', 'keeping in touch with the common people'; Art: Dio Cassius 67.8, Suet. <i>Domitian</i> 13 golden/silver statues; excess of arches; Coins: Aureus AD 69/70 Roma Resurgens; denarius Ad 68 principes iuventutis; Aureus AD 70 Vespasian and
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) 	

		<p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	
Level 2	7–12	<ul style="list-style-type: none"> Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	<p>Pax; Aureus AD 71 Jewish Triumph; sestertius AD 71 freedom restored; as AD 84 altar to well-being of emperor; sestertius AD 95/96 Arch of Domitian; sestertius; AD 95/96 Equus Maximus; aureus AD 201-10 stadium of Domitian; sestertius AD 71 temple of Isis</p> <ul style="list-style-type: none"> Inscriptions: Law on power; extending pomerium (MW51); aqueducts (ILS218); <p>Although not expected, candidates may include non-prescribed material which should be credited. For example: tomb of Haterius representing buildings; buildings in provinces e.g. forum at Verulamium; altar at Lyons; roads etc; coins recording the rebuilding of Jupiter temples.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> The limitations of the sources on the reasons for the art and architecture and the benefit to emperors and people; The perspective of some sources e.g. coins produced by the emperors as propaganda; The genres of the sources which affects the narrative and perspective e.g. Suetonius biographies; Tacitus focus on specific events; The context in which the sources were produced e.g. Dio Cassius 3rd century view; coins/inscriptions produced by emperors; The issues of interpretation with material sources and the limitations of archaeological remains.
Level 1	1–6	<ul style="list-style-type: none"> Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored