

GCE

Ancient History

H407/23: Emperors and Empire

A Level

Mark Scheme for June 2022

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 2022

MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM Assessor

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
- there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.



8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)

On the borderline of this level and the one below	At bottom of level
---	--------------------

11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. The weightings of the assessment objectives remain consistent throughout the levels. For example, if the maximum marks are 5 AO1, 10 AO2 and 15 AO3, then the AO1/AO2/AO3 ratio will be 1/2/3 throughout the levels. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.

11. 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	<p>How far does the evidence help us to understand the aims of those who tried to control the succession throughout this period?</p> <p style="text-align: right;">[30 marks]</p>		
<p>Assessment Objectives</p>	<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>		
<p>Additional guidance</p>	<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>Level</p>	<p>Marks</p>	<p>Level descriptors</p>	<p>Indicative content</p>
<p>Level 5</p>	<p>25–30</p>	<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>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>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 'how far'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider a range of information provided by literary and material evidence for the aims of those who tried to control the succession in answering 'how far'.</p> <p>They should interpret, analyse and evaluate a range of examples.</p> <p>Candidates will be expected to cover the period but not every emperor or reign for a full response to the question.</p> <p>They should consider the differences and similarities between the aims and the means by which accession is achieved during the period.</p> <p>Responses are likely to include aspects of the efforts of individuals to control the succession, for example:</p>

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>	<ul style="list-style-type: none"> • Augustus' various efforts/role of Livia/actions of Tiberius in AD 14 at his accession; • Tiberius' efforts and Gaius' accession; Tib.'s will; events after Tib.'s death in Capri and Rome; • Gaius and Claudius; role of praetorians, senate and others; • Claudius' efforts with Nero and Britannicus; Agrippina's role; accession of Nero • The fall of Nero, revolt of Vindex and the accession of Galba • issues involved in control of succession for an emperor; role of the senate; role of the army; • means of achieving succession: adoption, marriages, roles and positions used, military support etc; • attempts by those outside the Julio-Claudian family e.g. Sejanus, plots against Augustus, Claudius, Gaius, Nero; their aims; • various aims: maintaining/strengthening the Julio-Claudian line; political concerns, personal ambitions, stability of the state, etc; • problems and difficulties: deaths, lack of candidates, rivalries, unpopularity etc.
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"> • Augustus/Marcellus/Agrippa/Tiberius: accession Suet. <i>Tib.</i> 23, Tac <i>Annals</i> 1.3; succession; Germanicus 1.52, Ovid <i>Fasti</i> 1.1-14, Tac. <i>Annals</i> 3.56, Agrippa (Denarius 13 BC), Tiberius gains tribunician potestas, its importance; Tacitus <i>Annals</i> 1.11f debate on Tiberius accession; <i>Res Gestae</i>: 8.2 Agrippa as censor, 14 Gaius, Lucius, 21.1 Marcellus; Augustus' family Suet. <i>Aug.</i> 64-5 Julia, Agrippa Postumus; Tacitus <i>Annals</i> 1.10.7, Suet. <i>Tib.</i> 23 Aug.'s view of Tiberius; 'for want of a better choice'; Agrippa's 'retirement' Suet. <i>Aug.</i> 66; Tiberius retirement to Rhodes; Tac <i>Annals</i> 4.57 Livia' gift of accession – persuaded A. to adopt Tib (AD 4); Velleius 2.96 Gaius, Lucius adopted; 99 Tiberius Trib. Pot; 103 Agrippa P. adopted; Virgil <i>Aeneid</i> 860f Marcellus; Laudatio Agrippae; • Tiberius: Tac. <i>Annals</i> 4.57 Germanicus possible heir- adopted by Tiberius; Tacitus <i>Annals</i> 4.1-3; 4.41 Sejanus in charge as Tiberius

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>	<p>retires; Sejanus and Drusus Tac. <i>Annals</i> 4.3, Sejanus' ambitions, Livilla's role cf 4.39-41 request for marriage;</p> <ul style="list-style-type: none"> • Gaius: succession Suet. <i>Gaius</i> 13-14; assassination Dio 59.29.1f, Suet. <i>Gaius</i> 56, 58; • Claudius: accession Suet. <i>Cl.</i> 10-11, Jos. <i>JA</i> 19. 227ff, Dio 60.3; succession Octavia m. Nero; Tac. <i>Annals</i> 12.25 Nero adopted; 12.26 Britannicus side-lined; 12.41 Nero's 'adulthood' favoured over Britannicus; Tac. <i>Annals</i> 12.66-7 Agrippina's plot to kill Claudius; Suet. <i>Cl.</i> 44f; • Tac <i>Annals</i> 12.68-69 Claudius death and accession of Nero; Claudius' accession, death <i>JA</i> 20 151-2, Suet. <i>Cl.</i> 44-45 – pre-emptive strike by Agrippina for Nero- fear of Britannicus; • Plots/conspiracies: Suet. <i>Aug.</i> 19, 66; Sejanus Suet. <i>Tib.</i> 61, 65, Tac. <i>Annals</i> 4.1-3, 4.39 Livilla; Gaius Suet. <i>Gaius</i> 56-58; Suet. <i>Cl.</i> 13; Nero Suet. <i>Nero</i> 40/42; Piso Tac. <i>Annals</i> 15.48-9, aims, views of Nero cf 67 Subrius Flavus; Claudius: Scribonianus Dio 60.15.2-3 ambition to be emperor. Vindex and Galba coins: denarius of Vindex; denarius of Galba (L. 19 P13b and f)
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>	<p>Although not expected, candidates may include non-prescribed material which should be credited. For example: Claudius' accession, death Jos. <i>JA</i> 19 151-2, Dio: 57.18 Germanicus; Gaius: accession 59.1; Claudius: accession 60.1; Tiberius succession of Gaius: Tacitus <i>Annals</i> 6.50; Suet. <i>Tib.</i> 76 (Tib.'s will); Tac. <i>Annals</i> 6.46 Tib. considers successor; Suet. <i>Gaius</i> 2 Macro's help cf Tacitus <i>Annals</i> 6.50; Suet. Tiberius 21 views on Augustus' reasons for Tiberius;</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> • the genres, agendas and contexts of the evidence and how these affect the value of the information.

	0	No response or no response worthy of credit	<ul style="list-style-type: none">• The nature of the sources: history, biography, epigraphic, numismatic.• The limitations of the evidence for aims.• The differences and similarities between sources, contemporary and non-contemporary, and different genres of writing.• .
--	---	---	--

*Question 2		To what extent were the emperors of this period successful in their military and political aims in the provinces. [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>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>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 'to what extent'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider a range of activities in the provinces.</p> <p>They should interpret, analyse and evaluate the various aims and policies of the emperors.</p> <p>Candidates should evaluate the extent of success or failure.</p> <p>Not every emperor or reign needs to be covered for a full response.</p> <p>They should analyse and evaluate the evidence for our understanding of the aims and policies.</p> <p>Responses are likely to include aspects of the provincial activities and policies for example:</p> <ul style="list-style-type: none"> The differing approaches to control of the provinces and frontiers
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 	

		<p>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)</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>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>	<ul style="list-style-type: none"> Specific policies and aims of individual emperors e.g. aggressive expansion, rationalisation of defence, propaganda for the emperor, cost and resources, needs of the army, control of provincials etc; Examples of specific military and political actions by emperors and/or generals; Augustus' military achievements, events under Tiberius in Germany, Africa, Gaius' actions in provinces, Claudius and Britain, Gaul; Nero and Britain, Gaul and the East; The problems with Armenia and the campaigns of Corbulo; The extent of change or continuity The extent of success or failure The use of fort-building, roads, other infrastructures as they relate to political or military aims.
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> 4 triumphs etc; 25-30 Augustus' military achievements; Actium Suet. <i>Aug.</i> 17, wars/victories 20, 21 Dalmatia, Pannonia, Illyricum etc; Virgil <i>Aeneid</i> 8.671ff Actium, triple triumph; Horace <i>Odes</i> 4.15 – propaganda; Egypt Tac. <i>Annals</i> 2.59- senators barred; grain supply, Strabo 17.3.25; Suet. <i>Aug.</i> 18; Denarius Aegyptio Capta 27 BC; Rhine and Germany: Velleius 2.90, 95, 97 (Lollius defeat), 121-2 success of Drusus, Tiberius on Rhine, 2.129 revolt of Florus and Sacrovir; Horace <i>Odes</i> 4.15; <i>RG</i> 30.1 Tiberius in Pannonia; Germanicus: Tacitus <i>Annals</i> 1.31ff mutiny. Tiberius inaction Tac. <i>Annals</i> 1.47, expedition against Germans Tac. <i>Ann.</i> 1.49; Drusus (son) in Pannonia Tacitus <i>Annals</i> 1.24ff; Frisii Tacitus <i>Annals</i> 4.74; Vindex Dio 63. 22-26; 63. 26 3-7; Tac. <i>Ann.</i> 1.11 A's advice on frontiers;
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"> East: Tiberius; <i>RG</i> 27.2 in the East, Parthian standards Velleius 2.91.4, Horace <i>Odes</i> 4.15; 'let all affairs slide' Suet. <i>Tib.</i> 41: Spain, Syria, Parthia, Dacians, Germans allowed to harass frontiers-dangerous to empire; Armenia (Aureus 19-18 BC); Sestertius AD 64 Triumphal arch (Parthia)

		<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>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>	<ul style="list-style-type: none"> Africa: Tacfarinas Tacitus <i>Annals</i> 2.52, 3.73, 74 (Blaesus); Velleius 2.129 easily suppressed; Military control: Augustus kept provinces with armies Dio 53.16, Strabo <i>Geog.</i> 17.3.25; mutinies Suet. <i>Aug.</i> 17; Varus, Lollius defeats Suet. <i>Aug.</i> 23; Tacitus <i>Annals</i> 1.16/1.31 Rhine armies; Tiberius' actions Tacitus <i>Annals</i> 1.46-47; Velleius 2.125; Nero Suet. <i>Nero</i> 40/42 Vindex, Galba Dio 63.22 (Vindex's opinion of Nero); Aims: Claudius' speech on Gauls. Tac. <i>Annals</i> 11.24; Virgil <i>Aeneid</i> 1.257ff empire without limits; peace and security- RG 13, Suet. <i>Aug.</i> 22 Janus doors closed; Pax Augusta RG 12; Velleius 2.126 Tiberius- peace and fairness; Romanisation: Baetica Strabo <i>Geog.</i> 3.2.15; defence of frontiers; suppress revolts; status/image- Claudius Suet. <i>Cl.</i> 17; Aureus AD 15-12 BC triumph; Galba – Denarius Liberty restored; Promotion of Imperial cult: Claudius letter to Alexandrians; Suet. <i>Tib.</i> 26 vetoes temples of Gytheion; Gaius Dio 59. 28.1 precinct at Miletus; inscription ILS 112 Altar at Narbonne AD 12-13 to <i>numen</i> of A.; Strabo <i>Geog.</i> 4.3.2 Altar/Temple to Augustus at Lyon, 60 tribes involved; Tac. <i>Annals</i> 4.37 Temple at Pergamum to A. and Rome;
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>	
	0	No response or no response worthy of credit	<p>Although not expected, candidates may include non-prescribed material which should be credited. For example: Suet. <i>Nero</i> 18 no interest in expansion, 39 disasters in Britain; Boudicca Dio 62.1; Claudius invasion Dio 60.19ff.; Tac. <i>Annals</i> 2.26 Tiberius' preference for diplomacy over force;</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> the genres, agendas and contexts of the evidence and how these affect the value of the information. The nature of the sources: history, biography, epigraphic, numismatic etc.

			<ul style="list-style-type: none">• The limitations of the evidence• The differences and similarities between sources contemporary and non-contemporary, and different genres of writing.
--	--	--	--

Question 3		How convincing do you find Goodman’s interpretation that, for the inhabitants of Imperial Rome, ‘it had become a civilised place in which to live’?		[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 thorough 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 ‘how convincing’. 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, candidates should:</p> <ul style="list-style-type: none"> discuss the aspects of life in Rome affected by Imperial rule consider the specific actions of the emperors assess whether the actions of the emperors succeeded in bringing about a ‘civilised place to live’ for all; consider the significance of the change to Imperial rule for the inhabitants of Rome; consider how far the emperors created a ‘a new, peaceful society’ 	
Level 4	13–16	<ul style="list-style-type: none"> Response has a thorough 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) 		

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"> • the continued dangers from fire in Rome: Caelian (AD 27), Aventine fires; Nero Tac. <i>Annals</i> 15. 38ff; • the issues over the food and water supply: <i>RG</i> 5.2 corn scarcity; Suet. <i>Cl.</i> 18 riot over supply; Suet. <i>Nero</i> 45 profiteering; shortage on Claudius' accession Seneca <i>Shortness of life</i> 18 5-6; • 'new peaceful society', 'vigiles kept a token guard': security in the city, Tiberius' trials Tac. <i>Annals</i> 6.18-19 massacres cf Suet. <i>Tib.</i> 61; Suet. <i>Gaius</i> 27, Seneca <i>Anger</i> 3.19; laudius -; Nero Dio 63.27 plans to burn city;
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) 	<ul style="list-style-type: none"> • 'Rome pleasanter to live in', more water...baths': the living conditions for the ordinary people of Rome: employment: Suet. <i>Tib.</i> 47 2 buildings; Jos. <i>JA</i> 19.1 Gaius laid waste citizens of Rome cf Seneca <i>Cons. To Polybius</i> 17.3; • 'adoption of religious reforms': the development of alternative religions/decline of traditional practice: cult- Dio 59. 26-28 Gaius cf Jos. <i>JA</i> 19.4f; • Only for those 'with a modicum of wealth'? - finance: money supply, interest rates, donatives etc: Suet. <i>Tib.</i> 47 meanness; Gaius' taxes Dio. 59.28 cf Jos. <i>JA</i> 19.24f;
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) 	<ul style="list-style-type: none"> • 'imperial munificence': shows etc: Suet. <i>Tib.</i> 47 disinterest. • reforms: moral laws- equestrian revolt Suet. <i>Aug.</i> 34; Tac. <i>Annals</i> 3.55 and 56 decline of morals; • the quality of city administrations during the period; Tiberius- Dio 58.5 offshore monarch; Pliny <i>NH</i> 7.147-50 plague, famine, shortages (Augustus); <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"> • Administration: urban cohorts; city-wards Suet. <i>Aug.</i> 30, vigiles 30; general re-organisation 35: Inscription - Augustan Lares ?7 BC; Dio 60.6-7 Claudius reforms for city, Suet. <i>Cl.</i> 21 employment on projects. • Peace and security: Tac. <i>Annals</i> 1.2 delights of peace, Velleius 2.89.3-5; Jos. <i>JA</i> 19.228 people prefer sole ruler; Velleius 2.126 Tiberius' successes- e.g. price of grain; <i>RG</i> 13, Suet. <i>Aug.</i> 22 Janus doors closed; Pax Augusta <i>RG</i> 12; Horace <i>Odes</i> 4.15;
	0	No response or no response worthy of credit	

		<ul style="list-style-type: none"> • Fire: Nero regulations Tac. <i>Annals</i> 15.42; Claudius fire control Suet. <i>Claudius</i> 18; Strabo <i>Geog.</i> 5.3.7 Augustus' rules. • Food, water etc: aqueducts, <i>RG</i> 20.2, Strabo <i>Geog.</i> 5.3.8; flood prevention; Claudius inscrip on Tiber channels (L19 K16); <i>RG</i> 15, 18 donatives, grain handouts, Suet. <i>Claudius</i> 20 projects, 18, 21 food and gifts; Ostia (L19 K17 procurator; Pliny <i>NH</i> 36.121; • Finance: Gaius: quadrans AD 39 tax remission (L19 J19h). • Shows etc: Suet. <i>Nero</i> 10-11 gifts and games; <i>RG</i> 22-23 games; Suet <i>Aug.</i> 31 Saecular Games etc Suet. <i>Claudius</i> 21; • Reforms: Suet. <i>Aug.</i> 34 moral legislation; Suet. <i>Tib.</i> 33 actions against immoral practices. • Religion: Suet. <i>Aug.</i> 31 traditional Roman religion; 93 respect for ancient foreign rites; denarius 16 BC 4 priesthoods of Augustus; Suet. Gaius 22 citizens become priests of Gaius; <p>Although not expected, candidates may include non-prescribed material which should be credited. e.g.: Suet. <i>Aug.</i> 42 complaints of scarcity and high price; Suet. <i>Tib.</i> 8 defective supply under Augustus; Suet. <i>Tib.</i> 34 high prices of food and goods; Tac. <i>Annals</i> 4.6 Tib. good management of resources; Suet <i>Gaius</i> 26.5 shut granaries; Tac. <i>Annals</i> 6.17; AD 27 Caelian hill fire; Aventine fire Tac. <i>Annals</i> 6.45 100 m HS; Tac. <i>Annals</i> 12.42 Claudius food riot;</p>
--	--	---

Section B: Ruling Roman Britain, AD 43-c.128

Question 4		How useful is this passage for our understanding of the reasons for the Boudiccan Revolt?		[12 marks]
Assessment Objectives		<p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>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.</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	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 how useful. 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"> Shameful and humiliating treatment Levels of exploitation and taxation the personal characteristics and inspiring qualities of Boudicca the stress on freedom, contrasted with Roman slavery <p>The usefulness of this passage in comparison/contrast to other sources which make reference to Boudicca e.g.:</p> <ul style="list-style-type: none"> Reliability of this particular speech, and Cassius Dio in general Comparison with Tacitus' portrayal of the Boudiccan Revolt [Tac, Annals, 14.31-39 and Agricola 15-16] including the reasons for the revolt [31] by the Iceni and Trinobantes, especially the behaviour of the colonists and the temple of Claudius
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) 	<ul style="list-style-type: none"> Comparison with Tacitus' view on British compliance 'as long as there are no abuses' [Tac. Agricola 13]
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		How reliable is Tacitus' account of Agricola's governorship in Britain? [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>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>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 in the question. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should analyse and evaluate the 'reliability of Tacitus' account of Agricola's achievements.</p> <p>Candidates might consider the context of <i>Agricola</i>, a eulogy given after the death of Domitian, perhaps as a political speech.</p> <p>Candidates might consider the evidence for the extent of Roman conquest and occupation of Britain on Agricola's arrival in assessing his governorship.</p> <p>Candidates may discuss evidence of Agricola's achievements as governor of Britain other than Tacitus' account in analysing reliability.</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 the governorship of Agricola:</p> <ul style="list-style-type: none"> • The dangers / obstacles Agricola had to overcome.

		<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>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<ul style="list-style-type: none"> The actions of Agricola - especially those portrayed as successes / heroic / unusual, inc. military conquest, Romanisation, overcoming various difficulties; His reward of a triumph and statue in Rome. His length in office. The short-term gains abandoned under Trajan. Use of army and navy together. Near defeat of the 9th Legion. Areas which can be supported with other archaeology.
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>There is a line of reasoning 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"> Tac. Ag: Agricola's successes: <ul style="list-style-type: none"> Discipline in the army. Putting right social injustice. Schemes of social betterment. Building works. Completion of the conquest of Wales. The advance north. Battles against the Caledonii; The Battle of Mons Graupius; Tac. Ag: portrayal of Agricola as a perfect governor: <ul style="list-style-type: none"> Immediate impact on soldiers and natives. Immediate focus on Wales and Mona. Combination of harshness and leniency. Personally active [in choosing camp sites etc]. Romanisation: population 'gradually led'. Fortifications strong in north. Welcoming of Irish prince. Strengths proven by Domitian's hatred. Archaeology: Chester water-pipe; Verulamium Basilica dedication = work started by Frontinus? Inchtuthil, potential military bases used by Agricola during the northern campaign.
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>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> The differences between Tacitus' account and other sources. <i>Agricola</i> as a eulogy. Tacitus' focus on previous good and bad governors. The nature of the evidence for the short-lived nature of Agricola's conquests [Inchtuthil]. The extent of Tacitus' knowledge of geography and battle tactics.

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 and the relationship to the evidence may not be clear.</p>	<ul style="list-style-type: none"> • How far earlier governors had created a situation ready for Agricola to fight the northern tribes and 'Romanise'.
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 important was the organisation of the Roman army in meeting the challenges posed by the Britons during this period? [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 how important. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the organisation and composition of the Roman Army.</p> <p>Candidates should consider the difference roles of legionaries and auxiliaries, and the roles of the governors, legates, and auxiliary ranks.</p> <p>They should assess how capable and proficient it was to effectively meet the challenges and obstacles presented by the British tribes in England, Wales and Scotland.</p> <p>Candidates may consider the extent to which the Britons did pose challenges to the Roman conquest.</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 strengths / weaknesses and numbers of both the Roman and British forces

		<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"> The roles and contribution of officers and commanders to the army's effectiveness. The different roles given to legionaries and auxiliary units Use of fortresses and fortlets How well the army adapted to the changing situations and difficulties. The difficulties the Roman army met in England, Wales and Scotland – use of guerrilla warfare and knowledge of geography [especially in Wales and Scotland] and how well the army adapted to the changing situations and difficulties Other factors that helped / hindered the conquest and the ability of Roman forces to overcome them e.g., use of client kings, importance of leadership: Caratacus, Boudicca, Calgacus Nero considering abandoning Britain post 61 AD Differences in conquering, and then holding and policing territories
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"> Dio, 60.19-21; Suet, <i>Vesp</i> 4: initial invasion - effective use of the army by Plautius / Vespasian – death of Togodumnus – Arch of Claudius Tac, <i>Ann</i> 12.31-35: subjugation of revolts, capture of Caratacus by Scapula; Tac, <i>Ann</i> 12.40 civil war in Brigantes Archaeology: demonstrating movement of troops and extent of conquest - i.e., Longinus Sdapeze (RIB 201), Darnicus (RIB 108), Sex. Valerius Genialis (RIB 109), Rufus Sita (RIB 121), M Favonius Facilis (RIB 200) Tac. <i>Ann</i> 12.38-40: Difficulties with Silures [Gallus more effective than we think?] 14.29-38: Paulinus – Mona – Boudiccan Revolt Tac, <i>Agr</i> 13-17: Summaries of conquest up to Agricola's governorship – used in conjunction c.f. <i>Annals</i> Tac, <i>Agr</i> 18-40: Agricola's governorship – conquest of Wales / Scotland – threat of Mons Graupius / Calgacus? Archaeology: demonstrating use of troops around northern frontier – e.g., Vindolanda tablet military strength
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>report (Tab. Vindol. 2.154), Vindolanda tablet about British cavalry (Tab. Vindol. 2.164), Altars to Neptune and Oceanus (RIB 1319 and 1320), Milecastle 38 building inscription (RIB 1638), Halton Chesters dedication slab (RIB 1427),</p> <ul style="list-style-type: none"> • SHA, Hadrian 5.1–5.2, 11.2: Reasons for the building of Hadrian's Wall <p>Although not expected, candidates may include other non-prescribed material which should be credited.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> • The issues in Tacitus' account of roles and actions of the army and individuals in the <i>Agricola</i>. • Difficulties in using gravestones and archaeology as definite dating. • Difficulties in relying on Vindolanda tablets as examples for the whole of the northern frontier • Propaganda of Claudius' invasion and capture of Caratacus.
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	

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrexams



/ocrexams



/company/ocr



/ocrexams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.