

GCE

Ancient History

H407/21: Republic and Empire

A Level

Mark Scheme for June 2023

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

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

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

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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 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% (traditional 40% Batch 1 and 100% Batch 2) 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.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

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.

- 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.
- 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.
- 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
On the borderline of this level and the one below	At bottom of level
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)
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)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Blank Page
	Omission
	Noted
	AO1
	AO2
	AO3
	Irrelevant
	AO4
	Knowledge and understanding
	Evaluation

12. Subject Specific Marking Instructions

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.

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

Question 1*	<p>‘The sources fail to provide an adequate assessment of the reigns of the emperors Gaius and Nero’. How far do you agree with this view?</p> <p style="text-align: right;">[30 marks]</p>
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	<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>

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 	<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</p> <ul style="list-style-type: none"> • the range of information provided by literary and material evidence for the reigns of Gaius and Nero. • usefulness of the evidence in a range of examples from their reigns in order to interpret, analyse and evaluate them.

		<p>relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</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>	<ul style="list-style-type: none"> the reigns of both emperors but not every event or action or policy needs to be dealt with for a full response. <p>They might consider the intentions/aims of emperors and the differences and similarities between the emperors and how they are presented.</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>	<p>Responses are likely to include a range of events and actions from both emperors and how they are presented in the evidence, for example:</p> <ul style="list-style-type: none"> Accession: Gaius and early actions; Nero's' accession; Nero's early years: roles of Agrippina, Seneca and Burrus Relations with different groups: the senate, Equestrians, urban population, the praetorians, the army Challenges to their rule and position: political and social problems; conspiracies Finances and economic problems: expenditure and income-tax, building projects, games, displays, donatives etc Administration: Rome - food supply, water, security, fire provincial and military actions Events during reigns: social, political and religious policies and actions 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>	<ul style="list-style-type: none"> • The later parts of the reigns: Gaius' assassination; Nero's response to opposition and his death • The presentation of Gaius and Nero in the source material: literary and material. <p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Gaius: succession Suet. <i>Gaius</i> 13-14; Claudius' death and Nero accession: Tac. <i>Ann.</i> 12.66-9 Agrippina's plot to kill Claudius, Suet. <i>Cl.</i> 44-45; <i>JA</i> 20 151-2; • good/bad acts: Suet. <i>Gaius</i> 14 cf Dio 59. 3.1-5, 59. 9.4-7; Nero and Agrippina aureus AD 54; Suet. <i>Nero</i> 10 good acts • Relations: Gaius - Suet. <i>Gaius</i> 13 popular; 30 abuse of senators; praetorians Suet. <i>Gaius</i> 56; later unpopularity. Dio 59.28.11, 29-30; universally loathed Suet. <i>Nero</i> 45; plan to kill senators Dio 63.27.2 cf Suet. <i>Nero</i> 43;
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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>	<ul style="list-style-type: none"> • Administration: Gaius: Seneca <i>On Cons.</i> 17.3 ruined Empire; lack of grain Seneca <i>Short. of Life</i> 18.5-6; Nero sestertius AD 64; fire AD 64 Tac. <i>Ann.</i> 15. 38, aid and regulations Tac. <i>Ann.</i> 15. 43; Suet. <i>Nero</i> 38 bled provinces white; • Policies/ actions: Gaius - a god Suet <i>Gaius</i> 22, Dio 59. 26-28; bloodthirsty Suet. <i>Gaius</i> 27, 32; Suet. <i>Nero</i> 10-11 • Finance: expenditure: building projects: Pliny <i>NH</i> 36.111 palaces of both; Gaius' aqueducts Pliny <i>NH</i> 36.122; Nero: Colossus Pliny <i>NH</i> 34.45-6; Nero: Arch sestertius AD 64; palace Suet. <i>Nero</i> 31, Tac. <i>Ann.</i> 15.42; Nero destitute Suet. <i>Nero</i> 32; profiteering on grain Suet. <i>Nero</i> 45; • Tax remission Quadrans AD 39 cf Dio 59.9.4-7; tax changes Suet. <i>Nero</i> 10; handouts Tac. <i>Ann.</i> 15. 72; games: Suet. <i>Gaius</i> 18; Suet. <i>Nero</i> 11 Neronia, chariot-racing Suet. <i>Nero</i>
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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>22, theatre Suet. <i>Nero</i> 20-21; Tac. <i>Ann.</i> 14.15; displays: Suet. <i>Gaius</i> 19 Baiae, extravagance Suet. <i>Gaius</i> 37</p> <ul style="list-style-type: none"> Provinces and military: Nero- Gallic revolt Suet. <i>Nero</i> 40ff, Dio 63. 22-26 Plots/conspiracies: Suet. <i>Gaius</i> 56-58; Nero: Agrippina Tac. <i>Ann.</i> 14.1-8; Suet. <i>Nero</i> 40/42; Piso Tac. <i>Ann.</i> 15.48-9 aims, reprisals 58, 60, 61-63 (Seneca), 71; Gaius' assassination Dio 59.29.1f, Suet. <i>Gaius</i> 56, 58; Jos. <i>JA</i> 19.100-114; Nero's death Suet. <i>Nero</i> 48-49; Dio 63 27- 29. views of Nero/Gaius: Suet. <i>Gaius</i> 22 Gaius the monster; Jos. <i>JA</i> 19.1-3 Gaius' madness; Jos. <i>JA</i> 19. 201-11 obituary; Seneca <i>On Anger</i> 3.19.1-5 Gaius' cruelties; Dio 59. 3.1-5.5 monarchical, bloodthirsty; Nero - Tac <i>Ann.</i> 15. 67 Subrius Flavius on Nero; Suet. <i>Nero</i> 26 'insolent, lustful etc'; 27 vices; 31 wasteful; 53 obituary; Dio 59 22ff Vindex's description; <p>Although not expected, candidates may include non-prescribed material which should be credited e.g.:</p> <p>Gaius buildings: Suet. <i>Gaius</i> 21; 16 early admin.; 17 handouts; succession of Gaius Tacitus <i>Annals</i> 6.50; Suet. <i>Tib.</i> 76 (Tib.'s will); Nero's relations with senators Suet. <i>Nero</i> 37; Nero and Britain Suet. <i>Nero</i> 18, provinces 39</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 on both emperors and our views of them The nature of the sources: history, biography, epigraphic, numismatic The limitation of the evidence for the emperors and their actions and how adequate the accounts are
	0	No response or no response worthy of credit	

			<ul style="list-style-type: none">• The differences and similarities between sources, contemporary and non-contemporary, and different genres.
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Question 2*	To what extent do you agree that the Senate and senators had only themselves to blame for the decline in their status and power under the principate? [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 in the question. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider a range of information for the actions and behaviours of the Senate as a body and individual senators during this period.</p> <p>Candidates should consider the issue of the 'decline' in the Senate's and senators' status and power and how far their actions and behaviours contributed to this, if at all.</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.	They should consider the nature and power of the principate as a factor in the 'decline'.
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>	<p>Candidates should consider the value or usefulness of the evidence for 'decline'.</p> <p>They might consider the differences and similarities in the status and power during the period.</p> <p>Responses are likely to include examples of the Senate and individual senators during the period:</p> <ul style="list-style-type: none"> the involvement and effectiveness of the Senate in decision-making and debates the roles and contributions of individual senators in events and decisions the changes and continuity in their status and power the changes in the roles of the Senate and individual senators in the politics and constitution the development of the power of the emperor, the imperial family and administrators - the effects of their actions and policies on the status and power of the Senate and senators relations between the emperors and the Senate and individual senators; support and opposition. <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Power, status, role: RG 34, Suet <i>Aug.</i> 35-7 reforms, Velleius 2.89 authority restored cf 2.126; Suet. <i>Tib.</i> 30 pretence of liberty; senate's involvement Suet. <i>Nero</i> 10; seduced Tac <i>Ann.</i> 1.2; overview 1.9-10, cf 1.2, 7; 1.15 transfer of elections; Claudius on Gauls. Tac. <i>Ann.</i> 11.24; coin Aureus <i>Leges restituit</i>; decline servile Tac. <i>Annals</i> 3.65
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. 	

		<p>There is a consistent focus on the question through most of the answer. (AO1)</p> <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>	<ul style="list-style-type: none"> Roles: Suet <i>Aug.</i> 37, 39: aqueducts, buildings, roads, grain, Tiber, praefectus urbi, increased magistrates; Dio 53.21.7 roles in admin.- Turranius- grain supply Tac 1.7; Tiberius – debates, decisions, provincial issues Suet. <i>Tib.</i> 30-2 elections Tac <i>Ann.</i> 1.15; provinces - Tacfarinas Tacitus <i>Annals</i> 2.52, 3.73, 74 (Blaesus), Velleius 2.97 Lollius, 98 (Suet. <i>Aug.</i> 23); Britain Suet. <i>Cl.</i> 17; Galba Suet. <i>Nero</i> 42; praefectus urbi (C. Piso, Corvinus, Taurus Tac. <i>Ann.</i> 6.10); governors Piso in Syria Tac. <i>Ann.</i> 2.55 (Dio 53.12-3) and magistrates; Suet. <i>Cl.</i> 12 courts Involvement in events etc: Tac <i>Ann.</i> 1.11-12, Suet. <i>Tib.</i> 23 Tiberius' debate; Suet. <i>Tib.</i> 30-1 use of the Senate; Libo trial Velleius 2.129; Claudius trials in Senate Dio 60.16; role in Gaius' death and aftermath Jos. <i>JA</i> 19.227-36; accession of Nero Tac <i>Ann.</i> 12.68; role in his overthrow Dio 63.27 Relations with emperor: Suet. <i>Aug.</i> 35; Suet. <i>Tib.</i> 29 courtesy; Tac <i>Ann.</i> 2.37 Tib's gifts; Velleius 2.128 support, shared offices; deaths Suet <i>Tib.</i> 61 Tac. <i>Ann.</i> 6.18: trials, hated by Senate Suet. <i>Tib.</i> 63; flattery of Nero Tac <i>Ann.</i> 14.12-13; Gaius - Dio 59.3-5; good relations; ends treason trials; reintroduced Dio 59.16; Suet. <i>Gaius</i> 30 abuse of senators, Dio 59.3 monarchical, 25; Seneca <i>on Anger</i> 3.19.1-5; Suet. <i>Cl.</i> 12 attitudes towards senate; Nero plan to kill senators Dio 63.27 opposition: Suet. <i>Aug.</i> 19, 66; <i>Cl.</i> 13; Velleius 2.88, 91; no opposition Tac <i>Ann.</i> 1.4; Suet. <i>Cl.</i> 29 executed 35 senators; Nero- Piso, Thrasea Tac. <i>Ann.</i> 14.11 etc; Gaius plots Dio 59.29, Suet. <i>Gaius</i> 56, Jos <i>JA</i> 19.17f Power of Emperor: Suet. <i>Aug.</i> 28 control of state; Dio 53.11-13, 51.21 monarchy (53.16-7); Trib. Pot. Tac <i>Ann.</i> 3.56; Augustus census (3) <i>RG</i> 8, Suet. <i>Aug.</i> 35; <i>RG</i> 5 Aug. control of grain; 6
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 	

		<p>the way in which it supports the judgements is not made explicit. (AO2)</p> <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. 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>morals supervision; Egypt Tac. Ann. 2.59 (Dio 53.13); Augustus military Dio 53.16, Strabo <i>Geog.</i> 17.3.25; Edicts of Cyrene; Claudius censor Suet. <i>Cl.</i> 16; Tiberius: praetorian guard Suet. <i>Tib.</i> 24, AD 23 change to tyranny Tac. <i>Ann.</i> 4.1; Suet. <i>Tib.</i> 61 massacres; Claudius: Suet. <i>Cl.</i> 29 executions, Dio 60.14-16, Messalina 17; wives and freedmen Dio 60.14.1ff; praetorians Suet. <i>Cl.</i> 10; dynasty: Tac. <i>Ann.</i> 1.3, aureus Lucius and Gaius;</p>
0	No response or no response worthy of credit		<p>Although not expected, candidates may include non-prescribed material which should be credited. e.g.: Claudius taking legal and magisterial functions (Tac. <i>Annals</i> 11.5); Nero: sharing power Tac. <i>Annals</i> 13.5; cf 13.27; Tiberius Dio 58.18.5 hatred of Senate; Nero's hatred Suet. <i>Nero</i> 37; honours and position Tac.<i>Ann.</i> 4.6-7; consilium Dio 56.28.2 (AD 13);</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 for the activities in the Empire. The nature of the sources: history, biography, epigraphic, numismatic etc. The limitation of the evidence for the actions, aims and policies of the emperors and others. The differences and similarities between sources contemporary and non-contemporary, and different genres.

Question 3	How convincing do you find Scullard's interpretation of Claudius' character and abilities? [20 marks]
Assessment Objectives	AO4 = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied. AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
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. 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. 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.

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 '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>

Level	Marks	Level descriptors	Indicative content
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) 	<p>In locating the interpretation within the wider historical debate, candidates might pick out the following points from the interpretation:</p> <ul style="list-style-type: none"> Claudius wanted to rule well, and...he achieved his desire' in terms of character and action the image presented of Claudius in the sources, their attitudes towards his rule the view that he possessed 'great administrative common sense' and the evidence for this his skill in his choice of freedmen and generals how far he 'impressed his own mind and policy on affairs' the view that 'his powers began to fail' towards the end of his reign whether the traditional view approximates 'more closely to the truth' the validity of this view of Claudius' character and reign <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"> administrative acts and policies: food and water supply: Suet. <i>Cl.</i> 18 riot over supply; shortage on accession Seneca <i>Shortness of life</i> 18 5-6; law and justice Dio 60.3.1-7; Rome: flooding; fire prevention Suet. <i>Cl.</i> 18: regulations Dio 60. 6-7 limited involvement in Britain early in reign Suet <i>Cl.</i> 17; Dio 60; problems under Scapula; invasion unnecessary and mediocre (Suet <i>Cl</i> 18); plots Dio 60.15; praetorians Aureus AD 41-2 Suet <i>Cl.</i> 20 Fucine lake expensive and lengthy; only completes Gaius' aqueducts Pliny <i>NH</i> 36.122; religions/decline of traditional practice: Suet <i>Cl.</i> 22 new rituals
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) 	
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) 	

Level	Marks	Level descriptors	Indicative content
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"> donatives, entertainments etc: excessive Suet. <i>Cl.</i> 21 manipulation by others: Messalina's Pliny <i>NH</i> 33.134 adultery and plot Suet. <i>Cl.</i> 36, unaware Dio 60.18; Pallas, Narcissus, Agrippina's role Suet. <i>Cl.</i> 29, Tac. <i>Annals</i> 12.25, 41; Suet. <i>Cl.</i> 25 acts dictated by wives etc- not own judgment Dio 60. 14, 16; sources: fool Suet. <i>Cl.</i> 21 at games etc, judgments Suet. <i>Cl.</i> 25, 29 <p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p>
	0	No response or no response worthy of credit	<ul style="list-style-type: none"> Administration: Dio 60.6-7 Suet. <i>Cl.</i> 22, 25: reforms for city, Suet. <i>Cl.</i> 20 employment. E.g. Ostia; fire regulations Suet. <i>Cl.</i>18; insc on Tiber channels (L19 K16), aqueducts, Pliny <i>NH</i> 36. 122-3 remarkable; 18, 21 food and gifts; Ostia (L19 K17 procurator); popular Suet. <i>Cl.</i> 12; religious reforms Suet. <i>Cl.</i> 22; justice Dio 60.3.7 Peace and security: Jos. JA 19.228 people prefer sole ruler; success in Britain (Plautius, Vespasian) Suet. <i>Cl.</i>17, Aureus AD 46-7; Corbulo in Germany, Shows, festivals etc: Saecular Games etc Suet. <i>Claudius</i> 21: early and later parts of reign: successes in Britain, against Scribonianus etc Suet. <i>Cl.</i> 13; 18: deals with food supply; starts important projects; later decline, controlled more by others e.g. Agrippina Suet. <i>Cl.</i> 44-45, Tac. <i>Annals</i> 12.25, 66-67; sources: Tacitus, Suetonius, Dio Cassius – hostile towards freedmen, women Suet. <i>Cl.</i> 29, Tac. <i>Annals</i> 12.25; senatorial perspective, downplays his successes e.g. Britain Suet. <i>Cl.</i> 17; Evidence in inscriptions, etc: letter to Alexandrians (view of Imperial cult), speech on the Gauls, insc. On Ostia, Tiber channels

Section B: The Breakdown of the Late Republic, 88-31 BC

Question 4	How useful is this passage in explaining the reasons for Caesar's actions in 49 BC?	[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 '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>
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) 	<ul style="list-style-type: none"> The 'Senate's refusal to intervene on (Caesar's) behalf' (despite earlier voting 370 to 22 in favour of Caesar and Pompey both laying down their arms). Opponents declaring that 'compromise was unacceptable' (e.g. Q. Caecilius Metellus Scipio Nasica).

Level	Marks	Level descriptors	Indicative content
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) 	<ul style="list-style-type: none"> Caesar threatening war if the Senate acted against the Tribunes (Mark Anthony and Q. Cassius) (According to Pompey) ‘Caesar desired general turmoil and confusion’. Caesar – fearing accounting for his actions during his first consulship. Cato’s threatened impeachment. To seize dictatorship.
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>Other causes may be compared using the candidate’s knowledge such as:</p> <ul style="list-style-type: none"> Caesar wanting consulship in 48BC Caesar’s continued military command in Gaul. Threatened prosecution of Caesar over actions of the First Triumvirate. Politicians (e.g. Cato) wanting to prosecute Caesar for attacks on German tribes.
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) 	<ul style="list-style-type: none"> Politicians (e.g. Cato and Ahenobarbus) playing on Pompey’s vanity. Pompey distancing himself from Caesar (e.g. five year interval law). Termination of Caesar’s imperium. Attempts to strip Caesar of his command (e.g. C. Marcellus). Failure of attempted concessions. Senate’s reaction to Caesar’s letter.

Level	Marks	Level descriptors	Indicative content
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) 	<ul style="list-style-type: none"> The passing of the SCU, and Caesar's reaction. Crossing the Rubicon. <p>Examples of evaluation of the source:</p> <ul style="list-style-type: none"> Suetonius held important posts in imperial administration under Trajan and Hadrian and therefore had good access to documents of this period from the imperial archives (although the first few chapters of his biography of Caesar are lost). Suetonius' biographies concentrate on personality and characteristics – and this passage has examples of this ('Pompey used to say Caesar desired general turmoil and confusion'). Much of the passage is hearsay – 'others say', 'some claim', 'Pompey used to say': unsupported rumour or speculation?
	0	No response or no response worthy of credit	<p>The usefulness of this passage in comparison/contrast to other sources which make reference to the causes e.g. Cicero, <i>ad Atticum</i> 7.6 = SL 59; Plutarch, <i>Caesar</i> 29-32; Caesar, <i>The Civil War</i> 1.1-7.</p>

Question 5*	How far was decision making controlled by individual politicians during the period 88-31 BC? [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 of 'how far'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at examples of decision-making throughout the period and the extent of the involvement of individual politicians in them.</p> <p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> • The reforms of Sulla • The undoing of Sulla's reforms • Pompey and Crassus as consuls • The restoration of the tribune's rights and the use of tribunes by politicians in the 60s

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 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"> Cicero and the Catilinarian Conspiracy Pompey and individuals in the Senate clashing over Pompey's demands The outcomes of the First Triumvirate Land bills Caesar's first consulship Corruption in the courts Clodius' tribunate 58 BC Cicero's exile and recall The reasons for the Civil War of 49 BC Caesar's dictatorships Octavian and Antony's actions after Caesar's assassination The Second Triumvirate Octavian legitimising war with Anthony and Cleopatra
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"> Plutarch, <i>Sulla</i> 31 Plutarch, <i>Pompey</i> 15, 47 Sallust, <i>Histories</i> 3.34 {3.48M} Cicero, <i>in Verrem</i> 1.1.45 Dio, 37.50 Sallust, <i>Bellum Catilinae</i> 51-4 Plutarch, <i>Caesar</i> 7, 29-32, 58 Cicero, <i>in Catilinam</i> IV.7-10, 20-2 Cicero, <i>ad Atticum</i> 1.16=SL10, 7.6 = SL 59, 14.12 = SL 114 Suetonius, <i>Deified Julius</i> 29-33, 38-43 Caesar, <i>The Civil War</i> 1.1-7

Level	Marks	Level descriptors	Indicative content
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>	<ul style="list-style-type: none"> • Appian, <i>The Civil War</i> 3.50-1, 3.74, 3.86-94 • Suetonius, <i>Deified Augustus</i> 26 • Plutarch, <i>Anthony</i> 55-56 <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> • The ability of each source to truly report the events from whatever historical distance they were written. • Whether the sources actually seek to chronicle, analyse or explain the relationship between individuals and the decision-making during the decline that was occurring within the Roman Republic. • How far the sources recognise the interrelationship between the decisions/events depicted, e.g. that one event may have caused another. • The bias implicit and explicit in the sources, as a result of the author's own historical and political position, for instance Cicero's views of the Triumvir (in particular Antony).
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>	

Level	Marks	Level descriptors	Indicative content
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>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	

*Question 6	How far do the sources support Cicero’s view that, by 59 BC, ‘the Republic was finished’? [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 of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at evidence of the state of the Republic before and after 59BC. This should include detailed knowledge of the effectiveness of the institutions, including considering the continued use of institutions after 59BC.</p> <p>Candidates might consider the ways in which institutions were affected by the events of the period.</p> <p>Candidates might consider the effects of the actions and policies of individuals on the constitution.</p>

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 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>	<p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> • reference to Cicero's letter (ad Att 2.21), its context, the events of the time and Cicero's attitude • Aspects of the form of the constitution • Challenges to the Republic/institutions: <ul style="list-style-type: none"> ○ Pompey 70 BC ○ Catiline ○ Pompey 62 BC ○ Caesar 59 BC ○ Clodius 50s BC – lack of control ○ Caesar's dictatorship ○ Anthony/Octavian ○ Problems with equestrians • Sulla's reforms: <ul style="list-style-type: none"> ○ as a possible starting point for decline ○ role of the Senate • Corruption and its effects on institutions: <ul style="list-style-type: none"> ○ Bona Dea bribery ○ Verres ○ Equestrians' role ○ Corrupt court ○ Catiline ○ Bribery in assemblies ○ Bibulus bribery • Manipulation: <ul style="list-style-type: none"> ○ By use of religion ○ The army • Violence: <ul style="list-style-type: none"> ○ Clodius ○ Milo ○ Soldiers in assemblies • Illegal actions undermining institutions: <ul style="list-style-type: none"> ○ Pompey's commands
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>	

Level	Marks	Level descriptors	Indicative content
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>	<ul style="list-style-type: none"> ○ Pompey’s consulship ○ Caesar’s consulship 59 BC ○ Octavian’s consulship ○ Cicero and Catiline <p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Cicero, <i>No 16 (ad Att 2.21)</i> • Caesar, <i>The Civil War</i>, 1.7 • Cicero, <i>de lege agrarian II.7-10</i> • Cicero, Letters: <i>ad Att</i> 1.1, 1.16, 2.3, 4.3, 7.6 • Cicero, <i>in Verrem</i>, I.1.35-47 • Cicero, <i>pro Sestio</i> 105 • Sallust, <i>Histories</i> [2.82] {2.98M}, [3.34] {3.48M} • Appian, <i>The Civil Wars</i>, 3.86-3.94, 5.12-5.13 • Sallust, <i>The Catiline Conspiracy</i> 14-16, 18-19 • Plutarch, <i>Antony</i> 54-6 • Plutarch, <i>Sulla</i> 31 • Plutarch, <i>Pompey</i> 20, 47-48 • Plutarch, <i>Caesar</i> 6-7, 14, 32, 57 • Suetonius, <i>Deified Julius</i> 30-33 • Denarius of Sulla 82 BC
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>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> • The ability of each source to truly report the events from whatever historical distance they were written.

Level	Marks	Level descriptors	Indicative content
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>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<ul style="list-style-type: none"> • Whether the sources actually seek to chronicle, analyse or explain the decline of the Roman Republic. • How far the sources recognise the interrelationship between the decisions/events depicted, e.g. that one event may have caused another. • The bias implicit and explicit in the sources, as a result of the author's own historical and political position, for instance Cicero's views of the Triumvirates and Clodius
	0	No response or no response worthy of credit	

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