

GCE

Ancient History

H407/22: The eleven Caesars

A Level

Mark Scheme for June 2024

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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.)*

Contradictory Responses

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

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:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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
Highlight	Factual error
	Omission
	Seen
	AO1
	AO2
	AO3
	AO4
	Irrelevant
	Correct point
	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*	‘The Julio-Claudian emperors’ reigns always started well, became worse and then finished badly.’ How far do you agree with this view? You must consider the reigns of at least <u>two</u> emperors in your answer. [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 provided by literary and material evidence for the reigns of the emperors which candidates choose to discuss. They may consider that the impression a good start and a bad end is due to the sources on the emperors.</p> <p>They should interpret, analyse and evaluate a range of examples from at least two emperors.</p> <p>Candidates will be expected to cover the chosen reigns identifying how far each one ‘started well’ and finished badly.</p>

Level	Marks	Level descriptors	Indicative content
		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 differences and similarities between the emperors and their reigns.
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 some of the following examples/information depending on the emperors chosen for discussion:</p> <p>The beginnings of the reigns, successes:</p> <ul style="list-style-type: none"> Augustus' military success- Actium, triple triumph, Egypt, successes in Gaul, Danube (Tiberius and Drusus), Parthian success- standards returned; settlements of 27/23 BC; opposition – Lepidus, Caepio, Murena, Egnatius Rufus; revision of senate; creation of principate; building; popularity etc. Tiberius: initial success with mutinies; frontiers controlled; revolts of Sacrovir, Frisii, Tacfarinas in AD 20s; problems in East, in Judaea, Armenia, Parthia; difficulties in accession, debate in Senate; maiestas reintroduced; Germanicus and his death. Gaius: popular accession; popular acts- tax reduced, ends maiestas (apparently), shows and handouts etc

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 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"> Claudius: difficulties of accession; unpopular with senators; food supply; British expedition success; triumph; enhances image and status; social reforms; Ostia, Fucine Lake developments; Gauls in Senate; popular with masses – entertainments, Secular Games; Nero: early years success: early promises; to avoid mistakes of others; influence of Agrippina, Seneca, Burrus until AD 59; Britannicus' death; success in Armenia under Corbulo (60s) <p>Decline and end of reigns:</p> <ul style="list-style-type: none"> Augustus' later problems- Lollius, Varus defeats, Pannonia, Germany campaigns; mutinies; issues of succession ending in Tiberius; reforms - marriage laws- opposition, ineffective; issues within family- Livia, Julia, Iullus; Tiberius: Sejanus' actions, conspiracy; retirement; maiestas trials; deaths of Germanicus' family; events after Sejanus' fall; unpopular; seen as mean; limited building, entertainments; possibly assassinated;

Level	Marks	Level descriptors	Indicative content
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"> Gaius: illness and change- ‘monster’; move to autocracy, emperor worship (?); treatment of senators; cruelty; unusual behaviour (Gallic/British expedition); assassination. Claudius: issues with wives and freedmen- Messalina plot; Agrippina’s control/ influence, Nero, Britannicus; issue of succession; death or murder; Nero: Agrippina death; Burrus death; Seneca retires; focus on chariot racing, theatre performance, games – Naples, Greece; Fire AD 64 and his rumoured role; Domus Aurea; Piso plot; death- Seneca, Thrasea, Soranus, Corbulo etc; reaction to Vindex, Galba; suicide. <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Tac. <i>Ann.</i> 1.9-10 on Augustus; <i>RG</i> 20, 21, 25-30 military success; Actium Hor. <i>Odes</i> 1.37; Peace: <i>RG</i> 12, 13, Suet. <i>Aug.</i> 22 Janus doors; succession Suet. <i>Tib.</i> 23, Tac <i>Ann.</i> 1.3; Augustus’ family Suet. <i>Aug.</i> 64-5 Julia, Agrippa Postumus;

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 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>Tacitus <i>Ann.</i> 1.10.7, Suet. <i>Tib.</i> 23 Aug.'s view of Tiberius; 'for want of a better choice'; Plots/conspiracies: Suet. <i>Aug.</i> 19, 66; coins on military success: Egypt (27 BC) , Danube; problems Suet. <i>Aug.</i> 17, 23 Varus, Lollius; Velleius 121-2 Danube; moral laws – equestrian revolt Suet <i>Aug.</i> 34; decline: Pliny <i>NH</i> 7.147-50;</p> <ul style="list-style-type: none"> Tiberius: Velleius 2.126/129 successes; Tac. <i>Ann.</i> 1.24, 31ff, 47 Mutinies; Tacitus <i>Ann.</i> 1.11f debate on Tiberius accession; Tacfarinas Velleius 2.129; Suet. <i>Tib.</i> 41 Tiberius' inactivity, lack of government; Tac. <i>Ann.</i> 4.1-3; 4.41 Sejanus; Sejanus and Drusus Tac. <i>Ann.</i> 4.3, Suet. <i>Tib.</i> 61, 65; mean Suet. <i>Tib.</i> 48, Velleius 2.130; terror Tac. <i>Ann.</i> 6.19; Seneca <i>On Benefits</i> 3.26.1; Gaius: succession/popularity Suet. <i>Gaius</i> 13-14, games and gifts 18; monster 22, cruelty 27-8, 'let them hate me etc' 30, wasteful 37; cult Suet. <i>Gaius</i> 22, Dio 59.28.1; 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; Scribonianus Dio 60.15.2-3; British triumph- Arch, coin, Suet, <i>Cl.</i> 17; projects Suet. <i>Cl.</i> 20, Pliny <i>NH</i> 36.124, 36.122-2; wives, freedmen Suet. <i>Cl.</i> 29, Messalina Dio 60.17-18; Tac. <i>Ann.</i> 12.41 Nero's 'adulthood' favoured over Britannicus; Tac. <i>Ann.</i> 12.66-7 Agrippina's plot to kill Claudius; Suet. <i>Cl.</i> 44f; death <i>JA</i> 20 151-2, Suet. <i>Cl.</i> 44-45 – pre-emptive strike by Agrippina for Nero; Nero: Suet <i>Nero</i> 10 good acts, Tac. <i>Ann.</i> 13.1-5 early promise, role of Agrippina, Seneca; Suet. <i>Nero</i> 11 games, Neronia 21, Greece 23, insolent, lustful etc as youth 26, wasteful Domus 31, bankrupt 32, Fire 38; Piso Tac. <i>Ann.</i> 15.48-9, views of Nero cf 67 Subrius Flavus; denarius of Vindex, Dio 63 22-26; denarius of Galba (L. 19 P13b and f),
	0	No response or no response worthy of credit	

Level	Marks	Level descriptors	Indicative content
			<p>Suet. <i>Nero</i> 40/42; Dio 63.22 (Vindex's opinion of Nero); universally loathed Suet. <i>Nero</i> 45.</p> <p>Although not expected, candidates may include non-prescribed material which should be credited. For example:</p> <p>Dio: 57.18 Germanicus; Gaius: accession 59.1; Claudius: accession 60.1; Suet. Tiberius 21 views on Augustus' reasons for Tiberius; Suet. Nero 39 Britain, defeat in Armenia; Suet. <i>Gaius</i> 46 Britain;</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 and our views of the emperors' reigns. • The nature of the sources: history, biography, epigraphic, numismatic. • The limitations of the evidence for the reigns. The differences in the range of evidence for each emperor. • The differences and similarities between sources, contemporary and non-contemporary, and different genres of writing.

Question 2*	In what ways and for what reasons did the Julio-Claudians try to maintain good relations with the ordinary people of Rome? [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 issues of 'in what ways' and 'for what reasons'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider a range of ways in which the emperors maintained good relations. Candidates should discuss a range of reasons for their actions.</p> <p>They should interpret, analyse and evaluate a range of examples from the sources for the period in support of their views and conclusions.</p> <p>Candidates should be expected to focus on the 'ways' and 'reasons' from a selection of information covering some of the emperors.</p>

Level	Marks	Level descriptors	Indicative content
		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 differences and similarities between the 'ways' and 'reasons' employed by the different emperors.
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 some of the following information:</p> <ul style="list-style-type: none"> Maintain price and security of grain supply; sources (Egypt); transport; distribution means. Entertainments: Circus, Gladiatorial, theatrical and musical events. Security; organisation of districts; provision of vigiles; Praetorian Guard; Urban cohorts. Political stability; reduce possibility for civil war by controlling opposition: promotion of PAX. Water-supply: aqueducts; control/reduction of floods. Fire-fighting: rebuilding regulations; housing; equipment; fire-brigade, provision after fires. Finance: money supply; coinage; interest rates, taxes; handouts; support in disasters Buildings projects; employment; living conditions – housing, amenities- theatres, fora, baths, temples. Generosity, donatives and handouts; Religion and religious practices- festivals, Ludi Saeculares. Propaganda- promotion of success, the emperor's image as saviour, protector and provider. <p>Responses are expected to include reasons, for example:</p> <ul style="list-style-type: none"> Maintain popularity, enhance reputation, image and fame. Avoiding discontent and riots among ordinary people, disruption caused by events e.g. fires Removing support for challenges by elites/rivals, political stability.
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) 	

Level	Marks	Level descriptors	Indicative content
		<ul style="list-style-type: none"> 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"> Improving administration; creation of offices, praefecti etc. Providing employment and wages, improving lives. <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Grain: <i>RG</i> 5.2 scarcity, 15.1 distributions; Suet. <i>Cl.</i> 18 riot over grain; 19 preventative measures; Suet. <i>Nero</i> 45 profiteering; shortage Seneca <i>Shortness of life</i> 18 5-6; Velleius 2.126 Tiberius success; Claudius dupondius – Ceres;
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"> Shows etc: Suet. <i>Cl.</i> 21; Nero chariot-racing Tac. <i>Annals</i> 14.14; Suet. <i>Tib.</i> 34, 47 disinterest, cuts expenses; Suet. <i>Nero</i> 10-11 gifts/games; <i>RG</i> 22-23 games; Suet. <i>Gaius</i> 18 Security/stability: Suet. <i>Aug.</i> 30 vigiles, urban cohorts, division of city; Dio 60.6-7 Claudius reforms for city; Tac. <i>Ann.</i> 1.2 delights of peace, Velleius 2.89.3-5; <i>RG</i> 13, Suet. <i>Aug.</i> 22 Janus doors closed; Pax Augusta <i>RG</i> 12; Horace <i>Odes</i> 4.15; City prefect Tac. <i>Ann.</i> 6.10; new magistracies Suet. <i>Aug.</i> 37 Water: Agrippa's aqueducts Suet. <i>Aug.</i> 42, <i>RG</i> 20.2, <i>RG</i> 20.2, Strabo <i>Geog.</i> 5.3.8 Pliny <i>NH</i> 36.121; flood prevention; Claudius inscr on Tiber channels (L19 K16); Fire: Fire AD 64 Tac. <i>Ann.</i> 15.38ff, Nero's regulations Tac. <i>Ann.</i> 15.42; fire control Suet. <i>Cl.</i> 18; Strabo <i>Geog.</i> 5.3.7 Augustus' rules; Dio 59. 9. 4 fire and financial aid; Finance: Suet. <i>Tib.</i> 48 2 acts against crisis; 47 mean; Dio 59. 9, 28, Jos. <i>JA</i> 19.24f taxes, quadrans AD 39 (L19 J19h).

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 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"> Buildings: RG 19-21 Augustus; Ostia etc Suet. <i>Cl.</i> 18-20; Pompey's Theatre Suet. <i>Tib.</i> 47; Suet. <i>Cl.</i> 21 employment; Ostia (L19 K17 procurator); Strabo <i>Geog.</i> 5.3.7 Augustus concern for the city; Generosity: RG 15.1-2 distributions; Suet. <i>Cl.</i> 21; Dio 59.9 Religion: Christians Suet. <i>Cl.</i> 25, Tac <i>Ann.</i> 15.41; Gaius Imperial cult Dio 59. 26-28; Suet <i>Aug.</i> 31 Secular Games etc Suet. <i>Claudius</i> 21; 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; Inscription Augustan Lares ?7 BC; Propaganda: coins, arches promoting success: Augustus Aegypta Capta, Armenia Capta, Denarius 29-27 BC; Claudius (Britain) aureus AD 46-7; Nero sestertius AD 64 triumphal arch; sestertius AD 64 handout, Pomerium AD 49 inscription. Popularity: RG 10 Augustus pontifex Maximus; 35 Pater Patriae; Tac. <i>Ann.</i> 14.14 Nero's support from people for racing; Suet. <i>Cl.</i> 12 popularity, riot avoided; Gaius Dio 59.28;
	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>Tib.</i> 34 high prices of food and goods- actions taken; Tac. <i>Ann.</i> 4.6 Tib. good management; Tac. <i>Ann.</i> 6.17 AD 27 Caelian hill fire; Aventine fire Tac. <i>Ann.</i> 6.45 100 m HS; Nero's baths Martial Ep. 7.34; Suet. <i>Gaius</i> 16 popular acts- taxes</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 our evaluation of the information. The nature of the sources: how this affects the value of the information.

Level	Marks	Level descriptors	Indicative content
			<ul style="list-style-type: none">• The limitations of the evidence for our understanding of the reasons for the actions of emperors.• The differences and similarities between sources contemporary and non-contemporary.

Question 3	How convincing do you find Alston's view that there was a 'take-over of the Roman state in which the old Roman Republic was absorbed and managed by the emperor'? [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' view, 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 view 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 extract:</p> <ul style="list-style-type: none"> Discuss the exceptional position of Augustus in the Republic Consider the powers and privileges held by Augustus Assess how far Augustus' position and power amounted to a take-over of the state Consider the importance of Augustus for the preservation of the social and political order. Consider the idea of the 'paradox' of the position of Augustus within the Republic. Assess how far Augustus absorbed and managed the Republic.
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 view, answers might argue that this view is not convincing, pointing towards the following information / ancient sources:</p> <ul style="list-style-type: none"> Republic restored: Velleius 2.89, <i>RG</i> 34, Aureus 28 BC and 12 BC; declines unconstitutional roles; dictator 5.1, 6.1; Suet <i>Aug.</i> 28 best constitution; Republican roles: consul 31-23 BC; refused in 22, 21 and 19 BC Suet. <i>Aug.</i> 26, <i>RG</i> 5.3; Tac. <i>Ann.</i> 1.9 'first citizen'; tribune (<i>RG</i> 4.4., 6.2; 10.1; 34.1) Dio's view of Augustus' appearance of republicanism 53.12-13; the <i>auctoritas</i> – <i>RG</i> 34, 15-16; Challenges: Pliny <i>NH</i> 7.147-50 traditional republican aspects Tac <i>Ann.</i> 3.7, 9; powers by decree of the senate <i>RG</i> 6; attitude to tradition e.g. religion Suet <i>Aug.</i> 31; Suet <i>Aug.</i> 34, priesthoods: denarius 16 BC; <i>RG</i> 6, 8 respect for tradition, Hor. <i>Odes.</i> 3.6; P.M. Suet <i>Aug.</i> 31; buildings, temples etc; reorganisation of senate Suet. <i>Aug.</i> 35-36. aristocratic families in the government: City Prefect Tac. <i>Ann.</i> 6.10; Cinna Seneca <i>On Clemency</i> 1.9.2-12
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"> republican precedents and forms by Augustus - appearance of constitutional continuity; limited timescales of powers (10 years, 5 years Dio 53.13). <p>In evaluating the view, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> Tacitus' view at <i>Ann.</i> 1.2, 4.1 and 10 on Augustus' position, powers, importance, status; he did not restore Republic (Suet. <i>Aug.</i> 28); Dio 53.16-17 monarchy, agreement of senators; appearance of republicanism 53.12-13; powers and roles: the settlements 27 BC, 23 BC and 19 BC; imperium; consulships Suet. <i>Aug.</i> 26; Edicts of Cyrene (L17 M20); tribunicia potestas Tac. <i>Ann.</i> 3.56; provincial commands and armies: Dio 53.12, Strabo <i>Geog.</i> 17.3.25, Egypt Tac. <i>Ann.</i> 2.59,; Strabo 17.3.25; Pater Patriae Ovid <i>Fasti</i> 2.119ff. his privileges and honours Suet <i>Aug.</i> 26, censor RG 8, Suet <i>Aug.</i> 35 (Senate), Pontifex Maximus Suet <i>Aug.</i> 31, RG 12; supervisor of morals RG 6; Genius Augusti Ovid <i>Fasti</i> 4.140ff; control of magistracies Suet. <i>Aug.</i> 36-37, creation of new posts Suet <i>Aug.</i> 37; praetorian guard- pay Dio 53.11.5 dealing with challenges Velleius 2.88 Lepidus, Egnatius, Murena and Caepio Velleius 2.91, Suet. <i>Aug.</i> 66. succession and dynasty: Velleius 2.90 Agrippa, 2.99 Tiberius, 2.104, 2.123.2; Tac. <i>Ann.</i> 1.3; Aureus 2 BC -AD 11 Gaius/Lucius; <p>Although not expected, candidates may include non-prescribed material which should be credited: Strabo 17.3.25 -A. supreme ruler for life; Maius (Aequum) Imperium Dio 53.32; Dio 53.17.9, Dio 51.19 Tribune; 53.11-19 Jan 13th; Dio 54.10 consular authority for life.</p>
	0	No response or no response worthy of credit	

Section B: The Flavians, AD 68-96

Question 4	How useful are these passages for our understanding of the importance of the army for the Flavian emperors? [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 usefulness. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the sources:</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) 	<p>Josephus:</p> <ul style="list-style-type: none"> shows the initial impetus for Vespasian's challenge for the principate; apparent spontaneous show of loyalty and support; the impression of unanimity among the soldiers; only 3 legions, but support expected in Europe; gives Vespasian confidence to make the challenge. <i>The account is imagined, based upon likely rumours- Josephus was not present; pro- Flavian account; Syrian</i>

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) 	<p><i>legions under Mucianus did declare for Vespasian in reality.</i></p> <p>Tacitus:</p> <ul style="list-style-type: none"> the importance of military resources/careful assessment of what was needed; the assessment of which legions they had and needed; the importance of legions declaring in persuading others to join; the impetus of a growing number of legions choosing Vespasian makes Vespasian act; the importance of the regions in which the legions were (the route to Italy from the East). <i>Tacitus provides insight into Vespasian's thinking- perhaps reliable as his likely considerations; factual information on the state of the legions- claim to know what the 'whole army' felt.</i> <p>Suetonius:</p> <ul style="list-style-type: none"> the importance of the army as the base of support for the princeps as a defensive and aggressive force in the Empire the lengths Domitian would go to keep the army's support; increase in pay necessary for their loyalty. <i>Suetonius provides no details of the financial crisis; Domitian is described as hated and feared (14) but in 23 it is the military who were deeply affected by his</i>
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) 	
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	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) 	<p><i>assassination. The army put pressure on Nerva to deal with the assassins later.</i></p> <p>The usefulness of the passages in comparison/contrast to other sources which make reference to the importance of the army e.g.:</p> <ul style="list-style-type: none"> Suet <i>Dom.</i> 23 army affected by his murder; army in imperial campaigns/military successes: Cassius Dio 67. 4, 6 Chatti, Dacia; Suet. <i>Dom.</i> 6 role in ending revolt of Saturninus, cf Cassius Dio 67.11; Cassius Dio 66. 4-6 in Judaea; triumph Josephus <i>JW</i> 7.119-125; 7.148-152. Army in the civil war: Josephus 4.592-607 fictionalised speech of soldiers; Vespasian persuaded by officers; importance of legions in Egypt; Suet. <i>Vitellius</i> 15 legions change allegiance to Vespasian; Suet. <i>Vesp.</i> 6 Syrian legions support Vespasian; Tac. <i>Hist.</i> 79 Julius Alexander and 2 legions give Vespasian control of food supply cf 3.48; Tac. <i>Hist.</i> 2.85-6 details of army support; Army in defence: dealing with the Gallic tribes (Tac. <i>Hist.</i> 4.85-86); expansion of Empire – Britain (Tac. <i>Agricola</i>, Cassius Dio 67.20).
	0	No response or no response worthy of credit	

Question 5*	To what extent was there discontent with the rule of the Flavians in Rome and the Empire? [36 marks]
Assessment Objectives	<p>AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p>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 consider the extent of the discontent at Rome and in the Empire.</p> <p>They should consider the different and similar ways in which discontent is displayed.</p> <p>They should consider the different groups and the nature and extent of their discontent.</p> <p>Candidates might consider the popularity of the emperors and lack of discontent in some cases.</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 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>They should analyse the reasons for these forms of discontent.</p> <p>Candidates should analyse and evaluate supporting evidence.</p> <p>Answers are likely to include information on some of the following:</p> <ul style="list-style-type: none"> Political: opposition or support within the senatorial, equestrian and lower classes; plots or conspiracies; opposition to laws, decisions, actions by the emperors; support for the Flavians' rule and actions; Social: reactions to the Flavians' actions displaying support or opposition; different expressions of discontent/support in Rome and/or the Empire; religion, attitudes of religious groups; Economic: support or opposition for financial actions/policies; raising/lowering of taxes; discontent with the administration in Rome and the Empire e.g. food supply in Rome, mistreatment of provincials; treatment of different groups and their reactions; Military: Praetorian Guard; attitudes of legions and commanders; mutinies/reasons for discontent or support; revolts; attitudes among provincials. The extent of and seriousness of discontent; displays of discontent by individuals, groups. Methods in lessening or countering discontent. The reasons for discontent among different groups and individuals in Rome and the Empire.
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"> Plots against Vespasian: Caecina, Marcellus Suet. <i>Titus</i> 6; Suet. <i>Dom.</i> 2, Dio 66.16 3-4; many plots
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 	

Level	Marks	Level descriptors	Indicative content
		<p>which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> 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>Suet. <i>Vesp.</i> 25; <i>Titus</i> 6; Domitian: Saturninus, Lucullus Dio 67. 11-13, Glabrio Dio. 67 12; Suet <i>Dom.</i> 10, (lists of names) cf Dio 67. 3, 4, 9; F. Sabinus (mistaken for Domitian) and senators (cf Tacitus <i>Agr.</i> 2); 11 (cruelty Arrecinus Clemens); Suet. <i>Titus</i> 9 plots incl. Domitian's cf Suet. <i>Dom.</i> 2; assassination Suet. <i>Dom.</i> 14, 17, Dio 67.15, 17</p> <ul style="list-style-type: none"> Senatorial discontent: Priscus Suet <i>Vesp.</i> 15, Dio 66.12; Domitian: recall of Agricola and treatment, Civica, Priscus Tacitus <i>Agr.</i> 40, 43-4 and 45; Dio 67.9 Black room; Titus- before accession Suet. <i>Titus</i> 6 -7;
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"> Avarice/financial management: taxes Suet. <i>Vesp.</i> 16, 23, Dio 66.8.3, 14.5, financial levy Tac <i>Hist.</i> 2.84, Dio 66.2 (Mucianus); expels philosophers etc Suet. <i>Vesp.</i> 16, Dio 67.12,13; corruption Dio 66.14; Domitian's vines edict Suet. <i>Dom.</i> 7, 14; finance problems, taxes Suet. <i>Dom.</i> 12, Dio 67.4 Attitudes towards the Flavians: Vespasian. Titus arrival in Rome Jos. <i>JW</i> 7.63-74; Domitian hated/feared Suet. <i>Dom.</i> 14; Tac. <i>Agr.</i> 42, Juv <i>Satire</i> 4; arci joke on Domitian Suet. <i>Dom.</i> 13; Titus mourned Suet. <i>Titus</i> 11; public indifferent to Domitian's death, senators delighted Suet. <i>Dom.</i> 23; Stoic philosophers. Dio 66.13; Tac. <i>Agr.</i> 39 triumph mocked.
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, 	<ul style="list-style-type: none"> Empire: discontent – Jewish revolt; Alexandrians- poll tax Dio 66.8. 3-5, Suet <i>Vesp.</i> 19; greedy procurators Suet. <i>Vesp.</i> 16; peace and stability Jos. <i>JW</i> 7.63-74;

Level	Marks	Level descriptors	Indicative content
		<p>though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</p> <ul style="list-style-type: none"> 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>Domitian's campaigns against Chatti, Dacians Dio 67.4, 6, 10; Nasamones</p> <ul style="list-style-type: none"> Methods against discontent: Vespasian: generosity: Suet. <i>Vesp.</i> 17; culture 18, donatives 19; respect for senate Suet <i>Vesp.</i> 9; Tac. <i>Hist.</i> 4.3-4; corn supply Tac. <i>Hist.</i> 4.38/52; Domitian: philosophers (Dio 67.12.5, 13.4); Titus bans informers suet. <i>Titus</i> 8; reactions to disasters Suet. <i>Titus</i> 8, Dio 66.24; games and handouts Suet. <i>Dom.</i> 4; army pay Suet. <i>Dom.</i> 7; <p>Although not expected, candidates may include non-prescribed material which should be credited.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> The nature of the sources: history, biography, epigraphic etc. The limitations in the evidence, especially the generally pro-Vespasian and anti- Domitian material The contexts and agendas of the evidence and the effect on its value as historical evidence. The similarities and differences in the ways in which events and issues are portrayed; how this affects our understanding of these events and issues.
	0	No response or no response worthy of credit	

Question 6*	How useful are the sources for our understanding of the personalities of the Flavian emperors? [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 question of 'useful'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should include a selection of sources describing the personalities of the Flavians.</p> <p>Candidates might consider a variety of the actions or policies of the emperors which display their characters or personalities.</p> <p>They should interpret, analyse and evaluate a range of examples from the sources which display their characters or personalities.</p> <p>They should consider the differences and similarities between the portrayals of the Flavians in the sources.</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 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>They should analyse the extent to which the evidence is useful for our understanding.</p> <p>Answers are likely to include information on some of the following as it relates to their personalities:</p> <ul style="list-style-type: none"> The behaviours of the emperors before and after their accessions: Vespasian's apparent reluctance to challenge for the principate, his actions outside Rome and on arrival in Rome; his early actions in dealing with the crisis after the civil war; rebuilding in Rome; Titus' actions before Vespasian's accession; his role as Praetorian Commander; his response to events in his reign; Domitian's behaviour in Vespasian's and Titus' reigns; his cruelty and greed as reported in the sources; his building projects.
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>	<ul style="list-style-type: none"> The relations of each emperor with the Senators, equestrians, ordinary people of Rome and provincials; treatment of supporters and opponents among the elites in Rome and the provinces; the efforts to win support of the ordinary people; attitudes towards emperor among various groups. The words, actions and policies of each emperor as recorded in the sources. The various reforms enacted by the emperors: as censors; financial reforms; developments in traditional Roman religion and various cults, including the Imperial cult. Their relations with the army and their military policies: campaigns; pay and conditions, Praetorian Guard.
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 	

Level	Marks	Level descriptors	Indicative content
		<p>the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> 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"> Their responses to challenges in Rome and in the Empire: recorded plots/conspiracies; Stoic opposition; revolts in provinces. The presentation of each princeps and their achievements. <p>Supporting source details may include:</p> <p>Tacitus:</p> <ul style="list-style-type: none"> <i>Hist.</i> 1.18 Vespasian no intention to oppose Galba; 50 Vespasian- only emperor who changed for the better; <i>Hist.</i> 2.5 character as general, but avaricious; jealous of Mucianus; 2.7 waits to see who wins- Vitellius/Otho; 2.74-5 Vespasian weighs up options/dangers; 2.84 avarice; 4.3 modest letter to Senate; 4.81 magical events; 82 Serapis temple visit; <i>Hist.</i> 2.1 Titus sent to Rome; personal qualities; 2 life of pleasure in youth; disciplined as emperor; 2.5 keeps peace between Vesp. and Mucianus; 5.1 Titus' character- inspired devotion. <i>Hist.</i> 4.2 Domitian's behaviour as 'Caesar'; 4.68 Domitian's ambitions- ungovernable passions, impetuous; 4.85 rivalry with Mucianus; 86 secret plotting ag. Titus; hides true character; Tac. <i>Hist.</i> 3.74 Domitian hides, escaped disguised. <p>Suetonius:</p> <ul style="list-style-type: none"> <i>Vesp.</i> 4 just governor of Africa; 7 Serapis temple, miracles; 8 aims; military discipline, slow to pay bonus; Capitol building; 9 Temple of Peace etc, reform orders, no abuse to senators; 12 modest and lenient, avoided titles at first; 14 no grudges; not suspicious; 15 reaction
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 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 	

Level	Marks	Level descriptors	Indicative content
		<p>the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</p> <ul style="list-style-type: none"> 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>to Priscus; 16 avarice; 17-19 generous, pension to ex-consuls; arts and sciences; 23 humour.</p> <ul style="list-style-type: none"> <i>Titus</i> 3 character- strength, excellent memory, short; 6 tyrannical as Guard Commander; 7 profligate, cruel, greedy- 2nd Nero- changed as emperor; 8 kind, humoured people, dealt with Vesuvius, plague 'father to children'; death mourned. <i>Dom.</i> 1 lawless, autocratic; lustful; 2 feels inferior; 3 contradictory; greed through lack of funds cf 12; cruelty due to fear; 4 extravagant festivals; 5 buildings; 6 campaigns unprovoked; 7 reforms- grain, games, vine ban, pay for army; not greedy or mean in youth; 10 cruelty cf 15; 11 cunning; 13 Lord and god, renaming months; 14 hated and feared; 23 public indifferent to death; army grieved; damnatio memoriae. <p>Dio Cassius:</p> <ul style="list-style-type: none"> 66.8 Vespasian: greedy, more taxes etc; 66.10 generous on public works; open to all; respect for senators; 66.12 Priscus; 66.14 never killed anyone for money. 66.16 Titus: Caecina plot; Marcellus; 66.18 good start to reign – honourable, different from under Vespasian- not sure if popularity would last; 66.19 merciful; 66.24 Vesuvius, Fire in Rome, generous. 66.9 Domitian retreat to villa/killing flies; 66.26 plot to kill Titus?; 67.1 character- aggressive, devious etc; interest in Minerva, festivals; 67.2 hates father, brother; jealous; 67.4, 6, 10 campaigns; 67.9 black joke; 67.11-13 plots, opponents; 67.14 paranoid. <p>Epit. De Caesaribus 11.6-8 Domitian's bad behaviour Jos <i>JW</i> 4.601-607 not intending to be emperor. Juv. <i>Sat.</i> 4 Domitian's council.</p>
	0	No response or no response worthy of credit	

Level	Marks	Level descriptors	Indicative content
			<p>Plut. Publicola 15 Domitian's extravagance.</p> <p>Tac <i>Agr.</i> 2.3 repression under Domitian; 43.3-4 secretive, hated Agricola.</p> <p>Coins: aureus AD 69/70 Roma Resurgens; sestertius AD 71 Libertas Restituta; Sestertius AD 72 Titus first handout; Dupondius AD 85 corn supply; Denarius AD 71 4 priesthoods; As Ad 88 Centennial Games; Sestertius AD 71 Temple of Isis; Sestertius AD 85 Germani Capta.</p> <p>Although not expected, candidates may include non-prescribed material which should be credited.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> • The nature of the sources: history, biography, epigraphic etc. • The limitations in the evidence, especially the generally pro-Vespasian and anti- Domitian material • The contexts and agendas of the evidence and the effect on its value as historical evidence • The similarities and differences in the ways in which characters and personalities are portrayed; how this affects our understanding of these events and issues.

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