

**GCE**

**Ancient History**

**H407/23: Emperors and Empire**

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

<b>Descriptor</b>	<b>Award mark</b>
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**

<b>Question 1*</b>	<b>‘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]</b>
<b>Assessment Objectives</b>	<p><b>AO3</b> = 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"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>
<b>Additional guidance</b>	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"> <li>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)</li> <li>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)</li> <li>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)</li> </ul>	<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"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>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.</li> <li>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.</li> <li>Gaius: popular accession; popular acts- tax reduced, ends maiestas (apparently), shows and handouts etc</li> </ul>

Level	Marks	Level descriptors	Indicative content
Level 3	13–18	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>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;</li> <li>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)</li> </ul> <p>Decline and end of reigns:</p> <ul style="list-style-type: none"> <li>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;</li> <li>Tiberius: Sejanus' actions, conspiracy; retirement; maiestas trials; deaths of Germanicus' family; events after Sejanus' fall; unpopular; seen as mean; limited building, entertainments; possibly assassinated;</li> </ul>

Level	Marks	Level descriptors	Indicative content
Level 2	7–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>Gaius: illness and change- ‘monster’; move to autocracy, emperor worship (?); treatment of senators; cruelty; unusual behaviour (Gallic/British expedition); assassination.</li> <li>Claudius: issues with wives and freedmen- Messalina plot; Agrippina’s control/ influence, Nero, Britannicus; issue of succession; death or murder;</li> <li>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.</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>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;</li> </ul>

Level	Marks	Level descriptors	Indicative content
Level 1	1–6	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>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;</li> <li>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;</li> <li>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;</li> <li>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),</li> </ul>
	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 <b>not</b> 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"> <li>• the genres, agendas and contexts of the evidence and how these affect the value of the information and our views of the emperors' reigns.</li> <li>• The nature of the sources: history, biography, epigraphic, numismatic.</li> <li>• The limitations of the evidence for the reigns. The differences in the range of evidence for each emperor.</li> <li>• The differences and similarities between sources, contemporary and non-contemporary, and different genres of writing.</li> </ul>

<b>Question 2*</b>	<b>In what ways and for what reasons did the Julio-Claudians try to maintain good relations with the ordinary people of Rome?</b> <b>[30 marks]</b>
<b>Assessment Objectives</b>	<p><b>AO3</b> = 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"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>
<b>Additional guidance</b>	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"> <li>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)</li> <li>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)</li> <li>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)</li> </ul>	<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"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>Maintain price and security of grain supply; sources (Egypt); transport; distribution means.</li> <li>Entertainments: Circus, Gladiatorial, theatrical and musical events.</li> <li>Security; organisation of districts; provision of vigiles; Praetorian Guard; Urban cohorts.</li> <li>Political stability; reduce possibility for civil war by controlling opposition: promotion of PAX.</li> <li>Water-supply: aqueducts; control/reduction of floods.</li> <li>Fire-fighting: rebuilding regulations; housing; equipment; fire-brigade, provision after fires.</li> <li>Finance: money supply; coinage; interest rates, taxes; handouts; support in disasters</li> <li>Buildings projects; employment; living conditions – housing, amenities- theatres, fora, baths, temples.</li> <li>Generosity, donatives and handouts;</li> <li>Religion and religious practices- festivals, Ludi Saeculares.</li> <li>Propaganda- promotion of success, the emperor's image as saviour, protector and provider.</li> </ul> <p>Responses are expected to include reasons, for example:</p> <ul style="list-style-type: none"> <li>Maintain popularity, enhance reputation, image and fame.</li> <li>Avoiding discontent and riots among ordinary people, disruption caused by events e.g. fires</li> <li>Removing support for challenges by elites/rivals, political stability.</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	

Level	Marks	Level descriptors	Indicative content
		<ul style="list-style-type: none"> <li>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)</li> </ul> <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"> <li>Improving administration; creation of offices, praefecti etc.</li> <li>Providing employment and wages, improving lives.</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>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;</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>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</li> <li>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</li> <li>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);</li> <li>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;</li> <li>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).</li> </ul>



Level	Marks	Level descriptors	Indicative content
Level 1	1–6	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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"> <li>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;</li> <li>Generosity: RG 15.1-2 distributions; Suet. <i>Cl.</i> 21; Dio 59.9</li> <li>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;</li> <li>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.</li> <li>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;</li> </ul>
	0	No response or no response worthy of credit	<p>Although <b>not</b> 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"> <li>the genres, agendas and contexts of the evidence and how these affect our evaluation of the information.</li> <li>The nature of the sources: how this affects the value of the information.</li> </ul>

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

<b>Question 3</b>	<b>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'?</b> <b>[20 marks]</b>
<b>Assessment Objectives</b>	<b>AO4</b> = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied. <b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
<b>Additional guidance</b>	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.

<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	17–20	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<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"> <li>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)</li> <li>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)</li> </ul>	<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"> <li>Discuss the exceptional position of Augustus in the Republic</li> <li>Consider the powers and privileges held by Augustus</li> <li>Assess how far Augustus' position and power amounted to a take-over of the state</li> <li>Consider the importance of Augustus for the preservation of the social and political order.</li> <li>Consider the idea of the 'paradox' of the position of Augustus within the Republic.</li> <li>Assess how far Augustus absorbed and managed the Republic.</li> </ul>
Level 3	9–12	<ul style="list-style-type: none"> <li>Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4)</li> <li>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)</li> </ul>	<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"> <li>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;</li> <li>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)</li> <li>Dio's view of Augustus' appearance of republicanism 53.12-13;</li> <li>the <i>auctoritas</i> – <i>RG</i> 34, 15-16;</li> <li>Challenges: Pliny <i>NH</i> 7.147-50</li> <li>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.</li> <li>aristocratic families in the government: City Prefect Tac. <i>Ann.</i> 6.10; Cinna Seneca <i>On Clemency</i> 1.9.2-12</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> </ul>	

Level	Marks	Level descriptors	Indicative content
Level 1	1–4	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> </ul>	<ul style="list-style-type: none"> <li>republican precedents and forms by Augustus - appearance of constitutional continuity; limited timescales of powers (10 years, 5 years Dio 53.13).</li> </ul> <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"> <li>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;</li> <li>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.</li> <li>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;</li> <li>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</li> <li>dealing with challenges Velleius 2.88 Lepidus, Egnatius, Murena and Caepio Velleius 2.91, Suet. <i>Aug.</i> 66.</li> <li>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;</li> </ul> <p>Although <b>not</b> 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 13<sup>th</sup>; Dio 54.10 consular authority for life.</p>
	0	No response or no response worthy of credit	

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

<b>Question 4</b>	<b>How useful are these sources for our understanding of the importance of the frontier of Britain in the reign of Hadrian?</b> <b>[12 marks]</b>
<b>Assessment Objectives</b>	<b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. <b>AO3</b> = 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.
<b>Additional guidance</b>	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.

<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 6	11–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<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"> <li>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)</li> <li>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)</li> </ul>	<p><b>RIC Hadrian 577a:</b> Coin showing image of Britannia, presumably commemorating a campaign against an uprising in Britain at the beginning of Hadrian's reign (possibly Brigantia).</p> <p>Minted (AD 119) before the creation of Hadrian's Wall, the coin has also been interpreted as highlighting a swift conclusion to the campaign in Britain.</p>

Level	Marks	Level descriptors	Indicative content
Level 4	7–8	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<p>The coin is bronze, suggesting it was in wide circulation, and a common way for Emperor's to celebrate military victories.</p> <p>There is no image of the wall on the coin, and the coin is earlier than the actual construction of the fortification now known as Hadrian's Wall.</p>
Level 3	5–6	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<p><b>RIC Hadrian 845:</b> Coin also showing the image of Britannia, also commemorating Hadrian's control over Britain.</p> <p>Minted (AD 134-138) as part of a large series of coins at the end of Hadrian's reign showing his power over the provinces and celebrating his provincial tours and military campaigns.</p> <p>Could also be seen as a celebration of the vanquishing of Britain and the permanent demarcation of the end of Empire and fortification on Hadrian's Wall.</p>
Level 2	3–4	<ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> <li>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)</li> </ul>	<p>There is no image of the wall on the coin, and the coin is much later than the actual construction of the fortification now known as Hadrian's Wall.</p>

Level	Marks	Level descriptors	Indicative content
Level 1	1–2	<ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> <li>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)</li> </ul>	<p>The usefulness of sources in comparison/contrast to other sources which make reference to the northern frontier and Hadrian's campaigns e.g.:</p> <ul style="list-style-type: none"> <li>Tombstone of Titus Pontius Sabinus (ILS 2726): Tombstone detailing campaigns in Britain from AD 117 – mid 120s</li> <li>Vind. Tab. 2.291: [AD 97-102] Birthday party invite suggesting peace and safety for women and families on the frontier before Hadrian's reign</li> <li>Vind. Tab 2.164: [AD 97-102] Demonstrates the danger and skill of British (Brigantes) tribe</li> <li>Altars to Neptune and Oceanus (RIB 1319 and 1320): Commemorating movement of troops from lower Germany to Britain to bolster troop numbers</li> <li>Benwell classis Britannica building inscription (RIB 1427): suggesting the type of troops utilized to build Hadrian's Wall and the speed of construction</li> <li>Milecastle 38 building inscription (RIB 1638): Detailing the location of the frontier moving from the Stanegate to a more fortified position, along with suggestions of its usage as defensive</li> <li>Halton Chesters dedication slab (RIB 1427): demonstrates that forts (not fortresses) were added relatively early during construction</li> <li>Hadrian's Wall and archaeology of wall itself: Built across Brigantia suggesting need for military occupation or a need for more stringent control of movement and trade</li> <li>Post AD 138: Hadrian's Wall abandoned, suggesting Hadrian's policy needed improvement.</li> </ul>
	0	No response or no response worthy of credit	



<b>Question 5*</b>	<b>‘Agricola was a more successful governor than Ostorius Scapula.’ How far do the sources support this view? [36 marks]</b>
<b>Assessment Objectives</b>	<p><b>AO3</b> = 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"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>
<b>Additional guidance</b>	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"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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 success. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should analyse both written and archaeological sources to identify the various responses to the Roman invasion of Britain including military and diplomatic successes.</p> <p>To reach the highest levels students should cover the full period and consider how far expansion and consolidation under both governors can be considered and judged as ‘successful’. Candidates may also consider the successes of previous governors in preparing the</p>

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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>foundations of the achievements of both Ostorius Scapula and Agricola.</p> <p>An overall judgement should be made and supported with evidence and analysis. Candidates should look to evaluate the utility and nature of the sources and include an assessment of the impact of the context in which they were produced.</p> <p>Answers are likely to include information on some of the following:</p> <ul style="list-style-type: none"> <li><b>Chronology of period:</b> Scapula: follows Aulus Plautius; initial arrival met with serious military threats but quick successes; issues with Iceni and Brigantes; foundation of Camulodunum; subsequent movement into Wales and battles against Ordovices and Caratacus; Cartimandua hands Caratacus over; subsequent celebrations in Rome; Ostorius dies and replaced by Gallus. Agricola: follows Frontinus; defeat of Ordovices, Isle of Mona, and Brigantia in quick succession; movement up into Bodotria and Graupian mountains over next three years; Battle of Mons Graupius and defeat of Calgacus; retirement to Rome; rewards with triumph and statue.</li> <li><b>Views of Tacitus:</b> portrayal of Ostorius favourable in <i>Annals</i> and described as 'outstanding' in <i>Agricola</i>. <i>Agricola</i> written as panegyric for Agricola – far more on peacetime qualities and abilities as commander and relationship with the Britons.</li> <li><b>Military victories:</b> Scapula consolidating southern and western tribes before focusing on Wales; victory against Caratacus, but actual capture coordinated by client ruler (Cartimandua). Agricola quickly moved through SW and into Wales mopping up previous campaigns; invasion of Scotland also following</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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 3	13–18	<ul style="list-style-type: none"> <li>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</li> </ul>	

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"> <li>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)</li> <li>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)</li> </ul> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<p>behind Cerialis and Frontinus but evidence demonstrates new terrain and expansion into Scottish Highlands. Calgacus remained uninhibited and no prisoners to take back to Rome.</p> <ul style="list-style-type: none"> <li><b>Romanisation:</b> Scapula disarms southern tribes, causing Iceni revolt; foundation of Camlodunum; Wales still to be Romanised. Agricola's name appears on foundation stones, and Tacitus suggests cultural impact; Scotland never really Romanised, and Hadrian's Wall actually across Brigantia, not Scotland.</li> <li><b>Long term consequences:</b> Scapula: South and west pacified and urbanisation flourished although major campaigns later by Paulinus. Agricola: northern frontier pulled back under Trajan and Hadrian, Fortress at Inchtuthil abandoned.</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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>Supporting source details may include:</p> <ul style="list-style-type: none"> <li><b>Ostorius Scapula:</b> Tacitus, <i>Annals</i>, 12.31 [Iceni Revolt]; <i>Annals</i>, 12.32 [Brigantian Revolt]; <i>Annals</i>, 12.33-5 [Ostorius defeats Caratacus in Wales]; <i>Annals</i>, 12.36-8 [Caratcus handed over by Cartimandua]; <i>Annals</i>, 12.38-9 [Silures continue to fight / Ostorius dies];</li> <li><b>Agricola:</b> Tacitus, <i>Agricola</i> 18 [Ordovices and Mona]; <i>Agricola</i> 19-20 [fair character and day to day competence]; <i>Agricola</i> 21 [Romanisation]; <i>Agricola</i> 22 [comparison to Domitian]; 23 [expansion past <i>stanegate</i>]; 25-7 [activities in Scotland]; 29-39 [Mons Graupius and speeches of Calgacus and Agricola]; 39-43 [retirement and death]</li> <li><b>Chester lead water pipe</b></li> <li><b>Verulamium and Wroxeter forum inscriptions</b></li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>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,</li> </ul>	

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"> <li>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)</li> <li>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)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<p>Although <b>not</b> expected, candidates may include non-prescribed material which should be credited e.g.:</p> <ul style="list-style-type: none"> <li>Archaeology which shows military expansion such as forts, inscriptions, tombstones as well as that for non-military activity such as urbanization and the road network.</li> </ul> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>The differences between Tacitus' account and other sources.</li> <li><i>Agricola</i> as a eulogy.</li> <li>Tacitus' focus on previous good and bad governors.</li> <li>The nature of the evidence for the short-lived nature of Agricola's conquests [Inchtuthil].</li> <li>The extent of Tacitus' knowledge of geography and battle tactics.</li> <li>How far earlier governors had created a situation ready for Ostroius Scapula in the south of England, and Agricola to fight the northern tribes and 'Romanise'.</li> </ul>
	0	No response or no response worthy of credit	

<b>Question 6*</b>	<b>‘Only the elites gained any economic benefit from the effects of Roman Rule.’ To what extent do you agree with this statement?</b> <b>[36 marks]</b>
<b>Assessment Objectives</b>	<p><b>AO3</b> = 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"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>
<b>Additional guidance</b>	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.

<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 6	31–36	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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>Some aristocrats welcomed the Romans in and were rewarded, and wealth and Romanisation trickled down. The lower echelons were likely unchanged in many ways, but clearly, to get on under the new Roman regime as an aristocrat, you had to become Roman, but others would not be so keen, and for many unnecessary.</p> <p>Candidates should look at the British economy and may begin with the influence of Caesar’s campaigns in Gaul and Britain and how this was influenced overtime by comparing literary, numismatic and other archaeological sources. A</p>

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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>north / south difference may be noted, along with a discussion of Tacitus' portrayal of Agricola (and the students may make the direct link to context). Candidates could also take into consideration the difficulties of understanding the policies being followed. The question focuses on benefits for elites and other levels of society and should not be a focus on how much the Romans benefitted from the invasion.</p> <p>Candidates should also try and look across the time period. They may compare those tribes which immediately took on Romanisation with those that didn't, and whether they were able to successfully continue to be independent states (c.f. Icenii, Trinovantes, Brigantes, Silures).</p> <p>Answers are likely to include information on some of the following:</p> <ul style="list-style-type: none"> <li>Material benefits: for client status and benefits for aristocrats.</li> <li>Urbanisation: Development of <i>colonia</i> (Colchester/Gloucester) and the one certain <i>municipium</i> (Verulamium) gave the inhabitants economic advantages over those not covered by Roman or Latin law.</li> <li>Roads and infrastructure: encouraged trade</li> <li>Pax Romana: brought an end to a semi-permanent state of warring, raids and mutual enslavement which existed among the British and effected all levels.</li> <li>Roman goods: Increasing levels of Romanisation saw growth in other activities connected with trade - goods now available to more than aristocracy.</li> <li>Taxation: levied on the population.</li> <li>Military trade: Evidence that the population lived around military forts and gained economic benefits that way.</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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 3	13–18	<ul style="list-style-type: none"> <li>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</li> </ul>	

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"> <li>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)</li> <li>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)</li> </ul> <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"> <li>Exploitation: near-enslavement of some native population by incomers – the downside of the development of villa estates.</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Colchester plan and reconstruction of temple</li> <li>Silchester baths plan</li> <li>Tacitus, Agricola [especially 21] c.f. Chester lead water-pipe (RIB 2.3.2434.1)</li> <li>Verulamium forum inscription (JRS 46 146–7)</li> <li>Chichester dedication to Nero (RIB 92)</li> <li>Chichester dedication slab (RIB 91)</li> <li>Strabo, Geography 4.5.1–2, 4.5.4.</li> <li>Treatment shown to the British during expansion: Cassius Dio; Tacitus, <i>Annals</i>.</li> <li>Vindolanda Tablets.</li> <li>Roads as trade routes</li> <li>Switch to London as capital after Boudiccan Revolt.</li> </ul> <p>Although <b>not</b> expected, candidates may include non-prescribed material which should be credited e.g.:</p> <ul style="list-style-type: none"> <li>Archaeology which shows military expansion such as forts, inscriptions, tombstones as well as that for non-military activity such as urbanization and the road network. Specific archaeological evidence close to candidates' locality.</li> </ul> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>How much evidence we have that supports Tacitus' view of Agricola's economic successes; How reliable is Tacitus, Agricola 21?</li> <li>Most of the literary sources focus on the military expansion; nevertheless, Tacitus is keen on impressing</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul> <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>	
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	0	No response or no response worthy of credit	



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