

**GCE**

**Ancient History**

**H007/02: The Julio-Claudian emperors 31 BC - AD 68**

AS Level

**Mark Scheme for June 2024**

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

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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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**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
<b>BP</b>	Blank Page
Highlight	Factual error
<b>EVAL</b>	Evaluation
<b>KU</b>	Knowledge and Understanding
<b>λ</b>	Omission
<b>CONT</b>	Context
<b>SEEN</b>	Noted but no credit given/ irrelevant
<b>A1</b>	AO1
<b>A2</b>	AO2
<b>A3</b>	AO3

12. **Subject Specific Marking Instructions**

<b>Question 1</b>		How effectively did Tiberius deal with the threat caused by the mutinies of the Roman army in AD 14? <b>[10 marks]</b>	
<b>Assessment Objectives</b>		<b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. <b>AO2</b> = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements	
<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 descriptor</b>	<b>Indicative content</b>
Level 5	9–10	<p>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> <p>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 about the historical issue in the question. (AO2)</p>	<p>No set answer is expected. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may cover the following points on how effective Tiberius dealt with the threat caused by the mutinies of the Roman army in AD 14:</p> <p>Pannonian revolt threats and resolution:</p> <ul style="list-style-type: none"> <li>• opportunism at change of emperor creates uncertainty</li> <li>• popularity of Percennius with the soldiers</li> <li>• persuasion of Percennius in citing common issues of discontent such as: long service; hardships of being a veteran; corporal punishment; low pay; poor conditions in the camp</li> <li>• violence in the camp</li> <li>• lies of Vibulenus arouses more anger and resentment</li> <li>• Tiberius takes mutiny seriously and sends Drusus to resolve</li> <li>• Letter of Tiberius appeals to the loyalty of the troops directly</li> <li>• Revolt put down after superstition of an eclipse</li> <li>• execution of ringleaders by Drusus as an example</li> </ul>
Level 4	7–8	<p>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> <p>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements about the historical issue in the question, though these are not consistently developed. (AO2)</p>	

Level 3	5–6	<p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</p> <p>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made about the historical issue in the question, though the way in which the analysis supports the judgements may not always be made fully explicit. (AO2)</p>	<p>Revolt in Germany:</p> <ul style="list-style-type: none"> <li>• Greater numbers than in Pannonia</li> <li>• Caused by slave recruits</li> <li>• Complaints include brutality of the centurions, low pay, long arduous military service;</li> <li>• Tiberius send Germanicus to put down the revolt</li> <li>• Troops try to entice Germanicus to seek the imperial throne</li> <li>• Use of diplomacy and reason by Germanicus to shame mutineers</li> <li>• Criticism from citizens in Rome about Tiberius inaction during the crises.</li> </ul>
Level 2	3–4	<p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</p> <p>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 about the historical issue in the question, though the way in which the judgements are supported is not made explicit. (AO2)</p>	
Level 1	1–2	<p>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods relating to the historical issue in the question. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p>	
	0	No response or no response worthy of credit	

<b>Question 2</b>		On the basis of these passages and other sources you have studied, how important to Nero was his public image? <b>[20 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <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>	
<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 descriptor</b>	<b>Indicative content</b>
Level 5	17–20	<p>Response uses a good range of appropriate examples from the set source(s) and other 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)</p> <p>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>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion 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>For the top level, candidates need to use the source material to come to a judgement and conclusion.</p>

Level 4	13–16	<p>Response uses a range of appropriate examples from set source(s) and other 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)</p> <p>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>	<p>Information from the passages:</p> <ul style="list-style-type: none"> <li>• Nero trying to affect the same public image as Augustus</li> <li>• acts of generosity, mercy, good companionship</li> <li>• lowering taxes</li> <li>• curbing rewards for informers</li> <li>• largesse and donatives</li> <li>• deference to the Senate</li> <li>• particular extravagance shown to the people</li> </ul>
Level 3	9–12	<p>Response uses some appropriate examples from the set source(s) and other 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)</p> <p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</p>	<p>Although the passages are from Nero's early reign, answers may use evidence from 54-68 AD to discuss the image that Nero was cultivating publicly.</p> <p>Details from other sources could include:</p> <ul style="list-style-type: none"> <li>• Nero's sporting and artistic persona (Suet, Nero, 20-23; Tac, 14:14,16; as c. AD 62 Apollo Citharoedus)</li> <li>• Debauchery and violence initially concealed but then openly practised (Suet, Nero 27)</li> <li>• Private building projects including detail of interior (Suet, Nero 31 (domus transitoria/domus aurea; Pliny, Natural History 36.124, 36.111 (K42), 34.45–46 (K44))</li> <li>• Generosity at first after great fire then recklessly wasteful use of resources (Tac, Ann 15:39, 42), Suet, Nero 38; sestertius c. AD 64 handouts to the people</li> <li>• 'Craze for popularity' Suet, Nero 53; Tac, Ann 15.37</li> <li>• Nero's military persona: Arch on sestertius c. AD 64</li> </ul>
Level 2	5–8	<p>Response uses a limited selection of appropriate examples from the set source(s) and other 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)</p> <p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</p>	<p>Reference to non-prescribed sources is not to be expected but should be credited.</p>

Level 1	1–4	<p>Response uses only a very limited selection of appropriate examples from the set source(s) and/or ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</p>	
	0	No response or no response worthy of credit	

<b>*Question 3</b>		How useful is the non-literary evidence for our understanding of the reigns of the Julio-Claudian emperors? <b>[30 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <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>	
<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 descriptor</b>	<b>Indicative content</b>
Level 5	25–30	<p>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)</p> <p>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)</p> <p>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> <p><b>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</b></p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion agreeing, disagreeing or anywhere between, providing the response has addressed the issue of 'how useful'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss:</p> <ul style="list-style-type: none"> <li>Different types of non-literary evidence available such as coins, inscriptions, statues, buildings, arches, dedication slabs and tombstones.</li> <li>There is a wide range of evidence available and candidates may structure their response by emperor, theme or type of evidence</li> </ul>

Level 4	19–24	<p>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)</p> <p>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)</p> <p>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> <p><b>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</b></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• Res Gestae gives a very detailed overview of Augustus' reign</li> <li>• Triumphal arches of Claudius and Augustus</li> <li>• Various religious dedications showing the importance of state religion and the emperor as pontifex maximus</li> <li>• Edicts of Cyrene give unique insight into Augustus' imperium maius</li> <li>• Various coins from all emperors depicting generosity, religious imagery, military victories, promoting successors, retaining ancestral tradition, importance of praetorians</li> <li>• Inscriptions showing importance of the administration of the city of Rome</li> </ul>
Level 3	13–18	<p>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)</p> <p>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)</p> <p>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> <p><b>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</b></p>	<p>Credit all relevant source material. There are a number of non-literary sources on the specification but candidates may be aware of others.</p> <p>Credit use of literary sources where they are used to assess the usefulness/reliability/accuracy etc. of the non-literary evidence.</p> <p>Analysis of sources might focus on:</p> <ul style="list-style-type: none"> <li>• the nature of imperial propaganda in contemporary non-literary sources</li> <li>• the extent to which the non-literary record gives us a complete or only partial understanding of imperial aims</li> <li>• support from the literary evidence</li> <li>• the extent to which the evidence is useful or not</li> </ul>

Level 2	7–12	<p>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.</p> <p>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)</p> <p>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)</p> <p>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> <p><b>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</b></p>	
Level 1	1–6	<p>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</p> <p><b>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</b></p>	

	0	No response or no response worthy of credit	
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<b>*Question 4</b>		How far do you agree that no emperor had a successful plan for succession?		<b>[30 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <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>		
<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 descriptor</b>	<b>Indicative content</b>	
Level 5	25–30	<p>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)</p> <p>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)</p> <p>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> <p><b>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</b></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of 'how far'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the literary and material evidence for the succession planning of the various emperors and its success.</p> <p>They should consider the value or usefulness of the evidence used.</p> <p>Candidates will be expected to cover the period but not every emperor or reign needs to be dealt with in detail for a full response to the question.</p> <p>Candidates may discuss:</p> <ul style="list-style-type: none"> <li>Augustus' various efforts to find a successor: Marcellus, Tiberius, Gaius and Lucius, Germanicus, Agrippa.</li> </ul>	

Level 4	19–24	<p>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)</p> <p>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)</p> <p>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> <p><b>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</b></p>	<p>Methods include marriage to Julia, honours, military experience;</p> <ul style="list-style-type: none"> <li>• Tiberius' efforts, the rise and fall of Sejanus, death of Drusus and Gaius' eventual accession;</li> <li>• Unique nature of Claudius accession; role of praetorians, senate and others;</li> <li>• Claudius' efforts with Nero and Britannicus; Agrippina's role; accession of Nero</li> <li>• issues involved in control of succession for an emperor; role of the senate; role of the army;</li> <li>• means of achieving succession: adoption, marriages, roles and positions used, military support etc;</li> <li>• attempts by those outside the Julio-Claudian family</li> <li>• problems and difficulties: deaths, lack of candidates, rivalries, unpopularity etc.</li> </ul>
Level 3	13–18	<p>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)</p> <p>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)</p> <p>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> <p><b>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by</b></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• Augustus/Marcellus/Agrippa/Tiberius: accession <i>Tib.</i> 23, <i>Tac Ann.</i> 1.3; succession; Germanicus 1.52, Ovid <i>Fasti</i> 1.1-14, <i>Tac. Annals</i> 3.56, Agrippa (Denarius 13 BC), Tiberius gains tribunician potestas, its importance; Tacitus <i>Annals</i> 1.11f debate on Tiberius accession; <i>Res Gestae</i>: 8.2 Agrippa as censor, 14 Gaius, Lucius, 21.1 Marcellus; Augustus' family Suet. <i>Aug.</i> 64-5 Julia, Agrippa Postumus; Tacitus <i>Annals</i> 1.10.7, Suet. <i>Tib.</i> 23 Aug.'s view of Tiberius; 'for want of a better choice'; Agrippa's 'retirement' Suet. <i>Aug.</i> 66; Tiberius retirement to Rhodes; <i>Tac Ann.</i> 4.57 Livia' gift of accession – persuaded A. to adopt Tib (AD 4); Velleius 2.96 Gaius, Lucius adopted; 99 Tiberius Trib. Pot; 103 Agrippa P. adopted; Virgil <i>Aeneid</i> 8. 860f Marcellus; Laudatio Agrippae;</li> </ul>

		<b>some evidence.</b>	<ul style="list-style-type: none"> <li>4.57 Germanicus possible heir- adopted by Tiberius; Tacitus <i>Annals</i> 4.1-3; 4.41 Sejanus in charge as Tiberius retires; Sejanus and Drusus Tac. <i>Ann.</i> 4.3, Sejanus' ambitions, Livilla's role cf 4.39-41 request for marriage;</li> <li>Gaius: succession Suet. <i>Gaius</i> 13-14; assassination Dio 59.29.1f, Suet. <i>Gaius</i> 56, 58;</li> <li>Claudius: accession <i>Claudius</i> 10-11, Jos. <i>JA</i> 19. 227ff, Dio 60.3; succession Octavia m. Nero; Tac. <i>Ann.</i> 12.25 Nero adopted; 12.26 Britannicus side-lined; 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;</li> <li>Tac <i>Ann.</i> 12.68-69 Claudius death and accession of Nero; Claudius' accession, death <i>JA</i> 20 151-2, Suet. <i>Cl.</i> 44-45 – pre-emptive strike by Agrippina for Nero- fear of Britannicus;</li> <li>Plots/conspiracies: Suet. <i>Aug.</i> 19, 66; Sejanus Suet. <i>Tib.</i> 61, 65, Tac. <i>Ann.</i> 4.1-3, 4.39 Livilla; Gaius Suet. <i>Gaius</i> 56-58; Suet. <i>Cl.</i> 13; Nero Suet. <i>Nero</i> 40/42; Piso Tac. <i>Ann.</i> 15.48-9, aims, views of Nero cf 67 Subrius Flavus; Claudius: Scribonianus Dio 60.15.2-3 ambition to be emperor</li> </ul>
Level 2	7–12	<p>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)</p> <p>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)</p> <p>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> <p><b>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</b></p>	<p>Credit all relevant source material</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 on both emperors and views of them;</li> <li>The nature of the sources: history, biography, epigraphic, numismatic;</li> <li>The limitation of the evidence for attitudes towards the emperors and their actions.</li> </ul>
Level 1	1–6	<p>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p>	

		<p>The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</p> <p><b>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</b></p>	<ul style="list-style-type: none"> <li>• The differences and similarities between sources, contemporary and non-contemporary, and different genres.</li> </ul>
	0	No response or no response worthy of credit	

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