

GCE

Ancient History

H407/21: Republic and Empire

A Level

Mark Scheme for June 2025

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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 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 available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

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

11. Annotations

Annotation	Meaning
	Blank Page
Highlight	Factual error
	Omission
	Noted
	AO1
	AO2
	AO3
	AO4
	Irrelevant

12. Subject Specific Marking Instructions

The Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question.

The weightings of the assessment objectives remain consistent throughout the levels. For example, if the maximum marks are 5 AO1, 10 AO2 and 15 AO3, then the AO1/AO2/AO3 ratio will be 1/2/3 throughout the levels.

When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.

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

Question 1*	To what extent did the reign of Tiberius set a pattern for the future direction of the principate? [30 marks]
Assessment Objectives	AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: - historical events and historical periods studied - how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	- Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) - The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) - The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)	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. - Candidates should consider selected aspects of Tiberius' reign in Rome and the Empire, his role as emperor, his power and position within the political and social system. - They might analyse and evaluate his relations with the different classes of Roman citizens, aspects of the administration of Rome and the Empire, the importance of the army.

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 analyse the effects of his reign on the direction of the principate under the later emperors. • They should analyse and evaluate the evidence for Tiberius' reign and the reigns of later Julio-Claudian emperors.
Level 4	19–24	• Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) • The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) 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.	Answers are likely to include: • Tiberius' accession, the reactions of others to this, powers and how they changed during his reign and afterwards e.g. Claudius' and Nero's accessions. • The relations with the Senate and senators during his reign; the maiestas law and its direction. • Tiberius' reactions to challenges and similarities or differences under later emperors. • His policies towards Rome and the Empire – the administration, frontier policy, expansion, religion, imperial cult; how far later emperors developed similar or different policies e.g. Claudius and Britain, Gaius and Gaul, Nero and the East, Judaea, Britain.

Level	Marks	Level descriptors	Indicative content
Level 3	13–18	- Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) - The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) - The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	- His relations with the legions, the Praetorian Guard, individual commanders (Sejanus, Macro) and the direction of the relations under later emperors. - The ways in which the emperors approached the role of princeps, the differences and similarities. - The extent to which later emperors developed continuity or change in the role and power of the principate. Supporting source details may include: Tiberius: accession Tac. <i>Ann.</i> 1.7, 11-14 farce of pretence Suet <i>Tib.</i> 23-24, modest, refused honours 26; administration: Velleius 2.126 Tiberius' achievements cf 129-130; mean Suet <i>Tib.</i> 47; reaction to mutinies- hesitant, stays in Rome Tac <i>Ann.</i> 1.46-7; Frisii revolt Tac <i>Ann.</i> 4.74; Dio 58. 5 retreat to Capri - off shore monarch, Suet <i>Tib.</i> 41 let affairs slide; Relations with groups: Senators: Tiberius Suet <i>Tib.</i> 29 courtesy; defers to senate 31-32; cruelty 61; mutinies Tac.

Level	Marks	Level descriptors	Indicative content
Level 2	7–12	- Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) - The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) - The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) 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.	<i>Ann.</i> 1.16/1.31ff; unpopular, hated Suet <i>Tib.</i> 63, to the Tiber 75; praetorian guard Tac <i>Ann.</i> 4.2; maiestas trials Tac <i>Ann.</i> 6.18; Piso Tac <i>Ann.</i> 2.71, Seneca <i>Benefits</i> 3.26; Relations with individuals: Germanicus Tac <i>Ann.</i> 1.31ff; Sejanus Tac <i>Ann.</i> 4.1, Dio 58. 4-5 power, Dio 58. 8 fall cf Suet <i>Tib.</i> 65, Macro's role; reprisals after his fall Dio 58.8; Religion- imperial cult: refuses worship Gytheion letter; Gaius: accession Suet <i>Gaius</i> 13; Administration: Gaius Dio 59.9; extravagant Dio 59.9, Suet <i>Gaius</i> 37, greed, exploitation Dio 59.28; Baiae Suet <i>Gaius</i> 19; Gaius – monarchical Dio 59.3 took all titles; Relations: Gaius cruelty Suet <i>Gaius</i> 27, 30 Let them hate etc.; Suet <i>Gaius</i> 13 popular accession; Gaius stopped and started trials Dio 59. 3; Gaius assassination Dio 59.29, Jos. <i>JA</i> 19 100ff; Religion- imperial cult: Dio 59. 26; 28.1-2, Suet <i>Gaius</i> 22, Jos. <i>JA.</i> 19

Level	Marks	Level descriptors	Indicative content
Level 1	1–6	- Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) - The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) - The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.	Claudius: accession Claudius Dio 60.3 reactions cf Suet <i>Cl.</i> 10, 12; Jos. <i>JA</i> 19. 158ff, 227ff; Administration: in the city Dio 60.6, grain Suet <i>CL.</i> 18; building Suet <i>Cl.</i> 20; Gauls Tac <i>Ann.</i> 11.24, Britain Suet <i>Cl.</i> 17; Relations: Claudius defers to senate Suet <i>Cl.</i> 12; Claudius largesse Suet <i>Cl.</i> 21, Dupodius- Ceres; Claudius abolished trials Dio 60 3, used later Dio 60. 14; wives and freedmen: Suet <i>Cl.</i> 29, Tac <i>Ann.</i> 12.25 Nero; Dio 60. 14, Messalina Dio 60.17-18; Agrippina Tac <i>Ann.</i> 12.26, 41, 66-69 death cf Suet <i>Cl.</i> 44; Oppositions: Dio 60.14, Silanus, Sciponianus (15.2), Suet <i>Cl.</i> 13, Vinicianus; Religion- imperial cult: rejects worship- Alexandrian letter; Nero: accession Nero Tac <i>Ann.</i> 12.68-69, cf Suet <i>Cl.</i> 45, Suet <i>Nero</i> 10; Administration: Nero rebuilding Tac <i>Ann.</i> 15.43; Nero- revolts in Empire Dio 63.22 Relations: Nero games etc Tac <i>Ann.</i> 14.14 popular; Juvenile Games Tac <i>Ann.</i> 6.14.15; loathed Suet <i>Nero</i> 45, public enemy 49; Seneca, Burrus Tac <i>Ann.</i> 14.14, Agrippina, Poppaea Tac <i>Ann.</i> 14.1 ff, Suet <i>Nero</i> 34; Thrasea Tac <i>Ann.</i> 4.12; Opposition; Nero: Piso plot Tac <i>Ann.</i> 15.48-50 range of plotters; revolts Dio 63.22 Vindex, Judaea, Britain, Gaul. Religion- imperial cult: vetoes temple Tac <i>Ann.</i> 15.74; Apollo coin As AD 62; Claudius deified Aureus AD 54 Views of sources on the emperors: Tiberius Tac <i>Ann.</i> 1.46, 52 deceitful, hypocritical; greedy Sextus Marius Tac <i>Ann.</i> 6.19; Tac <i>Ann.</i> 3.65 tainted age; Suet <i>Tib.</i> 30 pretence of liberty; Gaius Suet <i>Gaius</i> 20 monster, 30 cruel, brutal, Jos. <i>JA</i> mad; Dio 59.3; Claudius: Dio 60.14 bloodthirsty, terrified of wives and freedmen; Suet. <i>Cl.</i> 29 servant of wives and freedmen, executions; Nero: Tac <i>Ann.</i> 15.58, 71 city full of funerals, Suet
	0	No response or no response worthy of credit	

Level	Marks	Level descriptors	Indicative content
			<i>Nero</i> 26 insolent, lustful etc, 31 wasteful, 32 greed; <i>Dio</i> 63 22 Vindex's speech Although not expected, candidates may include non-prescribed material which should be credited. Analysis of the sources might focus on: • The genres, agendas and contexts of the evidence and how these affect the value of the information on the reigns of the emperors. • The nature of the sources: history, biography, epigraphic, numismatic, their differences and how this effects the historical value. • The limitations of the evidence for the reigns and how adequate the accounts are. • The contexts of the authors of the sources, contemporary and non-contemporary.

Question 2*	'The imperial women had very little influence during this period.' How far do the sources support this view? [30 marks]
Assessment Objectives	AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: - historical events and historical periods studied - how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements. AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	- Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) - The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) - The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.	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. - Candidates should consider a range of examples of imperial women and their involvement in the reigns of the emperors. - They should analyse and evaluate the influence of the imperial women in the events and political contexts of the period, and they might consider the differences or similarities between these women. - They should analyse the effects of the actions of the imperial women on the principate, Rome and the Empire.

Level	Marks	Level descriptors	Indicative content
Level 4	19–24	- Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) - The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) - The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) 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.	- They should analyse and evaluate the evidence for the influence of imperial women and assess how far the sources support this view. Answers are likely to include: - Livia- her role in politics, advisor to Augustus, involvement in succession, relationship with Tiberius, Gaius, Claudius. - The two Julias – marriages, relationship with Augustus, exiles - Antonia, mother of Claudius, role in the end of Sejanus, accession of Gaius. - Agrippina the Elder (and her family relationships). - Livilla – role in Sejanus’ rise and fall, death of Drusus. - Gaius’ sisters: Agrippina the Younger, Julia Drusilla, Julia Livilla. - Messalina – marriage to Claudius, role and involvement in events, deaths of opponents, relationships with freedmen. - Agrippina the Younger: mother of Nero, marriage to Claudius, Nero’s adoption, Claudius death, early years of Nero’s reign, her death and its effects. - Octavia – marriage to Nero, her influence, her exile and death. - Poppaea- role in deaths of Agrippina and Octavia; effect of Nero’s reign. Supporting source details may include: Livia: Tac <i>Ann.</i> 1.3 the succession, domination, 4.5; 4.57 Livia’ gift of accession – persuaded A. to adopt Tib, dissuaded him from Germanicus (AD 4) cf Suet. Gaius 4; Tac <i>Ann.</i> 1.10 oppressive mother to state; 14 Tiberius vetoes honours-jealous of influence; Pliny 7.150 threat to Augustus; Ovid
Level 3	13–18	- Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) - The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) - The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)	

Level	Marks	Level descriptors	Indicative content
		There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	4.154ff Bona Dea; Seneca <i>on Clemency</i> 1.9.4 Cinna 16 BC; Velleius 2.130.5 contribution to reigns; Suet. <i>Cl.</i> 11 deified
Level 2	7–12	- Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) - The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) - The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) 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.	Julias: marriages of Julia, daughter Tac. <i>Ann.</i> 1.3 Marcellus, Agrippa, Tiberius; Pliny 7.149 adulteries and exile; Tac. <i>Ann.</i> 3.24 Exile 2 BC and AD 8; Suet. <i>Aug.</i> 65 banished Agrippina the Elder: Tac. <i>Ann.</i> 1.33, 40 Germanicus in Germany, popularity; Tac. <i>Ann.</i> 4.39-40 rivalry with Sejanus/Livilla; Velleius 130.4 Antonia: Dio 59.3.4 honoured by Gaius Livilla: Tac. <i>Ann.</i> 4.3 adultery with Sejanus, death of Drusus; Dio 58. 11.6-7 death (Antonia); 4.39-40 proposed marriage Drusilla: Seneca on Cons. To Polybius 17.4-5: grief of Gaius on death, deification; Dio 59. 3.6 incest Messalina: Suet. <i>Cl.</i> 17 British triumph; 36 plot; Dio 60. 14.1-4 terrifies Claudius, caused murders, Silanus; 60.15.5- 16.4 various crimes with freedmen; Dio 60. 17.8 Messalina's sale of commands etc, 18.1-4 promiscuity and murders- Catonius Justus, Julia Agrippina the Younger: Suet. <i>Cl.</i> 29 marriage and executions- Silanus, 35 senators etc; Tac. <i>Ann.</i> 12.25 Nero adoption; Agrippina and Pallas; 12.26 Augusta title, Britannicus removed; 12.41 supporters removed; 12.65 Lepida charged; 12.66-7 Claudius' death cf Jos JA 148, 151, Suet. <i>Cl.</i> 44; Tac. <i>Ann.</i> 12.68-9, Suet. <i>Cl.</i> 45 control of accession; Aureus AD 54 Nero/Agrippina; Tac. <i>Ann.</i> 14.2 incest rumours; 14.3-8 death cf Suet. <i>Cl.</i> 34 over-watchful; Tac. <i>Ann.</i> 14.11 charges Poppaea: Tac. <i>Ann.</i> 14.1 Persuaded Nero to kill Agrippina, Octavia;
Level 1	1–6	- Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) - The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though	

Level	Marks	Level descriptors	Indicative content
		the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.	Although not expected, candidates may include non-prescribed material which should be credited. For example: Livia poisons Aug. Dio 55.22.2; 56.30 (figs); Tac. Ann. 1.5 role in accession of Tiberius; Tac. Ann. 5.1-3 assessment of influence on Tiberius; Velleius 2.100.2-5 Julia, daughter, exile, Iullus plot; Tac. Ann. 12.58 Octavia marriage to Nero; 14.60-64 Poppaea, Octavia exile, recall and death; Suet. Cl. 35 wives; Messalina: Tac. Ann. 11.29, Suet. Cl. 37, downfall Tac. Ann. 11.26 ff
	0	No response or no response worthy of credit	Analysis of the sources might focus on: - The genres, agendas and contexts of the evidence and how these affect the value of the information on the influence of imperial women. - The nature of the sources: history, biography, epigraphic, numismatic, their differences and how this effects the historical value. - The limitations of the evidence for imperial women and how adequate the accounts are. - The contexts of the authors of the sources, contemporary and non-contemporary.

Question 3	How convincing do you find Shelton's interpretation that the majority benefitted from the Julio-Claudian system of government because it brought 'peace, stability, and therefore prosperity'? [20 marks]
Assessment Objectives	AO4 = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied. AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. Please note that interpretations can be evaluated in the context of the wider historical debate connected with the issue or of the historical context about which the historian was writing. There is no expectation that the interpretation will be evaluated in the context of the methods or approach used by the historian, or how the interpretation may have been affected by the time in which they were writing, though credit can be given for this approach to evaluation if done in a way which is relevant to the question. A learner's knowledge and understanding of the historical period, including the ancient sources may be credited, but only where it is presented in a way which is relevant and intrinsically linked to the analysis/evaluation/use of the interpretation, it should not be credited in isolation.

Level	Marks	Level descriptors	Indicative content
Level 5	17–20	- Response has a very thorough and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4) - The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)	No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing or disagreeing with the modern historians' interpretation, or anywhere between providing the response has addressed the issue of 'how convincing'. Responses should be marked in-line with the level descriptors. Answers should evaluate both the interpretation locating it within the wider historical debate about the issue and using their own knowledge of the ancient sources and events and periods to reach a judgement about how convincing they find the argument.

Level	Marks	Level descriptors	Indicative content
Level 4	13–16	- Response has a thorough and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. (AO4) - The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)	In locating the interpretation within the wider historical debate, candidates might pick out the following points from the extract: - The loss of power felt by the aristocrats. - The average Roman accepted the monarchy in place of the aristocratic politicians. - Many Romans welcomed the new system of government with its peace, stability and prosperity. - The majority, whose welfare had suffered under politicians, benefitted from the new imperial system as a result of the principate. - Affairs of state were better conducted by the bureaucrats in the imperial system. - The common people enjoyed prosperity and security. In evaluating the interpretation, answers might argue that this interpretation is not convincing, pointing towards the following information / ancient sources: - Senators/Equestrians role in government and administration; Equestrian governor of Egypt; senators as consuls, governors Blaesus in Africa, Paulinus in Britain, Vespasian in Judaea; praefectus urbi, praefectus praetorianus; supporters of emperors among the upper class. - Unpopularity over the food and water supply: <i>RG</i> 5.2 corn scarcity; Suet. <i>Cl.</i> 18 riot over supply; Suet. <i>Nero</i> 45 profiteering; shortage on Claudius' accession Seneca <i>Shortness of life</i> 18 5-6; adverse reactions to the deaths of Tiberius, Gaius, Nero; moral laws: equestrian revolt Suet <i>Aug.</i> 34; Tac. <i>Annals</i> 3.55 and 56 decline of morals.
Level 3	9–12	- Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4) - The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)	
Level 2	5–8	- Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4) - The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)	

Level	Marks	Level descriptors	Indicative content
Level 1	1–4	- Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4) - The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)	“Peace/stability”: ‘vigiles kept a token guard’: security in the city, Nero Dio 63.27 plans to burn city; the continued dangers from fire in Rome: Caelian (AD 27), Aventine fires; Nero Tac. <i>Annals</i> 15.38ff. - Limited benefits: the living conditions for the ordinary people of Rome: employment: Suet. <i>Tib.</i> 47 buildings; Jos. JA 19.1 Gaius laid waste citizens of Rome cf Seneca <i>Cons. To Polybius</i> 17.3; : Suet. <i>Tib.</i> 47 meanness, disinterest in shows; Gaius’ taxes Dio. 59.28 cf Jos. JA 19.24f; the quality of city administrations during the period; Tiberius- Dio 58.5 offshore monarch; Pliny <i>NH</i> 7.147-50 plague, famine, shortages (Augustus).
	0	No response or no response worthy of credit	- Bureaucrats/administration: freedmen- Claudius- Pallas, Narcissus, Callistus, Epaphroditus; equestrians, various boards of commissions for water, grain, security, finance. - Lower classes: reliance on patronage, insecure employment. In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources: - Status/power of the elite: Augustus’ reforms of the senate; the loss of powers and positions; reliance of the emperor’s patronage; threats/dangers: maiestas trials Tac. <i>Annals</i> 6.18-19 massacres cf Suet. <i>Tib.</i> 61; Suet. <i>Gaius</i> 27, Seneca <i>Anger</i> 3.19; Suet. <i>Tib.</i> 33 actions against immoral practices. - Jos. JA 19.228 people prefer sole ruler; imperial cult: Suet. <i>Gaius</i> 22 citizens become priests of Gaius; Augustan Lares ?7 BC Inscription; Dio 59. 26-28 Gaius cf Jos. JA 19.4f. - Administration: urban cohorts; city-wards Suet. <i>Aug.</i> 30 vigiles 30; general re-organisation 35; Dio 60.6-7 Claudius reforms for city, Suet. <i>Cl.</i> 21 employment on projects. Finance: Gaius: quadrans AD 39 tax remission (L19 J19h).

Level	Marks	Level descriptors	Indicative content
			- Peace and security: Tac. <i>Annals</i> 1.2 delights of peace, Velleius 2.89.3-5; Velleius 2.126 Tiberius' successes- e.g. price of grain; <i>RG</i> 13, Suet. <i>Aug.</i> 22 Janus doors closed; Pax Augusta <i>RG</i> 12; Horace <i>Odes</i> 4.15. - Fire: Nero regulations Tac. <i>Annals</i> 15.42; Claudius fire control Suet. <i>Claudius</i> 18; Strabo <i>Geog.</i> 5.3.7 Augustus' rules. - Food, water etc: aqueducts, <i>RG</i> 20.2, Strabo <i>Geog.</i> 5.3.8; flood prevention; Claudius inscrip. on Tiber channels (L19 K16); <i>RG</i> 15, 18 donatives, grain handouts, Suet. <i>Claudius</i> 20 projects, 18, 21 food and gifts; Ostia (L19 K17 procurator; Pliny <i>NH</i> 36.121. - Shows etc: Suet. <i>Nero</i> 10-11 gifts and games; <i>RG</i> 22-23 games; Suet. <i>Aug.</i> 31 Saecular Games etc Suet. <i>Claudius</i> 21. Although not expected, candidates may include non-prescribed material which should be credited. e.g.: Suet. <i>Aug.</i> 42 complaints of scarcity and high price; Suet. <i>Tib.</i> 8 defective supply under Augustus; Suet. <i>Tib.</i> 34 high prices of food and goods; Tac. <i>Annals</i> 4.6 Tib. good management of resources; Suet. <i>Gaius</i> 26.5 shut granaries; Tac. <i>Annals</i> 6.17; AD 27 Caelian hill fire; Aventine fire Tac. <i>Annals</i> 6.45 100 m HS; Tac. <i>Annals</i> 12.42 Claudius food riot.

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

Question 4	How useful is this passage for our understanding of the motivation of the Catilinarian conspirators? [12 marks]
Assessment Objectives	AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO3 = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 6	11–12	- The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1) - Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)	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. Candidates may discuss the following information in relation to contents of the source: - Debt was a real issue for the veterans, "we are wretched and destitute" - That a motivation was retribution rather than against the state, "we have taken up arms, not against our fatherland nor to bring danger upon others, but to protect ourselves from wrong" - That another motivation was lack of support/action from the state against moneylenders (unlike in the past), "(no) protection of the law...after being
Level 5	9–10	- The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) - Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)	

Level	Marks	Level descriptors	Indicative content
Level 4	7–8	- The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1) - Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)	stripped of our possessions” when in the past” relieved their distress by decrees” - That the motivation was not political, “But we ask neither for power” - That a motivation was social (rights), “for freedom” - That despite the desperate position that the veterans were in they were still motivated within the legal framework, “We implore you and the Senate” Examples of evaluation of the source: - Sallust believed that Rome had become degenerate since the fall of Carthage and used Catiline to illustrate how bad things had become. Consequently, rather unfairly (Catiline was a reluctant revolutionary) Catiline is portrayed as a dangerous criminal who sought to overthrow the state. - Sallust invented some speeches attributed to Catiline in the Catiline Conspiracy - Manlius’ (Catiline’s general who he had tasked with raising troops in the countryside) speech demonstrates that debt was a clear motivation for the Conspiracy. This is matched with context of the credit crisis in Italy at the time and the failure of the Rullan land reform bill.
Level 3	5–6	- The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) - Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)	
Level 2	3–4	- The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) - Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)	

Level	Marks	Level descriptors	Indicative content
Level 1	1–2	- The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) - Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3)	- The source gives economic motivations. However, other possible motivations were unmet political ambitions - the failure of Catiline to gain consulship (and other participants who were also denied advancement, e.g. Longinus), and motivation from those dispossessed in Sulla's proscriptions (Sallust had opposed Sulla). - Reliability of this passage as a letter and of Sallust as an author.
	0	No response or no response worthy of credit	

*Question 5	‘Politicians only gained success because of the threat of military action.’ How far do the sources support this view of political activity during this period? [36 marks]
Assessment Objectives	AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: - historical events and historical periods studied - how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.
Additional guidance	The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 6	31–36	- Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) - The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) - The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)	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. - Candidates should look at reasons why politicians gained success and ascertain whether it was the threat of military action (and ‘how far’ they used this threat). - They may look at the similarities and differences between the methods used by different politicians, and different methods used at different times by the same politician.

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.	Answers are likely to include information on: - Sulla – post Civil War - Pompey – e.g. threatens Senate in 75, raised men for Sulla - Caesar – Use of Gallic legions, prolonged imperium, letters in 49 - Octavian – use of Caesar's legions, gains consulship - Second Triumvirate & Octavian's emergence. - Cicero and rhetoric.
Level 5	25–30	- Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) - The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2) - The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.	Supporting source details may include: - Sallust, <i>Histories</i> 2.82 {2.98M} - Sallust, <i>The Catiline Conspiracy</i> 11-2, 14, 32, 36-9, - Cicero <i>ad Att</i> 4.3 - Plutarch <i>Caesar</i> 14, 29-30 - Cicero <i>ad Att</i> 1.16 on bona Dea and bribery. - Cicero <i>pro Sestio</i> 96–105 on optimates and populares. - Plutarch <i>Pompey</i> 47–48, Plutarch <i>Caesar</i> 13–14; Cicero <i>ad Att</i> 2.19, 2.21 on the reception of the Triumvirate. - Plutarch <i>Sulla</i> 9, 31; Plutarch <i>Caesar</i> 29–32 on army support. Appian 3.86–94; 5.127–129 the importance of soldiers to Octavian. - Suetonius <i>Deified Julius</i> 29, 31-3, 38–43; Plutarch <i>Caesar</i> 58 on Caesar's largesse as dictator. - Denarius of Sulla – claim to victory prior to re-taking Rome - Denarius of Caesar 48-47BC – military successes - Denarius of Caesar 47-46BC – political lineage - Caesar, <i>The Civil War</i> 1.1-3, 1.4-5, 1.7 - Appian, <i>The Civil Wars</i> 3.43-51, 3.86-94 - Suetonius, <i>Deified Augustus</i> 26
Level 4	19–24	- Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) - The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)	

Level	Marks	Level descriptors	Indicative content
		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) There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.	Although not expected, candidates may include non-prescribed material which should be credited. Analysis of the sources might focus on: - The ability of each source to truly report the events from whatever historical distance they were written. - Whether the sources actually seek to chronicle, analysis or explain the decline that was occurring within the Roman Republic. - The decline in the quality and quantity of the source material after Cicero's demise. - How far the sources recognise the interrelationship between the events depicted, e.g. that one event may have caused another. - The bias implicit and explicit in the sources, as a result of the author's own historical and political position, for instance Cicero's views of the Triumvirs and Antony.
Level 3	13–18	- Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) - The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) - The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	
Level 2	7–12	- Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) - The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)	

Level	Marks	Level descriptors	Indicative content
		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) 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.	
Level 1	1–6	- Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) - The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) - The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.	
	0	No response or no response worthy of credit	

*Question 6	How far were the failings of the constitution responsible for the breakdown of the Republic? [36 marks]
Assessment Objectives	AO3 = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: - historical events and historical periods studied - how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.

Level	Marks	Level descriptors	Indicative content
Level 6	31–36	- Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) - The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) - The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.	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. - Candidates should look at the causes of the breakdown of the Republic and ascertain whether it was the failings of the constitution which caused it. - It is likely that candidates will compare with other factors such as social and economic relationships, or key individuals. Answers are likely to include information regarding the failings of the constitution on: - Declining powers of the Senate - Other aspects of the Constitution which were not fit for purpose

Level	Marks	Level descriptors	Indicative content
Level 5	25–30	- Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) - The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2) - The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.	- Failings of the constitution leading to problems between factions - Abuse of imperium - Misuse of tribunate - Dictatorships - Proscriptions - Triumvirates - Civil War - Bribery and corruption Supporting source details may include: - Cicero, <i>pro Sestio</i> 96-7 - Cicero, <i>de lege agrarian</i> II.10 - Plutarch, <i>Caesar</i> 6-7, 14, 58 - Plutarch, <i>Sulla</i> 31 - Plutarch, <i>Pompey</i> 15, 20, 47-48 - Sallust, <i>Histories</i> 2.82 {2.98M}, 3.34 {3.48M} - Cicero, <i>in Verrem</i> I.1.40-1 - Sallust, <i>The Catiline Conspiracy</i> 18-19 - Cicero, <i>ad Att.</i> 1.1 = SL 3 - Cicero, <i>ad Att.</i> 1.16 = SL 10, 4.3 = SL 22, 7.6 = SL 59 - Cicero, <i>ad Quintum fratrem</i> 2.3 = SL 25 - Suetonius, <i>Deified Augustus</i> 26 - Appian, <i>The Civil War</i> 3.86-94 Although not expected, candidates may include non-prescribed material which should be credited. Analysis of the sources might focus on: - The ability of each source to truly report the events from whatever historical distance they were written. - Whether the sources actually seek to chronicle, analyse or explain the breakdown of the Roman Republic.
Level 4	19–24	- Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) - The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) - The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)	

Level	Marks	Level descriptors	Indicative content
		There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.	- How far the sources recognise the interrelationship between the events depicted, e.g. that one event may have caused another. - The bias implicit and explicit in the sources, as a result of the authors own historical and political position.
Level 3	13–18	- Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) - The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) - The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	
Level 2	7–12	- Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) - The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) - The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)	

Level	Marks	Level descriptors	Indicative content
		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.	
Level 1	1–6	• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.	
	0	No response or no response worthy of credit	

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