

**GCE**

**Ancient History**

**H407/22: The eleven Caesars**

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. 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 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**

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Question 1*</b>           | To what extent did the reign of Tiberius set a pattern for the future direction of the principate? <span style="float: right;"><b>[30 marks]</b></span>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Assessment Objectives</b> | <p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p> |
| <b>Additional guidance</b>   | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Level 5 | 25–30 | <ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> | <p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> |



| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|         |       | There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• They should analyse the effects of his reign on the direction of the principate under the later emperors.</li> <li>• They should analyse and evaluate the evidence for Tiberius' reign and the reigns of later Julio-Claudian emperors.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Level 4 | 19–24 | <ul style="list-style-type: none"> <li>• Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>• The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p> | <p>Answers are likely to include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The relations with the Senate and senators during his reign; the maiestas law and its direction.</li> <li>• Tiberius' reactions to challenges and similarities or differences under later emperors.</li> <li>• 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.</li> </ul> |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Level 3 | 13–18 | <ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> | <ul style="list-style-type: none"> <li>His relations with the legions, the Praetorian Guard, individual commanders (Sejanus, Macro) and the direction of the relations under later emperors.</li> <li>The ways in which the emperors approached the role of princeps, the differences and similarities.</li> <li>The extent to which later emperors developed continuity or change in the role and power of the principate.</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li><b>Tiberius:</b> 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.</li> </ul> |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Level 2 | 7–12  | <ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</p> | <p><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;</p> <p>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;</p> <p>Religion- imperial cult: refuses worship Gytheion letter;</p> <ul style="list-style-type: none"> <li><b>Gaius:</b> accession Suet <i>Gaius</i> 13;</li> </ul> <p>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;</p> <p>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;</p> <p>Religion- imperial cult: Dio 59. 26; 28.1-2, Suet <i>Gaius</i> 22, Jos. <i>JA.</i> 19</p> |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Level 1 | 1–6   | <ul style="list-style-type: none"> <li>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p> | <ul style="list-style-type: none"> <li><b>Claudius:</b> accession Claudius Dio 60.3 reactions cf Suet <i>Cl.</i> 10, 12; Jos. <i>JA</i> 19. 158ff, 227ff;<br/>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;<br/>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;<br/>Oppositions: Dio 60.14, Silanus, Sciponianus (15.2), Suet <i>Cl.</i> 13, Vinicianus;<br/>Religion- imperial cult: rejects worship- Alexandrian letter;</li> <li><b>Nero:</b> accession Nero Tac <i>Ann.</i> 12.68-69, cf Suet <i>Cl.</i> 45, Suet <i>Nero</i> 10;<br/>Administration: Nero rebuilding Tac <i>Ann.</i> 15.43; Nero- revolts in Empire Dio 63.22<br/>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;<br/>Opposition; Nero: Piso plot Tac <i>Ann.</i> 15.48-50 range of plotters; revolts Dio 63.22 Vindex, Judaea, Britain, Gaul.<br/>Religion- imperial cult: vetoes temple Tac <i>Ann.</i> 15.74; Apollo coin As AD 62; Claudius deified Aureus AD 54</li> <li><b>Views of sources on the emperors:</b> 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</li> </ul> |
|         | 0     | No response or no response worthy of credit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Level | Marks | Level descriptors | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|       |       |                   | <p><i>Nero</i> 26 insolent, lustful etc, 31 wasteful, 32 greed; <i>Dio</i> 63 22 Vindex's speech</p> <p>Although <b>not</b> expected, candidates may include non-prescribed material which should be credited.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• The genres, agendas and contexts of the evidence and how these affect the value of the information on the reigns of the emperors.</li> <li>• The nature of the sources: history, biography, epigraphic, numismatic, their differences and how this effects the historical value.</li> <li>• The limitations of the evidence for the reigns and how adequate the accounts are.</li> <li>• The contexts of the authors of the sources, contemporary and non-contemporary.</li> </ul> |

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| <b>Question 2*</b>           | 'The imperial women had very little influence during this period.' How far do the sources support this view? <b>[30 marks]</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Assessment Objectives</b> | <p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p> |
| <b>Additional guidance</b>   | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Level 5 | 25–30 | <ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p> | <p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of how far. Responses should be marked in-line with the level descriptors.</p> <ul style="list-style-type: none"> <li>Candidates should consider a range of examples of imperial women and their involvement in the reigns of the emperors.</li> <li>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.</li> <li>They should analyse the effects of the actions of the imperial women on the principate, Rome and the Empire.</li> </ul> |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Level 4 | 19–24 | <ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p> | <ul style="list-style-type: none"> <li>They should analyse and evaluate the evidence for the influence of imperial women and assess the how far the sources support this view.</li> </ul> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> <li>Livia- her role in politics, advisor to Augustus, involvement in succession, relationship with Tiberius, Gaius, Claudius.</li> <li>The two Julias – marriages, relationship with Augustus, exiles</li> <li>Antonia, mother of Claudius, role in the end of Sejanus, accession of Gaius.</li> <li>Agrippina the Elder (and her family relationships).</li> <li>Livilla – role in Sejanus’ rise and fall, death of Drusus.</li> <li>Gaius’ sisters: Agrippina the Younger, Julia Drusilla, Julia Livilla.</li> <li>Messalina – marriage to Claudius, role and involvement in events, deaths of opponents, relationships with freedmen.</li> <li>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.</li> <li>Octavia – marriage to Nero, her influence, her exile and death.</li> <li>Poppaea- role in deaths of Agrippina and Octavia; effect of Nero’s reign.</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li><b>Livia:</b> 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</li> </ul> |
| Level 3 | 13–18 | <ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul>                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|         |       | 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  | <ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</p> | <ul style="list-style-type: none"> <li><b>Julias:</b> 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</li> <li><b>Agrippina the Elder:</b> 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</li> <li><b>Antonia:</b> Dio 59.3.4 honoured by Gaius</li> <li><b>Livilla:</b> Tac. <i>Ann.</i> 4.3 adultery with Sejanus, death of Drusus; Dio 58. 11.6-7 death (Antonia); 4.39-40 proposed marriage</li> <li><b>Drusilla:</b> Seneca on Cons. To Polybius 17.4-5: grief of Gaius on death, deification; Dio 59. 3.6 incest</li> <li><b>Messalina:</b> 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</li> <li><b>Agrippina the Younger:</b> 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</li> <li><b>Poppaea:</b> Tac. <i>Ann.</i> 14.1 Persuaded Nero to kill Agrippina, Octavia;</li> </ul> |
| Level 1 | 1–6   | <ul style="list-style-type: none"> <li>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



| Level | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|       |       | <p>the way in which it supports the judgements is not made explicit. (AO2)</p> <ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p> | <p>Although <b>not</b> expected, candidates may include non-prescribed material which should be credited. For example:<br/> Livia poisons Aug. <b>Dio 55.22.2; 56.30 (figs); Tac. Ann. 1.5</b> role in accession of Tiberius; Tac. <i>Ann.</i> 5.1-3 assessment of influence on Tiberius; Velleius 2.100.2-5 Julia, daughter, exile, Iullus plot; Tac. <i>Ann.</i> 12.58 Octavia marriage to Nero; 14.60-64 Poppaea, Octavia exile, recall and death; Suet. <i>Cl.</i> 35 wives; Messalina: Tac. <i>Ann.</i> 11.29, Suet. <i>Cl.</i> 37, downfall Tac. <i>Ann.</i> 11.26 ff</p> |
|       | 0     | No response or no response worthy of credit                                                                                                                                                                                                                                                                                                                                                                                                                                            | <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 the influence of imperial women.</li> <li>The nature of the sources: history, biography, epigraphic, numismatic, their differences and how this effects the historical value.</li> <li>The limitations of the evidence for imperial women and how adequate the accounts are.</li> <li>The contexts of the authors of the sources, contemporary and non-contemporary.</li> </ul>     |

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| <b>Question 3</b>            | 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'? <b>[20 marks]</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Assessment Objectives</b> | <b>AO4</b> = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.<br><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Additional guidance</b>   | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.<br>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.<br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Level 5 | 17–20 | <ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul> | <p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing or disagreeing with the modern historians' interpretation, or anywhere between providing the response has addressed the issue of 'how convincing'. Responses should be marked in-line with the level descriptors.</p> <p>Answers should evaluate both the interpretation locating it within the wider historical debate about the issue and using their own knowledge of the ancient sources and events and periods to reach a judgement about how convincing they find the argument.</p> |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                            | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Level 4 | 13–16 | <ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul> | <p>In locating the interpretation within the wider historical debate, candidates might pick out the following points from the extract:</p> <ul style="list-style-type: none"> <li>The loss of power felt by the aristocrats.</li> <li>The average Roman accepted the monarchy in place of the aristocratic politicians.</li> <li>Many Romans welcomed the new system of government with its peace, stability and prosperity.</li> <li>The majority, whose welfare had suffered under politicians, benefitted from the new imperial system as a result of the principate.</li> <li>Affairs of state were better conducted by the bureaucrats in the imperial system.</li> <li>The common people enjoyed prosperity and security.</li> </ul> <p>In evaluating the interpretation, answers might argue that this interpretation is not convincing, pointing towards the following information / ancient sources:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> |
| Level 3 | 9–12  | <ul style="list-style-type: none"> <li>Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> </ul>                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Level 2 | 5–8   | <ul style="list-style-type: none"> <li>Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> </ul>                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                       | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Level 1 | 1–4   | <ul style="list-style-type: none"> <li>Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> </ul> | <ul style="list-style-type: none"> <li>“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.</li> <li>Limited benefits: the living conditions for the ordinary people of Rome: employment: Suet. <i>Tib.</i> 47 buildings; Jos. <i>JA</i> 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. <i>JA</i> 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).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|         | 0     | No response or no response worthy of credit                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Bureaucrats/administration: freedmen- Claudius- Pallas, Narcissus, Callistus, Epaphroditus; equestrians, various boards of commissions for water, grain, security, finance.</li> <li>Lower classes: reliance on patronage, insecure employment.</li> </ul> <p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Jos. <i>JA</i> 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. <i>JA</i> 19.4f.</li> <li>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).</li> <li>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;</li> </ul> |

| Level | Marks | Level descriptors | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|       |       |                   | <p><i>RG 13, Suet. Aug. 22 Janus doors closed; Pax Augusta RG 12; Horace Odes 4.15.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Food, water etc: aqueducts, <i>RG</i> 20.2, Strabo <i>Geog.</i> 5.3.8; flood prevention; Claudius inscrl. 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.</li> <li>• 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.</li> </ul> <p><b>Although not expected, candidates may include non-prescribed material which should be credited. e.g.:</b> 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.</p> |

**Section B: The Flavians, AD 68-96**

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

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Level 6 | 11–12 | <ul style="list-style-type: none"> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul> | <p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of usefulness. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the source:</p> <ul style="list-style-type: none"> <li>The 'general public' were indifferent. It suggests neither good nor bad relations, which contrasts with the people's view of Vespasian and Titus.</li> <li>The troops: 'deeply affected'; suggested deification; wanted some justice for the assassins. This implies the army was very loyal to the Flavians. It is unclear if it refers to the Praetorian Guards or the entire army.</li> </ul> |
| Level 5 | 9–10  | <ul style="list-style-type: none"> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Level 4 | 7–8   | <ul style="list-style-type: none"> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>             | <ul style="list-style-type: none"> <li>Senators were ‘delighted’. They decided to ‘obliterate’ all memory of Domitian. Suetonius focuses on senators, with no mention of other members of the upper class.</li> <li>Cassius Dio gives an example of his extravagance towards the people of Rome, and the resulting popularity. This suggests a different view from Suetonius’ about the ordinary people.</li> </ul>                                         |
| Level 3 | 5–6   | <ul style="list-style-type: none"> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> <li>Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul> | <ul style="list-style-type: none"> <li>Domitian’s need for funds for his ‘generosity’ affected the relations with the upper classes according to Cassius Dio- an example of Domitian’s greed creating bad relations.</li> <li>Suetonius’ generalisations about the reactions of various groups; lack of specific details about these groups to support his statements; the focus on senators as a group; Suetonius’ accuracy and/or reliability.</li> </ul> |
| Level 2 | 3–4   | <ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>                                     | <ul style="list-style-type: none"> <li>Dio’s use of specific examples of Domitian’s behaviour supporting his view of the relations; the reliability of his analysis of the effects of Domitian’s actions.</li> </ul>                                                                                                                                                                                                                                        |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Level 1 | 1–2   | <ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3)</li> </ul> | <p>The usefulness of this passage in comparison /contrast to other sources which make reference to his relations e.g.:</p> <ul style="list-style-type: none"> <li>Suet. <i>Dom.</i> 14- everywhere hated and feared – partially supports passage 1, but contrasts with people’s ‘indifference’. 12: financial problems leading to extortions, Jewish tax.</li> <li>Suet. <i>Dom.</i> 12- reference to increased army pay; 7 pay raised by a quarter; 7-8 social, judicial and moral reforms, high level of honesty – might suggest support/popularity amongst some citizens; Martial <i>Ep.</i> 9.1, 8.49 Domitian praised.</li> <li>Suet <i>Dom.</i> 10, 15 trials and executions cf Dio 67.14, 67.1 Domitian’s character- aggressive, treacherous; 67.8 storm during show. Epit. De Caesaribus 11.6-8; Tac. <i>Agr.</i> 44.5-45.2 Senate house besieged.</li> <li>Dio 67. 15: plot involving freedmen and soldiers; cf Suet. <i>Dom.</i> 17.</li> </ul> |
|         | 0     | No response or no response worthy of credit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



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

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Level 6 | 31–36 | <ul style="list-style-type: none"> <li>Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p> | <p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent and reasons. Responses should be marked in-line with the level descriptors.</p> <ul style="list-style-type: none"> <li>Candidates should consider a range of actions and policies of the Flavians and the extent to which they impacted on the nature of the principate.</li> <li>They should analyse and evaluate the ways the role and power of the princeps changed.</li> <li>They should assess the extent to which the Flavians developed the relationships between the princeps and other organs of government e.g. the senate, the imperial freedmen, magistrates, governors of provinces, officials.</li> <li>Candidates may consider the different or similar ways in which the emperors exercised their power and position.</li> </ul> |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Level 5 | 25–30 | <ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p> | <ul style="list-style-type: none"> <li>Candidates should analyse and evaluate the evidence for the changing role and power of the princeps, and the impact on the nature of the principate.</li> </ul> <p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> <li>The role and powers of the princeps; the accession of Vespasian and his <i>lex de imperio</i>.</li> <li>The reigns of the Flavian emperors, their policies and actions in Rome and the Empire.</li> <li>The relationships between the emperors and the senate and individual senators; relations with other classes of Romans and provincials.</li> <li>The roles and powers of other groups and organs of government.</li> <li>The emperors' laws, decrees, reforms, which impacted on the development of the principate.</li> <li>The use by emperors of official positions, titles, honours etc.</li> <li>The relationship with the army, especially the Praetorian Guard.</li> <li>The emperors use of religion, including the imperial cult, foreign cults and traditional religious roles and practices.</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Powers: <i>Lex de imperio</i> especially clauses 4 and 6; successive consulships- Vespasian (Suet <i>Vesp.</i> 8), Titus and Domitian (Suet <i>Dom.</i> 13- 17 consulships); Vespasian censor (Suet <i>Vesp.</i> 8), Domitian- Perpetual Censorship Suet <i>Dom.</i> 8, Sestertius AD 95/6 censor, As AD 88 censor for life, , Tac <i>Agr.</i> 2.1-2 censored books; Denarius AD 69 <i>principes iuventutis</i>; As AD 70 Titus/Domitian senators,</li> </ul> |
| Level 4 | 19–24 | <ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul>                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|         |       | There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | consul, praetor; Aureus AD 70 Vespasian as Pontifex Maximus, tribune's powers (received late Suet <i>Vesp.</i> 12); Sestertius AD 71 Titus' handout, consul twice, trib. Pot; Domitian Dupondius AD 85- consul 11 times, corn supply; Titus- praetorian commander (Suet <i>Titus.</i> 6).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Level 3 | 13–18 | <ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> | <ul style="list-style-type: none"> <li>Actions and policies: Vespasian: Suet. <i>Vesp.</i> 15 No innocent party ever executed; Sesterius AD 71- Libertas; Suet. <i>Vesp.</i> 16 avarice; urinal tax (23.3) greedy procurators (Suet. <i>Vesp.</i> 16; Titus: informers Suet. <i>Titus.</i> 8, ends maiestas; Domitian: Suet <i>Dom.</i> 8 standard of magistrates/ justice; Suet. <i>Dom.</i> 12. 2 Jewish tax and administration; philosophers (Dio 67.12.5, 13.4); vines edict Suet. <i>Dom.</i> 7, 14; social innovations (Suet. <i>Dom.</i> 7).</li> <li>Senate/senators: Suet. <i>Vesp.</i> 9 reform of orders – undesirables removed, Helvidius Priscus (Dio 66.12, Suet. <i>Vesp.</i> 15) – regretted execution, no innocent party punished Suet. <i>Vesp.</i>15; Domitian: Suet. <i>Dom.</i> 10 cruelty, executions cf Tac. <i>Agr.</i> 2, 40, 43-45, Dio 67.3, 67.4, 67. 9, 11; Dio 67.9 Black room joke; recall of Agricola and treatment, Civica, Priscus Tacitus <i>Agr.</i>40; conspiracies: Saturninus, Lucullus Dio 67. 11; Caecina plot Suet. <i>Titus</i> 6; plots Suet. <i>Vesp.</i> 25.</li> <li>Army: Titus let army salute him as imperator (ambitious?) Suet. <i>Titus</i> 5.2; army pay increase Suet. <i>Dom.</i> 7, 12; Titus praetorian commander. Oath of loyalty Suet. <i>Vesp.</i> 6 discipline 8.</li> <li>Administration: freedmen: Statius <i>Silvae</i> 3.3 Claudius Etruscus; equestrians in office Suet <i>Dom.</i> 7; Epaphroditus 14; Suet <i>Dom.</i> 8 standard of magistrates/ justice;</li> </ul> |
| Level 2 | 7–12  | <ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|         |       | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Domitian's concilium Juv. <i>Sat.</i> 4 small circle of advisors (Council) in Rome and at Alban villa; control of magistrates post AD 93 control of taxes etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Level 1 | 1–6   | <ul style="list-style-type: none"> <li>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p> | <ul style="list-style-type: none"> <li>Religion: Imperial cult - Domitian: Dominus et Deus Suet. <i>Dom.</i> 13; deifications - Vespasian, Titus, Domitilla, Julia; temple of Flavian gens Suet. <i>Dom.</i> 1; omens and miracles- Suet <i>Vesp.</i> 5; festivals- Ludi Saeculares Suet. <i>Dom.</i> 4.; vestal scandal Suet <i>Dom.</i> 8.</li> <li>Propaganda/presentation of dynasty: Vespasian: Sestertius AD 71- Libertas; Sestertius Equus Maximus AD 95/6 (L.20, K35); altar to Domitian (As L.20 K10); poets' flattery: Martial, Statius <i>Silvae</i> 3; buildings Suet <i>Dom.</i> 5; gold/silver statues Suet. <i>Dom.</i> 13.</li> <li>Character/personality: Suet. <i>Vesp.</i> 12: Modest and lenient; Pater Patriae, Trib. Pot. late in life; Suet. <i>Vesp.</i> 13 patience with critics; Suet. <i>Vesp.</i> 16 avarice; moderate lifestyle Tac. <i>Ann.</i> 3.55, <i>Hist.</i> 4.57, Suet. <i>Vesp.</i> 21; generous Suet. <i>Vesp.</i> 17-18; Titus: Suet. <i>Titus.</i> 1.1, 11, Dio 66.18 reform of character; response to disasters Suet. <i>Titus.</i> 8, Dio 66.21; Domitian: Suet. <i>Dom.</i> 1 general behaviour, (cf 3 contradictory), Dio 67.1, Epit. de Caesaribus 11.6-8; Suet. <i>Dom.</i> 9 self-restraint and generosity, 10.4 Initially moderate; character - lazy, lustful, Dio 67.1; a loner Suet. <i>Dom.</i> 3, Dio 66.9.5; fear made him cruel Suet. <i>Dom.</i> 3.</li> </ul> <p>Although <b>not</b> expected, candidates may include non-prescribed material which should be credited.</p> |
|         | 0     | No response or no response worthy of credit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Level | Marks | Level descriptors | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|       |       |                   | <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"><li>• The nature of the sources: history, biography, epigraphic etc.; the limitations in the evidence, especially the generally critical portrayal of Domitian in contrast with Vespasian and Titus.</li><li>• Contexts and preconceptions of the authors and the effect on the presentation of material and its value as historical evidence especially contemporary against non-contemporary sources.</li><li>• The similarities and differences in the ways in which events, issues and personalities are portrayed; how this affects our understanding of these events and issues.</li></ul> |

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

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Level 6 | 31–36 | <ul style="list-style-type: none"> <li>Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p> | <p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of 'how far'. Responses should be marked in-line with the level descriptors.</p> <ul style="list-style-type: none"> <li>Candidates should consider a range of religious practices: traditional Roman religion, foreign cults, the imperial cult.</li> <li>They should assess the extent to which the Flavians involved themselves in the different religious practices and cults and the reasons for their participation.</li> <li>Candidates may consider the different or similar ways in which the emperors used and developed the different religions or cults and what attitudes are displayed towards them.</li> <li>Candidates should analyse and evaluate the evidence for the attitudes towards religion of the Flavian emperors.</li> </ul> |

| Level   | Marks | Level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Level 5 | 25–30 | <ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p> | <p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> <li>Traditional Roman religious practices/rites, the foreign cults- Isis, Serapis, the Imperial cult.</li> <li>The roles taken by emperors- Pontifex Maximus, various priesthoods, as censors, in cults.</li> <li>Actions and policies of emperors towards religions, traditional and foreign.</li> <li>Festivals/rites initiated by emperors to specific gods/goddesses/cult figures/deified relatives; state festivals e.g. Ludi Saeculares.</li> <li>The presentation of the emperors' involvement in religion and its role in promoting the dynasty.</li> <li>Evidence in sources to events and attitudes- historians, poems, inscriptions, buildings etc.</li> </ul>                                                              |
| Level 4 | 19–24 | <ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul>                                                                                                                                                                                                                           | <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Traditional Roman religion: denarius- 4 priesthoods (Denarius AD 71), PM (coins e.g. Aureus AD 70); Titus: priest of all colleges inscription; cf Domitian; Cult: Aureus AD 86 she-wolf and twins; Domitian as perpetual censor-moral reforms- Vestal scandal (AD 83/91 Suet <i>Dom.</i> 8); Domitian favours Minerva Dio 67.1; Ludi Saeculares Tac. <i>Ann.</i> 11.11, As AD 88, Suet. <i>Dom.</i> 4, festivals to Jupiter, Minerva; temple of Claudius (Suet. <i>Vesp.</i> 9 contrast with Nero).</li> <li>Imperial cult: Suet. <i>Dom.</i> 13 Dominus et Deus (Dio 67.4.7), 'divine bed', gold or silver statues; Zonaras Dio 67.4.7; Silius <i>PW</i> 626ff – Domitian's son (Suet <i>Dom.</i> 3. Martial <i>Ep.</i> 4.3);</li> </ul> |

| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | sestertius AD 81/2 Domitia, Mother of Divus Caesar; aureus – Diva Domitia; JULIA sestertius AD 90/91; temple of Flavian gens Suet. <i>Dom.</i> 5, Martial <i>Ep.</i> 9.1; Suet. <i>Vesp.</i> 23: final words on becoming a god; Titus deification (Suet. <i>Dom.</i> 2).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Level 3 | 13–18 | <ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> | <ul style="list-style-type: none"> <li>Foreign cults: Foreign Cults: temple of Isis, Serapis Chronicle of 354, Dio 66.24, Suet. <i>Vesp.</i> 7; sestertius AD 71 Vespasian; temple of Serapis; Jews/Christians Dio 67.14 (Flavius Clemens, Flavia Domitilla, Glabrio); Isis-Titus/Vespasian Jos. <i>JW</i> 7.123 (Dio 66.24.2 also temple of Serapis); Apis bull and Titus Suet <i>Tit.</i> 5.3; Temple of Serapis, Basilides vision (Tac. <i>Hist.</i> 4.82).</li> <li>Presentation: omens etc - Suet <i>Vesp.</i> 5: omens of success, oracle at Carmel, Josephus prophecy; miracles; Tac. <i>Hist.</i> 2.4 Prophecy of Venus Suet. <i>Titus</i> 5; Tac. <i>Hist.</i> 4.81- blind man, lame man cf Dio 66.8; Tac. <i>Hist.</i> 1.10 for a critical view of omens; Suet <i>Vesp.</i> 7, Dio 66.8; priesthoods; building Suet. <i>Vesp.</i> 9, 19, Temple of Peace Pliny <i>NH</i> 27.3, Dio 66.15.1, Jos. <i>JW</i> 7.158ff; Dio 66.10 Temple of Jupiter Suet <i>Vesp.</i> 8, Dio 66.24; Chronicle of 354: Temples to Castor, Minerva.</li> </ul> <p>Although <b>not</b> expected, candidates may include non-prescribed material which should be credited. e.g.:<br/> Vespasian: Herculaneum/Pompeii flamen, also in Tarraco Lactor 20 L55; Narbonensis L57; Titus dedication in Moesia L58; Domitian in Ephesus; Diva Domitia in Termessus; oracle at Carmel (Tac. <i>Hist.</i> 2.78); Josephus prophecy (<i>JW</i> 3.400ff); Inscription MW151 (L8) Vespasian preserved public ceremonies and restored temples.</p> <p>Analysis of the sources might focus on:</p> |
| Level 2 | 7–12  | <ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>The nature of the sources: history, biography, epigraphic, numismatic.; the limitations in the evidence for the differing attitudes of each emperor.</li> <li>Contexts and preconceptions of the authors and the effect on the presentation of material and its value as historical evidence especially contemporary against non-contemporary sources.</li> <li>The similarities and differences in the ways religion is presented in the sources; how this affects our understanding of the attitudes of the emperors.</li> </ul> |
| Level 1 | 1–6   | <ul style="list-style-type: none"> <li>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|         | 0     | No response or no response worthy of credit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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