

GCE

Ancient History

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

AS 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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**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

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

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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 but no credit given/ irrelevant
	AO1
	AO2
	AO3

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.

Question 1		Explain the various methods used by the emperors to appeal to the ordinary people of Rome. [10 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO2 = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptor	Indicative content
Level 5	9–10	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) The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements about the historical issue in the question. (AO2)	No set answer is expected. Responses should be marked in-line with the level descriptors. Candidates may cover the following points in their explanation: • Military victories and triumphs (Augustus and Claudius) • Donatives of money, food and other gifts (Augustus, Gaius and Nero) • Links to popular ancestors (Augustus, Gaius, Nero) • Buildings: theatres, fora, public baths (Augustus, Nero) • Games and other days of celebration (Augustus, Gaius, Claudius and Nero) • Disaster relief (Augustus, Claudius and Nero)
Level 4	7–8	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) The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements about the historical issue in the question, though these are not consistently developed. (AO2)	

Level 3	5–6	The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made about the historical issue in the question, though the way in which the analysis supports the judgements may not always be made fully explicit. (AO2)	
Level 2	3–4	The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made about the historical issue in the question, though the way in which the judgements are supported is not made explicit. (AO2)	
Level 1	1–2	The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1) The response has a basic explanation with limited analysis and appraisal of historical events and periods relating to the historical issue in the question. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)	
	0	No response or no response worthy of credit	

Question 2	On the basis of this passage and other sources you have studied, how fair an assessment of the reign of Tiberius does Velleius present? [20 marks]		
Assessment Objectives	AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: - historical events and historical periods studied - how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.		
Additional guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptor	Indicative content
Level 5	17–20	Response uses a good range of appropriate examples from the set source(s) and other ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) 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)	No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing, disagreeing, or anywhere between, providing the response has addressed the issue of 'how fair'. Responses should be marked in line with the level descriptors. For the top level, candidates need to use the source material to come to a judgement and conclusion.

Level 4	13–16	Response uses a range of appropriate examples from set source(s) and other ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) 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)	Information from the passage showing a positive view of Tiberius reign up to this point: • Velleius reference to ‘all that has been achieved over the last sixteen years’ • Tiberius’ deification of his father and religious devotion • Respect has been restored to public life; political conspiracy eliminated from it. • Scheming for high office has been banished from elections, factional strife from the senate; justice, fairness and commitment to hard work, • Have been brought back to politics • Good deeds are admired; evil deeds punished. • The emperor’s generosity in the form of disaster relief (fires). • Tiberius as ‘best of emperors’; leading by example. Other factors and information from other sources could include: • Some positive aspects of his reign: Suetonius, Tiberius, 26 (modest and unassuming beginning to his reign); 27 (distaste of flattery); 29-31 (courtesy to the Senate)
Level 3	9–12	Response uses some appropriate examples from the set source(s) and other ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)	
Level 2	5–8	Response uses a limited selection of appropriate examples from the set source(s) and other ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)	The rise and fall of Sejanus who is praised by Velleius (2.127-128.4) but other sources are exclusively hostile and undermines most of the positive praise from Velleius in the passage: • Dio 58 4: Sejanus gradual increase in power and influence; ‘partner of my labours’; the grovelling and subservient treatment of Sejanus by the senators; Sejanus’ firm grasp of power by controlling the Praetorians and others through intimidation, hopes and benefactions; statues of Sejanus in public places, Sejanus’ name linked officially with Tiberius, sacrifices to

Level 1	1–4	Response uses only a very limited selection of appropriate examples from the set source(s) and/or ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3) The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)	Sejanus and joint consulship designated every 5 years with Tiberius; treatment of Sejanus, during the absence of Tiberius by the senators as if he were emperor (58.5.1-7); Sejanus falls out of favour and is executed (Dio 58.6.1-7.3, 58.8.4-11.7). Tacitus Annals 4.1-4.3 on Sejanus' malevolence and threat behind a plausible façade, rehousing of the guard nearer Rome, plot to murder Drusus. Rejection of marriage to Livilla in 4.39- 40. Suetonius, Tiberius, 61: Tiberius becomes more savage after death of Sejanus, Sejanus' death and details of Sejanus' own view of his position, 65: downfall.
	0	No response or no response worthy of credit	Although not expected, candidates may include non-prescribed material which should be credited. - Tiberius - financial crisis in 33 (Tac Ann. 6.16-17); Tiberius fires Tac Ann. 6.64, 6.45 General negative view of Tiberius' reign: - Suetonius, Tiberius 61: 'not a day, however holy, passed without an execution'; 'many men were accused and condemned with their children'; 'special awards were voted to the informers who had denounced them'; 'an informer's word was always believed'; 'every crime became a capital one'. - Tacitus, The Annals of Imperial Rome, 3.65: 'the greatest figures- had to protect their positions by subservency'; 'senators competed with each other's offensively sycophantic proposals'; 'men fit to be slaves!' - Suetonius, Tiberius, 62–63 (excessive cruelty), 75 (reaction by the people to Tiberius' death) - Tacitus, Annals: 2.73 (the death of Germanicus); 1.72, 3.50; 3.55, 3.70, 4.20, 4.30–4.31 (treason trials); 1.11–13.6 (initial cold and aloof interactions with the Senate upon accession)

*Question 3		How reliable is the presentation of Claudius in the sources? [30 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: - historical events and historical periods studied - how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in the responses.	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptor	Indicative content
Level 5	25–30	Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.	No set answer is expected. It is possible to reach the highest marks with a conclusion agreeing, disagreeing or anywhere between, providing the response has addressed the issue of 'how reliable'. Responses should be marked in-line with the level descriptors. Candidates may discuss: - The nature of Claudius' accession, initial rejection by the senate, support from the praetorian guard. - Invasion of Britain: reasons for the invasion and how Claudius used propaganda to enhance his military reputation - Achievements: in Britain (rapid conquest to the Fosse Way). Building of the harbour at Ostia and draining of the Fucine lake, bestowing senatorial privilege on Gallic nobles - Control of wives and Freedmen

Level 4	19–24	Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	• General portrayal as easy to manipulate, addict to gambling and drink • Ineffectual at curbing ambition of Nero Supporting source details may include: • Discontent with Claudius: Suet. 10 – accession – support /opposition; plots: Dio 60.14; Suet. 13, 36, riots 18; executions 29 • Role of wives: Suet. Cl. 29 on Messalina's Influences. • Under control of wives and freedmen: Suet Cl 29, 44-45; Tacitus, Annals 12.65-69. • Accession: Suetonius, Claudius 10-11; Dio 60.1.1, 3.1-7; Josephus, JA 19.158-64, 227-36, 254-62, 20.148, 151-2 • Food supply: harbour at Ostia AD 42 Suet. Cl. 18/20, Pliny NH 36.122-4; 8 days supply left on accession (Sen. De Brev. 18.5-6); Claudius dupondius; Suet. Claudius 18 riot over supply, measures to help merchants (19) • Buildings: Suet. Claudius 20 projects, 18, 21 employment food and gifts. • Campaign in Britain and its attempt to legitimize Claudius' reign: aureus (J12b), (N22), Suet, Cl, 17. Credit all relevant source material
Level 3	13–18	Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	

Level 2	7–12	Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Although not expected, candidates may include non-prescribed material which should be credited. E.g. Tac. Ann. 12.3; Suet. Cl. 26.; Dio. 60.31 on seduction of Claudius by Agrippina and subsequent marriage; Tac. Ann. 11.29. Tac. Ann. 11, 26-38 on Messalina's downfall Analysis of sources might focus on: • How the ancient evidence portrays Claudius in line with above points. • The lack of Tacitus for the accession and early part of the reign • The nature of biography and limitations of Suetonius in general • Evaluation and interpretation of archaeological sources • Reliability of bad personal qualities of Claudius which seem to derive from caricature from Apocolocyntosis by hostile Seneca (not a set source)
Level 1	1–6	Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3) The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2) The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1) The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	
	0	No response or no response worthy of credit	

*Question 4		How far do you agree that the senate's power and influence declined during this period? [30 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements AO3 = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: - historical events and historical periods studied - how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in the responses.	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptor	Indicative content
Level 5	25–30	Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.	No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of 'how far'. Responses should be marked in-line with the level descriptors. Candidates may discuss: - Some assessment of what the role of the senate was in the republic and how far this declined during the imperial period - How Augustus maintained the republican image throughout his reign as a key part of his propaganda - Treason trials, executions of individual senators across the period - Senate's lack of power in having Claudius forced upon them as successor to Gaius shows them as ineffectual compared to the Praetorian Guard

Level 4	19–24	Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	• Influence of powerful individuals at the expense of the Senate: Sejanus, Claudius wives and freedmen, members of the imperial family • Senate is more effective in declaring Nero as a public enemy in 68AD albeit with support from the legions and Praetorians. Supporting source details may include: • Augustus: there is a wealth of material in Res Gestae including 1 on championing the liberty of the republic and triumvir for 'setting the republic in order'; 5 on turning down the dictatorship and consulship in perpetuity; 7 as princeps senatus; 8 on reviving ancestral tradition; 19 rebuilding the Senate-house; Tacitus on the reasons for the success of the republican façade: 1.1.1 state 'exhausted by civil war'; 1.2.1 use of tribunician power and lack of motivation of any remaining senators to expose his despotic rule; 1.9.4 'he ordered the republic not as a kingdom, nor as a dictatorship, but under the name of princeps'; Velleius 89.3 'majesty restored to the senate'; Suetonius, DA, 28: the edict on the constitution and the conclusion by Suetonius that he 'made every effort to prevent any dissatisfaction with the new regime'. The aureus of 28BC which shows Augustus resorting the 'laws and rights'
Level 3	13–18	Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3) The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2) The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	• Tiberius: Tac. Ann 1.11f - debate on accession; 1.15 elections end; executions Suet. Tib. 61, Tac. Ann 6.19; Suet. Tib. 61 massacres; 65 deceit and trickery over Sejanus; Velleius 2.126 praise; rise of Sejanus in Tac, Ann 4

Level 2	7–12	Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	• Gaius: Suet. Gaius 13 initial good works; 27-30 cruelty; 22 monster; 19, 30 Let them hate me etc. • Claudius accused of taking legal and magisterial functions for himself (Tac. Annals 11.5); Tacitus Annals 12. 59 on Claudius' use of equites; Suet. Claudius executions 29; Claudius' wives and freedmen Tac. Annals 12.41, 12.65-69; Dio 60.15.5-16.2 • Nero: initial sharing of power Suet. <i>Nero</i> 10; Tac. Annals Thrasea 14. 11; Agrippina Tac. Annals 14.1f; 15.67 Flavus' view Credit all relevant source material Although not expected, candidates may include non-prescribed material which should be credited E.g. • Crushing tyranny Tac. Ann 5.2-3, 6.51 • Maiestas (treason) Dio 57.19; • Attitude to Senate Gaius 26, 55, Dio 59.14, 25; • Hatred for Senate Suet Nero 37 in favour of equites Analysis of the sources might focus on: • Reliability of Res Gestae and contemporary Augustan sources which present Senate as equal partner in government with republic restored by Augustus himself • Tacitus' own criticisms of imperial rule of the Julio-Claudians and the subservience of the senate implicit in his own accounts which could affect reliable portrayal • Sources in general focused on actions and personality of the emperor rather than the senate • Monopolising of honours and magistracies by members of the imperial family • Other administrative roles created by Augustus and
Level 1	1–6	Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3) The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2) The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1) The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	

	0	No response or no response worthy of credit	maintained by his successors so the Senate have more to do but with less influence on key political decisions
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Need to get in touch?

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