



Practice Paper

A Level Ancient History
H407/23: Emperors and Empire

MARK SCHEME

Duration: 2 hours 30 minutes

MAXIMUM MARK 98

MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

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

Rubric Error Responses – Optional Questions

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

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 a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
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)
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)
On the borderline of this level and the one below	At bottom of level

11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. The weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 5 AO1, 10 AO2 and 15 AO3, then the AO1/AO2/AO3 ratio will be 1/2/3 throughout the levels. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.

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

*Question 1		How successful were the Julio-Claudians in gaining and maintaining the support of the upper classes? [30 marks]	
Assessment Objectives		<p>AO3 = 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"> 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. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the 'success' in terms of the issue 'gaining and maintaining the support of the upper classes'. They should consider the range of means used but they will also be expected to explore different approaches of the emperors and different or similar concerns. Candidates will be expected to cover the time period, looking at continuity and change in the means and success, and similarities and differences in how and why emperors took action. Some candidates may consider how far the efforts succeeded in achieving their aims in acting as they did.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> provision of honours, magistracies. commands for senators and equestrians; avoiding overt use of powers by some, displays of power by others

Level 4	19–24	<ul style="list-style-type: none"> 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) <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"> and the effects of these actions; maintaining stability and peace for prosperity, wealth creation, etc Promoting support in the provinces through rewards, benefits (e.g. citizenship), financial and civil development etc e.g. client kings- Herod, Cogidubnus. Cartimadua, <p>Answers are also likely to consider success:</p> <ul style="list-style-type: none"> The behaviour of upper class: Propaganda: poets, coins. Inscriptions, buildings plots and opposition relationship with senators and equestrians; mistreatment and humiliation; cruelty etc; Reactions to actions by emperors to gain support positive and negative, pro- or anti-Roman sentiments and actions: <p>Supporting source details may include:</p> <p>Means:</p> <ul style="list-style-type: none"> Tiberius and Sejanus: Tac. Annals 4.1-2; Claudius' speech on Gauls Tac. Annals 11.24; Nero gives gifts etc Suet. Nero 10-11; Augustus: RG 34: I handed back all my powers to senate and other ref. to Senate's grants of powers; RG 6. 1 - desire to keep customs of ancients; gifts to senators Tac. Annals 2.37 Tacitus Annals 1.2. – seduced all with blessings of peace etc; Dio 51.21; praise for success Tac Ann. 1.9; Aeneid 6 Age of Gold; Relations: Suet. Tib. 26 modesty, refuses honours, cf Tac. Annals 1.72. 4.41– 29 -courtesy; 30 – pretence of liberty- 30 - consultation of the senate; 31- not object if senate acted against his wishes; Suet. Nero 10 promise to reign like Augustus; Gaius - Dio 59.3.1, good acts Dio 59.9.4f; Suet Gaius 13-14; Claudius - Suet. 12- refuses honours/ 16- senate/ 25 equestrian career cf Dio 60 6.1-7 <p>Success or Failure</p> <ul style="list-style-type: none"> varying reactions to Aug's speech 27 BC Dio 53.11; reaction to adultery laws Suet Aug. 34; honours to emperors- Pater Patriae RG
Level 3	13–18	<ul style="list-style-type: none"> 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) <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>	

Level 2	7–12	<ul style="list-style-type: none"> • 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) <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>35; coin of civic crown, priesthoods; Suet. Aug. 26</p> <ul style="list-style-type: none"> • Hor Odes 3. 15: Augustus' successes; Suet. Aug. 39 Equestrians • Augustus: (Suet. Aug. 19 and Aug.65-6); Tac. Ann. 1.4 – lack of opposition Sen. De Clem. 1.9.2-12. ; Caepio/Murena, Rufus (Velleius 2.91), Lepidus, Cinna, Iullus (Velleius 100.1) etc; Pliny NH 7.147-150 problems; • Tiberius - Tac. Ann 1.11-12 Tiberius' difficult first debate; reference to them as 'fit to be slaves' (3.65); eventual decline into brutality; treason trials; Suet. Tib. 31 Freedom of the senate; Tiberius' treason trials (Tac. Annals 6.18); hatred Suet. Tib. 63; 75- death; • Gaius: Dio 59.3.3-5, Suet. Gaius 30; Seneca on Anger 3.19.1-5; assassination Suet. Gaius 58; Dio 59.29; Plots Jos. JA 19.17-27 • Claudius Suet. Cl.13 attempts on Claudius' life – lack of success; early association with equestrians; Messalina and her actions Dio 60.17.8-18 • Nero – Piso Tac. Annals 15.48-50, Vinicus plots 15.67 hatred of Nero's action by Flavus; Cassius Dio 63. 22 Vindex's complaints, 29 Senate; opposition of Thrasea Tac Ann. 14.12 etc; • reported views in Tacitus Ann. 14 (Boudicca), Dio 63 (Vindex). <p>Although not expected, candidates may include non-prescribed material which should be credited.</p> <ul style="list-style-type: none"> • For example Suet. Aug. 54: A. never punished anyone for showing independence of mind or for behaving insolently; Horace Odes 3.6; (3.14) <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> • the genres, agendas and contexts of the authors and how these affect the value of the information for specific emperors and their actions and success; • the limitation of the evidence for specific emperors and the extent of success; • the differences and similarities between the types of evidence. • The issues of interpretation and evaluation of epigraphic and numismatic evidence.
Level 1	1–6	<ul style="list-style-type: none"> • 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) <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	

*Question 2		To what extent do the sources support the view that the emperors of this period provided effective administration of the city of Rome? [30 marks]	
Assessment Objectives		<p>AO3 = 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"> 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. <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the range of information provided for the administration of the city of Rome. They should consider the value or usefulness of the evidence but also will be expected to compare different types of evidence in order to interpret, analyse and evaluate the effectiveness of the administration. Candidates will be expected to cover the period, looking at the differences and similarities between emperors and in the evidence both contemporary and non-contemporary and genres.</p> <p>Answers are likely to include aspects of administration:</p> <ul style="list-style-type: none"> reorganisation of regions and wards aid and restoration after disasters: buildings, development of infrastructure: maintaining order: magistrates, officials and groups <i>praefectus praetorium</i>: law enforcement, fire-brigade cohorts <i>urbanae</i>, vigiles;
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically 	

		<p>reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> 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) <p><i>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.</i></p>	<p>praetors, quaestors, aediles: duties transferred to <i>praefecti</i>, procurators and freedmen directly responsible to the emperor;</p> <ul style="list-style-type: none"> food supply: <i>praefectus annonae</i>, <i>praefectus frumenti dandi</i>, procurator Ostiae; Augustus: <i>cura annonae</i> after riots of 22 BC/ prefect AD 8; <i>curators aquarum</i>, <i>curators riparum Tiberis</i>, and administrators of the harbours, the Tiber, public works, roads, waste disposal etc; water supply; state treasury: <i>aerarium Saturni</i> - quaestors appointed by Claudius- 3 year office, not 1; special procurator controlled taxes on legacies (5%); religion: priestly colleges; creation of Augustales/ Lares Compitales in 7 BC and worship of the family/ genius; vicomagistri; censorship courts: Augustus, Claudius reforms; innovations at the start and the developments e.g. the development from Rufus' slaves into an organised force over 25 yrs; move from senate commission to <i>praefectus annonae</i> because of inadequacy of the original arrangements.
Level 3	13–18	<ul style="list-style-type: none"> 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) <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> Suet. <i>Aug.</i> 30; 7BC Augustus - 14 regions; <i>curatores viarum</i> (Suet. <i>Aug.</i> 30); Claudius Dio 60. 6.1f; Tiberius -not interested once in Capri (Suet. <i>Tib</i> 41); Fire-brigade (night watch Suet. <i>Aug.</i> 30); Gaius Dio 59. 9; Claudius actions Suet. <i>Cl.</i> 18- Aemilial fire; Nero; fire AD 64 Tac. <i>Ann.</i> 15.38-41; palace 42; regulations 43; Augustus Strabo 5.3.7; RG 20.4 82 temples cf Ovid <i>Fasti</i> 2.55-66; regulations Strabo 5.3.7; Tiberius Velleius 2.130 <i>praefectus urbi</i> (Tac. <i>Ann.</i>6.10), <i>vigiles</i>; Velleius 2.89; on Tiberius Velleius 2.126- price of corn; city prefect Tac. <i>Annals</i> 6.10; posts: procurators and freedmen directly responsible to the emperor; Suet. <i>Aug.</i> 37 food supply: Claudius: - <i>cura annonae</i> imperial prefect – harbour at Ostia AD 42 Suet. <i>Cl.</i> 18/20, Pliny <i>NH</i> 36.122-4; 8 days supply left on accession (Sen. <i>De Brev.</i> 18.5-6); Claudius dupondius; Nero: unpopular (Suet. <i>Nero</i> 45); Tiberius -supply maintained (Suet 37); Augustus, Agrippa 33-12 BC : company of slaves to repair aqueducts: RG 20 → admin infrastructure for maintenance; Strabo 5.3.8; Claudius:
Level 2	7–12	<ul style="list-style-type: none"> 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) 	

		<ul style="list-style-type: none"> The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1) <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</i></p>	<p>inscription AD 46 dug channels from Tiber to the sea, freed city from danger of floods; Aqua Claudia, Anio Novus (Pliny <i>NH</i> 36.122-3); Frontinus: 2. 98ff 9 aqueducts.</p> <ul style="list-style-type: none"> special procurator controlled taxes on legacies (5%); religious changes (Suet. Aug. 31); Lares Inscription; Suet. <i>Cl.</i> 22; Claudius accused of taking legal and magisterial functions for himself (Suet. <i>Cl.</i> 14); Nero begins by rejecting the Claudian model in favour of Augustus (Suet. <i>Nero</i> 10); (Suet. Aug. 33).
Level 1	1–6	<ul style="list-style-type: none"> 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) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	<p>Although not expected, candidates may include non-prescribed material which should be credited.</p> <ul style="list-style-type: none"> For example: Tiberius - fires in 27 and 37; (<i>Tac Ann.</i> 6.64, 6.45 corn supply; Tiberius - financial crisis in 33 (<i>Tac Ann.</i> 6.16-17) <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> the genres, agendas and contexts of the authors and how these affect the value of the information for the changes in administration. the limitation of the evidence for the effectiveness of emperors' actions. The differences and similarities between the types of evidence or different genres for example coins. The extent to which the sources differ for different emperors.
	0	No response or no response worthy of credit	

Question 3		How convincing do you find Wells' interpretation of Tiberius' character and actions?		[20 marks]
Assessment Objectives		<p>AO4 = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.</p> <p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p>		
Additional guidance		<p>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.</p> <p>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.</p> <p>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.</p>		
Level	Marks	Level descriptors	Indicative content	
Level 5	17–20	<ul style="list-style-type: none"> Response has a very through and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4) 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) 	<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 extent. 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> <p>In locating the interpretation within the wider historical debate,</p> <ul style="list-style-type: none"> discuss the specific actions of Tiberius mentioned in the passage; discuss the contexts of the various events and actions mentioned in the passage; discuss the presentation of Tiberius' character and actions in the sources, specifically the reference to Tacitus in the passage; assess the extent to which Tiberius' personality is an issue for historians; other views; discuss the views concerning Tiberius' character and actions presented in the passage. <p>In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information / ancient sources:</p> <ul style="list-style-type: none"> the presentation of aspects of Tiberius' character and actions not 	
Level 4	13–16	<ul style="list-style-type: none"> Response has a through and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. (AO4) 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) 		

Level 3	9–12	<ul style="list-style-type: none"> • Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4) • The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) 	<p>agreeing with elements e.g. “isolated, scared etc’, ‘lacked the will’, ‘an enigma’: accession Tac. <i>Ann.</i> 1.; imperial cult (Tac. <i>Ann.</i> 4.37); sound government 4.6, 4.13 (empire etc, corn supply), Caelian Hill fire, fire in AD 36; Asian Cities; senate; finance (crisis in AD 33 corn riots (relations with others; dealing with Sejanus (Dio 58.4-6) and opposition; dealing with corruption; positive view of reign Velleius 2.126, 129;</p> <ul style="list-style-type: none"> • the actions of others and effect on him: Drusus’ death; Agrippina’s behaviour; relations with family Tac. <i>Ann.</i> 1.52, 2.70, 4.1, 4.3); Tacitus’ judgement of two aspects to character and reign; Antonia’s letter on Sejanus; • the nature and extent of opposition: Sejanus, (Tac. <i>Ann.</i> 4.1-3, Suet <i>Tib.</i> 65), Agrippina and sons; (Suet. <i>Tib.</i> 61-62) • senators: courteous, respectful Suet <i>Tib.</i> 27,29-30; change after son’s death; Suet <i>Tib.</i> 33; generosity Suet. <i>Tib.</i> 48 • the agendas and intentions of the authors of the accounts of Tiberius reign.
Level 2	5–8	<ul style="list-style-type: none"> • Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4) • The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) 	<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"> • the examples of Tiberius actions and character supporting the views in the passage e.g. ‘lack of will’, ‘indecisive’: accession debate (Tac. <i>Ann.</i> 1.11ff; Suet <i>Tib.</i> 23-4, 41); • cynical view of senate (Tac. <i>Ann.</i> 3.65); trial of Piso; attitude and use of treason trials; • the roles and importance of Sejanus (partner Tac. <i>Ann.</i> 4.1-2. or ‘evil genius’, Velleius 2.127-8 positive view; Dio 58.4.1, 5.1 Sejanus as ‘emperor’); fall Dio 58.8-10, Suet <i>Tib.</i> 65; Macro; • the behaviour of the senate and individual senators in their relations with Tiberius: ‘demoralised’, always obeyed’ - ‘trials, accession, etc; Sen. On Benefits 3.26.1-2; • the nature and extent of the treason trials during his reign Tac <i>Annals</i> 6.18-19 e.g. Silius, Sosia ac. <i>Annals</i> 4.20; role of senators; tyranny (Tac. <i>Ann.</i> 4.1); cruelty Suet. <i>Tib.</i> 61; • the evidence in the sources for his personality and the nature of his principate; isolated - his retirement to Capri – delegating duties (Tac. <i>Ann.</i>4.41); relations with family and effect on him - Livia Tac. <i>Annals</i> 1.3; escape to Capri Suet. <i>Tib.</i> 62), Germanicus Tac. <i>Ann.</i>1.52, 62 , Agrippina and the children, Drusus.
Level 1	1–4	<ul style="list-style-type: none"> • Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) 	
	0	No response or no response worthy of credit	

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

Question 4		How useful is this passage in helping us understand the benefits and dangers of using client rulers?		[12 marks]
Assessment Objectives		<p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO3 = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</p>		
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptors	Indicative content	
Level 6	11–12	<ul style="list-style-type: none"> The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<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 extent. 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>	
Level 5	9–10	<ul style="list-style-type: none"> The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<ul style="list-style-type: none"> “Britons revived their ambitions...we were left with a war to fight” – Britons warlike tendencies could only ever be hampered and would have to be militarily defeated at some point “She besought Roman protection” – British clients used Roman armies to protect themselves “leader...was Venutius...who hated the Roman power” – kingdoms could be amixture of pro- and anti- roman. 	
Level 4	7–8	<ul style="list-style-type: none"> The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1) Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<ul style="list-style-type: none"> “she captured King Caratacus...and handed him over to embellish the triumph of the emperor Claudius” – use of clients could mean less work for Romans / it was a reciprocal relationship “The result was riches, and the self-indulgence which flowers in prosperity” – client status could greatly 	

Level 3	5–6	<ul style="list-style-type: none"> The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1) Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<p>benefit british leaders and spread Romanisation</p> <ul style="list-style-type: none"> “The people of the tribe declared for Venutius” – change of leader / civil war could end client kingship “Our <i>alae</i> and cohorts fought indecisive battles...the kingdom went to Venutius” – british armies could be a danger for the Roman armies
Level 2	3–4	<ul style="list-style-type: none"> The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1) Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3) 	<ul style="list-style-type: none"> Overall client status could appease british armies but it was a balancing act. <p>The usefulness of this passage in comparison/contrast to other sources which make reference of other client rulers e.g.:</p>
Level 1	1–2	<ul style="list-style-type: none"> The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1) Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3) 	<ul style="list-style-type: none"> disarmament and subsequent rebellion of the Iceni in AD 47, Tac, <i>Annals</i> 12.31; Queen Cartimandua’s role in the capture of Caratacus, Tac, <i>Annals</i> 12.36; Roman assistance of Cartimandua in a civil war against her husband from earlier during the governorship of Gallus, Tac, <i>Annals</i> 12.40; the death of Prasutagus and its aftermath which was a cause of the Iceni rebellion of AD 60/61, Tac, <i>Annals</i> 14.31; dedications lab referring to [To]gidubnus to Neptune and Minerva, RIB 91; annual vow to Nero from territory of the Regni tribe, RIB 92; loyalty of Cogidubnus and assessment of client ruler relationship in Tac, <i>Agricola</i> 14.
	0	No response or no response worthy of credit	

*Question 5		How far does the evidence show that the British economy benefitted from the Roman occupation of Britain?	[36 marks]
Assessment Objectives		<p>AO3 = 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"> • 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. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> • Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) • The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) • The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at the British economy beginning with the influence of Caesar's campaigns in Gaul and Britain and how this was influenced overtime by comparing literary, numismatic and other archaeological sources.</p> <p>A north/south difference may be noted, along with a discussion of Tacitus' portrayal of Agricola (and the students may make the direct link to context). Candidates could also take into consideration the difficulties of understanding the policies being followed. The question focuses on benefits for the Britons and their economy, and should not be a focus on how much the Romans benefitted from the invasion.</p>
Level 5	25–30	<ul style="list-style-type: none"> • Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) • The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to 	<p>Candidates should try and look across the time period, and may compare those tribes which immediately took on Romanisation with those that didn't, and whether they were able to successfully continue to be independent states (c.f. Iceni, Trinovantes, Brigantes, Silures).</p> <p>Answers are likely to include information on:</p>

		<p>reach substantiated, sustained and developed and judgements. (AO2)</p> <ul style="list-style-type: none"> 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) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Some positives?</p> <ul style="list-style-type: none"> <i>Pax Romana</i> brought an end to a semi-permanent state of tribal warring, leading to physical and economic benefits for client rulers / aristocrats. Increasing levels of involvement in Romanisation saw a growth in other activities connected with trade. Roman goods became more available (rather than just aristocracy). The development of <i>colonia, municipia</i> (Verulamium) Preservation of local identities in the <i>civitates</i>. <p>Some negatives?</p> <ul style="list-style-type: none"> The increased taxation levied on the population. Exploitation and near-enslavement of the native population by incomers – the downside of the development of villa estates. <p>Supporting source details may include:</p> <ul style="list-style-type: none"> Archaeology showing Romanisation: Chichester dedication slabs (RIB 91 & 92); Verulamium forum inscription. Strabo, <i>Geography</i> 4.5.1–2, 4.5.4. Tacitus, <i>Agricola</i>. Treatment shown to the British during expansion: Cassius Dio; Tacitus, <i>Annals</i>. Vindolanda Tablets / frontier communities. Colchester, Fishbourne Palace; candidates may include non-prescribed villas which should be credited. Roads as trade routes Switch to London as capital after Boudiccan Revolt <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> Most of the literary sources focus on the military expansion; nevertheless Tacitus is keen on impressing the importance
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	

Level 2	7–12	<ul style="list-style-type: none"> • 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) <p><i>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.</i></p>	<ul style="list-style-type: none"> • of Romanisation as the job of a Roman governor (following direction from above?); • How much evidence we have that supports Tacitus' view of Agricola's economic successes; • Use of speeches / omens – express reasons for the anti-roman sentiments such as over-taxation and burdens of Roman rule; • Much of the 'archaeology' was produced and paid for by aristocrats - this could be compared with the countryside. • The limitations of epigraphic evidence in terms of the amount which survives / may survive, and the limited sections of society who made use of it; • Tacitus portrayal of Boudicca and Calgacus and how much he is aware of the negative aspect of Romanisation – "create a desert and call it peace".
Level 1	1–6	<ul style="list-style-type: none"> • Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

*Question 6		To what extent do the sources help us understand the causes of the Boudiccan Revolt?		[36 marks]
Assessment Objectives		<p>AO3 = 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"> 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. <p>AO2 = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO1 = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in responses.</p>		
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
Level	Marks	Level descriptors	Indicative content	
Level 6	31–36	<ul style="list-style-type: none"> Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3) The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2) The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at short term and long term causes of the Revolt along with whether it was purely Boudicca's influence or symptomatic of wider issues in the period. Candidates should show awareness of Tacitus' Annals and Dio Cassius, as well as how Tacitus dealt with the revolt in the earlier Agricola and how his portrayal developed into the version in the Annals. Agricola is interesting as the speech is given to general 'Britons'; whereas later Boudicca herself is given the speech.</p> <p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> Immediate causes of the rebellion as covered by Tacitus and Cassius Dio. Conquest and insistence on compliance with Roman rule: Caratacus and the Silures rebellion; early treatment of the Iceni, disarming the population even in client kingdoms; Attitude of anti-Roman Venutius against Cartimandua in Brigantia; Attack on Mona attempting to wipe out Druids and rebellion stronghold. More positive aspects: trade, political links, use made of 	
Level 5	25–30	<ul style="list-style-type: none"> Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to 		

		<p>reach substantiated, sustained and developed and judgements. (AO2)</p> <ul style="list-style-type: none"> 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) <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<p>client kings who seems to have accepted Roman terms after initial trouble in AD 47, growth of some towns, trade, known from archaeology.</p> <ul style="list-style-type: none"> Further divergences which suggest hostility not only to the Romans but also to Romanized Britons. Archaeology may be discussed in this context – Colchester, London, Verulamium, debate on the ‘Boudiccan destruction event horizon’.
Level 4	19–24	<ul style="list-style-type: none"> Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3) The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2) The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1) <p><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> Tacitus, <i>Annals</i> 12.31–40, 14.29–30 – Ostorius Scapula to Diduius Gallus AD 47–52, attack on Mona AD 60. Tacitus, <i>Annals</i> 14.31–37, 14.38–39 – Revolt and aftermath. Cassius Dio, <i>Roman History</i> 62.1.1–3.4, 62.7.1–9.2 – Revolt and Boudicca’s death. Suetonius, <i>Vespasian</i> 4.1–2 – Viciousness of invading Roman troops and fierceness of British opposition. <i>Coins Verica / Cunobelin(us)</i>, Suetonius, <i>Claudius</i>, 17.1–2. <i>Chichester dedication slab / dedication to Nero</i> – demonstrating citizenship granted to leading Britons. <i>Arch of Claudius</i> – celebrating military might over British tribes.
Level 3	13–18	<ul style="list-style-type: none"> Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3) The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2) The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1) <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> The sole reliance on Cassius Dio (for AD 43) and Tacitus (AD 47–59) and the similarities/differences for their versions of the revolt. The bias and purposes of the different authors. Use of speeches / omens – General rhetorically expressed reasons for the rebellion such as over-taxation and burdens of Roman rule need to be evaluated – did other tribes not join in – if not why? Archaeology of the destruction of Colchester.

Level 2	7–12	<ul style="list-style-type: none"> • 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) <p><i>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.</i></p>	
Level 1	1–6	<ul style="list-style-type: none"> • Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3) • The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2) • The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1) <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

