



**GCE**

**Ancient History**

**H407/23: Emperors and Empire**

Advanced GCE

**Mark Scheme for June 2019**

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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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## Annotations

| Annotation  | Meaning   |
|---|---|
|  | Correct   |
|  | Assessment Objective 1 (AO1)  |
|  | Assessment Objective 2 (AO2)  |
|  | Assessment Objective 3 (AO3)  |
|  | Assessment Objective 4 (AO4) L4 stamp to be used in June 2019 – a new AO4 stamp will be available from 2020 |
|  | Blank page  |
|  | Omission  |
|  | Evaluation  |
|  | Irrelevant  |
|  | Knowledge   |

## Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range.

Always be prepared to use the full range of marks.

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1. The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
2. The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
3. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
4. 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

|                              |              |   |   |
|------------------------------|--------------|---|---|
| <b>Question 1*</b>           |              | To what extent and for what reasons did the emperors attempt to improve the lives of the inhabitants of the city of Rome? [30 marks]  |   |
| <b>Assessment Objectives</b> |              | <p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>                                |   |
| <b>Additional guidance</b>   |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |   |
| <b>Level</b>                 | <b>Marks</b> | <b>Level descriptor</b>   | <b>Indicative content</b>   |
| Level 5                      | 25-30        | <ul style="list-style-type: none"> <li>• Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>• The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> | <p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the 'extent' and 'reasons' in terms of the issue 'improving the lives of inhabitants of Rome'. They should consider the range of means to improve lives 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 lives of the inhabitants, 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> |

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|         |       | <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>   |  |
| Level 4 | 19-24 | <ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and for the most substantiated.</i></p> | <p>Answers are likely to include ways and extent of efforts:</p> <ul style="list-style-type: none"> <li>Grain supply: price and security of supply; sources of food (Egypt); transport; distribution means.</li> <li>Entertainments: Circus, Gladiatorial, theatrical and musical festivals, Ludi Saeculares; baths.</li> <li>Security and safety; organisation districts; provision of vigiles; Praetorian Guard; Urban cohorts.</li> <li>Political stability: creation of posts, roles for upper class, gifts and support.</li> <li>Water-supply: aqueducts, floods.</li> <li>Fire-fighting: rebuilding regulations; housing; provision of equipment; fire-brigade, provision after fires.</li> <li>Finance: money supply; coinage; interest rates.</li> <li>Donatives and handouts; employment; living conditions - housing.</li> <li>Reforms to laws; moral legislation; slaves and freed slaves.</li> </ul> |
| Level 3 | 13-18 | <ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul>  | <p>Answers are also likely to include reasons:</p> <ul style="list-style-type: none"> <li>Maintain good relations with different groups, popularity.</li> <li>Avoiding discontent and riots among plebs through famine, fire etc.</li> <li>Removing reasons for opposition among elites, political stability.</li> <li>Reputation and fame.</li> <li>Providing employment and wage.</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>RG 5 crisis; issues of higher demands; RG 18 grain reforms; Suet. <i>Claudius</i> 18 riot over supply, measures to help merchants (19), dupondius (L19 K13); Ostia – coins; inscription L19 K16, K17; Suet. <i>Nero</i> 45 profiteering.</li> </ul>  |

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|         |      | <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>   |   |
| Level 2 | 7-12 | <ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p><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> | <ul style="list-style-type: none"> <li>• RG 22-23 games; Suet Aug.31 Saecular Games etc Suet. Claudius 21; Suet. Tib. 47 rarely attends; gave none himself; Suet Gaius 18 his behaviour; Suet. Claudius 21; Tac Ann. 14.14 Nero chariot racing;</li> <li>• Suet. Aug. 30 wards of city, 35 the administration of city, 30 vigiles; Tac. Ann.1.2 delights of peace; Velleius 2.89.3-5; Jos. JA 19.228 people prefer sole ruler; Dio 60.6-7 Claudius reforms for city.</li> <li>• Suet. Aug. 37 new posts, 41 his generosity to senators cf Macrobius Sat. 2.4.23 (L17 T26);</li> <li>• aqueducts, RG 20.2, Strabo Geog. 5.3.8; flood prevention; Claudius inscp on Tiber channels (L19 K16).</li> <li>• Nero regulations Tac. Ann. 15.42; Claudius fire control Suet. Claudius 18; Strabo Geog. 5.3.7 Augustus' rules.</li> <li>• Suet. Tib. 47 meanness; Gaius: quadrans AD 39 tax remission (L19 J19h).</li> <li>• RG 15 donatives, grain handouts, Suet. Tib. 47 to Praetorians after Sejanus, building: Suet. Tib. 47 only 2 projects; Suet. Claudius 20 projects, 18, 21 employment food and gifts, 22 reforms; Suet. Nero 10-11 gifts and games; Sestertius AD 64 handout L19 Q14).</li> <li>• Suet. Aug.34 moral legislation; Suet. Tib. 33 actions against immoral practices.</li> <li>• Popularity and support: RG 5, 10 (Pater Patriae), Tac. Ann. 1.2. Ovid Fasti 2.119ff.</li> </ul> <p><b>Although not expected, candidates may include non-prescribed material which should be credited. e.g.:</b><br/>Grain: Suet. Aug. 41 cheap grain in shortages, 42 complaints of scarcity and high price; Suet. Tib. 8 defective supply under Augustus; Suet. Tib. 34 high prices of food and goods- actions</p> |
| Level 1 | 1-6  | <ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul>  |   |

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|          |  | <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p> | <p>taken; Tac. <i>Ann.</i> 4.6 Tib. good management of resources; Suet <i>Gaius</i> 26.5 shut granaries;</p>   |
| <p>0</p> |  | <p>No response or no response worthy of credit</p>   | <p>Games: Suet. <i>Aug.</i> 43-5 splendid shows, rules and habits; Nero baths Martial <i>Ep.</i> 7.34.</p> <p>Suet. <i>Aug.</i> 42 aqueducts,</p> <p>Suet. <i>Tib.</i> 48 2 acts against crisis with loan (100m HS) Tac. <i>Ann.</i> 6.17; AD 27 Caelian hill fire; Aventine fire Tac. <i>Ann.</i> 6.45 100 m HS;</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• the genres, agendas and contexts of the authors and how these affect the value of the information for specific emperors and their actions and reasons.</li> <li>• the limitation of the evidence for the reasons behind specific actions of the emperors.</li> <li>• The differences and similarities between the types of evidence for the extent and reasons.</li> <li>• The issues of interpretation and evaluation of epigraphic and numismatic evidence.</li> </ul> |

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| <b>Question 2*</b>           |              | How useful is Suetonius for our understanding of the reigns of the emperors of this period? You must consider the accounts of at least two emperors in your answer. <span style="float: right;"><b>[30 marks]</b></span>  |  |
| <b>Assessment Objectives</b> |              | <p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>  |  |
| <b>Additional guidance</b>   |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  |  |
| <b>Level</b>                 | <b>Marks</b> | <b>Level descriptor</b>   | <b>Indicative content</b>  |
| Level 5                      | 25-30        | <ul style="list-style-type: none"> <li>• Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>• The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><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 by Suetonius for the chosen emperors. They should consider the value or usefulness of the evidence in Suetonius but also will be expected to compare Suetonius with other evidence in order to interpret, analyse and evaluate his work. Candidates will be expected to cover the chosen emperors' reigns in detail, 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 a selection of sources from the reigns of chosen emperors describing:</p> <ul style="list-style-type: none"> <li>• their significant actions, and reforms</li> </ul> |

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| Level 4 | 19-24 | <ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and for the most substantiated.</i></p> | <ul style="list-style-type: none"> <li>their aims, intentions and policies and the reasons for their actions;</li> <li>their successes in Rome and the Empire;</li> <li>the opposition to them and their actions in dealing with this;</li> <li>their relations with various groups of citizens and non-citizens;</li> <li>the events during their reigns and their reactions to them;</li> <li>the nature of their reigns and their significance, their strengths and weaknesses;</li> <li>the nature of their accessions and the ends of their reigns.</li> </ul> <p>Supporting source details may include:</p> <p>Suetonius:</p> <ul style="list-style-type: none"> <li>Augustus: building Suet <i>Aug.</i> 28; 64-6 family, 19 plots; 21 victories; 30 division of city into wards; religious reforms 31; roles of senate Suet. 35, 37 new offices;</li> <li>Tiberius: accession <i>Tib.</i> 23; administration 30-1; 61 massacres; 65 deceit and trickery over Sejanus; 47 meanness; 48 generous; dereliction of duty 41; cruelty 61; state of terror 63; death 75;</li> <li>Gaius: succession Suet. <i>Gaius</i> 13-14; games 18; 22 monster; 22 'treated as a god'; bloodthirsty 27-28; death 58-9;</li> <li>Claudius: accession <i>Claudius</i> 10; plots 13; building 20; grain, city welfare 18; wives and freedmen 28, succession 43f; numbers of dead 29;</li> <li>Nero: <i>Nero</i> 10 early promise; taxes lowered, gifts etc; 11 games; performance 20-23; insolent, lustful, extravagant, greedy or cruel behaviour 26; wastefulness- palace 31; financial problems 32; 34 Agrippina; 37; fire 38;</li> </ul> <p>Alternatives sources</p> <ul style="list-style-type: none"> <li>Tacitus: Augustus: praise <i>Annals</i> 1.9; blame 1.10, 1.2-4; succession 1.3; 3.56 Tribunician power; 2.59 control of Egypt; Tiberius: <i>Annals</i> 1.11, 23 secrecy/hypocrisy; Germanicus 1.52; grain Tac. 2.59; Praetorians 4.2; Sejanus 4.1ff; 6.18</li> </ul> |
| Level 3 | 13-18 | <ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <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>         |   |

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| Level 2 | 7-12 | <ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p><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>massacres;(Claudius) Agrippina 12.65; death and accession of Nero 12.67-69; Nero: <i>Annals</i> 14.14 racing; 15.37 acting; 5.38ff fire and aftermath; Poppaea; 14.1ff Agrippina's murder; Piso plot 15 48ff;</p> <ul style="list-style-type: none"> <li>• Dio: Augustus 53. 11-13; powers/monarchy; 53.17; Tiberius: 58.4, 8 Sejanus esp. 6-7 Tiberius deceit; Gaius: freedmen 59.26, imperial cult 59. 26, 28, death 59.29-30; Claudius: administration 60.6.-7.4; Messalina 60.17.8ff; Nero 63.27 death;</li> <li>• Velleius: Augustus 2.88-90 assessment of achievements Tiberius - 2.126 praise of rule; highlights 1.130.</li> <li>• Josephus JA: Gaius: madness, divinity JA 19.1-3 acts JA 19.201-11, Claudius' accession, death JA 19 151-2,</li> <li>• Res Gestae: Augustus.</li> <li>• Epigraphic and numismatic: Inscription - Augustan Lares ?7 BC; Aureus- Augustus saving republic 12 BC; Aegypta Capta denarius 27 BC; Inscp. Claudius harbour (L19 K16); quadrans – Gaius' tax remission (L19 J19h).</li> <li>• Architecture and art: Domus Aurea, Augustus' Forum, Nero's Baths.</li> <li>• Poetry: (Augustus) Virgil Aeneid 8; Horace Odes 1.37, Ovid Fasti 2.55ff temple restoration; 4.140f Lares.</li> </ul> |
| Level 1 | 1-6  | <ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics,</li> </ul>  | <p><b>Although not expected, candidates may include non-prescribed material which should be credited. e.g.:</b></p> <ul style="list-style-type: none"> <li>• Suet <i>Aug</i> 42 aqueducts; grain: Suet. <i>Tib</i> 8 defective supply in Aug's reign; Gaius: succession Suet. <i>Gaius</i> 11; Claudius: Britain Suet. <i>Cl.</i>17- no great importance; Nero: Suet <i>Nero</i> 13 Tiridates; fire regulations, public abuses, Christians 16; 33-36 family murders 37;</li> <li>• Tacitus <i>Annals</i> 4.6 good government (Tiberius); aid to Asian cities 2.47; 5.11 perversions; tyranny 5.2-3; Claudius' wives and freedmen <i>Annals</i> 11.40; Nero 15.45 looting provinces;</li> </ul>  |

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|   |  | <p>though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</p> <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p> | <ul style="list-style-type: none"> <li>• Dio: 57.18 Germanicus; 57.10 taxes in Egypt; Gaius: accession 59.1; Claudius: accession 60.1, character and weaknesses 60.2; Nero: 62.16ff fire.</li> </ul>   |
| 0 |  | <ul style="list-style-type: none"> <li>• No response or no response worthy of credit</li> </ul>   | <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• the genres, agendas and contexts of the authors and how these affect the value of the information for specific emperors and their actions and reasons.</li> <li>• the limitation of the evidence for the reasons behind specific actions of the emperors.</li> <li>• The differences and similarities between Suetonius and (for example) contemporary evidence or different genres or types for example coins.</li> </ul> |

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| <b>Question 3</b>            |              | How convincing do you find Beard’s interpretation that ‘Augustus appears to have abolished nothing’? <b>[20 marks]</b>   |   |
| <b>Assessment Objectives</b> |              | <b>AO4</b> = 15 marks = Analyse and evaluate, in context, modern historians’ interpretations of the historical events and topics studied.<br><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied  |   |
| <b>Additional guidance</b>   |              | <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> |   |
| <b>Level</b>                 | <b>Marks</b> | <b>Level descriptor</b>  | <b>Indicative content</b>   |
| Level 5                      | 17-20        | <ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>  | <p>NO set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing or disagreeing with the modern historians’ interpretation, or anywhere between providing the response has addressed the issue of 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>     |
| Level 4                      | 13–16        | <ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>  | <p>In locating the interpretation within the wider historical debate,</p> <ul style="list-style-type: none"> <li>discuss the specific constitutional elements in this passage;</li> <li>consider the specific reforms undertaken by Augustus after 31 BC;</li> <li>assess the extent to which there was change and/or continuity as a consequence of his actions;</li> <li>discuss the extent to which Augustus’ control of elements of the state were significant for the functioning of the Republic;</li> <li>consider what Augustus appeared to do and what he did in reality.</li> </ul> |
| Level 3                      | 9–12         | <ul style="list-style-type: none"> <li>Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a</li> </ul>  | <p>In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information / ancient sources:</p>  |

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|         |     | reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)  | <ul style="list-style-type: none"> <li>views taken in some non-contemporary sources about Augustus and his position: Tac. <i>Ann.</i> 1.2, 4.1, revolution complete, 10 peace stained with blood, Suet <i>Aug.</i> 28; Dio 53.16 complete control, 17 monarchy, arrogated to themselves functions of offices;</li> <li>the range and nature of the powers and roles granted to Augustus during the period after 31 BC: the settlements of 27 BC, 23 BC and 19 BC; the nature of the imperium he held: Edicts of Cyrene (L17 M20); the significance of tribunicia potestas Tac. <i>Ann.</i> 3.56; the nature of the provincial commands and armies: Egypt Tac. <i>Ann.</i> 2.59, Denarius Aegypta Capta; Strabo 17.3.25;</li> <li>his privileges and honours Suet <i>Aug.</i> 26, as censor Suet <i>Aug.</i> 35 (Senate), Pontifex Maximus Suet <i>Aug.</i> 31 supervisor of morals RG 6, Suet <i>Aug.</i> 34, priesthoods: denarius 16 BC; use of decrees; Genius Augusti Ovid <i>Fasti</i> 4.140ff;</li> <li>control of elections of magistrates and debates in the senate, the use of a 'consilium'; creation of new posts Suet <i>Aug.</i> 37</li> <li>his reactions to opposition and challenges Velleius 2.88 Lepidus, Murena and Caepio Velleius 2.91.</li> <li>creation of dynasty, succession etc: Velleius 2.90 Agrippa, 2.99 Tiberius, 2.123.2; Tac. <i>Ann.</i> 1.3;</li> </ul> <p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> <li>views taken in some contemporary sources about Augustus and his position: Velleius 2.89; RG 34, 5.1, 6.1 declines unconstitutional roles; Aureus 28 BC and 12 BC;</li> <li>Dio's view of Augustus' appearance of republicanism 53.12-13;</li> <li>the <i>auctoritas</i> – a traditional feature of Roman political life;</li> <li>the records of independent actions, legislation etc, functioning of traditional republican aspects Tac <i>Ann.</i> 3.7, 9; powers by decree of the senate RG 6; attitude to tradition e.g. religion Suet <i>Aug.</i> 31</li> <li>involvement of aristocratic families in the government in various ways: City Prefect Tac. <i>Ann.</i> 6.10;</li> <li>use of republican precedents and forms by Augustus - appearance of constitutional continuity; limited time-scales on grants of powers;</li> </ul> <p><b>Although not expected, candidates may include non-prescribed material which should be credited.</b></p> |
| Level 2 | 5–8 | <ul style="list-style-type: none"> <li>Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> </ul>   |  |
| Level 1 | 1-4 | <ul style="list-style-type: none"> <li>Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> </ul> |  |
|         | 0   | <ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>   |  |

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

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| <b>Question 4</b>            |              | How useful is this passage for our understanding of the worth of Britain to the Romans? <b>[12 Marks]</b>  |  |
| <b>Assessment Objectives</b> |              | <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO3</b> = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</p>   |  |
| <b>Additional guidance</b>   |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.   |  |
| <b>Level</b>                 | <b>Marks</b> | <b>Level descriptor</b>  | <b>Indicative content</b>  |
| Level 6                      | 11-12        | <ul style="list-style-type: none"> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question (AO3)</li> </ul> | <p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of worth. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the source:</p> <ul style="list-style-type: none"> <li>Agricultural: crops and cattle although they take time to ripen and no 'civilised' crops</li> <li>Mineral resources: gold and silver for coinage and other metals for the army; states pearls are of poor quality (Suet., Caesar, states something similar) so perhaps not of worth</li> <li>Taxes/tribute: Britons ready to submit (in Tacitus' time at least) but still not fully civilised</li> <li>Military challenge: Britons offer kudos for generals and armies, but due to strong infantry and chariots they are not easy to defeat; nevertheless tribes and kings don't work together so can be picked off one by one</li> </ul> |
| Level 5                      | 9-10         | <ul style="list-style-type: none"> <li>The response demonstrates a very good range of accurate and very detailed knowledge and a sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question (AO3)</li> </ul>                                |  |
| Level 4                      | 7-8          | <ul style="list-style-type: none"> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>   |  |

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|         |     | <ul style="list-style-type: none"> <li>Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question (AO3)</li> </ul>   | <ul style="list-style-type: none"> <li>Discussion on the 'worth' of Britain can also be found in Strabo, Geog, 4.5.4 and allusions in the speech of Boudicca in Dio 62.3.</li> </ul> |
| Level 3 | 5-6 | <ul style="list-style-type: none"> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> <li>Response uses a reasonable of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question (AO3)</li> </ul> |  |
| Level 2 | 3-4 | <ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics though this may lack detail. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgments about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question (AO3)</li> </ul>                                 |  |
| Level 1 | 1-2 | <ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics though lacking detail and in place inaccurate. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked</li> </ul>                 |  |
|         | 0   | No response or no response worthy of credit.   |  |

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| <b>Question 5*</b>           |              | How far does the evidence help us understand the aims of the Romans in their construction of Hadrian's Wall? <b>[36 marks]</b>   |   |
| <b>Assessment Objectives</b> |              | <p><b>AO3</b> = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>   |   |
| <b>Additional guidance</b>   |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.   |   |
| <b>Level</b>                 | <b>Marks</b> | <b>Level descriptor</b>  | <b>Indicative content</b>   |
| Level 6                      | 31-36        | <ul style="list-style-type: none"> <li>• Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>• The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <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 understanding. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at what is meant by the frontier around Hadrian's Wall and whether there was a main aim or specific focus in its construction. Candidates should take the overview of the period of Hadrian's accession up to AD 128 examining how use of the frontier changed.</p> <p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> <li>• Location: Division of Brigantia; gradual construction coast to coast following the Stanegate in central sections</li> </ul> |

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| Level 5 | 25-30 | <ul style="list-style-type: none"> <li>Response uses a very good range of appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and for the most substantiated.</i></p> | <ul style="list-style-type: none"> <li>Reversal of expansion policy: broad empire policy; establishment of the 'demilitarised zone' gave it the appearance of a definite barrier 'separating Britons and Romans'; definite change of policy from earlier emperors; (cavalry as) facilitation of imposing and collecting duties, the regulation of communication north and south;</li> <li>Peaceful coexistence: Vindolanda tablets; growth of vici settlements [Housesteads]; contact with natives;</li> <li>Reaction to violence: (Tombstones, SHA) Coinage alludes to Hadrian's solution to problems in Britannia as a success; categories of troops stationed on the wall, especially mobile auxiliary units</li> <li>The wall itself: intimidation; following ridge suggests defence; garrisons and patrols; crossing-points; turrets and milecastles; almost immediate addition of forts; also outstations to the north of the wall and cavalry patrols; not a 'fighting-platform'; later stretching to Cumbria</li> <li>Major building work: the labour involved – classis Britannia/legionary cohorts</li> </ul> <p>Answers may also include contextual information:</p> <p>Frontiers AD 83-117: Domitian - Trajan evidence shows gradual withdrawal south due to reduction in military forces in Britain. Allow a little context – and for the possibility that the frontier had been advanced into Brigantian territory and beyond before Agricola's time.</p> <p>AD 138 onwards: Hadrian's Wall abandoned for northern expansion and 'shorter frontier'. (Any material after AD 128 is irrelevant unless it is introduced as a way of criticising the former systems.)</p> |
| Level 4 | 19-24 | <ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <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>   |  |
| Level 3 | 13-18 | <ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray</li> </ul>   |  |

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|         |      | <p>events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <li>• The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not always consistently developed. (AO2)</li> <li>• The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is consistent focus on the question through most of the answer. (AO1)</li> </ul> <p><i>The information has some relevance, and is presented with a 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"> <li>• Literary and numismatic evidence suggests the wall was a victory for Hadrian and Rome and the limited nature of inscriptions</li> <li>• The scale of the Hadrianic frontier –and the ‘statement’ the wall made</li> </ul> <p>Supporting source details may include:</p> <p>Hadrian's Wall itself; SHA, Hadrian, 5.1–5.2, 11.2; Titus Pontius Sabinus; As of Hadrian; Altars to Neptune and Oceanus; Milecastle 38 building inscription; Halton Chesters dedication slab.</p>  |
| Level 2 | 7-12 | <ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated to reach judgements about how the way they portray events relates to the context in which they were produced and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation which analyses and appraises historical events and periods and this is linked appropriately to judgements made, though the way in which it supports the judgements is not always made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed but the response loses focus in places. (AO1)</li> </ul> <p><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> | <p><b>Although not expected, candidates may include non-prescribed material which should be credited e.g.:</b></p> <p>This could be in the form of other pieces of archaeological evidence including the layout of the Wall itself and items and features from milecastles, turrets and the forts themselves.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• The nature of the sources: history, biography, epigraphic etc.; the limitations in the evidence,</li> <li>• Contexts and preconceptions of the authors and the effect on the presentation of material and its value as historical evidence especially contemporary against non-contemporary sources.</li> <li>• The similarities and differences in the ways, events, issues and personalities are portrayed; how this affects our understanding of these events and issues.</li> </ul> |
| Level 1 | 1-6  | <ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only</li> </ul>  |   |

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|  |   | <p>be implicitly linked with the analysis and evaluation of the sources. (AO3)</p> <ul style="list-style-type: none"> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking in detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <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  |  |

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| <b>Question 6*</b>           |              | 'The Roman governors of Britain spent all their time fighting with the natives.' To what extent do you agree with this statement?<br><b>[36 marks]</b>   |  |
| <b>Assessment Objectives</b> |              | <p><b>AO3</b> = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>   |  |
| <b>Additional guidance</b>   |              | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.   |  |
| <b>Level</b>                 | <b>Marks</b> | <b>Level descriptor</b>  | <b>Indicative content</b>  |
| Level 6                      | 31-36        | <ul style="list-style-type: none"> <li>• Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>• The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <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 what the role of a Roman Governor was (and how this changed in Britain under Vespasian) along with a good overview of the period. Candidates should also take into consideration the policies being followed, and despite Tacitus' insistence on Agricola's natural abilities governors did in fact follow the decisions imposed on them by emperors.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• Tacitus' reasons for writing in light of his Agricola</li> <li>• Comparison between Tacitus and other sources (Dio)</li> <li>• Lack of Tacitus for early period and usefulness of other sources.</li> </ul> |
| Level                        | 25-30        | <ul style="list-style-type: none"> <li>• Response uses a very good range of appropriate examples from</li> </ul>   | Answers are likely to include information on:  |

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| 5       |       | <p>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)</p> <ul style="list-style-type: none"> <li>• The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>• The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and for the most substantiated.</i></p>                  | <ul style="list-style-type: none"> <li>• Military campaigns: Original invasion 43 AD; advance into Wales focusing on Caratacus (Scapula/Didius Gallus); Boudiccan Revolt; evidence of advancement before Agricola (Frontinus); Agricola into Scotland; context of Hadrian's Wall (Platorius); attempt to gain kudos and glory</li> <li>• Other roles of the army: Romanisation; collecting taxes; roads; Hadrian's Wall; Vindolanda</li> <li>• Agricola: Tacitus' comments on what a good governor should be/do; chapter 20/21</li> </ul> <p>Candidates may also focus on:</p> <ul style="list-style-type: none"> <li>• Client-kingship: Roman governors as liberators</li> <li>• Details of army: armour; organisation; legionaries vs auxiliaries (esp. cavalry)</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• Dio, 60.19.1–60.22.2, 60.23.1–60.23.6, 60.30.2, 62.1.1–62.3.4;</li> <li>• Suetonius, Vespasian, 4.1–4.2;</li> <li>• Tacitus, Annals 11.19, 12.23, 12.31–39;</li> <li>• Tacitus, Histories 1.2, 1.9, 1.59–60, 2.65, 2.66, 3.44–45;</li> <li>• Tacitus, Agricola</li> </ul> <p>Tombstones of:</p> <ul style="list-style-type: none"> <li>• Longinus Sdapeze</li> <li>• Dannicus</li> <li>• Sex. Valerius Genialis</li> <li>• Rufus Sita</li> <li>• M Favonius Facilis</li> <li>• Arch of Claudius</li> <li>• Chester lead water-pipe</li> <li>• Gaius Saufeius</li> <li>• M. Petronius</li> </ul> |
| Level 4 | 19-24 | <ul style="list-style-type: none"> <li>• Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated developed judgements. (AO2)</li> <li>• The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <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> |  |
| Level 3 | 13-18 | <ul style="list-style-type: none"> <li>• Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to</li> </ul>   |  |

|         |      |  |  |
|---------|------|--|--|
|         |      | <p>draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <li>• The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not always consistently developed. (AO2)</li> <li>• The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is consistent focus on the question through most of the answer. (AO1)</li> </ul> <p><i>The information has some relevance, and is presented with a limited structure. The information is supported by limited evidence.</i></p>  | <ul style="list-style-type: none"> <li>• T. Valerius Pudens</li> <li>• C. Calventius Celer</li> <li>• a speculator in London</li> <li>• a beneficiarius in Wroxeter</li> </ul> <p><b>Although not expected, candidates may include non-prescribed material which should be credited. e.g.:</b></p> <p>Archaeology which shows military expansion such as forts, inscriptions, tombstones as well as that for non-military activity such as urbanization and the road network.</p>  |
| Level 2 | 7-12 | <ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated to reach judgements about how the way they portray events relates to the context in which they were produced and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation which analyses and appraises historical events and periods and this is linked appropriately to judgements made, though the way in which it supports the judgements is not always made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed but the response loses focus in places. (AO1)</li> </ul> <p><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> | <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• The nature of the sources: history, biography, epigraphic etc.; the limitations in the evidence, especially the generally pro-Vespasian material and the authorship of epigraphical and numismatic evidence.</li> <li>• Contexts and preconceptions of the authors and the effect on the presentation of material and its value as historical evidence especially contemporary against non-contemporary sources.</li> <li>• The similarities and differences in the ways events, issues and personalities are portrayed; how this affects our understanding of these events and issues.</li> </ul> |
| Level 1 | 1-6  | <ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the</li> </ul>   |  |

|  |   |   |  |
|--|---|---|--|
|  |   | <p>sources. (AO3)</p> <ul style="list-style-type: none"> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking in detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <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   |  |

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