**‘The sources consistently underestimate the significance of the contributions of other individuals to the reigns of the Julio-Claudian emperors.’ How far do you agree with this view?**

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|  | *Who were they?* | *How significant was their contribution?* | *Key sources about them* | *How reliable is the portrayal of these sources?* |
| **Agrippa** |  |  |  |  |
| **Livia** | Augustus’ wife from 38 BC. Mother of Tiberius and Drusus from a previous marriage. Outlived Augustus and died in AD 29 | * Highly significant in influencing Augustus’ succession and ensuing Tiberius was the recognised successor by AD 4 * Significant public role under Augustus in which appeared as the traditional Roman wife, reinforcing moral reforms * Adopted by Augustus in his will and became *Augustua* giving her continued power into Tiberius’ reign. * Deified by Tiberius upon her death. Also worshipped as part of the imperial cult before this | * Seneca *On Clemency*  - presents Livia influential during the Cinna plot in 16BC when she advised Augustus to show mercy to Cinna * Paterculus – credits Livia with giving Tiberius “an upbringing fit for a god” * Tacitus *Annals* – claims that Livia persuaded Augustus to nominated Tiberius as his successor not Germanicus * Tacitus *Annals –* hints that Livia was responsible for the deaths of Lucius and Gaius Caesar. Refers to Livia as “an oppressive mother of the state | * Seneca – the aim of this work is to educate Nero how to behave and Seneca wants to highlight examples of Clemency, perhaps exaggerating Livia’s role through this one example * Tacitus – hostile to imperial women with power an in particular to what he saw as the corrupting, manipulative influence of Livia |
| **Germanicus** |  |  |  |  |
| **Sejanus** |  |  |  |  |
| **Freedmen** |  |  |  |  |
| **Agrippina the Younger** |  |  |  |  |
| **Other Figures**  (add detail on at least three other figures) |  |  |  |  |

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| ***Arguments to support the question*** | ***Arguments to challenge the question*** |
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| **Overall Conclusion** | |
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| **Level**  **Mark** | **AO1 (5 marks)** | **AO2 (10 marks)** | **A03 (15 marks)** |
| **5**  ***25-30*** | 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. | Excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. | 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. |
| **4**  ***19-24*** | 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. | Good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. | 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. |
| **3**  ***13-18*** | 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. | Good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. | 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. |
| **2**  ***7-12*** | 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. | 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. | 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. |
| **1**  ***1-6*** | Some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. | 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. | 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. |