

**A LEVEL**  
*Specification*

# ANCIENT HISTORY

H407  
For first assessment in 2019



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# 1 Why choose an OCR A Level in Ancient History?

## 1a. Why choose an OCR qualification?

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Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new A Level in Ancient History has been developed in consultation with teachers, employers and higher education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

### Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - ... and much more.
- Access to subject advisors to support you through the transition and throughout the lifetimes of the specifications.
- CPD/Training for teachers to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.

All A Level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's A Level in Ancient History is QN: 603/0805/9.

## 1b. Why choose an OCR A Level in Ancient History?

OCR's A Level in Ancient History has been designed to help learners develop their understanding of the ancient world and how its legacy affects today's society.

We have designed this qualification with teachers and learners in mind, having consulted extensively across the

United Kingdom to ensure that OCR's A Level in Ancient History engages learners, develops a desire within them to continue learning about ancient history and helps develop a lifelong enthusiasm for the ancient world.

Our A Level in Ancient History provides:

- **a personalised course** – we have a range of options in this specification, with no prohibited routes, and flexibility in creating the course of study that appeals to you and your learners
- **engaging and exciting content** – we have retained many of the popular topics from the current specification whilst new, exciting topic areas have been added to create an appealing study of the ancient world
- **clearly laid out requirements** – the specification clearly details the content that you are required to cover to allow you to prepare your learners with confidence
- **straightforward assessment** – bespoke question papers for each topic area with simple rubrics and clear mark schemes, which will provide clear assessments
- **an accessible route into studying Classics** – our specifications do not require any previous study of a classical subject or knowledge of Classical Greek or Latin languages
- **increased support and guidance** – OCR will provide a range of high quality, creative resources, which will grow throughout the lifetime of the specification.

### Aims and learning outcomes

OCR's A Level in Ancient History will enable learners to:

- develop a broad and extensive interest in the military, political, religious, social and cultural history of the ancient world
- acquire in-depth knowledge and understanding of selected periods of ancient history and use this knowledge and understanding to formulate coherent arguments with substantiated judgements
- understand Greek and Roman history in the context of their neighbouring civilisations and the interrelations of these civilisations
- explore and evaluate the significance of events, individuals, issues, identities and societies in the history of the ancient world
- understand the nature of historical evidence from the ancient world and its scarcity to build an understanding of historical periods studied and the methods used in the analysis and evaluation of evidence. Students should develop an understanding of how the ancient past has been represented by ancient historians and how the ancient past has been interpreted by modern historians
- develop an understanding of historical concepts such as change, continuity, causation, consequence and significance within the context of the historical periods studied
- develop an awareness and understanding of relevant historical debates and how these can be investigated
- develop the ability to make connections and draw comparisons between different periods, individuals, issues, identities and societies of the ancient past.

## 1c. What are the key features of this specification?

The key features of OCR's A Level in Ancient History for you and your learners are:

- a choice of familiar topics to study covering the most prominent parts of Greek and Roman history
- a clear and balanced structure that will help course planning
- a specification with options that provide a coherent course, no matter which options you choose.
- a straightforward specification with detailed guidance to support delivery
- a range of content options to meet your centre's expertise
- the first year of this course is co-teachable with our AS Level in Ancient History specification.

## 1d. What is new in OCR A Level in Ancient History?

This section is intended for teachers using OCR's current A Level in Ancient History. It highlights the differences between the current A Level in Ancient

History (H442) and the new version for first teaching in September 2017:

What stays the same?	What's changing?
<ul style="list-style-type: none"> <li>• many of the topic areas have been retained</li> <li>• both Roman and Greek history must be studied</li> <li>• the course divides in to four separate sections: two period studies and two depth studies.</li> </ul>	<ul style="list-style-type: none"> <li>• prescribed ancient sources for all parts of the source</li> <li>• requirement for analyse and evaluate historians' interpretations</li> <li>• simplified assessment with fewer optional questions</li> <li>• outcomes in the AS Level no longer count towards performance in the A Level.</li> </ul>

## 1e. How do I find out more information?

If you are already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not yet an approved centre and would like to become one go to: [www.ocr.org.uk](http://www.ocr.org.uk)

Want to find out more?

Ask our subject advisors:

Email: [classics@ocr.org.uk](mailto:classics@ocr.org.uk)

Customer Contact Centre: 01223 553998

Join our Classics community:

<http://social.ocr.org.uk/groups/classics>

Teacher support: [www.ocr.org.uk](http://www.ocr.org.uk)

## 2 The specification overview

### 2a. OCR's A Level in Ancient History (H407)

Learners must take two components, one from each of the two component groups, to be awarded the OCR A Level in Ancient History.

Content Overview	Assessment Overview	
<p><b>Greek period study</b></p> <p>Relations between Greek states and between Greek and non-Greek states, 492–404 BC</p> <p>There is a compulsory period study focusing on the changing relationships between Greek states and between Greek states and non-Greek states.</p> <p><b>Greek depth study</b></p> <p>One from:</p> <ul style="list-style-type: none"> <li>• The Politics and Society of Sparta, 478–404 BC</li> <li>• The Politics and Culture of Athens, c.460–399 BC</li> <li>• The Rise of Macedon, 359–323 BC</li> </ul>	<p><b>Component Group 1</b></p> <p>Greek period study and Greek depth study (H407/11, H407/12, H407/13)</p> <p>98 marks total</p> <p>2 hours 30 minutes</p> <p>Written paper</p>	<p><b>25%</b> of total A Level</p> <p><b>25%</b> of total A Level</p>
<p><b>Roman period study</b></p> <p>The Julio-Claudian Emperors, 31 BC–AD 68</p> <p>There is a compulsory period study focusing on the reigns of Augustus, Tiberius, Gaius, Claudius and Nero.</p> <p><b>Roman depth study</b></p> <p>One from:</p> <ul style="list-style-type: none"> <li>• The Breakdown of the Late Republic, 88–31 BC</li> <li>• The Flavians, AD 68–96</li> <li>• Ruling Roman Britain, AD 43–c.128</li> </ul>	<p><b>Component Group 2</b></p> <p>Roman period study and Roman depth study (H407/21, H407/22, H407/23)</p> <p>98 marks total</p> <p>2 hours 30 minutes</p> <p>Written paper</p>	<p><b>25%</b> of total A Level</p> <p><b>25%</b> of total A Level</p>

All components include synoptic assessment.

## 2b. Content of A Level in Ancient History (H407)

Learners taking OCR's A Level in Ancient History will study significant events, individuals, societies, developments and issues within their broad historical context demonstrating both breadth and depth through the study.

Learners will study **two** period studies, demonstrating breadth, and **two** depth studies, as well as gaining an understanding of historians' debates surrounding some of the events studied as part of the period studies.

The **period study** element will allow learners to study the unfolding narrative of a substantial span of Greek and Roman history of at least 75 years. The length of the period study will encourage learners to develop their interest in, and understanding of the important events, individuals, developments and issues and provides sufficient chronological range to be able to comment on change, both short-term and long-term.

The **depth study** focuses on a substantial and coherent short time span and requires learners to understand the complexity of historical events and situations and the interplay of different factors within it.

Learners will be required to study a variety of historical topics covering both Roman and Greek history from a chronological range of at least 400 years, in order to create a qualification that is both broad and coherent.

Centres have a free choice over how to combine components in order to maximise the potential to exploit interest, expertise and resources. Coherence can be achieved in many ways, but is guaranteed by the nature of the different components, the different emphases and approaches, which collectively engender an understanding of the nature and purpose of ancient history as a discipline and of how historians work.

Compared to the AS Level, learners should draw on a greater depth and range of content and evidence from the ancient world, and evaluate with more sophistication, demonstrating a deeper understanding of historical concepts, producing responses that are more analytical and judgements that are more effectively substantiated.

**Component Group 1** is a source-based Greek period study combined with a source-based Greek depth study. The depth study is linked to the period study to create a substantial and coherent element of Greek history. There is an embedded interpretative element focussing on historians' interpretations of the key historical debates about the significant individuals, events, developments and issues studied as part of the period study.

Centres should choose one component from the three available in Component Group 1. Centres can choose between:

- **H407/11: Sparta and the Greek World**  
Learners taking this component will study the Greek period study and 'The Politics and Society of Sparta' depth study.
- **H407/12: Athens and the Greek World**  
Learners taking this component will study the Greek period study and 'The Politics and Culture of Athens' depth study.
- **H407/13: Macedon and the Greek World**  
Learners taking this component will study the Greek period study and 'The Rise of Macedon' depth study.



**Component Group 2** is a source-based Roman period study combined with a source-based Roman depth study. The depth study is linked to the period study to create a substantial and coherent element of Roman history. There is an embedded interpretative element focusing on historians' interpretations of the key historical debates about the significant individuals, events, developments and issues studied as part of the period study.

Centres should choose one component from the three available in Component Group 2. Centres can choose between:

- **H407/21: Republic and Empire**  
Learners taking this component will study the Roman period study and 'The Breakdown of the Late Republic' depth study.
- **H407/22: The Eleven Caesars**  
Learners taking this component will study the Roman period study and 'The Flavians' depth study.
- **H407/23: Emperors and Empire**  
Learners taking this component will study the Roman period study and 'Ruling Roman Britain' depth study.

## 2c. Content of Greek period study (H407/11–13 entry code determined by Greek depth study selected)

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### Introduction to the Greek period study

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This period study will focus on the unfolding narrative of the relations between the Greek city-states, particularly Athens and Sparta, and between Greek city-states and the Persian Empire during the period 492–404 BC.

Learners will study the changes in relations between states and the substantial developments in interstate

relations between both Greek states and Greek states and non-Greek states. Learners will study the main events and issues in order to understand how these events and issues shaped these developments.

The Greek period study will be worth 25% of the overall specification and should take between 70–80 guided learning hours to teach.

### Knowledge, understanding and skills

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Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied, including change, continuity, causation, consequence and significance. Learners will be required to demonstrate knowledge and understanding of, and the ability to analyse and evaluate the significance of, events, individuals, groups, developments and ideas in the topic studied in order to reach substantiated judgements.

Learners should be able to demonstrate an understanding of the relationships between different aspects of the period studied. They should make connections, draw contrasts and analyse trends, such as between economic, political, social, religious and military history, and between short and long-term timescales.

The period study requires the critical use of ancient source material in analysing and evaluating historical questions, problems and issues. Different types of evidence need to be analysed and evaluated. Learners need to understand the usefulness and limitations of the ancient source evidence studied and how this affects the conclusions that can be drawn. It will require learners to deal with the contexts in which evidence was written or produced and assess the reliability of the evidence.

Learners will be required to demonstrate the ability to create their own evidence-based structured arguments, selecting, organising and communicating their knowledge and understanding of both the historical events and the ancient source material studied to reach substantiated conclusions.

There will always be one interpretation question set, focusing on one of the three key historical debates listed in the specification. The quoted passage set for examination will provide learners with the opportunity to analyse and evaluate a scholarly view in conjunction with their knowledge and understanding of the historical period, as well as their knowledge and understanding of the ancient source material.

The quoted passage that will appear in the assessment will be taken from the published work from an academic historian, who was writing from the start of the 18th century onwards, and will be pitched at a level appropriate for this qualification. The quoted passage will be fully attributed and will only be edited for accessibility. Where the language of the passage has been adapted for accessibility, the meaning or point of view expressed by the historian in the original will not be altered.

When approaching the quoted passage, learners will be expected to be able to read and understand the

passage, identifying the argument(s) put forward by the historian. Learners should be able to analyse the argument into constituent parts and should be able to place the argument(s) into the context of the wider debate. Learners should evaluate the argument(s) put forward in terms of their validity based on their knowledge of the historical events/situations and how accurately the argument(s) represents the evidence from the ancient sources. A learner's knowledge and understanding of the ancient source material will be credited as part of AO4 but only where it is presented in a way which is relevant and

intrinsically linked to the analysis/evaluation/use of the interpretation. 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.

A detailed assessment overview can be found in Section 3 of the specification.

## Relations between Greek states and between Greek and non-Greek states, 492–404 BC

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Key time spans	Learners should have studied the following content:
<b>The challenge of the Persian Empire 492–479</b>	Mardonius' expedition of 492 BC; Persian approaches to the Greek states; the Battle of Marathon; Greek and Persian strategy; the threat of Greek medising; Sparta's response; Persian aims and intentions in 480s: Darius' and Xerxes' policies towards the Greek states; Greek and Persian preparations in 480s; differences in responses to the Persians among the Greek states, including medising; the formation of the Hellenic League and its leadership; the states involved in the Hellenic League; the involvement of Greek states in the events of 480–479, including examples of medising, co-operation and conflict, debates and differences of opinion before Salamis and Plataea on strategy.
<b>Greece in conflict 479–446 BC</b>	The consequences of victory for the Greek states, especially relations between Sparta and Athens; the growth of Athenian power in the Delian League; Sparta's concerns; the consequences for relations between Sparta and Athens and their respective allies of the earthquake and helot revolt 465–464 BC; the events of the First Peloponnesian War 461–446 BC that involved changing relationships between Greek states: Megara's defection from the Peloponnesian League; Corinth's relations with Megara, Sparta and Athens; the Battle of Tanagra; continued conflict with the Persians followed by the cessation of hostilities in 449 BC; the Spartan invasion of Attica 446 BC.
<b>Peace and Conflict 446–431 BC</b>	The Peace of 446 BC; the balance of power outlined in the Peace of 446 BC and the relations between Athens and Sparta; the role of Corinth and Sparta in the revolt of Samos; the events leading up to, and the causes of, the outbreak of war in 431 BC.
<b>The Archidamian War 431–420 BC</b>	Athenian and Spartan strategies in the Archidamian War 431–421 BC; the invasions of Attica and their effects on the states, including the plague in Athens; the course of the Archidamian War: Pylos and Sphacteria, and its effects on Spartan war effort and reputation, Brasidas in Thrace; differences within Athens and Sparta on the relations between the states and the move towards a peace settlement; the Peace of Nicias – the main terms and the aftermath: the failures of the peace and the refusals of allies of both Athens and Sparta to support the Peace; Spartan-Athenian alliance.
<b>The end of the Peloponnesian War and its aftermath 419–404 BC</b>	The breakdown of relations: the alliance of Athens, Argos, Mantinea and Elis; the effect of the Battle of Mantinea 418 BC; the consequences of the Sicilian Expedition 415–413 BC for Athens and Sparta; occupation of Decelea; Sparta and Athens: relations with Persia in the final years of the war, and Persia's aims and impact on the course of the war.

Learners should have studied the historical debates surrounding the following issues for the interpretation question and the views historians have on these:

- the reasons for the victory over the Persians in 480–479 BC
- the cause of the Peloponnesian War in 431 BC
- the reasons for Athenian failure in the Peloponnesian War.

Appendix 5c lists the sources covering the contents of the period study.

## 2c. Content of Greek depth studies

### Introduction to the Greek depth studies

Centres should choose one Greek depth study from a choice of three, which will be studied alongside the period study.

- Learners taking 'The Politics and Society of Sparta, 478–404 BC' depth study must be entered for **H407/11: Sparta and the Greek World**.
- Learners taking 'The Politics and Culture of Athens, c. 460–c.399 BC' depth study must be entered for **H407/12: Athens and the Greek World**.
- Learners taking 'The Rise of Macedon, c. 359–323 BC' depth study must be entered for **H407/13: Macedon and the Greek World**.

The Greek depth studies focus on a substantial and coherent shorter time span. They require learners to study significant individuals, societies, events and issues within the complexity of a historical event or situation, and the interplay of different factors such as military, political, religious, social, technological and cultural within that event or situation.

The Greek depth studies all have clear links to the period study, making it easier for teachers to provide the historical background, context and awareness of how their option is located within the longer term developments of Greek history.

The Greek depth study will be worth 25% of the overall specification and should take between 70–80 guided learning hours to teach.

### Knowledge, understanding and skills

Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied. This includes change, continuity, causation, consequence and significance. Learners will be required to demonstrate knowledge and understanding of, and the ability to analyse and evaluate the significance of, events, individuals, groups, developments and ideas in the topic studied in order to reach substantiated judgements.

Each depth study requires the critical use of ancient source material in analysing and evaluating historical questions, problems and issues. Different types of evidence should be analysed and evaluated. Learners need to understand the usefulness and limitations of

the ancient source evidence studied and how this affects the conclusions that can be drawn. It will require learners to deal with the contexts in which evidence was written or produced and assess the reliability of the evidence.

Learners will be required to demonstrate the ability to create their own evidence-based structured arguments, selecting, organising and communicating their knowledge and understanding of both the historical events studied and the ancient source material to reach substantiated conclusions.

A detailed assessment overview can be found in Section 3 of the specification.

## Depth study in H407/11: The Society and Politics of Sparta, 478–404 BC

This depth study enables learners to understand the complexity of Spartan society and the interplay of social, political and military forces in Sparta between 478 and 404 BC. Learners will be able to identify and describe the main features of 5th century BC Sparta and develop an understanding of the lives, contributions and experiences of the

different groups and individuals in Spartan society during this period.

The topics in this depth study are all interrelated, and learners are encouraged to see the connections between different topics to deepen their understanding of the period.

Key topics	Learners should have studied the following content:
<b>Education in Sparta</b>	The education of boys and men, including details of the organisation and content of the <i>agoge</i> ; the education of girls; the values the <i>agoge</i> was intended to develop in the Spartans.
<b>The social structure of Sparta</b>	The different status, roles and contributions of <i>Spartiates</i> , <i>perioikoi</i> and <i>helots</i> ; the effect the <i>helots</i> had on Spartan policy; <i>helot</i> revolts; the <i>krypteia</i> ; the status and role of women in Sparta.
<b>The political structure of Sparta</b>	The roles, duties and responsibilities of the kings, <i>gerousia</i> , <i>ephors</i> and assembly; examples of debates and decisions from the specified period: the debate in the <i>gerousia</i> and assembly about Athenian sea-power in the 470s BC; the debate in Sparta about war with Athens in 432 BC; the influence individuals had on the political process: Pausanias, Hetoemaridas, Sthenelaidas, Archidamus, Alcibiades, Brasidas, Agis II, Lysander.
<b>The Spartan military culture and its importance in the society and politics of Sparta</b>	The contribution of the different social groups to the Spartan military; the organisation of the army; reasons for the Spartan successes and failures in military action, including the <i>helot</i> revolt in 465–464 BC, Pylos (425 BC), Brasidas in Thrace (424–423 BC), Mantinea (418–417 BC); the organisation of the Spartan navy and its successes and failures during the latter part of the Peloponnesian War; the importance and influence of individual military figures: Brasidas, Gylippus, Lysander.
<b>Other states' views of Sparta and the effect of Spartan system on policy</b>	What other states say about the Spartans in the prescribed sources: Corinth and Athens; the Peloponnesian League and its importance for Sparta; examples of when Spartan action was constrained by her system: lack of leadership in the 470s, <i>helot</i> revolts, fear of foreigners, slowness to act, use of commanders other than kings, reluctance to commit <i>Spartiate</i> troops, shortage of manpower; the effects of <i>oliganthropia</i> ; the decline of values in Sparta; the idea of the 'Spartan mirage', including the reputation gained from Thermopylae and the nature of the evidence.

Appendix 5d lists the sources for this depth study.

## Depth study in H407/12: The Culture and Politics of Athens, c. 460–c.399 BC

This depth study focuses on the interplay of political, social, economic, cultural and religious factors that led to this period being remembered as the Golden Age of Athens. There is a focus on the development of the ideas which led to the cultural activity during this period, in particular, looking at the concept of democracy and the consequential

freedom of speech and debate which were prized in Athens.

The topics in this depth study are all interrelated, and learners are encouraged to see the connections between different topics to deepen their understanding of the period.

Key topics	Learners should have studied the following content:
<b>Athenian political and social culture</b>	The concepts of democracy and oligarchy; the nature and level of participation in the democratic system by the population of Attica, including citizens, women, <i>metics</i> and slaves; the workings of the <i>ecclesia</i> (assembly), <i>boule</i> (the council), the role and function of <i>archons</i> (magistrates) and <i>strategoï</i> (generals); the use of ostracism; the courts and their role in democracy; critiques of this system; the importance of rhetoric; Athens as the leader of an empire, and her treatment of allied states; the changing nature of leadership in the 5th century, including the actions and significance of Pericles, Cleon, Nicias and Alcibiades; different elements of Athenian society, and their roles and duties: citizens, <i>metics</i> and slaves; the position and roles of women, both citizen and non-citizen.
<b>The influence of new thinking and ideas on Athenian society</b>	The Sophists and the development of rhetoric; the Sophists and their views of Athenian society; the teachings of the Sophists; Socrates: his philosophical method, its effects, his critique of democracy, and his trial and execution.
<b>Art and Architecture and their significance in the culture of Athens</b>	The significance of the Persian Wars in relation to the building programme, including the use of Delian League funds; the main buildings of the building programme in the 5th century on the Acropolis and in the Agora in Athens; developments outside Athens in Attica, such as Sounion and Brauron; sculpture on the Acropolis and its interpretation.
<b>Drama and Dramatic Festivals and their significance in the culture of Athens</b>	The function and nature of dramatic festivals in Athens, with particular reference to the City Dionysia and Lenaea; tragedy and comedy as genres and their significance; interaction between comedy and contemporary events.
<b>Religion and its significance in the culture of Athens</b>	Contemporary attitudes to religion in Athenian society; nature and significance of religious festivals in the Athenian calendar; the Panthenaea and its presentation on the Acropolis; changing ideas about the relationship between men and the divine; Sophists and their views on Athenian religion; the role and significance of Athena and Poseidon in Athenian religion.

Appendix 5e lists the sources for this depth study.

## Depth study in H407/13: The Rise of Macedon, c. 359–323 BC

This depth study focuses on the interplay of political, military, social, economic, cultural and religious factors that contributed to the rapid rise to pre-eminence of Macedonia from c. 359 BC. There is a particular focus on Philip and thus placing the campaigns of Alexander more fully in context. In doing so learners will gain insight into the factors

and beliefs that motivated two of the most renowned men in ancient history.

The topics in this depth study are all interrelated, and learners are encouraged to see the connections between different topics to deepen their understanding of the period.

Key topics	Learners should have studied the following content:
<b>The growth in Macedonian power and the role of Philip in that process</b>	Philip's opportunism and diplomacy; military reorganisation, practices, technology and advantages; Philip's court and patronage; the expansion of Macedon; organising and securing an expanding Macedonia; Philip's marriages; Philip's influence on Greek institutions; the Peace of Philocrates and a potential common peace; the expeditions into Thrace and Greece; the significance of the sieges at Perinthus and Byzantium, including the roles of Athens and Persia; the Battle of Chaeronea, including its causes and aftermath; the creation of the League of Corinth; election as hegemon.
<b>The major events of Alexander's career and their significance</b>	Alexander's reassertion of control over Greece; appointment as <i>hegemon</i> ; his actions at Troy and Gordium; victories at the Granicus, Halicarnassus, Issus, Gaugamela; the nature and role of his foundation cities; occupations of Babylon and Persepolis; the pursuits of Darius and Bessus; conspiracies against Alexander; the treatment of the Branchidae; the murder of Cleitus and opposition of Callisthenes; marriage to Roxane; the Indus valley campaign; mutiny at the Hyphasis, and conflict with the Mallians; the crossing of the Gedrosian Desert; return from the east and the purges; the marriages in Susa; the mutiny at Opis; the Exiles' Decree; the death of Hephaestion; return to Babylon and death.
<b>Change and continuity in the aims of Philip and Alexander</b>	Alexander and Philip's aims during their careers, including personal, political, military, economic, exploratory and cultural considerations.
<b>The character and beliefs of Philip and Alexander</b>	Analysis of Philip's character in connection with the major events of his career, including his treatment of those he defeated, attitude to diplomacy, attitude to the gods, role as a figurehead and prosecution of warfare; analysis of Alexander's character, including as a military leader, his treatment of his companions and those he defeated, adoption of Persian dress and customs, his beliefs towards his own divinity, his attitude towards the gods as well as mythological and historical precedents.
<b>The relationships between the monarchs and others, including the army and Greek and conquered states</b>	The relationship between Alexander and Philip and the various Greek states and other peoples at different times; their treatment of Greeks in different contexts; Alexander's relationship with his army and companions; the changing status of the Greek and Macedonian contingents of Alexander's army; Alexander's relationship with Persians, including Darius' family, the people of Persepolis, courtiers, the <i>Epigonoï</i> , the satraps appointed to manage the Empire, and in relation to the marriages at Susa; Alexander's relationship with the leaders of the Indus valley; the portrayal of Greeks, Macedonians and Persians in the sources.

Appendix 5f lists the sources for this depth study.



## 2c. Content of the Roman period study (H407/21–23 entry code is determined by Roman depth study)

### Introduction to the Roman period study

This period study will focus on the unfolding narrative of the establishment and development of the principate under Augustus, Tiberius, Gaius, Claudius and Nero.

There will be a particular focus on the military, social, religious and political issues and developments

of the emperors in Rome and the Empire and their treatment by the ancient sources.

The Roman period study will be worth 25% of the overall specification and should take between 70–80 guided learning hours to teach.

### Knowledge, understanding and skills

Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied, including change, continuity, causation, consequence and significance. Learners will be required to demonstrate knowledge and understanding of, and the ability to analyse and evaluate the significance of, events, individuals, groups, developments and ideas in the topic studied in order to reach substantiated judgements.

Learners should be able to demonstrate an understanding of the relationships between different aspects of the period studied. They should make connections, draw contrasts and analyse trends, such as between economic, political, social, religious and military history; and between short and long-term timescales.

The period study requires the critical use of ancient source material in analysing and evaluating historical questions, problems and issues. Different types of evidence need to be analysed and evaluated. Learners need to understand the usefulness and limitations of the ancient source evidence studied and how this affects the conclusions that can be drawn. It will require learners to deal with the contexts in which evidence was written or produced and assess the reliability of the evidence.

Learners will be required to demonstrate the ability to create their own evidence-based structured arguments, selecting, organising and communicating their knowledge and understanding of both the historical events studied and the ancient source material to reach substantiated conclusions.

There will always be one interpretation question set, focusing on one of the three key historical debates listed in the specification. The quoted passage set for examination will provide learners with the opportunity to analyse and evaluate a scholarly view in conjunction with their knowledge and understanding of the historical period, as well as their knowledge and understanding of the ancient source material.

The quoted passage that will appear in the assessment will be taken from the published work from an academic historian, who was writing from the start of the 18th century onwards, and will be pitched at a level appropriate for this qualification. The quoted passage will be fully attributed and will only be edited for accessibility. Where the language of the passage has been adapted for accessibility, the meaning or point of view expressed by the historian in the original will not be altered.

When approaching the quoted passage, learners will be expected to be able to read and understand the

passage, identifying the argument(s) put forward by the historian. Learners should be able to analyse the argument into constituent parts and should be able to place the argument(s) into the context of the wider debate. Learners should evaluate the argument(s) put forward in terms of their validity based on their knowledge of the historical events/situations and how accurately the argument(s) represents the evidence from the ancient sources. A learner's knowledge and understanding of the ancient source material will be credited as part of AO4 but only where it is presented in

a way which is relevant and intrinsically linked to the analysis / evaluation / use of the interpretation. 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.

A detailed assessment overview can be found in Section 3 of the specification.

## The Julio-Claudian Emperors, 31 BC–AD 68

Key time spans	Learners should have studied the following content:
<b>Augustus</b> 31 BC–AD 14	The presentation of Augustus' victory at Actium; the constitutional settlements of 27 BC and 23 BC; Augustus military achievements; the depiction of Augustus and Augustan Rome in the poetry and coinage of the period; the importance of Livia, Agrippa, Tiberius and Germanicus; the restoration of the Republic and the revival of traditional Roman values and practices; Augustus' attitude towards religion, including the Imperial Cult inside and outside Rome; administrative changes to Rome and the provinces; relations with the Senate, Equestrians and ordinary people of Rome; Augustus' building programme; challenges to his rule including conspiracies; the establishment of the dynasty and issues of succession; the <i>Res Gestae</i> as an account of Augustus' reign.
<b>Tiberius</b> AD 14–37	The views of classical authors on Tiberius' reign; Tiberius' relationships with Germanicus and Sejanus; conspiracies and challenges to his reign, including mutinies and revolts; the treason trials; Tiberius' attitude towards religion, including the Imperial Cult inside and outside Rome; relations with the Senate, Equestrians and ordinary people of Rome.
<b>Gaius</b> AD 37–41	The presentation of Gaius' character and personality as emperor by the ancient sources; the assassination in AD 41; his attitude towards religion, including the Imperial Cult inside and outside Rome; administrative changes to Rome; relations with the Senate, Equestrians and ordinary people of Rome.
<b>Claudius</b> AD 41–54	The difficulties of the accession; the presentation of Claudius' role in, and motives for the invasion of Britain; the importance of his wives and freedmen; Claudius' relationship with Nero and Britannicus; the events surrounding his death; administrative changes to Rome; relations with the Senate, Equestrians and ordinary people of Rome.
<b>Nero</b> AD 54–68	The presentation of Nero as emperor by the ancient sources; the early part of his reign and the changing role of Agrippina; the importance of his wives; Piso conspiracy in AD 65; Tacitus' and Suetonius' accounts of the Great Fire of Rome in AD 64; the achievements of Corbulo in Armenia; the revolt of Vindex; death of Nero and the accession of Galba; Nero's attitude towards religion, including the Imperial Cult inside and outside Rome; administrative changes to Rome; relations with the Senate, Equestrians and ordinary people of Rome.

Learners should have studied the historical debates surrounding the following issues for the interpretation question and the views historians have on these:

- the extent to which Augustus actually restored the Republic
- the characters of Tiberius, Gaius, Claudius and Nero
- the benefits of Imperial rule for the inhabitants of Rome.

**Appendix 5g lists the sources covering the contents of the period study.**

## 2c. Content of Roman depth studies

### Introduction to the Roman depth studies

Centres should choose one Roman depth study from a choice of three, which will be studied alongside the period study.

- Learners taking 'The Breakdown of the Late Republic, 88–31 BC' depth study must be entered for **H407/21: Republic and Empire**.
- Learners taking 'The Flavians, AD 68–96' depth study must be entered for **H407/22: The Eleven Caesars**.
- Learners taking the 'Ruling Roman Britain, AD 43–c. 128' depth study must be entered for **H407/23: Emperors and Empire**.

The Roman depth studies focus on a substantial and coherent shorter time span. They require learners to study significant individuals, societies, events and issues within the complexity of a historical event or situation, and the interplay of different factors such as military, political, religious, social and cultural within that event or situation.

The Roman depth studies all have clear links to the period study, making it easier for teachers to provide the historical background, context and awareness of how their option is located within the longer term developments of Roman history.

The Roman depth study will be worth 25% of the overall specification and should take approximately 70–80 guided learning hours to teach.

### Knowledge, understanding and skills

Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied, including change, continuity, causation, consequence and significance. Learners will be required to demonstrate knowledge and understanding of, and the ability to analyse and evaluate the significance of, events, individuals, groups, developments and ideas in the topic studied in order to reach substantiated judgements.

Each depth study requires the critical use of ancient source material in analysing and evaluating historical questions, problems and issues. Different types of evidence need to be analysed and evaluated. Learners need to understand the usefulness and

limitations of the ancient source evidence studied and how this affects the conclusions that can be drawn. It will require learners to deal with the contexts in which evidence was written or produced and assess the reliability of the evidence.

Learners will be required to demonstrate the ability to create their own evidence-based structured arguments, selecting, organising and communicating their knowledge and understanding of both the historical events studied and the ancient source material to reach substantiated conclusions.

A detailed assessment overview can be found in Section 3 of the specification.

## Depth study in H407/21: The Breakdown of the Late Republic, 88–31 BC

This depth study focuses on the interplay of political, military, social and economic factors that the late Roman Republic faced, and ultimately brought about its disintegration and reformation under the sole rule of Octavian.

The topics in this depth study are all interrelated, and learners are encouraged to see the connections between different topics to deepen their understanding of the period.

Key topics	Learners should have studied the following content:
<b>The form of the Constitution</b>	The makeup, role and responsibilities of: the Senate including <i>Senatus Consulta</i> , assemblies ( <i>comitia centuriata</i> , <i>comitia plebis tributa</i> , <i>consilium plebis</i> , <i>comitia populi tributa</i> ) including law-making, magistrates, including the <i>cursus honorum</i> and the Electoral Process, the tribunes of the plebs; the place of the courts, including <i>quaestiones perpetuae</i> and extraordinary courts in the political process; the background to the problems in 88 BC, including an overview of the issues stemming from the Gracchi and Marius.
<b>The challenges to the Constitution</b>	The reforms of Sulla as dictator; the undoing of Sulla's reforms through the 70s leading to Pompey and Crassus as consuls in 70 BC; the role of the tribunes; the Catilinarian Conspiracy; the First Triumvirate, its purposes and outcomes; unrest through the 50s BC; the reasons for the Civil War of 49 BC; Caesar's dictatorship and social change; Caesar's assassination; the aftermath of the assassination: Anthony against the Senate and The Second Triumvirate; Octavian's successes: the unification of Italy, victory at Actium and in Egypt.
<b>The means by which politicians achieved success and their importance in the breakdown of the Republic</b>	Patron-client relationships; factions, including <i>optimates</i> and <i>populares</i> ; land bills; largesse: games and donatives; intimidation during trials and elections; violence; bribery; corruption; the military commands of Pompey, Caesar, Antony and Octavian; the threat of military action; army and veteran support; rhetoric / oratory; political marriages and scandals.
<b>Social and Economic relationships and their importance in the breakdown of the Republic</b>	The social and economic standing of Senators (and Patrician and Plebeian distinctions), and Equestrians including the <i>publicani</i> ; the changing role of the rural and especially the urban poor – the Plebs; patron-client relationships; inequality in wealth; the reaction of <i>possessores</i> of <i>ager publicus</i> to land reform; migration of the rural poor to Rome, buying the support of the poor through largesse, land bills and corn doles; Spartacus' slave revolt.
<b>The roles and importance of individuals in the breakdown of the Republic</b>	Sulla; Lepidus; Pompey; Cicero; Crassus; Catiline; Caesar; Cato; Clodius; Brutus and Cassius; Antony; Lepidus; Sextus Pompeius; Octavian.

Appendix 5h lists the sources for this depth study.

## Depth study in H407/22: The Flavians, AD 68–96

This depth study focuses on the interplay of political, military, social, economic and religious factors that affected the reigns of the Flavian dynasty resulting in a different type of Principate to that of the preceding Julio-Claudian dynasty.

The topics in this depth study are all interrelated, and learners should be encouraged to see the connections between different topics to deepen their understanding of the period.

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Key topics	Learners should have studied the following content:
<b>The Year of the four Emperors: the establishment of the Flavian dynasty AD 68–69</b>	The failures of Galba, Otho and Vitellius and the reasons for these failures; the actions of Vespasian and his supporters; the means by which Vespasian gained the principate, including his use of military, political, financial and popular support; religious aspects to Vespasian's accession; the role of the army, Senate, people of Rome and provincials in the events of AD 68–69 and the accession of Vespasian.
<b>The nature of the Principate: the development of the role and power of the <i>princeps</i> during the dynasty</b>	The actions of Vespasian on his accession and the reasons for them; the development of the role of the <i>princeps</i> under his rule; the political, economic and social factors and events which influenced the development of the principate; the ways in which Vespasian's successors developed the role and power of the <i>princeps</i> , including the events of their reigns, and their policies and actions; their impact on the nature of the principate and the relationship of the <i>princeps</i> to other organs of government and the different classes of citizens; the role of family members and supporters, and their importance in the course of events.
<b>The personalities of Vespasian, Titus and Domitian, their reigns and their relations with citizens and non-citizens in both Rome and the provinces</b>	The main features of the reigns of each Emperor; the character of each of the Emperors displayed through their words, actions and policies in Rome and in the Empire; actions taken by each Emperor which affected relations with the Senators, equestrians, ordinary people of Rome and the provincials; acts as censors, reform of the orders, taxes; the importance and use of the army in Rome and in the Empire; challenges and opposition including reasons for these and how effectively they were dealt with; activities in the Empire dealing with the challenges to Roman rule in Britain, Germany, on the Danube border, and in the East.
<b>Propaganda: its role in creating and supporting the dynasty and the extent to which it affected the popularity and support of the emperors</b>	The use of propaganda in the accession of Vespasian; the importance of presentation of the <i>princeps</i> and the achievements of each member of the dynasty; the ways in which the <i>princeps</i> is promoted including architecture, art and sculpture, coins, inscriptions and literature; the events and policies of the Emperors, and how and why these are presented; the use of building projects in Rome and the Empire; the use of entertainment such as festivals, games, theatrical events, triumphs.
<b>Religion: its role in the principate and Roman Society and its importance for the dynasty</b>	The status and importance of traditional Roman religious practices and rites in Roman society; the involvement of the Emperors in traditional Roman religion and their reasons for participation; the impact of the development of religion by the emperors on Roman society; development of alternatives to traditional religion including foreign cults; the role of the Emperors in these cults and the reasons for this; the development and role of the worship of the Imperial family and the Imperial cult in the dynasty; the attitudes of the Emperors towards religion.

Appendix 5i lists the sources for this depth study.

## Depth study in H407/23: Ruling Roman Britain, AD 43–c. 128

This depth study focuses on the interplay of political, military, social, economic, cultural and religious factors affecting the complex interactions between the Roman Empire and the British.

The topics in this depth study are all interrelated, and learners are encouraged to see the connections between different topics to deepen their understanding of the period.

Key topics	Learners should have studied the following content:
<b>Roman military policy towards Britain: conquest and expansion</b>	The relations between Britain and the Roman Empire in AD 43; the reasons for the Roman conquest of Britain under Claudius; factors influencing Roman military policy towards Britain and moves to expand the province and establish a frontier; military policy and its effectiveness under the governors of Britain; Agricola's military campaigns.
<b>Frontier policy: consolidation and retrenchment AD 85–c.128</b>	The changes to frontier policy after Agricola's governorship; reasons for Domitian's retrenchment after Agricola's governorship; reasons for Trajan's retrenchment and the establishment of the Stanegate Road system; the decision to build Hadrian's Wall; the features and functions of Hadrian's Wall.
<b>Resistance to Roman rule</b>	The reasons for British resistance to Roman invasion and rule; the nature of the resistance and its effectiveness; the role of Caratacus against Plautius and Ostorius; the reasons for the Boudiccan Revolt; the consequences of Boudicca's actions and the impact of the revolt on Roman policy; unrest in Brigantia under Venutius; the role of Calgacus against Agricola; the presentation of British leaders by Roman writers: the construct of the noble savage and primitive barbarian.
<b>Roman control</b>	The role and duties of the governor and the procurator in the Roman province; the effectiveness of these roles in securing and stabilising Roman control; the reasons for British collaboration with Roman rule; the use of client rulers (Prasutagus, Cartimandua and Cogidubnus) and its effectiveness; the role of the Roman Army in dealing with unrest and protecting the province; the deployment of the army, both legionaries and auxiliaries, within the province; the army's role in building and patrolling Hadrian's Wall.
<b>Effects of Roman rule</b>	Economic exploitation: the extent of Roman influences on the British economy at the time of Claudius' invasion of AD 43; evidence for exploitation of economic resources during the Claudian period; changes to agricultural production; trade and infrastructure, with particular reference to roads; the impact of the Roman Army on the British economy; urbanisation: reasons for the development of towns; the different types of towns ( <i>coloniae</i> , <i>civitates</i> , <i>municipia</i> , <i>vici</i> ) and their functions; the development of towns as economic centres during the 1st century AD; leisure and public facilities provided by towns; towns as agents of Romanisation; the emergence of a Romanised elite; the importance of Fishbourne Palace and its reflection of new cultural tastes and attitudes; the extent of Romanisation.

Appendix 5j lists the sources for this depth study.

## 2d. Prior knowledge, learning and progression

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Learners in England who are beginning an A Level course are likely to have followed a Key Stage 4 programme of study. This specification builds on the knowledge, understanding and skills specified for GCSE (9–1) Ancient History, however, prior attainment of a GCSE (9–1) qualification in Ancient History is not required.

OCR's A Level in Ancient History provides a suitable foundation for the study of Ancient History or other

Classics courses in further and higher education. At the same time, it also offers a worthwhile course of study for learners who do not wish to progress further in the subject. The key skills required by the specification provide opportunities for progression directly into employment.

There are a number of Classics specifications at OCR. Find out more at: [www.ocr.org.uk](http://www.ocr.org.uk)



# 3 Assessment of A Level in Ancient History (H407)

## 3a. Forms of assessment

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OCR's A Level in Ancient History consists of two components that are both externally assessed.

### Component Group 1: Sparta and the Greek World (H407/11), Athens and the Greek World (H407/12), Macedon and the Greek World (H407/13)

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This component group is an externally assessed, written examination testing AO1, AO2, AO3 and AO4. Learners must study one component from this group.

It is worth **98 marks**, which represents **50%** of the total marks for the A Level.

The examination lasts for **2 hours 30 minutes**.

There are **two** sections to this component. Section A is worth **50 marks** and Section B is worth **48 marks**. Learners answer both sections.

In **Section A**, learners will answer questions on the content of the period study. The questions in this section will be common across all three components. In **Section B**, learners will answer questions on the content of the depth study.

### Component Group 2: Republic and Empire (H407/21), The Eleven Caesars (H407/22), Emperors and Empire (H407/23)

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This component group is an externally assessed, written examination testing AO1, AO2, AO3 and AO4. Learners must study one component from this group.

It is worth **98 marks**, which represents **50%** of the total marks for the A Level.

The examination lasts for **2 hours 30 minutes**.

There are **two** sections to this component. Section A is worth **50 marks** and Section B is worth **48 marks**. Learners answer both sections.

In **Section A**, learners will answer questions on the content of the period study. The questions in this section will be common across all three components. In **Section B**, learners will answer questions on the content of the depth study.

The question papers in each component group have exactly the same structure. The structure of H407/11, H407/12, H407/13, H407/21, H407/22 and H407/23 will follow this pattern:

### Section A

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Total marks
1 and 2	Essay	5	10	15	–	<b>30</b>
3	Interpretations	5	–	–	15	<b>20</b>

3

Section A assesses the material studied in the period study.

We recommend that learners spend around 1 hour 15 minutes on Section A.

Learners will have a choice between answering **Question 1** or **Question 2**. These will be essay questions each worth **30 marks** requiring learners to use, analyse and evaluate the ancient source material they have studied to answer the issues addressed in the question.

In **Question 3**, learners will answer a question addressing a key historical debate from the period study. Learners will be provided with one unseen extract from an academic historian, writing from the start of the 18th century onwards. This question will be worth **20 marks**. Learners will be required to analyse and evaluate the extract in the context of the historical debate including the views of other historians, and within the context of their own knowledge and understanding of the historical event.

### Section B

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	Total marks
4	Source utility	6	–	6	–	<b>12</b>
5 and 6	Essay	6	12	18	–	<b>36</b>

Section B assesses the material studied as part of the depth study.

We recommend that learners spend around 1 hour 15 minutes on Section B.

In **Question 4**, learners will answer a stimulus-based question focusing on an issue relating to a historical event or situation. Learners will need to assess the source's utility. The stimulus material will vary between one and four different ancient sources and

candidates are expected to address the utility of these sources as a set of evidence for a particular historical event or situation. This question will be worth **12 marks**.

Learners will have a choice between answering **Question 5** or **Question 6**. These will be essay questions each worth **36 marks**, requiring learners to use, analyse and evaluate the ancient source material they have studied to answer the issues addressed in the question.

### 3b. Assessment objectives (AO)

There are four Assessment Objectives in OCR A Level in Ancient History. These are detailed in the table below.

Learners are expected to:

	Assessment Objective
<b>AO1</b>	Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
<b>AO2</b>	Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.
<b>AO3</b>	Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about: <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>
<b>AO4</b>	Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.

### AO weightings in OCR's A Level in Ancient History

The relationship between the assessment objectives and the components are shown in the following table:

Component	% of OCR A Level in Ancient History (H407)			
	AO1	AO2	AO3	AO4
Sparta and the Greek World (H407/11) Athens and the Greek World (H407/12) Macedon and the Greek World (H407/13)	11.25%	11.25%	20%	7.5%
Republic and Empire (H407/21) The Eleven Caesars (H407/22) Emperors and Empire (H407/23)	11.25%	11.25%	20%	7.5%
<b>Total</b>	<b>22.5%</b>	<b>22.5%</b>	<b>40%</b>	<b>15%</b>

### 3c. Assessment availability

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There will be one examination series available each year in May / June to **all** learners.

This specification will be certificated from the June 2019 examination series onwards.

All examined components must be taken in the same examination series at the end of the course.

### 3d. Retaking the qualification

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Learners can retake the qualification as many times as they wish.

They retake all components of the qualification.

### 3e. Assessment of extended response

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The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and

coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

### 3f. Synoptic assessment

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Synoptic assessment is the learners understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the A Level course.

Synoptic assessment draws together all four of the distinct assessment objectives in OCR's A Level in Ancient History. Synoptic assessment can be found in Component Group 1 and Component Group 2.

The emphasis of synoptic assessment is to encourage the understanding of Ancient History as a discipline.

### 3g. Calculating qualification results

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A learner's overall qualification grade for A Level in Ancient History will be calculated by adding together their marks from the two components taken to give their total weighted mark. This mark will then be

compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

## 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at <http://www.ocr.org.uk/administration>

### 4a. Pre-assessment

#### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries

should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

#### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking an A Level in Ancient History must be entered for one of the following entry options:

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
H407 A	Ancient History Option A	11	Sparta and the Greek World	External Assessment
		21	Republic and Empire	External Assessment
H407 B	Ancient History Option B	11	Sparta and the Greek World	External Assessment
		22	The Eleven Caesars	External Assessment
H407 C	Ancient History Option C	11	Sparta and the Greek World	External Assessment
		23	Emperors and Empire	External Assessment
H407 D	Ancient History Option D	12	Athens and the Greek World	External Assessment
		21	Republic and Empire	External Assessment
H407 E	Ancient History Option E	12	Athens and the Greek World	External Assessment
		22	The Eleven Caesars	External Assessment
H407 F	Ancient History Option F	12	Athens and the Greek World	External Assessment
		23	Emperors and Empire	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
H407 G	Ancient History Option G	13	Macedon and the Greek World	External Assessment
		21	Republic and Empire	External Assessment
H407 H	Ancient History Option H	13	Macedon and the Greek World	External Assessment
		22	The Eleven Caesars	External Assessment
H407 J	Ancient History Option J	13	Macedon and the Greek World	External Assessment
		23	Emperors and Empire	External Assessment

## 4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

## 4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

### Head of centre annual declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

### Private Candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre.

A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>

## 4d. Results and certificates

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### Grade Scale

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A Level qualifications are graded on the scale: A\*, A, B, C, D, E, where A\* is the highest. Learners who fail to reach the minimum standard for E will be

Unclassified (U). Only subjects in which grades A\* to E are attained will be recorded on certificates.

### Results

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Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for the qualification.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 3 Advanced GCE in Ancient History'.

## 4e. Post-results services

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A number of post-results services are available:

- **Review of marking** – If you are not happy with the outcome of a learner's results, centres may request a review of marking. Full details of the post-results services are provided on the OCR website.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

## 4f. Malpractice

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Any breach of the regulations for the conduct of examinations and non-exam assessment work may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected.

Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

## 5 Appendices

### 5a. Accessibility

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Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments*.

The A Level qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

### 5b. Overlap with other qualifications

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There is a small degree of overlap between this specification and the A Level in Classical Civilisation.



## 5c. Ancient source material for the 'Relations between Greek states and between Greek and non-Greek states, 492–404 BC' period study

### Literary evidence

LACTOR 1, *The Athenian Empire* (ISBN-13 978-0903625172)

Andokides 3.29 (No. 61)

Aristophanes, *Akharnians* 61–71 (No. 58); 524–539 (No. 99)

Aristophanes, *Peace* 619–622 (No. 110); 639–648 (No. 202)

Aristotle *Politics* 1284a38 (No. 84)

Diodorus 11.46–47 (No. 19); 11.50 (No. 28); 12.2.1–2 (No. 52); 12 4.4–6; (No. 53); 12.38.2 (No. 113)

Harpokration s.v. Attikois grammasin (No. 54)

Plutarch, *Aristeides* 23 (No. 10); 24.1–5 (No. 20)

Plutarch, *Cimon* 11–12.4 (No. 33); 13.4–5 (No. 51)

Plutarch, *Pericles* 23.1–2 (No. 71); 28.1–3 (No. 89)

OCR source booklet

Plutarch, *Pericles* 30–31

Herodotus, *Histories* (Penguin Classics) (ISBN-13: 978-0140449082)

6.42–49; 6.94–117, 6.120–124

7.1; 7.5–10h; 7.49–50; 7.102; 7.131–133; 7.138–139; 7.141–145; 7.151–152; 7.174–175; 7.207, 7.219–222; 7.228.2

8.1–3; 8.49–50; 8.56–63; 8.74; 8.94; 8.100–103; 8.143–144

9.1–3; 9.6–8; 9.16–18; 9.40; 9.62–64; 9.71; 9.98–99; 9.105–106

Thucydides, *The History of the Peloponnesian War* (Penguin Classics) (ISBN-13: 978-0140440393)

1.23; 1.33; 1.35; 1.40–1.41; 1.44, 1.55–1.58; 1.60–1.61, 1.66–1.69; 1.75–1.77, 1.86–1.88; 1.89–1.118, 1.121–1.122; 1.139–1.140

2.8; 2.11; 2.13; 2.63; 2.65

4.19–4.20; 4.40–4.41; 4.50, 4.80–4.81; 4.108; 4.117

5.13–5.18; 5.25–5.26; 5.43

6.8, 6.12–6.13, 6.15, 6.24, 6.31; 6.76, 6.82–6.83, 6.89–6.91

7.18; 7.27–7.28

8.2; 8.6; 8.9; 8.17–8.18; 8.29; 8.37; 8.52, 8.87

Xenophon, *History of My Times* (Penguin Classics) (ISBN-13: 978-0140441758)

1.4.1–7; 1.5.1–3; 1.6.6–11; 2.1.7–14; 2.1.20–32

### Archaeological evidence

Serpent column

LACTOR 1, *The Athenian Empire* (ISBN-13 978-0903625172)

Chalkis Decree (No. 78)

Thoudippos decree (No. 138)

LACTOR 16, *The Persian Empire from Cyrus II to Artaxerxes I* (ISBN-13: 978-0903625288)

Naqs-e Rostam inscription No. 1 and 2 (No. 48 and 103)

Xerxes' inscription (No. 63)

Centres are free to study the sources from any translation, however where a passage is printed on a question paper it will be taken from the editions listed, with such modifications as seem appropriate to the examiners.

## 5d. Ancient source material for 'The Politics and Society of Sparta, 478–404 BC' depth study

### Literary evidence

LACTOR 21, *Sparta* (ISBN-13: 978-0903625401)

Alcman, 1–3

Aelian, *Miscellaneous History* 12.43

Aristophanes, *Lysistrata* 78–87; 1241–1321

Aristotle, *Politics*, 2.9 (1269a29–1271b19)

Diodorus, 11.50; 11.63.1–4

Kritias, 81B37 in H. Diels & W. Kranz, *Fragmente der Vorsokratiker*

Kritias, *Governance of the Spartans*, fr. 6, in Athenaios, *Scholars at Dinner*, 432d-433b /11.41

Myron of Priene, FGrH 106 F2 = Athenaeus 14.74

Pausanias, *Description of Greece* 3.14.9–10

Phylarchos, FGrH 81 F43 in Athenaios, *Scholars at Dinner* 6.102

Plato, *Alcibiades* 1.122d-123b

Plato, *Laws* 633b-c

Plato, *Protagoras* 342d

Plutarch, *Agessilaus* 1

Plutarch, *Aristides* 23

Plutarch, *Lycurgus* 5.6; 6–10; 12–19; 20–22; 24–28; 29.6; 30

Plutarch, *Lysander* 3–11, 16; 17.1–17.2 & 17.4–17.5

Plutarch, *Moralia* 219D (Brasidas 4) = 190B (Brasidas 3) = 240C (Argileonis 1)

Plutarch, *Moralia* 241F = *Sayings of Spartan Women*, 'Unknown women' 16

*Sayings of the Spartans: Agis*, 2–6; *Gorgo* 2, 6

'School of Aristotle' *Spartan Constitution*, excerpted by Herakleides Lembos 373.10 Dilts

Strabo, *Geography* 8.5.4

Tyrtaeus, 6, 10–12

Xenophon, *Constitution of the Spartans*

Xenophon, *Hellenica* 2.1.6–7; 2.1.13–14; 2.1.23–24; 2.1.27–28; 2.2.19–20

Herodotus, *Histories* (Penguin Classics) (ISBN-13: 978-0140449082)

5.75; 6.56–60; 7.3; 7.104.4; 7.228; 7.234.2; 8.3; 9.28

Thucydides, *The History of the Peloponnesian War* (Penguin Classics) (ISBN-13: 978-0140440393)

1.6; 1.10; 1.68–71; 1.79–87; 1.101–103; 1.119.1; 1.128–135; 2.9.2; 2.25; 2.91–92; 3.31; 3.79; 4.8; 4.15–16; 4.23; 4.26; 4.33–35; 4.38; 4.80–81; 4.117; 5.16–17; 5.23; 5.34; 5.57; 5.63–74; 6.93; 7.11–12; 8.3.2; 8.5

### Archaeological evidence

LACTOR 21, *Sparta* (ISBN-13: tbc)

Spartan epitaph (IG 5.1.1124)

Bronze figurine of a woman, British Museum [BM: 1876,0510.1]

Centres are free to study the sources from any translation, however where a passage is printed on a question paper it will be taken from the editions listed, with such modifications as seem appropriate to the examiners.

## 5e. Ancient source material for 'The Politics and Culture of Athens, c.460–399 BC' depth study

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### Literary evidence

Aristotle, *The Athenian Constitution* (Penguin Classics) (ISBN-13: 978-0140444315)  
23–28

Thucydides, *The History of the Peloponnesian War* (Penguin Classics) (ISBN-13: 978-0140440393)  
2.34–2.46 (Pericles' Funeral Oration)  
3.36–3.50 (Mytilene Debate)

*The Old Oligarch* (Pseudo–Xenophon), *Constitution of Athenians*, LACTOR 2, trans R. Osborne (ISBN-13: 978-0903625318)

Gorgias, *Encomium of Helen*, in *The Greek Sophists*, trans Dillon/Gergel, (ISBN-13: 978-0140436891)

Plutarch, *The Rise and Fall of Athens: Nine Greek Lives* (Penguin Classics) (ISBN-13: 978-0140441024)  
Pericles, 4–6, 11–16, 30–32, 36–37  
Nicias, 3.1–2, 11  
Alcibiades, 10, 16, 19, 20.2–4, 34

Plato, *Republic*, trans. Lane, (ISBN-13: 978-0140455113)  
6.488–6.489; 6.493

Plato, *Apology, The Last Days of Socrates*, trans. Tredennick, (ISBN-13: 978-0140449280)

### OCR Source booklet

Aristophanes, *Wasps* 891–1008  
Aristophanes, *Knights* 147–395

Aristophanes, *Lysistrata and Other Plays*, trans. Sommerstein, (ISBN-13: 9780140448146)  
*Clouds* lines 92–118, 365–381, 814–1302

### LACTOR 12: The Culture of Athens

Aristophanes, *Thesmophoriazusae* 786–800, 830–842  
Aristotle, Rhetoric 1402b (CA404)  
Isocrates 5.117 (CA222)  
Pausanias 1.28.2 (CA358), 1.24.5, 7 (CA360)  
Plato, *Gorgias* 452d–e (CA399), 459b–c (CA400)  
Plato, *Hippias Major* 282b–e (CA214)  
Plato, *Protagoras* 316d–e (CA209)

Xenophon, *Memorabilia* 1.1.16 (CA26), 2.2.2 (CA49), 1.6.13 (CA216), 1.1.3 (CA 258) 3.7.6 (CA35), 1.2.62 (CA173)

Xenophon, *Poroi* 2.1–2, 5

Euripides, *Hippolytus*, in *Three Plays* trans. Vellacott, (ISBN-13: 978-0140440317)

### **Archaeological evidence**

Buildings on the Acropolis and in the Athenian Agora built as part of the Periclean Building Programme; the Odeon of Pericles

Temple at Sounion

Centres are free to study the sources from any translation, however where a passage is printed on a question paper it will be taken from the editions listed, with such modifications as seem appropriate to the examiners.

## 5f. Ancient source material for 'Rise of Macedon, 359–323 BC' depth study

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### Literary evidence

Arrian, *The Campaigns of Alexander*, (Penguin Classics) (ISBN-13: 978-0140442533)

1.7–1.8; 1.10–1.13; 1.16; 1.20–1.23; 1.29  
2.6–2.7; 2.12; 2.14–2.15  
3.8.7–10; 3.13–3.16; 3.18–3.21; 3.28.8–3.30.5  
4.7–4.14; 4.18–4.19  
5.25–5.29  
6.8–6.11.2; 6.12–6.13; 6.27; 6.29.9–30  
7.4; 7.6; 7.8–7.12; 7.14; 7.22–7.23; 7.25–7.26

Curtius Rufus, *The History of Alexander* (Penguin Classics) (ISBN-13: 978-0140444124)

5.6.1–8; 5.7.1–11  
7.5.28–35

Demosthenes: 2.6–8; 2.15–20; 5.20–25; 8.5–8, 8.11–15; 9.7–12; 9.32–35; 19.39–41

Diodorus Siculus, *Library of History*

Volume 16, 1–4, 7.3, 8, 22.3, 34.3–5, 35, 38.1–2, 52.1–3, 53–55, 58.1–3, 59–60, 71–72.1, 74–77.1–2, 84–89, 91–92

Justin, *Epitome of Trogus*

8.1–6; 9.4–5

Plutarch, *The Age of Alexander: Nine Greek Lives*, (Penguin Classics) (ISBN-13: 978-0140442861)

*Alexander* 1; 7–16; 18; 23; 27–28; 45; 47–55; 59–62

### Archaeological evidence

Gold coin of Philip (BM: 1911,0208.2)

Porus Medallion (BM: 1887,0609.1)

The Alexander Sarcophagus

Silver tetradrachm minted by Lysimachus showing Alexander with horns, Zeus Ammon and Athena (BM: 1919,0820.1)

Silver tetradrachm minted by Ptolemy I showing Alexander with elephant scalp headdress (BM: 1987,0649.508)

Centres are free to study the sources from any translation, however where a passage is printed on a question paper it will be taken from the editions listed, with such modifications as seem appropriate to the examiners.

## 5g. Ancient source material for 'The Julio-Claudian emperors, 31 BC–AD 68' period study

### Literary evidence

Suetonius, *The Twelve Caesars*, R. Graves Penguin (ISBN-13: 978-0140455168)

Augustus, 17–23, 26–28, 30–31, 34–37, 39–40, 64–66, 93, 98–101

Tiberius, 23–24, 26–27, 29–33, 36, 39–41, 47–48, 61–63, 65, 75

Gaius, 13–14, 18–20, 22, 27–33, 37, 56–59

Claudius, 10–14, 17–18, 20–22, 25, 29, 36, 44–45

Nero, 10–11, 20–23, 26–27, 31–32, 34, 38, 40–49, 53

Tacitus, *The Annals of Imperial Rome* (Penguin Classics) (ISBN-13: 978-0140440607)

1.16–1.18; 1.21–1.25; 1.28–1.35; 1.38–1.43; 1.46–1.47; 1.49; 1.52; 1.61–1.62; 1.72; 2.52; 2.53; 2.55; 2.57; 2.59–2.60; 2.69–2.71; 2.73; 3.20–3.21; 3.32; 3.50; 3.55; 3.65; 3.70; 3.73–3.74; 4.1–4.3; 4.20; 4.30–4.31; 4.39–4.41; 4.74; 6.18–6.19; 11.24; 12.25–12.26; 12.41; 12.65–12.69; 14.1–14.16; 15.37–15.44; 15.48–15.74

Dio, *The Roman History: The Reign of Augustus* (Penguin Classics) (ISBN-13: 978-0140444483)

51:21; 52:4; 53:11–13, 16–17

LACTOR 15: *Dio: The Julio-Claudians* (ISBN-13: 978-0903625210)

58:4.1–4 (A3), 5 (A4), 6–7.3 (A5), 8.4–11 (A7); 59:3.1–5.5 (B3), 9.4–7 (B7), 16.1–11 (B12); 26.5–27.1 (B20), 28.1–11 (B22), 29.1–30.3 (B23); 60:3.1.7 (C3), 6.1–7.4 (C5), 14.1–16.4 (C8), 17.8–18.4 (C10); 63:22.1–26.1 (D6), 26.3–27.1 (D7), 27.2–29.3 (D8)

LACTOR 17: *The Age of Augustus* (ISBN-13: 978-0903625364)

*Res Gestae Divi Augusti*

Tacitus, *Annals*, 1: 2.1–4.5, 6.1–15.3 (Section F); 4:37 (L16); 3:56 (H26); 3:29 (J34); 4:57 (J66); 6:10–11 (K7); 12:23 (K10); 2:59 (M6); 3:24 (P16); 2:37 (T27).

Velleius Paterculus, 2: 88.1–91.4, 93.1–100.1, 103.1–104.1, 121.1–123.2

Virgil, *Aeneid* 1.257–1.296 (G36); 6.752–6.806 (G37); 8.671–8.731 (G38)

Horace, *Odes* 1.2 (G21); *Odes* 1.37 (G24); *Odes* 3.6 (G28); *Odes* 4.15 (G45)

Ovid, *Fasti* 1.1–14 (G49); 2.55–66 (L4); 5.140–158 (L13), 2.119–144 (H38)

Macrobius, *Saturnalia* 1.11.21 (P9), 2.4.23 (T26)

Strabo, *Geography* 7.7.6 (H9), 5.3.7 (K6), 17.3.25 (M2), 4.3.2 (M18), 3.2.15 (M24), 5.3.8 (T9)

Suetonius, *Tiberius* 8.1 (PIO)

Pliny, *Natural History* 7.147–150 (P1), 36.121 (T8)

Younger Seneca *On Clemency*, 1.9.2–1.9.12 (P11)

LACTOR 19: *Tiberius to Nero* (ISBN-13: 978-0903625388)

Velleius Paterculus, 2:125.1–130.5 (C2–7)



Josephus, *Jewish Antiquities* 19.1–3 (E2), 4–11 (E3), 17–27 (E6), 100–114 (E16), 158–164 (E21), 201–211 (E24), 227–236 (E26), 254–262 (E29), 20.148, 151–2 (P9a)

Pliny, *Natural History* 36.124 (K21), 36.122–3 (K24), 36.111 (K42), 34.45–46 (K44), 33.134 (S25)

Younger Seneca, *On Anger* 3.19.1–5 (T6), *On Benefits* 3.26.1–2 (T1), *On Consolation to Polybius* 17.3–5 (J22e), *On the Shortness of Life* 18.5–6 (K12), *On Firmness of Purpose* 18.3 (P6b)

### **Archaeological evidence**

LACTOR 17: *The Age of Augustus* (ISBN-13: 978-0903625364)

*aurei* (H18, H21, H33, J41, N15, N24, J58); *denarii* (H27, N31, L1, L10, N5); *as* (J24).

Inscriptions: Triumphal Arch, Rome (H17); Inscription from Nikopolis (H10); Augustan Lares (L12); altar to numen of Augustus (L17); *laudatio Agrippae* (T14); Edicts of Cyrene (M60)

LACTOR 19: *Tiberius to Nero* (ISBN-13: 978-0903625388)

Coins: *aurei* (J3b, J12b, J21b, J30a, L25, N22); *denarii* (J7n, P13b, P13f); *sestertii* (K4, N51, Q14); *as* (Q13); *dupondius* (K13), *quadrans* (J19h).

Inscriptions: Claudius' harbour (K16), Procurator of Ostia (K17), Emperor Worship at Gytheion (L4), Genius of Tiberius, Rome (L6), letter of Claudius to the Alexandrians (L17), Pomerium extension (N24)

Centres are free to study the sources from any translation, however where a passage is printed on a question paper it will be taken from the editions listed, with such modifications as seem appropriate to the examiners.

## 5h. Ancient source material for 'The Breakdown of the Late Republic, 88–31 BC' depth study

### Literary evidence

New LACTOR on the Fall of the Republic: (expected release date September 2017)

Appian, *The Civil Wars*, 3.43–3.51, 3.74–3.75, 3.80–3.81, 3.86–3.94, 5.12–5.13; 5.127–5.132

Caesar, *The Civil War*, 1.1–1.5; 1.7

Cicero, *de lege agraria* II.7–10

Cicero, Letters Nos 3, 10, 15, 16, 22, 25, 59, 67, 68, 113, 114, 118 (Cicero ad Att 1.1, 1.16, 2.19, 2.21, 4.3, ad Quint frat 2.3; ad Att 7.6 8.13; C 9.7.C, ad Att 14.1, 14.12, 15.11)

Cicero, *in Cat* II.17–23

Cicero, *in Cat* IV.7–10, 20–22

Cicero, *in Verrem* I.1.35–47

Cicero, *pro Sestio* 96–105

Cicero, Second Philippic 88–97

Q. Cicero, *Commentariolum Petitionis* 13–24

Sallust, *The Catiline Conspiracy* 10–16, 18–19, 20–21, 33–39, 51–54

Sallust, Sallust, *Histories* [2.82] {2.98M}, [3.34] {3.48M}

Plutarch, *Antony* 54–56

Plutarch, *Sulla* 7–10, 31

Plutarch, *Pompey* 14–15, 20, 47–48

Plutarch, *Caesar* 6–7, 13–14, 29–32, 57–58

Suetonius, *Deified Julius* 28–33, 38–43

Suetonius, *Deified Augustus* 26–28

### Archaeological evidence

Denarius of Sulla 84–83 BC (Ghey, Leins & Crawford 2010 359.2.1)

Denarius of Sulla 82 BC (Ghey, Leins & Crawford 2010 367.3.1)

Denarius of Caesar 48–47 BC (Ghey, Leins & Crawford 2010 452.4.1)

Denarius of Caesar 47–46 BC (Ghey, Leins & Crawford 2010 458.1.1)

Denarius of Brutus 43–42 BC (Ghey, Leins & Crawford 2010 508.3.1)

Denarius of Antony 43 BC (Ghey, Leins & Crawford 2010 488.1.1)

Denarius of Octavian and Antony 39 BC (Ghey, Leins & Crawford 2010 529.2.1)

Denarius of Octavian with Agrippa 38 BC (Ghey, Leins & Crawford 2010 534.3.1)

Centres are free to study the sources from any translation, however where a passage is printed on a question paper it will be taken from the editions listed, with such modifications as seem appropriate to the examiners.

## 5i. Ancient source material for 'The Flavians, AD 68–96' depth study

### Literary evidence

Suetonius, *The Twelve Caesars*, R. Graves Penguin (ISBN-13: 978-0140455168)

*Galba* 11–17, 19, 22

*Otho* 5–9

*Vitellius* 8, 10–12, 15

*Vespasian* 1, 4–19, 23–25

*Titus* 4–11

*Domitian* 1–17, 23

Tacitus, *Histories*, K. Wellesley, Penguin (ISBN-13: 978-0140449648)

1.1–1.14; 1.18–1.22; 1.27–1.28; 1.33–1.36; 1.41–1.43; 1.46; 1.50–1.53; 1.62; 1.74–1.78; 1.86; 1.89

2.1–2.2; 2.4–2.7; 2.74–2.75; 2.79; 2.83–2.86; 2.90–2.91; 2.100–2.101

3.47–3.48; 3.71; 3.84–3.86

4.2–4.4; 4.10; 4.68; 4.80–4.82; 4.85–4.86

5.1

LACTOR 20: *The Flavians*, (ISBN-13: 978-0903625388)

*Chronicle of 354* part 16 (K2)

Dio Cassius 66.2, 3.4, 8–10, 12–13, 14.3–5, 15.1, 16.3–4, 18–20, 24–26.4 (C2–3, C8–10, C12–15, C16b, C18–20, C24–26); 66.10.1–2 (H24)

Dio Cassius 67.1–4, 6, 8–11, 12–17 (D1–4, D6, D8–11, D12–17); 67.4.7 (T10)

*Epitome de Caesaribus* 11.6–8 (J10g)

Josephus *Jewish War* 7.119–125, 148–152 (E6b, E6f), 158–62 (K64); 4.592–600 (H16), 4.601–607 (H17); 7.63–74 (H22)

Juvenal *Satire* 4. 72–135 (G1)

Martial *Epigram* 9.1 (K54); 8.49 (N49)

Plutarch *Life of Publicola* 15 (K27); *Life of Aemilius Paullus* 25.3–4 (P8d)

Silius Italicus, *Punic Wars* 3.593–629 (H62)

Statius *Silvae*, 3.3.85–110 (S9a)

Tacitus *Histories* 3.74 (L50); 4.5–6 (P1d); 4.38 and 4.52 (K82)

Tacitus, *Annals* 3.55 (J4j); 11.11.1 (L17)

Tacitus, *Agricola* 2.1–2 (P11a), 2.3–3.2 (T23), 39.1–3 (T25); 40 (T26), 41.2–3 (N36), 42.1 (P7), 43.3–4 (T29), 44.5–45.2 (P11b)

Orosius *Histories against the Pagans* 7.3.7 (H42)

## Archaeological evidence

LACTOR 20: *The Flavians*, (ISBN-13: 978-0903625388)

- Inscription AD 69/70 (ILS 244) (H20)
- Inscription from Rome (MW 51) (H56)
- Inscription AD 71 and 81 (ILS 218) (K74)
- Aureus of AD 69/70 (H25)
- Denarius of AD 69 (H27)
- As of AD 70 (H28)
- Aureus of AD 70 (H35)
- Aureus of AD 71 (H41)
- Sestertius of AD 71 (H46)
- Sestertius of AD 72 (H51)
- Aureus (H60)
- Sestertius of AD 81/2 (J11c)
- Aureus of AD 82/3 (J13a)
- As of AD 84 (K10)
- Sestertius of AD 95/6 (K23)
- Sestertius of AD 95/6 (K35)
- Aureus of Septimius Severus AD 201–210 (K51)
- Dupondius of AD 85 (K85)
- Denarius of AD 71 (L1)
- As of AD 88 (L20)
- Sestertius of AD 71 (L24)
- Sestertius of AD 85 (N25)

Centres are free to study the sources from any translation, however where a passage is printed on a question paper it will be taken from the editions listed, with such modifications as seem appropriate to the examiners.

## 5j. Ancient source material for 'Ruling Roman Britain, AD 43–128' depth study

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### Literary evidence

LACTOR 11: *Literary Sources for Roman Britain* (ISBN-13: 978-0903625357)

Dio, 60.19.1–60.22.2, 60.23.1–60.23.6, 60.30.2, 62.1.1–62.3.4, 62.7.1–62.9.2, 62.12.1–62.12.6

Josephus, *Jewish War* 3.4–3.5

Pomponius Mela, *Geography* 3.49–53 (E1)

SHA (Scriptores Historiae Augustae), Hadrian 5.1–5.2, 11.2

Strabo, *Geography* 4.5.1–2, 4.5.4

Suetonius, *Caligula*, 44.2, 46.1

Suetonius, *Claudius*, 13.2, 17.1–17.3, 21.6, 24.3

Suetonius, *Nero*, 18, 39.1

Suetonius, *Vespasian*, 4.1–4.2

Suetonius, *Titus*, 4.1

Tacitus, *Annals* 11.19, 12.23, 12.31–12.40, 14.29–14.39

Tacitus, *Histories* 1.2, 1.9, 1.59–1.60, 2.65, 2.66, 3.44–3.45

Tacitus, *Agricola and Germania* (ISBN-13: 978-0140455403)

*Agricola*

Suetonius, *The Twelve Caesars*, R. Graves Penguin (ISBN-13: 978-0140455168):

*Domitian*, 12.1

LACTOR 19: *Tiberius to Nero* (ISBN-13: 978-0903625388)

Josephus, *Jewish War* 2.378 (N1i)

### Archaeological evidence

LACTOR 4: *Inscriptions of Roman Britain*

Gold stater of Verica (Mack 125)

Gold stater of Cunobelinus (Mack 206)

Bronze coin of Cunobelinus (Mack 246)

Aureus of Claudius (RIC Claudius 9 = BMC Claudius 32)

Sestertius of Hadrian (RIC Hadrian 845)

Longinus Sdapeze (RIB 201)

Dannicus (RIB 108)

Sex. Valerius Genialis (RIB 109)

Rufus Sita (RIB 121)

M Favonius Facilis (RIB 200)

Claudius to the athletes (British Museum collection 111)  
 Julius Classicanus, procurator (RIB 12)  
 Arch of Claudius (ILS 216))  
 Mendip lead pig (RIB 2.1.2404.1)  
 Chester lead water-pipe (RIB 2.3.2434.1)  
 Verulamium forum inscription (JRS 46 146–7)  
 Demetrius of York (RIB 662–3)  
 Caerleon stone of Trajan (RIB 330)  
 Commemorative tablet from York (RIB 665)  
 Altars to Neptune and Oceanus (RIB 1319 and 1320)  
 Milecastle 38 building inscription (RIB 1638)  
 Halton Chesters dedication slab (RIB 1427)  
 Chichester dedication to Nero (RIB 92)  
 Chichester dedication slab (RIB 91)  
 Gaius Saufeius tombstone (RIB 255)  
 M. Petronius tombstone (RIB 294)  
 As of Hadrian (RIC Hadrian 577a)  
 Benwell *classis Britannica* building inscription (RIB 1427)  
 A. Platorius Nepos (ILS 1052)  
 A *speculator* at London (RIB 19))  
 A *beneficiarius* at Wroxeter  
 Wroxeter forum dedication (RIB 288)  
 An auxiliary standard-bearer (RIB 1172)  
 Invitation to a birthday party (Tab. Vindol 2.291)  
 T. Valerius Pudens (RIB 258)  
 C. Calventius Celer (RIB 475)  
 Titus Pontius Sabinus (ILS 2726))  
 Vindolanda tablet military strength report (Tab. Vindol. 2.154)  
 Vindolanda tablet about British cavalry (Tab. Vindol. 2.164)

Stanley Ireland, *Roman Britain, a sourcebook* (ISBN-13: 978-0415131346)

Vindolanda tablet of accounts for journey from Vindolanda to York (Bowman & Thomas 185)

### **Archaeological sites**

Learners must be prepared to answer commentary questions on plans or reconstructions of the archaeological sites listed below.

Guy de la Bedoyere, *Roman Britain: A New History*, (ISBN-13: 978-0500291146)

Fishbourne Palace reconstruction (p.200)

H.H. Scullard, *Roman Britain: Outpost of the Empire*, (ISBN-13: 978-0500274057)

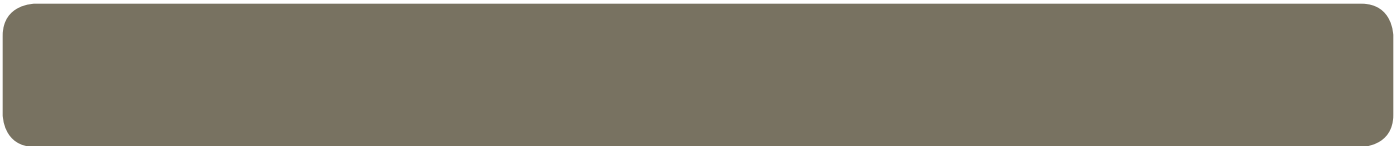
Colchester (C1st town and temple to Claudius) (Plan of town and reconstruction of temple to Claudius

Inchtuthil fort plan

Silchester baths plan

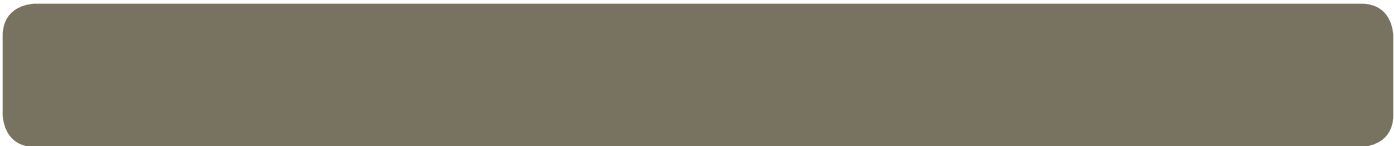
Vindolanda fort (Plan of fort available at Vindolanda Tablets Online website)

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