

GCE

Classics: Ancient History

Unit **F394**: Roman History: The Use and Abuse of Power

Advanced GCE

Mark Scheme for June 2014

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
A1	AO1
A2	AO2
EVAL	Evaluation
^	Area of partial knowledge
SEEN	Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence

Subject-specific Marking Instructions that apply across the whole question paper

- Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.
- The following points are indicative and offer question specific guidance.
- They should not provide an exhaustive list and any relevant points should be credited.
- The maximum mark for the paper is 100.
- Use annotations above to indicate points in the scripts.

IMPORTANT POINTS TO NOTE

1. Record marks for each question out of the total for that question e.g. AO1 15/20 AO2 22/30.
2. Marking should be done in small batches of around 20 at any one time; avoid marking large numbers of scripts in one session.

Option 1: The fall of the Roman Republic 81–31 BC

Question	Answer	Marks	Guidance																					
	Indicative Content		Levels of Response																					
1	<p>AO1 Answers should provide specific factual knowledge and evidence of individuals; detailed knowledge of the period with clear focus on motivations and the sources to support these.</p> <p>Answers might include some of the following:</p> <ul style="list-style-type: none"> • Tribunes: Macer (73 BC), Sicinnius, Quinctius in 70s (and others supporting demand for the restoration of the tribunate); for Macer- Sallust Histories speech; C.Cornelius, Gabinius, Manilius, Rullus, Flavius in 60s; land laws - popular tribunes manipulating the assemblies for their sponsors • Pompey and tribunate for popularity (Plut. Pomp. 21.5); absolute power – Pompey <i>would brook no rival</i> (Caelius ad Fam 7.16; ad Att 8. 11); Ad Att 8.11.2; Dio 37.49 Pompey's aims on return from the East; Velleius 2.44 on the triumvirate; Caesar CW 1.4 Pompey's jealousy • Crassus, Plutarch <i>Crassus</i> for his ambitions: love of glory (14); – activated by love of glory and triumph (7) • Caesar: Cicero Ad Att 2.21 Pompey and Caesar – their rivalry: Caelius 	50	<p>How far were all politicians of this period motivated solely by personal ambition?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question, answers should show coverage of the period but answers will use well-selected examples appropriate to the question.</p> <p>Use of a restricted selection and part of the period should be considered partial in level 3.</p> <p>Reward references to what politicians are reported to have said about their motives.</p> <p>Possible sources for politicians:</p> <ul style="list-style-type: none"> • Sallust Catiline 36-39 - reasons for actions by Sulla, Crassus, Pompey; 12-13 moral corruption, wealth etc • Res Gestae (1-3) for Octavian's view of his reasons and opposition to Antony; Tacitus Annals 1.9-10 - a view on Octavian's reasons and actions • Suet <i>DJ</i> 78-79 - reasons of Caesar's assassins; <i>Augustus</i> 10 for Octavian's motives. 	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<p>letter to Cicero Ad Fam 8.8.4-10; Plut <i>Caesar</i> 13 triumvirate to strengthen himself; Caesar CW 1.9: dignitas</p> <ul style="list-style-type: none"> • Cicero: his letters to Atticus 1.1 and 1.2 about his consulship; 1.13 on the situation in Rome in 61 BC • Cicero <i>pro lege agraria</i> 1.25: populares use of land for their own aims • Cato: Cicero <i>Letters ad Att</i> 1.1.: high-principled • Cicero <i>ad Brutum</i> 1.17 Brutus' motives for action • Octavian's/Anthony's aims in 44 and 43 BC – desire to punish Brutus etc; <i>Res Gestae</i> 1-2, Suetonius <i>Aug.</i> 10-12; Plutarch <i>Antony</i> 15-16; and Cleopatra Plutarch <i>Antony</i> 25. <p>AO2</p> <ul style="list-style-type: none"> • Answers should develop an analysis of the motivations of politicians and the extent to which personal ambition played a role. • Answers should address 'solely' as an issue • Answers should include interpretation and assessment of the evidence in terms of the question. • Answers might consider the limitations of the evidence for some individuals. 		<p>Answers might analyse issues eg</p> <ul style="list-style-type: none"> • initial and more long-term goals • politicians having a variety of goals/aims • the demands of politics in the late Republic • balance of self-interest and concern for the state. <p>Credit discussion of groups of politicians.</p>	

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			Level 3 answers should present some attempt at interpretation and evaluation of the sources in terms of the question. Refer to marking grids in relation to the question.																					
2	<p>AO1 Answers might include:</p> <ul style="list-style-type: none"> role of patronage eg Cicero's consulship - CP 4 – nobiles (Cic. <i>Letters</i> 1.2); CP 3 range of support needed; 16 amici; 19 collegia; Italians 3, 24; 'the whole city' 30; Cic. <i>Letters</i> ad Att. 1.1 support of Pompey needed support against Clodius (Cic. <i>Letters</i> 2.19.4, 21.6) importance of army support (Cic. <i>Pro Murena</i> 37-38); 24 value of success as a general games for the masses (Cic. <i>Pro Murena</i> 37-38) Sallust <i>Catiline</i> 37: Catline's supporters (the urban plebs, bankrupts, etc); Cic. <i>In Cat.</i> II 17-23 Caesar: support from Pompey, Crassus, urban plebs but not the optimates (Suet. <i>DJ</i> 19); triumvirate unpopular Cic. Ad Att. 2.18 – use of force Pompey: military success; unpopular in 60-59 BC (Cic. <i>Letters</i> Ad Att. 2.19.2/21.3); Dio 37.49 – failure to gain demands on return 	50	<p>'Politicians needed the support of all parts of society to achieve success in Roman politics during this period.' How far do the sources support this view?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question, answers should make detailed reference to specific evidence for some examples of politicians and how they achieved success.</p> <p>Answers should use evidence in support of the information.</p> <p>Credit especially details which support the argument about the support from the sources:</p> <ul style="list-style-type: none"> details of the range of support needed in terms of 'all parts of society' information concerning the role played by support in success other factors in the success of politicians. 	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<p>from the East etc; Cic Letters ad Att 1.14 etc</p> <ul style="list-style-type: none"> • Clodius, Bona Dea and Crassus: (Cic. <i>Letters ad Att.</i> 1.16.5) – bribery Violence/force: pro Sestio 75-78 about Cicero’s recall; Pompey ad Att. 2.3.4 • Civil wars: Pompey-Caesar; Octavian and Antony against Brutus, Cassius; Antony against Octavian etc – military means to success, support of the soldiers – Caesar CW 1.6-7 • Caesar’s assassination; Suet. <i>DJ</i> 77ff reasons for his death • Octavian’s use of Caesar’s veterans and his popularity with the people of Rome; measures in 30s to develop support; Res Gestae; Suetonius <i>Aug.</i> 10; Plut. <i>Antony</i> 16; Dio 45.3; Appian 5.8.67. <p>AO2 Answers must address the issue that success depended on support from all parts of society.</p> <p>Answers should offer some interpretation / evaluation of some of the evidence and its contribution to their analysis of some of:</p> <ul style="list-style-type: none"> • extent of success due to support • the success of politicians by other means 		<ul style="list-style-type: none"> • Some answers may question whether support from all parts of society was needed • some answers may consider how far the other factors were more important • credit answers which compare or contrast specific examples of evidence in their analysis. 	

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	<ul style="list-style-type: none">the extent to which evidence supports the views developed in the answer.		Refer to marking grids in relation to the question.	

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3	<p>AO1 Answers might include some aspects of economic problems eg:</p> <ul style="list-style-type: none"> the effects of wealth on Rome and Italy, gap between rich and poor (eg Sallust <i>Catiline</i> 10-13, 36-39 on the decline in morals etc; 20-21 rich and poor) the decline in agriculture and the effect on the rural population (Manlius' Letter in Sallust <i>Catiline</i>); influx of unemployed into Rome and the effect on politicians; demands of the poor etc debt problems (Cic Cat 2. 17-23: support for Catiline from criminals; murderers, debtors; looking for lessening of burdens); Caesar's attempts to deal with debt in his dictatorship; the effect of debt issues on political activity the unemployment in Rome (Plut Cicero 10 : <i>the whole state is rotten</i>; Etruria and Gaul discontent); land reform; land for veterans (Rullus land bill, Flavius Land bill, Octavian's confiscations etc); Caesar's efforts to provide employment, reduce urban population through colonies etc effects of the Eastern wars and pirates on Rome and Italy (Plut. Pompey 24-25) – the grain supply, the grain subsidy (Appian 12.14.93) etc and effects upon political actions 	50	<p>Marking grids to be used for response to the specific question.</p> <p>To what extent were economic problems a major factor in the fall of the Republic?</p> <p>In response to the question, answers should include specific information relating to a number of economic problems which may or may not affect the fall of the Republic.</p> <p>Answers should attempt to offer specific information, and coverage of the period, although not all aspects or events need to be included for higher marks.</p> <p>Answers may include other factors in order to assess economic problems.</p> <p>Partial answers may deal largely or entirely with a part of the period or restricted range of events.</p>	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<p>eg Pompey's commands (Cicero on the Manilian Law)</p> <ul style="list-style-type: none"> • demands of the equestrians in 60s Plut <i>Pompey</i> 25, tax rebate from Asia etc Cic. <i>Letters ad Att.</i> 2.16 • economic effects of the civil wars on Italy, and its population; Octavian's problems in Italy during the 30s BC • demands of soldiers for rewards and the needs of generals to finance armies. <p>AO2 Answers should discuss 'to what extent' the economic problems affected the nature of political activity and how far this was a major factor in the fall of the Republic.</p> <p>Answers should offer some interpretation / evaluation of sources used to support their analysis.</p> <p>Answers should provide some analysis of the extent to which economic problems were a factor in the way political activity developed during the period.</p>		<p>Specific examples should support the argument.</p> <p>Reward a balanced analysis which deals with economic issues and the causes of the fall of the Republic.</p> <p>Some answers may argue that there is little to link economy with the political actions of politicians which contributed to the fall.</p> <p>Reward answers which consider the limitations of the evidence with regard to the economic factors.</p> <p>Refer to the marking grids in relation to the question.</p>	

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4	<p>AO1 Answers should include evidence for a range of military conflicts and the causes for them eg:</p> <ul style="list-style-type: none"> Sulla's civil war (Appian CW 1.95) and the actions of Sulla in its aftermath Lepidus 78 BC; Plutarch <i>Pompey</i> 16; 17 – Lepidus and command in Spain Sertorius in Spain; optimates v. populares issue Catiline 63 BC; Sallust <i>Catiline</i> 20 speech – lack of opportunity; 36-37: moral decline and desire to ruin the state; poor v. rich; desire for wealth; Manlius' letter cf Plut <i>Cicero</i> 10; 23: Cicero to blame 49 BC; Cic. Letters 8.11 <i>They both wish to be kings</i> cf Velleius 2.33; <i>Letters</i> 7.9 blames Caesar; Caesar CW 2-3 blames the nobiles and Pompey; attack on tribunes (5); Caesar blames 'enemies' (7); <i>Letters</i> ad Att.8.3 suggests Pompey acted wrongly from 60 onwards; Suet. <i>DJ</i> 30 – a variety of reasons for Caesar; his view of nobiles: '<i>They brought it on themselves.</i>' Cf ad Fam 16.4-eager for war; Plut Antony 5 – C's demands opposed by Cato and Lentulus Antony and Octavian 44-43 BC; Res Gestae 1-3 on Octavian's view 	50	<p>How far does the evidence enable us to assess the causes of military conflicts during this period?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question, answers should include specific information and evidence for the factors contributing to the conflicts.</p> <p>Answers might include various factors also for a balanced view:</p> <ul style="list-style-type: none"> problems with armies - generals responding to demands of soldiers. Octavian and Antony – their success due to the control of armies – Suetonius <i>Augustus</i> 10-12; RG 1-3; importance of armies in build up to civil war in 49 BC (Suet. <i>DJ</i> 29; Plut Pomp. 59); Sallust (11-2), (36-9) general corruption of soldiers personal aims of politicians the growth in the use of violence as a means to power the competitive nature of politics. <p>Credit answers which discuss conflicts between Romans and non-Roman enemies eg wars against Mithridates, pirates, Caesar's Gallic War, Northern tribes etc.</p>	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<p>for this and other conflicts; Tac. <i>Annals</i> 1-2; 9-10 for alternative views; Suet. <i>Augustus</i> 10 – aims in wars – avenge Caesar; Plut <i>Antony</i> 16-17; A.’s attitude to Octavian; Cicero’s role; Cicero <i>Philippic</i> 4: compares Antony to Catiline</p> <ul style="list-style-type: none"> • Brutus and Cassius 42 BC Suet. <i>Augustus</i> 13; <i>DJ</i> 76: Caesar’s tyranny and honours; Cicero <i>ad Brutum</i> 1.17 Brutus’ motives • Perusine war; Suet. <i>Augustus</i> 14- Lucius Antonius; cf Plut. <i>Antony</i> 30 (Fulvia) • Sextus Pompeius: Suet <i>Augustus</i> 16; Plut. <i>Antony</i> 32 – share in the Empire • Octavian and Antony: Suet <i>Augustus</i> 17 – Octavian’s action in opening A.’s will; Plut. <i>Antony</i> 55, 60 war v. Cleopatra. <p>AO2 Answers should show some analysis of the causes of military conflicts and the sources which support their argument. Answers should consider how far the evidence allows us to assess the causes. Answers should interpret and evaluate:</p> <ul style="list-style-type: none"> • the evidence where appropriate • the usefulness of the evidence in context. <p>The analysis should discuss the various factors which contributed to the conflicts.</p>		<p>Reward specific information and coverage of the period, although not all conflicts / causes need to be included for higher marks.</p> <p>Some balance might be expected in terms of the relative importance of particular factors in conflicts.</p> <p>Credit answers which compare or contrast specific evidence concerning the causes of any conflicts discussed.</p> <p>Refer to the marking grids in relation to the question.</p>	

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	Answers should consider the issue in the question and offer a reasoned argument for or against the view for level 3 and above.			

Option 2: The invention of Imperial Rome 31BC–AD 96

Question	Answer	Marks	Guidance																					
	Indicative Content		Levels of Response																					
5	<p>AO1 Answers should include information about the role and power of the Senate in Rome and its government with reference to evidence in support::</p> <ul style="list-style-type: none"> Senate's role in various aspects of administration and government in Rome: legislative, as magistrates, commissions its power in relation to the <i>princeps</i> under a range of emperors duties performed by senators: <i>praefectus urbi</i>, <i>cohortes urbanae</i>, consuls, praetors, quaestors, aediles - continued role; as governors etc actions/decisions of the Senate and how important/significant they were. <p>Areas which might be covered:</p> <ul style="list-style-type: none"> Augustus: Suet. <i>Augustus</i> 35 roles; 54 independence; 37 new offices; Velleius 2.89 authority restored; RG 34: powers granted by Senate; Tac. 1.2; 9-10: Senate servile senatorial courts: Augustus – Dio 53.21.7; Vespasian (Suet. <i>Vesp.</i> 10); Claudius accused of taking legal and magisterial functions for himself (Tac. <i>Annals</i> 11.5); Domitian asserts autocracy from the start (Dio 67.2/67.4); (Suet. <i>Aug.</i> 33) 	50	<p>'The principate brought about the end of the Senate as an effective force in government at Rome.' How far does the evidence for this period support this view?</p> <p>Marking grids to be used for response to the specific question.</p> <p>In response to the question, answers should offer specific information and evidence.</p> <p>Some aspects which could be rewarded:</p> <ul style="list-style-type: none"> coverage of the period differentiation between parts of the period the levels of power and involvement by the senate in government. <p>Concentration in detail on one aspect of the Senate's role or one emperor should be considered partial.</p> <p>Not all parts of the period need to be covered for levels 4 and 5.</p>	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<ul style="list-style-type: none"> • Suet. <i>Tiberius</i> 30-1: use of the Senate; Dio 59.14 - board of senators for the Tiber; Tac. <i>Annals</i> 3.65 <i>fit to be slaves</i>; Tac. <i>Annals</i> 4.6-7 Senate's role • Suet. <i>Claudius</i> executions 29; Tacitus <i>Annals</i> 12. 59 on Claudius' use of equites • Nero hatred for Senate Dio 62.15 cf Suet <i>Nero</i> 37 in favour of equites; Tac. <i>Annals</i> Thrasea 14. 11; support/discontent over artistic aims <i>Annals</i> 14. 14-15; 13. 5, 28f <i>signs of a free country</i>; Piso plot • Suet. <i>Dom.</i> 8, 10 executions; hated and feared 14. Pliny Letters 8.14 senate under Domitian. <p>AO2 Analysis should address the issue in the quotation using specific examples from selected parts of the period and provide analysis of the sources in support of the argument.</p> <p>Arguments should show some balance in the assessment of how far the Senate was an effective force in the period.</p> <p>Evaluation and interpretation of the evidence (archaeological and literary) should be provided in answers.</p>		<p>Answers might deal with different groups of senators or individual senators with differing levels of importance / significance.</p> <p>Some answers might offer a detailed comparison between the role and power of the Senate under different emperors.</p> <p>Some answers might contrast their lack of power with their continued role in administration.</p> <p>Reward answers which question the limitations of evidence for the role of the Senate.</p> <p>Refer to the marking grids in relation to the question.</p>	

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6	<p>AO1 Answers should include some information on the actions taken by emperors to achieve good relations and their effects on the people eg:</p> <ul style="list-style-type: none"> • Food supply • Provision of amenities such as baths, water supply, fora, roads, housing, parks, temples etc • Building programmes: for use of the people, employment, to promote an image of success etc • entertainments • security and stability in Rome • administrative reforms. <p>Examples:</p> <ul style="list-style-type: none"> • Augustus RG 15 - used own money/gifts; grain supply; Suet <i>Aug.</i> 30 division of city into wards; Aug 42 not also in order to win popularity; ref. to Agrippa aqueducts, grain issues; RG 35: pater patriae; 10 pontifex maximus; Suet. <i>Aug.</i> 42 complaints • Tiberius: AD 37 fire Aventine 100m HS (Tac. <i>Ann</i> 6.45) Tac. <i>Annals</i> 6.13 riots; 2 buildings - Temple to Aug., Theatre of Pompey; Suet Tib 8 defective grain supply in Aug's reign - T dealt with it; Suet. Tib 41 - return to Caprae - let admin slide; 55/61 Sejanus; Suet. <i>Tib.</i> 75 unpopular at his death • Claudius Suet Cl. 18 riot over grain, 	50	<p>'The emperors of this period mostly failed to maintain good relations with the ordinary people of Rome.' How far would you agree with this view?</p> <p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question, answers should provide:</p> <ul style="list-style-type: none"> • detail of information and coverage of the period, although not all actions by emperors need be included • specific examples of evidence relating to relations with the ordinary people. <p>Answers must offer a range of examples supported by sources, but need not cover all emperors for level 4 and 5.</p> <p>Concentration on one emperor with limited reference to others might be considered partial for Level 3.</p>	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<p>insure merchants; 19 - rewards to citizens, non-citizens and women; Claudius' concern for the grain supply, building of Ostia etc (Suet. <i>Claudius</i> 18-20; shows and largesse 21</p> <ul style="list-style-type: none"> • Suet. Gaius 13 popularity at start of reign; 26 behaviour at games; cf 30; 38, 40 taxes • Nero; Suet. N. 45: profiteering in grain; Tac. <i>Annals</i> 14.62 riots over Octavia; 15.42 street regulations; 14.14 popularity of his chariot racing; Suet. <i>Nero</i> 57 some supporters after his death • Generosity, shows: Vespasian, Titus (Suet Titus 7.3, 8.2; Dio 66. 25)- stripped own house of decorations; Suet <i>Titus</i> 1: universally loved • Domitian's changes to grain distribution etc (Suet. <i>Dom.</i> 7) <p>AO2 Analysis should address:</p> <ul style="list-style-type: none"> • how far the emperors failed to maintain good relations in addressing 'mostly' • there should be some discussion of success and failure by emperors • answers should provide detail of some sources and include interpretation and evaluation. 		<p>Analysis may include:</p> <ul style="list-style-type: none"> • differentiation between emperors • differentiation within the rules of some emperors • the limitations of the sources in terms of information for success and failure and the views of the ordinary people. <p>There may be coherent judgments on both the difference between emperors' efforts and their outcomes.</p> <p>Reward answers which provide alternative views from the sources and discuss their merits.</p>	

Question	Answer	Marks	Guidance	
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			Refer to the marking grids in relation to the question.	

Question	Answer	Marks	Guidance	
	Indicative Content		Levels of Response	
7	<p>AO1 Answers should provide factual information on the opposition and emperors' efforts to deal with it either to prevent it or in reaction to it.</p> <p>Information might include:</p> <ul style="list-style-type: none"> • Suet <i>Aug.</i> 19: conspiracies; 65 - his family; opposition to marriage laws (Suet. <i>Aug</i> 34); Tac. <i>Ann</i> 1.2, 9-10; Res Gestae 5; Velleius 2.91 – Murena, Caepio and Rufus - Dio 54.3.5; Suet <i>Tib.</i> 8; Pliny NH 7.149; Lepidus (Appian CW 4.50); Gallus (Suet. <i>Aug.</i> 66); Cinna; Antonius (Tac <i>Annals</i> 4.44) • Tiberius: Tac. <i>Ann</i> 1.11f - debate on accession; 1.45f discontent with his actions; 3.3 Germanicus' death and Agrippina's opposition 4.52ff; 3.14-16 Piso; Sejanus Suet. <i>Tib.</i> 65, Josephus JA 18.6.6; crushing tyranny Tac. <i>Ann</i> 5.2-3; executions Suet. <i>Tib.</i> 61, Tac. <i>Ann</i> 6.19; maiestas Dio 57.19 • Gaius: Gaetulicus Dio 59.22.5-7; plots Suet. <i>Gaius</i> 56; Dio 59.29 death; 22 monster • Claudius: Suet. <i>Claudius</i> 10- accession - opposition; plots: Suet. <i>Claudius</i> 13, 36, Dio 60.14; executions 29; Scribonianus; Silanus Dio 60.14/ Suet. Cl. 37; Messalina (Tacitus <i>Annals</i> 11); amnesty Dio 60.3; respect Suet. Cl. 12 	50	<p>How effectively did the emperors deal with opposition from senators and equestrians during this period?</p> <p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question, answers may include some knowledge of the context of the opposition and emperors' reactions to it.</p> <p>There should be some attempt to consider a range of emperors for a good range.</p> <p>Answers might focus exclusively on the senatorial aspect; reward in level 4 according to the detail if entirely senatorial.</p> <p>Further material might be included to support the discussion / analysis:</p> <ul style="list-style-type: none"> • emperors' use of offices, grants and incentives to minimise opposition • comparing the opposition of each group and whether emperors deal with one group more effectively. • examples of both success and failure by emperors • reactionary and preventive measures by emperors e.g. Augustus Tac. <i>Ann</i> 1.2, 9, 10, Suet <i>Aug.</i> 35, 38 (generosity); 	<p>AO1 = 20</p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<ul style="list-style-type: none"> • Nero: Agrippina Tac. <i>Annals</i> 13.12-14; 14.1f (Thrasea 14. 11); discontent over artistic aims <i>Annals</i> 14. 14-15; Piso plot -Tac. <i>Annals</i> 15.48-50 for those involved • Flavians: Vespasian + Priscus Suet <i>Vesp.</i> 15, Dio 65.12, many plots 25; Dio 65.16 plot of Alienus and Marcellus Suet. <i>Titus</i> 6; Titus opposed by Domitian 9; executions Suet. <i>Dom.</i> 10; hated and feared 14. <p>AO2 Answers should discuss the range of opposition and the emperors efforts to deal with them, using evidence in support.</p> <ul style="list-style-type: none"> • There should be analysis of the effectiveness of the emperors' efforts. • Answers should compare the different / similar approaches of emperors, although not all need be included in the analysis. • Answers should include interpretation/evaluation of the evidence. 		<p>Suet. <i>Claudius</i> 11 amnesty; Suet. <i>Vesp</i> 9 reform of senatorial/equestrian order.</p> <p>Answers may consider how emperors used a variety of methods to ensure control of opposition.</p> <p>Reward may be given to answers which use the sources critically, and discuss their limitations and bias for or against emperors.</p> <p>Reward answers comparing and / or contrasting evidence.</p> <p>Focus on one emperor is partial.</p> <p>Refer to the marking grids in relation to the question.</p>	

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8	<p>AO1 Answers should include sources for emperors, their personalities and actions. Information on emperor's actions might include social, moral, religious, political, military aspects:</p> <ul style="list-style-type: none"> • Tacitus: Augustus: praise <i>Annals</i> 1.9; blame 1.10, 1.2; succession 1.3; Tiberius: <i>Annals</i> 1.11, 23 secrecy/hypocrisy; 4.6 good government; 6.18 massacres; 5.11 perversions; tyranny 5.2-3; summary 6.52; Claudius' wives and freedmen <i>Annals</i> 11.40, 12.8 (Agrippina); Nero: <i>Annals</i> 14.14 racing; 15.37 acting; 15.45 looting provinces; <i>Histories</i> 14.50 praise for Vespasian • Dio: Augustus 53. 11-13; powers/monarchy; 56 30; Tiberius: 57.22 Sejanus; 18 Germanicus; 57.10 taxes in Egypt; Claudius freedmen 59.26; character 60.2; Nero 63.27 death; 63 fire; Vespasian 64.2 character; Titus; 66.25 generous • Suetonius: Augustus building <i>Aug.</i> 28; Tiberius: <i>Tib.</i> 61 massacres; 65 deceit and trickery over Sejanus; 46 mean; 48 generous; Gaius: 11 cruelty; 22 monster; Claudius Building <i>Claudius</i> 20; cruelty 28; wives and freedmen, numbers of dead 29; grain supply 18-19; Nero: 	50	<p>To what extent do the sources provide us with reliable portrayals of the emperors and their actions during this period?</p> <p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question, evidence is needed for the analysis of the reliability of the sources. This may include both literary and material evidence.</p> <p>Answers need not include all emperors from the period and might be limited in the range of sources.</p> <p>Concentration in detail on one emperor / one source is only partially relevant.</p> <p>Architecture / art might be used as evidence:</p> <ul style="list-style-type: none"> • Augustus' portrayal in statues and on buildings; forum; Ara Pacis; coinage • Nero – Domus Aurea, coinage • Claudius - arch (Dio reference); coinage • Vespasian/Titus - Arch, coins re Judaea • Literary sources on the art etc – Suetonius' view of wastefulness by Nero; Augustus' buildings. 	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<p>murders 37; 32 wasteful; 38 fire; Vespasian 12-13 character; praised 15; and senate 9; Titus' generosity Titus 7, 8; Domitian: campaigns <i>Domitian</i> 6</p> <ul style="list-style-type: none"> • Velleius Tiberius; 2.126 praise • Res Gestae for Augustus • Josephus: Vespasian, Titus, Nero; Claudius' accession • Philo: Gaius. <p>AO2 Analysis should address the issue of the reliability of the sources.</p> <p>There should be some discussion of the portrayals of emperors and their regimes by the evidence.</p> <p>Evidence should be interpreted and evaluated to provide conclusions on the nature of the portrayals in the sources.</p>		<p>Poetry might be used also: Augustan poets; Juvenal for later emperors; Martial on Nero and Vespasian.</p> <ul style="list-style-type: none"> • Seneca and Pliny the Elder (see Lactor 17 for Augustus). • Seneca on Claudius. • Tacitus <i>Agricola</i> for a portrayal of Domitian. <p>Discussions may question the agendas, interpretations, perspectives of chosen sources.</p> <p>Answers may consider the limitations of the evidence from material culture in portraying the emperors and their actions.</p> <p>Answers may discuss different views from the sources and compare and contrast material.</p> <p>Refer to the marking grids in relation to the question.</p>	

Option 3: Ruling the Roman Empire AD 14–117

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
9	<p>AO1 Answers should include a range of sources covering some of the economic activity during the period and impact on the provinces.</p> <p>Information might include:</p> <ul style="list-style-type: none"> • Communications: road network and its contribution to economic changes; canals, bridges etc • growth in prosperity in some provinces eg Baetica, Spain, Gaul (Vienne), Asia • effect of the army as consumers; growth of cannabae eg Vindolanda • industries: eg wine and pottery: evidence of graffiti on pots from Gaul • grain supply – Egypt and taxes • colonies in provinces eg Colchester, Lincoln, Cologne • growth in urbanisation and its effects on trade, use of coinage, movement between towns and provinces; locals move to towns eg Maiden Castle to Dorchester • policies affecting provinces eg Domitian's vine law (Suet. <i>Dom.</i> 7.2 and 14) • financial aid: Tiberius AD 17 Tac. <i>Annals</i> 2.47 	50	<p>To what extent did Roman rule have a great impact on the economies of the provinces during this period?</p> <p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question, answers should include examples of the evidence in order to assess the issues in the question; issues might include:</p> <ul style="list-style-type: none"> • problems with the specific factual knowledge of economic activity; • detailed coverage of the period, with a relevant selection of specific activity; • concentration on one part of the period/one area is only partially relevant. <p>Answers might also refer to:</p> <ul style="list-style-type: none"> • localised economic activity; • trade between provinces facilitated by the occupation by Romans; • introduction of new practices and industries. 	<p>AO1 = 20</p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<ul style="list-style-type: none"> • demands of Rome eg animals for games; luxury items - spices from East • local construction: employment, prosperity – Pliny <i>Letters</i>; inscr – forum at Verulamium; Tac Agr 21; examples L18 nos 92-99; temple at Chichester (insc.); theatres, amphitheatres, aqueducts etc. <p>AO2 Analysis should include:</p> <ul style="list-style-type: none"> • discussion concerning the difficulties in using evidence to assess economic activity providing some judgements supported by interpretation of evidence • offer some assessment of the impact on the provinces • discussion of the extent of this impact • Evidence from sources should be interpreted and evaluated. 		<p>Thorough analysis should include a detailed interpretation and evaluation of the evidence exploring specific examples.</p> <p>Some may question if it is possible to gain accurate / reliable accounts from authors for this period.</p> <p>Answers may differentiate between different types of evidence.</p> <p>In evaluation there may be some attempt to compare or contrast evidence.</p> <p>Refer to the marking grids in relation to the question.</p>	

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10	<p>AO1 A range of information might include examples of groups or individuals other than senators and the evidence to support these. There should be a range of emperors and there may be some reference to senators and their roles in order to answer 'to what extent'.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> Equestrians: governors, procurators, agents etc; eg military / financial / judicial - Catus or Classicianus in Britain; Egypt Tac. <i>Annals</i> 12.60; Rectus Dio 57.10.5; Pilate/Felix; Claudius: Tacitus <i>Annals</i> 12. 59 use of equites; procurators appointed with civil jurisdiction (<i>Annals</i> 12.60) tax collectors; procurators from equites: Dio 60.9.6; Salutaris L8 no.83; cf nos 21, 22, 23 Freedmen; Pliny <i>Letters</i> 10.27/85 Trajan's freedman Maximus; 63 Lycormas; Epimachus, Gemellinus (28/84); Polyclitus in Britain (Tac. Ann. 14.31) Soldiers in various roles; Pliny <i>Letters</i> 10.74/77 Nicomedia/centurion in Byzantium; examples from Lactor 4 of soldiers in administration; centurion Olennius caused a Frisii revolt in 	50	<p>To what extent did emperors rely on groups and individuals other than senators for the administration of the Empire during this period?</p> <p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question, answers should include:</p> <ul style="list-style-type: none"> specific examples of individuals / groups in administration detailed references and identification of sources and evidence. <p>Reward coverage of the period, although not all parts of the empire need be included for higher marks.</p> <p>Concentration in detail on one part of the period or one province is only partially relevant.</p> <p>Answers may also include:</p> <ul style="list-style-type: none"> difference between East and West may be considered: local systems in use (eg councils in Eastern cities; tribal organisation in Britain) local magistrates - duovirs, aediles, councils etc - roles and powers 	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<p>AD 29 (Tacitus Ann. 4.72); soldiers treatment of Boudicca (Tac. Annals 14.31)</p> <ul style="list-style-type: none"> • Local leaders in towns, cities, tribes eg Cogidubnus, Cartimandua (Tac. Hist. 3.45), Prasutagus, Vindex; Claudius' inclusion of Gauls in the Senate; Pliny Letters: examples of citizenship Pliny 10 104-5; Xenophon L8 no.36 • client kings eg Herod; Tac. <i>Hist.</i> 2.81 support for Vespasian; Suet. <i>Claudius</i> 25; Sohaemus L8 59 • roles of senatorial governors Pliny in Bithynia (10.33, 23) 86a identifies Bassus, prefect of the Pontic coast; Agricola in Britain; Vespasian/Titus in Judaea; longer terms (Tac. <i>Annals</i> 1.76/80); shortage of suitable men <i>Annals</i> 6.27 • staffs of governors: quaestors. <p>AO2 An analysis should include discussion of the extent of reliance on groups other than senators by a range of emperors</p> <p>Analysis should include evaluation and interpretation of literary and / or archaeological material in relation to the question.</p>		<ul style="list-style-type: none"> • duties performed by locals: census; tax-register (Matt.9.9); public service; amenities (Pliny Letters) • differences between emperors eg Claudius' use of freedmen and equestrians became more frequent. <p>Answers might include views about the limitations of the evidence provided by Romans concerning non-senatorial administrators.</p> <p>Credit answers which focus comparisons between other groups and senators, but the argument must be centred on other groups.</p> <p>Answers might include analysis of range of duties in administration.</p>	

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
			<p>Answers might consider difference between the East and the West and differentiation between and within provinces.</p> <p>Answers might also consider differences between emperors in their use of personnel other than senators.</p> <p>Refer to the marking grids in relation to the question.</p>	

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11	<p>AO1 Answers should show knowledge of the ways emperors promoted themselves in both East and West and the effects this had.</p> <p>Various forms of evidence might be included: coins; statues; buildings; edicts and displays as well as accounts in sources.</p> <ul style="list-style-type: none"> • military: success on coins – Claudius' aureus; Vespasian - Judaea Capta; Trajan's conquest of Dacia, Parthia; imperial buildings in provinces; statues etc- Claudius' in Britain; Nero – Corbulo in the East • cultural: Nero's hellenistic image on coins; decree to free Greece Suet. <i>Nero</i> 24; buildings such as theatres, amphitheatres, fora etc • economic - generosity: Tiberius help to Asian cities (AD 22-3) (Tac. <i>Ann.</i> 2.47; <i>Ann.</i> 4.13 remission of tax to two cities in Asia); cf Suet. <i>Tib.</i> 48; Suet. <i>Gaius</i> 21-22 Gaius' contributions to provinces cf <i>Vesp</i> 17; use of colonies to promote trade; towns in the West; roads and mile stones/ inscr. promoting emperors • other factors such as the army, use of elites and client kings, toleration of local customs etc; Romanisation; 	50	<p>How far were peace and stability in the Empire affected by the ways the emperors promoted themselves and their rule during this period?</p> <p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question, answers should have specific examples supported by the sources in provinces for the period and differentiating between provinces.</p> <p>Answers might include views of provincials on emperors in the sources: Dio 63 Vindex on Nero's acting etc / his reception in Greece; presentation of Trajan among the cities in Pliny's <i>Letters</i>.</p> <p>Answers which focus on one area, group or emperor are partially relevant.</p> <p>Other material may be included; reward if made relevant:</p> <ul style="list-style-type: none"> • eg examples from Augustan period - altars established in time of Augustus at Lyons, Cologne; representations of family members from the Augustan period. 	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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	<p>prosperity; good government/administration</p> <ul style="list-style-type: none"> • Imperial cult: Sebasteion at Ephesus (Domitian); Aphrodisias-images of Claudius etc; AD 49/60 Claudius temple in Britain Tac. <i>Annals</i> 14.31; Suet. Gaius 22; Miletus AD 40- organised priests and priestesses; Incrsp - Athens: Nero the new Apollo cf Dio 61.20.5; RIB 5 London 'divine power of the emperor'; Tiberius: Gythium inscp. (accepted in Asia cf. <i>Annals</i> 4.55-6); AD 24 Smyrna - Livia, Tiberius Tac. <i>Annals</i> 4.14; AD 29 Inscription from Lapethus in Cyprus - Tiberius cult statue in gymnasium; Trajan included among gods Pliny <i>Letters</i> 96 • Evidence of effect on peace and stability eg revolts, discontent, acceptance of Rome by elites: Tac <i>Agr</i> 21; Pliny <i>Letters</i>; Asian cities build temple to Tiberius in response to his control of corruption (Tac <i>Annals</i> 4.14). <p>AO2 Analysis and interpretation should focus on the role played by the promotion of the emperors in the stability of the Empire; They should consider the notion of 'how far'.</p>		<ul style="list-style-type: none"> • Answers may differentiate between approaches by emperors. • Answers may differentiate between provinces and the effectiveness of presentations in different parts of the Empire. • Answers might provide some balance in terms of other factors. 	

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	Answers should discuss interpretations and the value of the evidence in terms of the question with specific examples in support of the argument.		<ul style="list-style-type: none">Reward answers which compare and contrast material and/or consider the limitations of the evidence. Refer to the marking grids in relation to the question.	

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
12	<p>AO1 Answer should provide a range of sources relevant to the views of provincials.</p> <p>Information might include:</p> <ul style="list-style-type: none"> Views on corruption and its effects as an issue for Florus and Sacrovir AD 21 (Tac. <i>Ann.</i> 3. 40-46; Frisii AD 29 (Tac. <i>Ann.</i> 4.72); Suet. <i>Tiberius</i> 32 raising taxes (cf Dio 57.10.5); Tac. <i>Annals</i> 14. 30 Catus; Josephus 2.277ff – Florus Josephus JW 2.169,175: reaction to Pilate; Tacitus <i>Annals</i> 12.54 Felix Boudicca and the Trinovantes AD 60-61 (Tac <i>Ann.</i> 14 31f; Dio 62. 1.1ff); Venutius (Tac. <i>Histories</i> 3.45) elites: complaints - Vindex AD 68 (Dio 63), Civilis AD 69-70 (Tacitus <i>Histories</i>) involvement of provincials in administration as a sign of support: Baebius - gov. of Noricum; procurators - Catus, Classicianus; service in auxilliaris speeches by provincials eg Caratacus, (Tac. <i>Annals</i> 12. 36f) Civilis (Tac. <i>Histories</i> 4.41); Caratacus Tac. <i>Annals</i> 13.36; Calgacus (Tac. <i>Agricola</i> 31-33); Boudicca (Tac. <i>Annals</i> 14. 35, Dio 62.1ff); Vindex (Dio 63); Josephus; 	50	<p>How useful are the sources for our understanding of the views of provincials towards the Empire during this period?</p> <p>Marking grids to be used for the response to the specific question.</p> <p>In response to the question, answers should provide detailed examples of views presented in the sources.</p> <p>Coverage of the period should be rewarded; concentration upon one area/part of the period should be treated as partly relevant.</p> <p>Material evidence might be used as an indication of views taken by provincials towards Roman rule:</p> <ul style="list-style-type: none"> Cogidubnus inscription; temple of Neptune and Minerva Sebasteion at Aphrodisias inscriptions: Thugga; Nero freeing Greece; Classicianus; officials coins: opposing Romans during revolts eg AD 68-69 buildings dedicated to emperors. 	<p>AO1 = 20</p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p>AO2 = 30</p> <p>Level 5 26–30 Level 4 20–25 Level 3 14–19 Level 2 6–13 Level 1 0–5</p>

Question	Answer	Marks	Guidance	
	Indicative Content			Levels of Response
	<p>Philo (ag. Flaccus)</p> <ul style="list-style-type: none"> • Pliny's <i>Letters</i> Book 10: evidence of provincials' attitudes to Trajan, and others; oaths of loyalty; celebration of birthday etc • acceptance of citizenship (Spain-Vespasian Pliny NH 3.30); Tac. <i>Agricola</i> 21 - examples of acceptance by provincials. <p>AO2 Analysis should consider the extent to which the sources / evidence are useful in helping us understand the views of provincials.</p> <p>They should draw some conclusions about the limitations of Roman sources for the views of provincials.</p> <p>Answers should consider how far the evidence provides conclusions about the views taken by provincials.</p> <p>Answers should interpret and evaluate the source evidence in terms of the question.</p>		<p>Analysis might include:</p> <ul style="list-style-type: none"> • some discussion of the varied nature of the views of the provincials • the differences between East and West in terms of views taken about the Romans • the differences in views between the elites and ordinary provincials. <p>Refer to the marking grids in relation to the question.</p>	

APPENDIX 1: A2 Ancient History marking Grids

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.	AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.
Level 5	18-20	26-30
	<ul style="list-style-type: none"> • A very good range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference to the sources; • Displays a very good understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Thorough analysis of evidence and issues leading to coherent judgements; • Thorough interpretation and evaluation of the sources and/or evidence; • Very well structured response with clear and developed argument; • Fluent and effective communication of ideas; • Very accurately written with a range of specialist vocabulary accurately used.
Level 4	14-17	20-25
	<ul style="list-style-type: none"> • A good range of detailed factual knowledge • Mostly relevant to the question; • Mostly supported with evidence and reference to the sources; • Displays a good understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Good analysis of evidence and issues leading to some coherent judgements; • Sound interpretation and evaluation of the sources and/or evidence • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with some specialist vocabulary accurately used.
Level 3	9-13	14-19
	<ul style="list-style-type: none"> • A range of basic factual knowledge • Partially relevant to the question • Partially supported with evidence and reference to the sources; • Displays some understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Some analysis of evidence and/or issues with some judgements; • Partial interpretation and/or evaluation of the sources and/or evidence • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Mostly accurately written with specialist vocabulary sometimes accurately used.
Level 2	5-8	6-13
	<ul style="list-style-type: none"> • Limited factual knowledge • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding of concepts and contexts of events and/or sources. 	<ul style="list-style-type: none"> • Occasional analysis of evidence and/or issues with little attempt at judgement; • Limited interpretation and/or evaluation of the sources and/or evidence • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.

Level 1	0-4	0-5
	<ul style="list-style-type: none">● Little or no factual knowledge● Rarely relevant to the question● Minimal or no supporting evidence● Displays minimal or no understanding of concepts and contexts of events and/or sources.	<ul style="list-style-type: none">● Very superficial analysis of the evidence and/or issues;● Little or no interpretation or evaluation of the sources and/or evidence;● Very poorly structured or unstructured response;● Little or no effective communication of ideas;● Little or no accuracy in the writing with little or no specialist vocabulary.

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