GCE

Classics: Ancient History

Unit **F392:** Roman History from original sources

Advanced Subsidiary GCE

Mark Scheme for June 2016

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
IRRL	Significant amount of material which doesn't answer the question
SEEN	Indication that an examiner has seen and given due credit for material on a separate page or where it is out of sequence

MARK SCHEME

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
1a	AO1 Answers might include: • Tribunate obtained by certain men whose youth intensified their natural aggressiveness. • began to rouse the mob by inveighing against the Senate • then inflamed popular passion still further by handing out bribes and promises, • whereby they won renown and influence for themselves. • strenuously opposed by most of the nobility, • who posed as defenders of the Senate but were really concerned to maintain their own privileged position. • Both sides claiming either to be protecting the rights of the people • or to be strengthening the authority of the Senate, this was mere pretence: • fighting for his personal aggrandizement. Lacking all self-restraint, • they stuck at nothing to gain their ends, • both sides made ruthless use of any successes they won.	[10]	Reward answers to [What does this passage tell us about political life in Rome before the Catilinarian conspiracy?] in line with descriptors in the grid – for both use of passage and comment, and context. Reward all interpretation of the passage with respect to political issues at the time of the Catilinarian conspiracy, including: the rivalry between factions and the use of tribunes in politics.	**As shown in grids:** **AO1 = 10** Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• popular party lost ground and the oligarchy became more powerful. • (Optimates) secured a virtual monopoly of public offices, provincial commands, and all other privileges. • by threats of prosecution they could deter any opponents who were elected to office from rousing the people by violent agitation.			
1b	AO1. Importance of tribunes shown for example by: • *Suet, DJ, 20* on Clodius as tribune. • *Plutarch, Caesar 14*: the election of Clodius to the tribunate 'most disgraceful political action of the time.' • *Plutarch, Caesar 14*: Cato oddly does not appeal to tribunes when sent off to prison by Caesar much to the surprise of the latter who himself asks the tribunes to release Cato. • *Plutarch Cicero 9*: tribunes censure Cicero when he was praetor during Manlius' extortion trial. • *Plutarch, Cicero 12*: tribunes proposing the commission of ten during 63BC. • *Plutarch, Cicero 23*: Metellus and Bestia tribunes for 62 refuse Cicero chance to speak to people. Cicero's 'new oath' and law proposed for calling Pompey home with his army but put down by Cato as tribune.		Answers should not include discussion of the passages printed on the paper. There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [What can we learn from other sources about the importance of tribunes in the politics of the late 60s and early 50s BC?]. Credit any discussion of sources if present. Candidates may discuss the actions of Caesar at the start of his consulship (*Plutarch, Pompey 47 and Caesar, 14*) Candidates may be aware of Rullus, Gabinius, Flavius in 59, Manilius, Vatinius actions of whom are alluded to in the sources.	**AO1 – 10** **AO2 - 10** **As shown in grids:** **Level 5: 9-10** **Level 4: 7-8** **Level 3: 5-6** **Level 2: 3-4** **Level 1: 1-2**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• *Pro Sestio 77*: rioting when tribunes impose the veto. AO2 marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about 'what can we learn from . . . .' and analysis of 'importance' clearly explained and structured. • In general tribunes of 63 are far less active and important than the next set who immediately start causing trouble for Cicero. • Reward discussion of the use of tribunes by other individuals. • Role of tribunes in recalling Cicero from exile implicit in *pro Sestio*. • Importance of tribunes also alluded to in *pro Murena 24*.		There may be specific focus on Cato or Clodius' tribunate and the aims of both in holding these offices as well as their actions. Candidates could provide a general discussion of the nature of the particular office and its powers i.e call assembly, veto and how these powers could be seen as important. Although not necessary, reward all attempts to evaluate the evidence for accuracy and reliability.	
1c	AO1 may include: • A wealth of information in *Pro Sestio* 96-105 on broad distinction between optimates and populares including objectives of both factions. • *Plutarch, Pompey 47* on Caesar's popularis approach to the consulship. • *Plutarch, Caesar, 14* on Caesar's frustrations with the optimates. Optimates' offence at Pompey's actions.		There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [On the basis of this passage and other sources you have studied, how different were the *optimates* and *populares* during the late Republic?].	**AO1 = 10** **Level 5 9 – 10** **Level 4 7 – 8** **Level 3 5 – 6** **Level 2 2 – 4** **Level 1 0 – 1** **AO2 = 15**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• *In Catilinam IV.9* for a clear understanding of a popularis from an optimate's point of view • *Commentariolum petitionis* – 'stress optimate credentials, downplay popularis credentials.' 'If we seem to have anything characteristic of a popularis, we did so with the intention of winning Pompey to our side.' Implies distinction not so clear always. • *Suetonius, DJ, 19-20* on tensions between factions during consulship of Caesar and Bibulus in 59BC. • Information on the struggle of the factions in the extract printed. • *Cicero Letters 9* on Pompey's relationship with the optimates and Cicero with Pompey and Crassus. • *Plutarch Cicero 10* on optimates and populares both working together in support of Cicero's consulship 'Both parties, however - that of the nobility and that of the people - combined together to raise him to the consulship.' • *Sallust 37* Moreover, all the factions opposed to the Senate would rather see the state embroiled than accept their own exclusion from political power. • *Sallust 20* the optimates essentially control all matters of state.		Answers should mention other passages in some detail for high bands in AO1, with their contexts and some specific content, and relevant knowledge of the issues.	**Level 5 14 – 15** **Level 4 10 – 13** **Level 3 6 – 9** **Level 2 3 – 5** **Level 1 0 – 2**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	AO2 Answers should: • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgements on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. Is there a clear distinction? Reward discussion of the problem that the major source for this period is Cicero who is an optimate The problem is that the two terms have no real ideological basis and fluctuate somewhat. Optimates essentially control Senate and pursue agenda through traditional methods i.e SCU. Populares use tribunes and assemblies etc. Discussion could focus on the specific behaviour and aims of key politicians of both factions including Cicero, Pompey, Caesar and Cato (specifically Cicero and Pompey's actions which occasionally blur the boundaries between optimates and populares.			

Question	Answer	Marks	Guidance	
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	Sallust and Cicero not exactly clear in their distinctions of the two factions.			
	Caesar really the only politician who is a permanent populares politician.			
	Certain issues such as the use of the SCU show clear distinction in political views. Both factions have clear moments of strength: the optimates during Pompey's absence and the populares during the early part of the Triumvirate.			
	Clearly the three triumvirs do not feel they can meet their own aims with such opposition from Cato and the optimates.			
2a	AO1 Answers might include: • Caesar's dilemma re consulship in absentia. To forgo the triumph and to try for the consulship. • won over Pompey and reconciled himself, Pompey and Crassus. • used the united power of the triumvirate for the strengthening of himself. • the aristocrats continued to restrict Caesar's influence • Pompey who had quarrelled with the Senate • a triple pact, jointly swearing to oppose all legislation of which any one of them might disapprove.	[10]	Reward answers to [What do these passages tell us about the aims of Julius Caesar?] in line with descriptors in the grid – for both use of passage and comment, and context. Reward all interpretation of the passage with shows understanding of the tensions between the individual triumvirs with each other and the Senate.	**As shown in grids:** **AO1 = 10** Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
2b	AO 1. Importance of political alliances shown for example by: • *Commentariolum Petitionis 25-27* on importance of amici in general. • *Commentariolum Petitionis 17,18,36* on building networks. • *Plutarch, Pompey, 47*: 'Cato too was ready to support Bibulus with all his might. Caesar therefore brought Pompey out openly in front of the people on the speaker's platform in the forum and asked him whether he approved of the new laws. Pompey said that he did.' • *Plutarch, Pompey, 47*: Pompey's marriage to Julia. • *Plutarch, Cicero 9*: Manlius episode when Cicero was Praetor in order not to alienate Pompey. • *Cicero, letter 4* on defending Catiline for future friendship. • Also *letter 4* on Cicero's need for the support of Atticus in winning over the Optimates. • *Sallust, 20*: 'Were I not assured of your courage and loyalty, I could not use this favourable opportunity that fortune has vouchsafed me.' • Cicero's concerns in his letters to *Atticus 3* that he will not prevail against optimate solidarity – and his need for their *amicitia* won through rhetorical ability	[20]	Answers should not include discussion of the passages printed on the paper. There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [What can we learn from other sources about the importance of political friendships in the late 60s and early 50s BC?] Credit any discussion of sources if present. Although not necessary, reward all attempts to evaluate the evidence for accuracy and reliability.	**AO1 – 10** **AO2 - 10** **As shown in grids:** **Level 5: 9-10** **Level 4: 7-8** **Level 3: 5-6** **Level 2: 3-4** **Level 1: 1-2**

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	AO2 marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about 'what can we learn from . . . .' and analysis of 'importance' clearly explained and structured. • Importance can be seen in political side-lining of Cicero after formation of triumvirate • Cicero's consulship success as a novus homo depended on amici and supplement his *clientela* by gaining support of Pompey.			
2c	AO1 may include: • Catiline's supporters in the Senate. • *Plutarch, Cicero 15*: Crassus' need to distance himself from him • *Plutarch, Pompey, 47*: 'he saw that while Pompey and Crassus were at daggers drawn, he could only make a friend of one of them at the cost of making an enemy of the other. He therefore attempted to bring about a reconciliation between them.' • *Cicero, letter 7* to Pompey on their relationship and Letter 8 to Atticus on jealousy of Pompey. • *Cicero, letter 9* on rivalry between Crassus and Pompey; Crassus' encomium of Cicero.	[25]	Reward answers to the question [On the basis of this passage and other sources you have studied, to what extent did politicians change their political friendships during the late Republic?] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context. Answers should mention other passages in some detail for high bands in AO1, with their contexts and some specific content, and relevant knowledge of the issues.	**AO1 = 10** **Level 5　9 – 10** **Level 4　7 – 8** **Level 3　5 – 6** **Level 2　2 – 4** **Level 1　0 – 1** **AO2 = 15** **Level 5　14 – 15** **Level 4　10 – 13** **Level 3　6 – 9** **Level 2　3 – 5** **Level 1　0 – 2**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• *Cicero, letter 15* Caesar wants Cicero on his staff. • Pompey's unstable relationship with Cicero: Cicero's opposition to 1st triumvirate a contributory factor in his exile, which Pompey did not oppose; but recall aided by Pompey. • *Suetonius, DJ, 13* (extract) on problems of Crassus and Pompey in the past. • *Commentariolum Petitionis 39* – don't trust people too easily! AO2 Answers should: • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgements on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. It might be argued that the rise of Caesar to the consulship in 59BC was due to an artificial, deliberately-engineered *amicitia* which he generated between Pompey and Crassus How can alliances be stable when aims of politicians and their influences change so rapidly?			

Question	Answer	Marks	Guidance	
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3	AO1 Threats: • Key supporters in Cicero, *In Catilinam, 2.20.* • Economic problems: *Plutarch, Cicero 10* 'Rome in a diseased condition'. • Appeal of Catiline in tabulae novae. • Threat of fire mentioned throughout the sources. • Key accusations of murder of Cicero as outlined in the sources. • SCU passed which again shows extent of threat. • Cicero wearing a breastplate at the elections shows threat. • Disbanding of the gladiatorial schools, night watches posted at Rome. • Lentulus and the support of the Allobroges which would have been disastrous if successful. • Importance of debate and Cato's insistence of the death penalty shows extent of threat. • Just 100 men involved according to Plutarch. • Conspiracy more of a threat as Pompey was away from Rome.	[45]	Reward in the higher levels of AO1 some specific instances of threats in response to the question [How reliable are the sources in their portrayal of the threats to the Roman Republic from the Catilinarian conspiracy?] In addition under AO1 reward detail from sources cited. The bullet-point prompt '*to consider reliability*' also allows marks to be awarded under AO2; here, weaker answers may address this point in generic paragraphs, while more pertinent discussion will address the specific passages from sources used to support the discussion and build up the narrative in the essay. Generalization and assertion – level 3.	**AO1 = 20** **Level 5 18 – 20** **Level 4 14 – 17** **Level 3 9 – 13** **Level 2 5 – 8** **Level 1 0 – 4** **AO2 = 25** **Level 5 22 – 25** **Level 4 17 – 21** **Level 3 12 – 16** **Level 2 6 – 11** **Level 1 0 – 5**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	Sources: • *Plutarch, Cicero 10*: Etruria, Cisalpine Gaul. • *Sallust, 36* on the people were especially eager for revolution. • *In Catilinam II* on details of the conspiracy, omitted by Sallust and Plutarch. • *Plutarch, Cicero 18*: on terrifying actions of Lentulus including murder, fire and sabotage of the aqueducts consistent with threats *In Catilinam II* • Significance of Cicero's achievement implies relief from serious threat *Cicero, in Catilinam 4.* • *Sallust, 37*: on hopes of wealth for the poor conspirators. • *Plutarch, Cicero, 23* on oath at the end of office 'I have saved my country and maintained her supremacy.' • *Plutarch, Cicero, 22*: 'wherever he passed people shouted aloud and clapped their hands, calling him the saviour and the founder of his country.'			

Question	Answer	Marks	Guidance	
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	AO2 The AO2 marks may be awarded for the overall construction and assessment of the material, leading to a supported and balanced judgement addressing the term *reliability and exaggeration*; there may be some generalisation and assertion. - Awareness of the reliability of the four Catilinarian speeches delivered by Cicero. Published after a difficult time for Cicero, clearly edited. - Clear self promotion implicit in the speeches - Catiline presented in a consistent way by Cicero, Plutarch and Sallust. - Sallust's account is less focused on role of Cicero. - Plutarch and Sallust would both have used Cicero's speeches. - Obvious problem of reliability with respect to speeches of Cato and Caesar (*Sallust, 53-54*), candidates can use these speeches to analyse the extent of the threat of the conspiracy from the arguments made.			

Question	Answer	Marks	Guidance	
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4	AO1 • Wealth of information in *Commentariolum Petitionis* and candidates could use this as a starting point to discuss the document's advice. • The careers of Cato, Cicero, Caesar, Clodius, Catiline, Pompey and Crassus can be discussed in relation to the criteria specified in the *Commentariolum Petitionis*. • Information on criteria needed for success in election also found *Cicero's letters* and *pro Murena*. • Attributes such as amicitia, oratory could be contrasted with more nefarious means to gain success such as bribery and violence. AO2 In AO2, look for a clearly supported discussion of the usefulness of the sources in understanding key attributes needed to be successful. Reward the interpretation and evaluation of sources, and clearly explained discussion and argument with appropriate technical terms. Refer to grids for appropriate levels.	[45]	In response to the question [To what extent do the sources help us to understand how Roman politicians achieved success?] reward detailed use of specific sources. The bullet-point prompt '*to consider how useful the sources are…*' also allows marks to be awarded under AO2; here, weaker answers may address this point in generic paragraphs, while more pertinent discussion will address the specific passages from sources used to support the discussion and build up the narrative in the essay. Generalization and assertion – level 3. This is a wide question and candidates are free to use material from all the sources so long as the arguments is coherent. Candidates in the highest bands will discuss the extent to which the sources themselves actually help us to understand the methods adopted by politicians and whether they result in any success.	**AO1 = 20** **Level 5 18 – 20** **Level 4 14 – 17** **Level 3 9 – 13** **Level 2 5 – 8** **Level 1 0 – 4** **AO2 = 25** **Level 5 22 – 25** **Level 4 17 – 21** **Level 3 12 – 16** **Level 2 6 – 11** **Level 1 0 – 5**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
5a	**AO1** Answers might include: _Res Gestae 5_: • The dictatorship was offered to me….but I refused it, • I did not decline in the great scarcity of corn the superintendence of the supply, • I had freed the whole community from the immediate fear and peril through my expenditure and care. • The consulship, for the year and in perpetuity, was also then offered to me, but I refused it. _Res Gestae 15_: • I paid 300 sesterces under my father's will, • I gave them 400 sesterces from war booty, • I paid out 400 sesterces as a gift per man from my patrimony, • I made twelve distributions of corn purchased at my own expense. • I gave them 400 sesterces per man for the third time. • These gifts of mine never reached fewer than 250,000 citizens.	[10]	Reward answers to the question [What do these passages tell us about the relationship between Augustus and the plebs?] in line with descriptors in the grid – for both use of passage and comment, and context. Reward all interpretation of the passage with respect to the plebs dependency on Augustus and the clear importance of that group in featuring so prominently in the Res Gestae. Candidates may interpret the second passage by noting the sheer amount of money given to the plebs as well as corn.	**As shown in grids:** **AO1 = 10** **Level 5 9 – 10** **Level 4 7 – 8** **Level 3 5 – 6** **Level 2 2 – 4** **Level 1 0 – 1**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• I gave 240 sesterces per man to 320,000 members of the urban plebs			

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
5b	AO1 Reward use of appropriate sources commenting on specific attempts by Augustus to appeal to the lower classes: • various methods employed : games; grain supply; donatives; employment; tax reforms; spectacles; military success etc; • Revision of the Senate and resultant patronage of those who remained. • *RG 8*: pro-Republican stance can be seen as a clear attempt to win the support of the aristocracy. • Peace (*RG 13* on Gates of Janus). • *RG 3,16,17*: colonies and money to veterans including establishment of and initial deposit in the military treasury. • *RG 17*: assisting the treasury. • *RG 19*: buildings appeal to all classes cf 'brick and marble' (Suet, Aug, 28). • *RG 20*: restoration of aqueducts and roads. • *RG 21*: dedication of gifts from booty of 100 million sesterces. • *RG 22*: gladiatorial shows, naumachia (RG23). • *Tacitus 2.1* on methods of winning support of various groups.	[20]	Answers should not include discussion of the passages printed on the paper. There should be a range of examples chosen from the sources in response to the question [What can we learn from other sources about Augustus' attempts to gain the support of the plebs in Rome during his Principate?] Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context. Although not required, any discussion of reliability of the sources in connection with 'what we can learn' may also be rewarded.	**AO1 – 10** **AO2 - 10** **As shown in grids:** **Level 5: 9-10** **Level 4: 7-8** **Level 3: 5-6** **Level 2: 3-4** **Level 1: 1-2**

Question	Answer	Marks	Guidance	
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	• *Carmen Saeculare* on reviving mortality and traditions *Velleius Paterculus 89.5*: 'Only the office of consul was Caesar prevailed upon to hold successively, despite his frequent protestations' and 'his rejection of the dictatorship was as obstinate as the people's determination to offer it to him'. AO2 marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about 'what can we learn from . . . .', clearly explained and structured.			
5c	AO1 • Candidates may cite revolts/assassination attempts to analyse the lack of popularity at times as well as more positive evidence found in contemporary sources. • *RG 3*: 500,000 Roman citizens took military oath of allegiance. • *RG 4*: 55 occasions the Senate decreed supplication for success on land and sea. • *RG 10*: Crowd for election to P. M. 'larger than any previously recorded'. • *RG 24*: eighty silver statues of Augustus erected in the city.	[25]	Reward answers to the question [On the basis of these passages and other sources you have studied, to what extent did Augustus remain universally popular throughout his reign?] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context. For highest levels in AO2 there should be supported discussion of 'to what extent '. In addition, look for clear answers which focus on an evaluation of the evidence about Augustus' universal popularity or not! Discussion of reliability and assessment of the level of detailed content in sources will also merit marks under AO2.	**AO1 = 10** **Level 5 9 – 10** **Level 4 7 – 8** **Level 3 5 – 6** **Level 2 2 – 4** **Level 1 0 – 1** **AO2 = 15** **Level 5 14 – 15** **Level 4 10 – 13** **Level 3 6 – 9** **Level 2 3 – 5** **Level 1 0 – 2**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• *RG 25*: oath of allegiance by Italians and various provinces. • *RG 35*: Senate, equites and people bestow title of pater patriae. • *RG 34*: on universal consent. • *Velleius 2.88*: Lepidus plot. • Velleius depiction of Augustus' return to celebrate triple triumph. • *Tacitus 9.3ff* on different views of Augustus after his death. • *Ovid Fasti 3.419-420*: 'countless titles, granted for merit as he preferred not flattery.' • *Denarius 16BC* on public vows for Augustus' safety, detail from the inscription on the coin. • *Senatorial decree* on votive games for Augustus' return 13BC (inscription). • *Seneca, de Clementia, 1.92-1.9.12* on detailed plot by Cinna to assassinate Augustus. • *Pliny, natural history 7.149*: on mutinies in the army and assassination attempts on Augustus' life cf *Suetonius, Aug, 19.* • *Macrobius, Sat, 1.11.21* on Caepio's assassination attempt. • *Velleius Paterculus, 2.89.5* on people's desire for Augustus to assume dictatorship.		Candidates in the highest bands should be expected to discuss the problem in using contemporary sources to understand the popularity of the Princeps. Reward analysis which discusses the importance of the different groups (Senate, army, plebs) to Augustus and what caused discontent with the groups.	

Question	Answer	Marks	Guidance	
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	AO2 Answers should: • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgements on the value of the examples as historical evidence; • show understanding of how to interpret the ancient evidence used.			

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
6a	AO1 Answers might include: *Religious*: • Ancestral crimes, though innocent, you'll pay • till you restore their temples, their crumbling shrines, and images with black smoke besmirched. • Neglected, the gods have visited many • Woes upon grief-stricken Italy. *Military*: • Already twice Monaeses' and Pacorus 'band have suppressed our unhallowed onslaughts. • pre-occupied with civil strife, • by Dacian and Ethiopian was our Rome destroyed *Morality*: • Fertile in sin our times stained first the marriage-bed, the family, the home. • Sprung from this fount, disaster's flood has rolled across our fatherland and populace. • To her very fingertips her thoughts run all on unchaste love.	[10]	Reward answers to the question [What does this passage tell us about the problems facing the Romans in the early years of Augustus' reign?] in line with descriptors in the grid – for both use of passage and comment, and context. The nature of this poem means that candidates can make fewer points than in 5a and still gain maximum credit. There should be clear interpretation of the Ode with respect to the problems in Rome at the beginning of Augustus' reign and clear explanation to the meaning behind the Ode which is tricky in places.	**As shown in grids:** **AO1 = 10** **Level 5 9 – 10** **Level 4 7 – 8** **Level 3 5 – 6** **Level 2 2 – 4** **Level 1 0 – 1**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
6b	AO1 Issues which could be discussed include: • the presentation of Civil war both specifically of Actium and its effect generally on the Romans; • architecturally unworthiness of Rome before Augustus; • moral issues; • the threat of Cleopatra and Antony on the Romans; • decline of Roman religious practice. • Horace *Epode 9* and *Ode 1.37* on threat of Cleopatra. • *RG 1.4* Augustus appointed triumvir for 'setting the Republic in order.' • *Tacitus 1.1* 'the whole state exhausted by civil war.' • *Tacitus 2.2* corruption in the provinces • *Tacitus 9.3* 'no place for law' AO2 marks for interpretation of the sources, range and depth, as well as structure of a supported argument leading to a conclusion answering 'what can we learn from . . .' – refer to grids.	[20]	Answers should not include discussion of the passages printed on the paper. There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [What can we learn from other sources about the problems facing the Romans in the early years of Augustus' reign?] Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context. Although not required, any discussion of reliability of the sources in connection with 'what we can learn' should also be rewarded.	**AO1 – 10** **AO2 - 10** **As shown in grids:** **Level 5: 9-10** **Level 4: 7-8** **Level 3: 5-6** **Level 2: 3-4** **Level 1: 1-2**

Question	Answer	Marks	Guidance	
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6c	AO1 Candidates should give examples of Augustus' success or not in dealing with problems, discussed in b: Including: • *Velleius, 2. 89.3* on 'the end of twenty years of strife, foreign wars laid to rest and peace restored.' • *Horace Ep9* and *Ode 1.37* on rejoicing and celebrating the end of civil war. • *Carmen Saeculare:* lots of material on restoration of morality and success of marriage laws. Return of long forgotten republican virtues (lines 56-59) • RG 34 on extinguishing civil war and restoring the Republic. • *RG 8.5*: on reviving ancestral models for posterity. • *RG 13* closing the Gates of Janus • *Suet, Aug, 28* and *RG 20* on buildings • Information from *Horace, Ode 3.6* above and rest of poem. • *RG 6 praefectus morum.* • *RG 29* on recovering standards • *RG and Tacitus, Annals* in general on success of his regime	[25]	Reward answers to the question [On the basis of this passage and other sources you have studied, how successful was Augustus in solving these problems?] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context. Candidates may also refer to Augustus' attempts to improve the City of Rome by a more efficient administration. Such as: building aqueducts, revising the senate, building a new Forum, dividing the city into regions, taking control of the food supply. Reward the level to which relevant knowledge and source material is recalled, deployed, and understood: these may include: a range of poetry and prose material, archaeological evidence (e.g. the Ara Pacis and other buildings used in support such as temples. The question is very open and the is a wealth of material for candidates to use.	**AO1 = 10** Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1 **AO2 = 15** Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• Coins which celebrate overcoming problems. AO2 Marks in AO2 for 'how successful' and clear interpretation of sources used. Answers should: • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgements on the value of the examples as historical evidence; • show understanding of how to interpret the ancient evidence used.		For highest levels in AO2 there should be supported discussion of the nature of success in the sources. Refer to grids. Marks are also available for evaluation and discussion of sources, some of which may be generic. Discussion of reliability and assessment of the level of detailed content in sources will also merit marks under AO2. Look for a clear and supported conclusion to the question with adequate material and balanced judgements; refer to grids.	

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
7	AO1 Overview of criticisms from the Annals (not all of these issues need to be discussed but there should be a range for marks in the highest bands): • Republic as vulnerable after civil war, taken hostage by Augustus; • seduced soldiery with gifts, people with corn, everyone with peace; • arrogated functions of senate and magistracies and the law; no opposition; • benefited from discontent in the provinces; • various attempts to promote a successor; • outward appearance of republican government – 'how many remained who had seen the republic? *(3.7)*'/ 'nothing remained of the old sound ways.*(4.1)*'; • bribery of veterans, pretext of crisis to take control initially (10.3); • extorting consulship from reluctant Senate; 'peace stained with blood *(10.4)*'. • Cf *RG* (various) on the opposite view to all of these issues in Tacitus.	[45]	In response to the question ['Tacitus' portrayal of Augustus' Principate is harsh but fair.' How far do you agree with this view?] reward detailed use of specific sources in AO1 being aware that the question will probably result in a top heavy use of Tacitus. Reward supported conclusions which assess the view of the Principate as presented in the Annals, and the extent to which he Tacitus is harsh or fair in his assessment. Evaluation of Tacitus and other sources with regard to reliability should also be given appropriate reward under AO2.	**AO1 = 20** Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4 **AO2 = 25** Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• Use of other sources eg poets, *Velleius* and coins to show the Augustan view of the Principate. • Pliny's view of the Principate (*NH. 7*) is very different from that put forward by the poets, *Velleius* and the *RG.* AO2 Candidates should discuss in detail Tacitus' depiction of Augustus' Principate in the prescribed chapters of the Annals and look to support or contradict this view. Look for a clear assessment of 'how far', with appropriate levels of support from factual knowledge and discussion of the reliability of the sources; there should be discussion of the nature of sources and how far we can actually evaluate the Principate from the evidence available.			
8	AO1 Needs a detailed discussion of the events leading up to and the nature of the terms of the first settlement in 27BC. • *RG 34*: on Augustus' claim to have transferred the republic from his power to the Senate and people of Rome. cf *aureus* from 28BC.	[45]	In response to the question 'Augustus restored the Republic by 27 BC.' How far do the sources support this view?] reward detailed use of specific sources in AO1. Analysis of the motives of Augustus in trying to make himself look republican and the use of established republican precedents (eg, consecutive use of consulships and colleagues in power) must be present for marks in the highest	**AO1 = 20** **Level 5 18 – 20** **Level 4 14 – 17** **Level 3 9 – 13** **Level 2 5 – 8** **Level 1 0 – 4**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• This claim should be discussed and contrasted with the view of the Principate found in *Tacitus, 1.1-4, 9-10.* • This sentiment is echoed in the sycophantic account of *Velleius 2.89*, poets also support restoration eg *Horace, Ode, 4.15 10-20.* • Augustus' speech found in *Suetonius, Aug, 28* – 'the author of the best possible constitution.' AO2 Look for a clear assessment of 'how far do the sources support', with appropriate levels of support from factual knowledge and discussion of the reliability of the sources; there should be discussion of the nature of the sources and how far we can actually evaluate the restoration of the republic.		bands. There may be some discussion of the events leading up to and including the second settlement in 23BC and the nature of Augustus' own constitutional position after 27BC. Candidates should look to contrast the claims of Augustus in 'restoring the Republic' with the more hostile view of the Principate in *Annals 1. 1-10.* There too needs to be clear analysis on the nature of Augustus' constitutional position after the first settlement. Evaluation of sources with regard to reliability should also be given appropriate reward under AO2.	**AO2 = 25** **Level 5 22 – 25** **Level 4 17 – 21** **Level 3 12 – 16** **Level 2 6 – 11** **Level 1 0 – 5**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
9a	AO1 Answers might include: • The success which had so far attended Ostorius presently began to desert him. • with the removal of Caratacus, the war was thought to have been brought to a successful conclusion • or else the enemy grieved at the loss of so great a king and burned all the more fiercely to avenge him. • the commander, eight centurions and the best of the men from the ranks were killed. • the enemy scattered a Roman foraging party together with the cavalry squadrons sent to help them. • with night coming on the enemy escaped with little loss. • After this there were frequent battles, often taking the form of guerrilla warfare • among the passes or marshes, brought on variously by chance or valour.	[10]	Reward answers to the question [What does this passage tell us about the difficulties Ostorius Scapula faced after the capture of Caratacus?] in line with descriptors in the grid – for both use of passages and comment, and context. Reward all interpretation from the passage of the various difficulties Ostorius Scapula faced after the capture of Caratacus including, problems of terrain, the effect Caratacus' capture had on both sides and the military tactics of the natives.	**As shown in grids:** **AO1 = 10** **Level 5 9 – 10** **Level 4 7 – 8** **Level 3 5 – 6** **Level 2 2 – 4** **Level 1 0 – 1**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
9b	AO1 Narrative is likely to include the 'rapid conquest', including reasons why this was relatively straightforward, and then contrast this with the different stages of the occupation of Wales: first operations against the Silures roused by Caratacus by P. Ostorius Scapula in 47, punitive action against the Dec(e)angli in c. 49, then explain why the Ordovices were also involved (51); next discuss the ongoing nature of the conflict 52-57 under A. Didius Gallus – who received little credit from Tacitus, but whose activities are shown by bases eg Usk and ?Clyro; then the shift from the 'containing exercise' to outright conquest c. 57 onwards of north Wales and the Dec(e)angli, interrupted by Boudicca's rebellion.. Give credit for awareness of difficulties caused by terrain, type of warfare, etc. Sources include: • *Tacitus Annals 12. 33-4, 39-40* is the obvious source for information about the early campaigns of Scapula and transfer of Legio xx to Kingsholm in anticipation for attack on Wales.	[20]	Answers should not include discussion of the passages printed on the paper. There should be a range of examples chosen from the sources, with appropriate detail, to the question [What can we learn from other sources about the difficulties the Romans had in trying to conquer Wales in the period up to AD60?] Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context. In AO1 there should be specific examples of failed attempts by governors to conquer and subdue Wales and reasons for the failure should be credited. Marks may also be awarded for evaluation of sources/ difficulty of interpretation. Discussion of the difficulties on the basis of literary and archaeological Evidence should be rewarded appropriately in AO2.	**AO1 – 10** **AO2 - 10** **As shown in grids:** **Level 5: 9-10** **Level 4: 7-8** **Level 3: 5-6** **Level 2: 3-4** **Level 1: 1-2**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• Brigantes rebellion causes temporary abandonment of Welsh campaign, '(Scapula) had a determined policy of not undertaking new conquests unless his previous ones were secure.' *(Tacitus, 12.32).* • Skirmishes after the printed extract and further problems with the Silures including death of Scapula *(Tacitus, 12.39).* • Gallus 'drove off the Silures' after a legion 'had been worsted.' (*Tacitus, 12.40*). • Nero's policy of holding off the enemy prevents Gallus renewing conflict with Silures (*Tacitus, 12.40*). • Quintus Veranius 'ravages Silurian territory' but then suddenly dies; his amazing death bed statement! (*Tacitus, 14.29*). • Suetonius attack on Anglesey just before the outbreak of rebellion (*Tacitus, 14.29-30*). • Some information in *Agricola 14* on Anglesey 'feeding British resistance.' AO2 Reward supported discussion leading to conclusions.		For marks in the highest bands, detailed accounts of the location of tribes and movement of Roman forces is needed: Ordovices in NW Wales, Silures in SE Wales. The unifying part played by Caratacus in early opposition (Tacitus, 12.33-12.35); the nature of the tribes, the location of the Druids in Anglesey, and the awkward geography of the situation, are all valid points which deserve credit.	

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	In using sources, answers should: • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgements on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence. Discussion, for example of setbacks (campaigning in Anglesey gave a superb opportunity to Boudica/Tacitus' remark that Nero was ready to give up the province altogether) and determination (the campaign to destroy Druidic centres in Anglesey) should be given full credit.			

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
9c	AO1 Methods include diplomatic as well as military. *Aulus Plautius*: • *Dio's 60.20.2-4* account of the battle at river Medway in 43, having won over Bodounni • Tribes won over by force and diplomacy, although this is attributed to Claudius not a Plautius. *Dio 60.21.4* cf *arch of Claudius* inscription. • Lots of evidence of activity of legates under Plautius from *Suetonius, Vespasian.* • Vespasian was legate of II Legion under Plautius conquering the south-west; conquered two of the strongest tribes (probably Durotriges and Dumnonii); fought enemy 30 times, conquered Isle of Wight, captured more than 20 towns. • Tombstones from Colchester, Lincoln and Wroxeter indicate that fortresses were being built under Plautius as well as forts	[25]	Reward answers to the question [On the basis of this passage and other sources you have studied, how effective were the governors of Britain in dealing with British resistance in the period up to AD 59?] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context. All relevant information pre-Boudicca needs to be credited. Candidates may wish to support their arguments with clear references to archaeological evidence such as roads, forts, massacres, tombstones etc., all of which should be credited in AO1. Plautius consolidated with fortifications and roads after conquering the lowlands: Watling Street, Fosse Way, Ermine Street all began in this period Not all five governors of Britain need to be dealt with for maximum marks in AO1 but there needs to be a coverage of the whole period for marks in the highest bands.	**AO1 = 10** **Level 5 9 – 10** **Level 4 7 – 8** **Level 3 5 – 6** **Level 2 2 – 4** **Level 1 0 – 1** **AO2 = 15** **Level 5 14 – 15** **Level 4 10 – 13** **Level 3 6 – 9** **Level 2 3 – 5** **Level 1 0 – 2**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	Scapula: • On his arrival the Britons rebelled as they thought a new governor with an unfamiliar army could be defeated (*Tacitus, 12.31*). • Scapula returned to Wales to try and defeat the strong Silures so he established a legionary garrison there (shows strength), set up a colony at Colchester [consolidation] in order to bring troops over (*Tacitus, 12.32*). • Scapula then defeated the Silures under Caratacus in pitched battle [although Tacitus's account is too detailed to be true] against the odds with good military tactics Caratacus had fled to Cartimandua, queen of the Brigantes, who had given him up to Scapula as she was an ally of Rome (shows success of client kingdoms set up under Plautius) (*Tacitus, 12.34-35*). *Gallus:* • Gallus found 'affairs in an unsatisfactory state' and a legion has 'been worsted' (*Tacitus, 12.40*). • Civil war amongst Cartimandua and Venutius of the Brigantes was settled by auxiliaries (*Tacitus, 12.40*).			

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• Some discussion in *Suetonius, Nero* on the emperor's wish to withdraw from Britain. Gallus less effective than previous two governors due to imperial policy. *Veranius*: • Very aggressive in south Wales; 'ravaged Silurian territory'; he claims on his death that he would have conquered the whole of Britain! (*Tacitus, 14.29*). *Suetonius*: • Invaded Anglesey with cavalry and infantry, confronted by then defeated enemy and Druids and set up a garrison on the island (*Tacitus, 14.29-30*). AO2 Reward supported discussion leading to conclusions. In using sources, answers should: • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgements on the value of the examples as historical evidence;			

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• show understanding of how to interpret ancient evidence. Effectiveness needs to be dealt with coherently for marks in the highest bands for AO2.			

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
10a	AO1 Answers might include: *In Caesar:* • On arriving there he found that larger British forces had now been assembled from all sides by Cassivellaunus, • to whom the chief command and direction of the campaign had been entrusted by common consent. • Cassivellaunus' territory is separated from the maritime tribes by a river called the Thames, • previously he had been continually at war with the other tribes, • our army frightened them into appointing him their supreme commander. *The Coins:* • use of Celtic and Latin writing shows some sort of link to the Romans as the period goes on; • mineral wealth of the tribe in minting gold and bronze coins; • succession of Tasciovanus by his son, Cunobelinus; • occupied Trinovantes stronghold of Camulodunum towards early part of the first century AD;	[10]	Reward answers to the question [Using this evidence about the Catuvellauni tribe, what information can we gain about their importance during the period 55 BC – AD 40?] in line with descriptors in the grid – for both use of passage and comment, and context. Candidates do not need to classify points made and may answer in a variety of ways. Candidates must make some use of all four sources to gain maximum marks. Candidates may try to discuss the imagery on the coins and should be credited for any sensible interpretations.	**As shown in grids:** **AO1 = 10** **Level 5 9 – 10** **Level 4 7 – 8** **Level 3 5 – 6** **Level 2 2 – 4** **Level 1 0 – 1**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• shows expansion of the tribe; • ear of corn on Gold Stater of Cunobelinus shows agricultural wealth of tribe.			

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
10b	AO1 Reward use of appropriate sources commenting on the attraction of Britain to the Romans in the period between the invasions of Caesar and Claudius. Including: • Overview of the period by Tacitus, *Agricola 13*. States Britain was 'long neglected' in this period. Refers to individual emperors and their policies on Britain including Augustan and Caligula aborted invasions as well as 'injunction' of Tiberius. • *Horace Ode 1.35.29-30* explicitly refers to an Augustan invasion in c.26BC as well as *Dio, 49.38.2 / 53.25.2* and *Tibullus, 3.7.147-150* and *Horace, Ode 3.5.1-4* clearly refer to the glory which would arise from a successful invasion of Britain. • *Suetonius, Caligula, 44.2* refers to Caligula's exaggeration of the *deditio* of Adminius 'as if the whole island had surrendered to him'. • *Dio 59.25.1-59.25.3* on Caligula's comedy sea-shell gathering episode. • *Strabo 2.5.8* on worthlessness of Britain in the Roman Empire. Referred to as a 'distant country and inhabitants'; harmless due to their isolation. • Trade referred to openly by Strabo and alluded to on coin of Verica with emblem of vine-leaf.	[20]	Answers should not include discussion of the passages printed on the paper. There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [What can we learn from other sources about the attraction of Britain to the Romans in the period between the invasions of Caesar and Claudius?]. Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context. Although not required, any discussion of reliability of the sources in connection with 'what we can learn' may also be rewarded. Relevant archaeology such as: Roman goods in graves of tribal leaders such as Aylesford, Welwyn burial and the Lexden Tumulus, finds from the period at Hengistbury Head should be rewarded as appropriate.	**AO1 – 10** **AO2 - 10** **As shown in grids:** **Level 5: 9-10** **Level 4: 7-8** **Level 3: 5-6** **Level 2: 3-4** **Level 1: 1-2**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	AO2 Reward interpretation of sources and appropriate supported argument and conclusions about 'what we can learn from'. Refer to grids for appropriate levels. 'Attraction' should be clearly discussed. Strabo and Tacitus seem to indicate Britain was not that important but Horace sees invasion by Augustus as definite and clearly mentions the kudos that should come as a result. How serious is the Caligula story and surely Caligula's response to Adminius is indicative of Britain's importance? The Verica coin and grave goods indicate that at the very least trade made Britain attractive to the Romans and indeed vice-versa and the former shows that the political alliances set up by Julius Caesar still meant something to his successors.			

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
10c	AO1. Reward use of appropriate sources showing various relationships with certain tribes, at different times. Including: • The relationships with particular southern tribes as alluded to in Caesar BG. Cassivellaunus is warned against encroaching into Trinovantian territory. Alliances with 5 particular tribes as detailed by Caesar; • Literary evidence from Augustus – Caligula's reigns; • Use of numismatic and other archaeology to show relationships with particular tribes, including sources on the paper; • Claudius' arch refers to the submission of 11 British kings. • The aggressive treatment of Togodumnus and Caratacus as well as the Durotriges in the early conquest period. • Clearly aggressive tactics towards the sons of Cunobelinus during the early conquest period as well as towards the Silures by Scapula and Veranius to be contrasted with establishment of client kingdoms. The success of which is evident by Caratacus's betrayal at the hands of Cartimandua (*Tacitus, Annals, 12.36*) and Roman intervention during the civil war against Venutius	[25]	Reward answers to the question [On the basis of this evidence and other sources you have studied, to what extent did the Romans have different relationships with different tribes between 54 BC – c. AD 60?] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context. Reward all relevant material from 54 BC – c. AD 60, including the causes for the outbreak of the Boudiccan rebellion.	**AO1 = 10** **Level 5 9 – 10** **Level 4 7 – 8** **Level 3 5 – 6** **Level 2 2 – 4** **Level 1 0 – 1** **AO2 = 15** **Level 5 14 – 15** **Level 4 10 – 13** **Level 3 6 – 9** **Level 2 3 – 5** **Level 1 0 – 2**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	(*Tacitus, Histories, 3.45*). • Togidubnus indicates longer-term relationships between certain tribes and Rome as evidenced by the Chichester dedication slab (not a set source) and *Agricola, 14* – 'unswerving loyalty'; • Boudicca's rebellion shows a break down in client-king relationship on a major scale. AO2 Reward supported discussion leading to conclusions. In using sources, answers should: • evaluate the factual information in the sources and the potential for bias, given the background of our sources; • make judgements on the value of the examples as historical evidence; • show understanding of how to interpret ancient evidence. Reasons for 'different relationships' should be discussed for marks in the highest levels. Clearly, relations would change post-invasion as some tribes sought to make alliances and others resist. The effectiveness of the client-king relationship should be discussed, clearly capture of Caractacus shows positive side for the Romans and the actions after the death of Prasutagus illustrate the temporary nature of the relationship.		Marks in AO2 should be awarded for supported comment and discussion about the issue; also for evaluation of use and reliability of source material, which should be present. Reward answers according to the descriptors for each level on the marking grids. Evidence used should be clearly interpreted with clear judgements made about 'how far' for highest levels. Reward any discussion of the reliability of the evidence according to the grids.	

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	Advantages for Britons in seeking alliances, i.e. protection from neighbouring tribes and Romanisation, should be discussed for marks in the highest levels.			

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
11	**AO1** • Some information from the Agricola on the Neronian (16) and Flavian (17) governors and their apparent contrast in policy of consolidation and expansion combined with the usual outspokenness of Tacitus in his criticism of the Neronian governors and his praise of the Flavians. • Paulinus replaced so not to 'abuse their surrender and punish every offence with undue severity' *Tacitus, Agricola, 16.* • Turpilianus replaced him and 'dealt with existing troubles but risked no further move', *Tacitus, Agricola, 16.* Clearly Turpilianus governorship is in contrast to Suetonius' brutality post-Boudicca • Trebellius Maximus then became governor but criticised by Tacitus for being lazy and 'without military experience' although he kept control of the province and there are suggestions that he Romanised the Britons; 'the barbarians now learned, like any Roman, to condone seductive vices' (*Tacitus, Agricola 16*). Governors are now being selected with a different aims in mind and less aggressive.	[45]	In response to the question ['Between Boudicca's Rebellion and the arrival of Agricola as governor, Roman policy towards Britain changed entirely.' How far do the sources support this view?] reward detailed use of specific sources in AO1. There should be some discussion of 'policy' 43AD-60AD and then 'policy' post-Boudicca followed by the return to more aggressive methods after Cartimandua. Could Vespasian's experience in Britain with II legion Augusta be the reason for more of an expansionist approach from the Flavian governors? Julius Classicianus' feud with Suetonius shows some sort of change in attitude, if not policy to the Britons at least a contrast to the rapacity of Catus. Tacitus is very critical of the three governors after Boudicca's rebellion as they did not go on aggressive military campaigns – this, however, was probably the best decision after the Boudiccan Revolt to try and rebuild relations with	**AO1 = 20** **Level 5 18 – 20** **Level 4 14 – 17** **Level 3 9 – 13** **Level 2 5 – 8** **Level 1 0 – 4** **AO2 = 25** **Level 5 22 – 25** **Level 4 17 – 21** **Level 3 12 – 16** **Level 2 6 – 11** **Level 1 0 – 5**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	• Tacitus only mentions the last year (mutiny) of Maximus' governorship, suggesting that the first five years were peaceful. • Vettius Bolanus then followed but lacked authority amongst his troops and again remained peaceful – dealt with Cartimandua and Venutius reasonably well in Tacitus Histories but left with a 'war to fight', stable province but no expansion. • Cerialis, Frontinus and Agricola are all praised for their 'great generalship and splendid armies. (*Tacitus, Agricola 17*). Clearly the war amongst the Brigantes renews conflict between the Romans and the natives but is this Flavian policy or a necessity? • Frontinus is credited with finally conquering the Silures and planting garrisons to consolidate the Welsh victory. New fortresses built in York for Legio IX (and Chester and Caerleon for XX and II AUG by Cerialis and Frontinus showing a more aggressive and expansionist policy.		the Britons; again can this be seen as a policy? Also some candidates may be aware of the civil war in AD 69 and how this may have initiated a more consolidatory policy towards Britain. Detail of the harsh treatment meted out to the Iceni recorded by Tacitus, and the changes under Suetonius may be referred to (more astute answers may question whether they represented 'policy'); by contrast, following the rebellion, a brief period of harsh reprisals enforced by Suetonius Paulinus contrasts sharply with his removal and a much more lenient approach towards the natives from successive Neronian governors.	

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	AO2 Look for a clear assessment of 'how far do the sources support this view' with appropriate levels of support from factual knowledge and discussion of the reliability of the sources; there should be discussion of the nature of the sources and how far we can actually understand the idea of 'policy' in Britain.			
12	AO1 Reward detailed factual knowledge and sources in line with AO1 grids. Achievements both military, and socially should be discussed for marks in highest bands. Possible information includes: • Wealth of material in Agricola on the man himself and any of this can be used to show expansionist policies. Candidates could also mention the social changes (*Tacitus, Agricola, 19-21*) brought about by Agricola and how these can be contrasted with the actions of procurators and governors pre-Boudicca. • *Tacitus*, *Agricola 18*: Completed conquest of North Wales (defeated Ordovices) and conquest of Anglesey. Chester lead water pipe inscription	[45]	In response to the question ['How significant were the achievements of Agricola as governor of Britain?] reward detailed use of specific sources in AO1. Inevitably most of the evidence of Agricola's achievements comes from Tacitus' eulogy and there needs to be a reasonable coverage of Agricola's whole career as governor of Britain for marks in the highest bands. Archaeological material may be recalled and deployed to support or refute. However, candidates can reach Level 5 without supporting archaeological evidence.	**AO1 = 20** **Level 5 18 – 20** **Level 4 14 – 17** **Level 3 9 – 13** **Level 2 5 – 8** **Level 1 0 – 4** **AO2 = 25** **Level 5 22 – 25** **Level 4 17 – 21** **Level 3 12 – 16** **Level 2 6 – 11** **Level 1 0 – 5**

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	evidence for Agricola's role in establishing a fortress at Chester. • *Tacitus, Agricola 19-21*: Schemes of social betterment in the south supported by the Verulamium forum inscription. • *Tacitus, Agricola 22:* Military campaign against the Caledonians – Stanegate and Dere Street built. • *Tacitus, Agricola 23-24:* Consolidate Forth-Clyde Isthmus with forts (Bar Hill, Croy Hill etc.) • *Tacitus, Agricola 25-28:* Culmination of campaign in Caledonia with defeat of Calgacus at Mons Graupius. A wealth of material here, vividly described by Tacitus. • Support from archaeology – or lack of evidence (none of a battle, and uncertainty of the location of Mons Graupius?) • Britain now almost totally conquered, fort built at Inchtutil, evidenced by archaeology. • *Tacitus, Agricola 39-40*: Reaction of Domitian and award of triumph implies significant achievement. AO2 The discussion of significance should be supported by evidence of achievements for marks in the highest bands to be awarded.		Reward detailed use of sources, for example the admission that Agricola did not have the full support of his own officers in Britain for the advance to the far north - contrasted with the archaeological support for Agricola's advance north into Scotland.as well as the regret that Tacitus expresses ('Britain was wholly conquered and at once lost' – how significant is the achievement?) despite the 'cautious' withdrawal to the Forth-Tyne/ Stanegate line.	

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
	Tacitus' account and claims for his father-in-law's achievements. The *context* of the Agricola should also be explored, with assessment of the nature of the writing for marks in the highest bands.			

APPENDIX 1
AS Classics Marking Grid for essays and contexts in Units AH1 and AH2

	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	**9-10 (a) (b) (c)**	**18-20 ESSAY**	**9-10 (b)**	**14-15 (c)**	**22-25 ESSAY**
	• 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.		• 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	**7-8 (a) (b) (c)**	**14-17 ESSAY**	**7-8 (b)**	**10-13 (c)**	**17-21 ESSAY**
	• 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.		• 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	**5-6 (a) (b) (c)**	**9-13 ESSAY**	**5-6 (b)**	**6-9 (c)**	**12-16 ESSAY**
	• 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.		• 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	**2-4 (a) (b) (c)**	**5-8 ESSAY**	**2-4 (b)**	**3-5 (c)**	**6-11 ESSAY**
	• Limited factual knowledge; • occasionally relevant to the question; • occasionally supported with evidence; • displays some understanding of concepts and contexts of events and/or sources.		• 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	0-1 (a) (b) (c)	0-4 ESSAY	0-1 (b)	0-2 (c)	0-5 ESSAY
	- 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.		- 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.		
	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	9-10	18-20	9-10	14-15	22-25
	- 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.		- 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	7-8	14-17	7-8	10-13	17-21
	- 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.		- 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	5-6	9-13	5-6	6-9	12-16
	- 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.		- 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	2-4	5-8	2-4	3-5	6-11
	- Limited factual knowledge; - Occasionally relevant to the question; - Occasionally supported with evidence; - Displays limited understanding of concepts and contexts of events and/or sources.		- 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	0-1	0-4	0-1	0-2	0-5
	- 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.		- 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.		