

**GCE**

**Ancient History**

**H407/21: Republic and Empire**

A Level

**Mark Scheme for June 2022**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 2022

## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING RM Assessor

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.  
**YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.**

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
- there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.




8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
Meets the criteria but with some slight inconsistency Just enough achievement on balance for this level	Above middle and either below top of level or at middle of level (depending on number of marks available) Above bottom and either below middle or at middle of level (depending on number of marks available)

On the borderline of this level and the one below	At bottom of level
---	--------------------

**11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. The weightings of the assessment objectives remain consistent throughout the levels. For example, if the maximum marks are 5 AO1, 10 AO2 and 15 AO3, then the AO1/AO2/AO3 ratio will be 1/2/3 throughout the levels. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.**

## 11. Annotations

Annotation	Meaning
	Blank Page
N/A	Highlight
	Omission
	Seen
	AO1
	AO2
	AO3
	AO4
	Irrelevant
	Correct point
	Evaluation

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

<b>*Question 1</b>	<b>How far does the evidence help us to understand the aims of those who tried to control the succession throughout this period?</b> <b>[30 marks]</b>		
<b>Assessment Objectives</b>	<p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>		
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	25–30	<ul style="list-style-type: none"> <li>• Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>• The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of 'how far'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider a range of information provided by literary and material evidence for the aims of those who tried to control the succession in answering '<b>how far</b>'.</p> <p>They should interpret, analyse and evaluate a range of examples.</p> <p>Candidates will be expected to cover the period but not every emperor or reign for a full response to the question.</p> <p>They should consider the differences and similarities between the aims and the means by which accession is achieved during the period.</p> <p>Responses are likely to include aspects of the efforts of individuals to control the succession, for example:</p>

Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p>	<ul style="list-style-type: none"> <li>Augustus' various efforts/role of Livia/actions of Tiberius in AD 14 at his accession; importance of tribunician power;</li> <li>Tiberius' efforts and Gaius' accession; Tib.'s will; events after Tib.'s death in Capri and Rome;</li> <li>Gaius and Claudius; role of praetorians, senate and others;</li> <li>Claudius' efforts with Nero and Britannicus; Agrippina's role; accession of Nero;</li> <li>Fall of Nero, revolt of Vindex and the accession of Galba;</li> <li>issues involved in control of succession for an emperor; role of the senate; role of the army;</li> <li>means of achieving succession: adoption, marriages, roles and positions used, military support etc;</li> <li>attempts by those outside the Julio-Claudian family e.g. Sejanus, plots against Augustus, Claudius, Gaius, Nero; their aims;</li> <li>various aims: maintaining/strengthening the Julio-Claudian line; political concerns, personal ambitions, stability of the state, etc;</li> <li>problems and difficulties: deaths, lack of candidates, rivalries, unpopularity etc.</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Augustus/Marcellus/Agrippa/Tiberius: accession Suet. <i>Tib.</i> 23, Tac <i>Annals</i> 1.3; succession; Germanicus 1.52, Ovid <i>Fasti</i> 1.1-14, Tac. <i>Annals</i> 3.56, Agrippa (Denarius 13 BC), Tiberius gains tribunician potestas, its importance; Tacitus <i>Annals</i> 1.11f debate on Tiberius accession; <i>Res Gestae</i>: 8.2 Agrippa as censor, 14 Gaius, Lucius, 21.1 Marcellus; Augustus' family Suet. <i>Aug.</i> 64-5 Julia, Agrippa Postumus; Tacitus <i>Annals</i> 1.10.7, Suet. <i>Tib.</i> 23 Aug.'s view of Tiberius; 'for want of a better choice'; Agrippa's 'retirement' Suet. <i>Aug.</i> 66; Tiberius retirement to Rhodes; Tac <i>Annals</i> 4.57 Livia' gift of accession – persuaded A. to adopt Tib (AD 4); Velleius 2.96 Gaius, Lucius adopted; 99 Tiberius Trib. Pot; 103 Agrippa P. adopted; Virgil <i>Aeneid</i> 860f Marcellus; Laudatio Agrippae;</li> <li>Tiberius: Tac. <i>Annals</i> 4.57 Germanicus possible heir - adopted by Tiberius; Tac. <i>Annals</i> 4.1-3; 4.41 Sejanus in charge as Tiberius</li> </ul>



Level 2	7–12	<ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</p>	<p>retires; Sejanus and Drusus Tac. <i>Annals</i> 4.3, Sejanus' ambitions, Livilla's role cf 4.39-41 request for marriage;</p> <ul style="list-style-type: none"> <li>• Gaius: succession Suet. <i>Gaius</i> 13-14; assassination Dio 59.29.1f, Suet. <i>Gaius</i> 56, 58;</li> <li>• Claudius: accession Suet. <i>Cl.</i> 10-11, Jos. <i>JA</i> 19. 227ff, Dio 60.3; succession Octavia m. Nero; Tac. <i>Annals</i> 12.25 Nero adopted; 12.26 Britannicus side-lined; 12.41 Nero's 'adulthood' favoured over Britannicus; Tac. <i>Annals</i> 12.66-7 Agrippina's plot to kill Claudius; Suet. <i>Cl.</i> 44f;</li> <li>• Tac. <i>Annals</i> 12.68-69 Claudius death and accession of Nero; Claudius' accession, death <i>JA</i> 20 151-2, Suet. <i>Cl.</i> 44-45 – pre-emptive strike by Agrippina for Nero- fear of Britannicus;</li> </ul> <p>Plots/conspiracies: Suet. <i>Aug.</i> 19, 66; Sejanus Suet. <i>Tib.</i> 61, 65, Tac. <i>Annals</i> 4.1-3, 4.39 Livilla; Gaius Suet. <i>Gaius</i> 56-58; Suet. <i>Cl.</i> 13; Nero Suet. <i>Nero</i> 40/42; Piso Tac. <i>Annals</i> 15.48-9, aims, views of Nero cf 67 Subrius Flavus; Claudius: Scribonianus Dio 60.15.2-3 ambition to be emperor. Vindex and Galba coins: denarius of Vindex; denarius of Galba (L. 19 P13b and f)</p>
Level 1	1–6	<ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<p><b>Although not expected, candidates may include non-prescribed material which should be credited. For example:</b>          Claudius' accession, death Jos. <i>JA</i> 19 151-2, Dio: 57.18 Germanicus; Gaius: accession 59.1; Claudius: accession 60.1; Tiberius succession of Gaius: Tacitus <i>Annals</i> 6.50; Suet. <i>Tib.</i> 76 (Tib.'s will); Tac. <i>Annals</i> 6.46 Tib. considers successor; Suet. <i>Gaius</i> 2 Macro's help cf Tacitus <i>Annals</i> 6.50; Suet. Tiberius 21 views on Augustus' reasons for Tiberius;</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>• the genres, agendas and contexts of the evidence and how these affect the value of the information.</li> <li>• The nature of the sources: history, biography, epigraphic, numismatic.</li> <li>• The limitations of the evidence for aims.</li> </ul>

	0	No response or no response worthy of credit	<ul style="list-style-type: none"><li>• The differences and similarities between sources, contemporary and non-contemporary, and different genres of writing.</li></ul>
--	---	---	---

<b>*Question 2</b>		<b>To what extent were the emperors of this period successful in their military and political aims in the provinces. [30 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of 'to what extent'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider a range of activities in the provinces.</p> <p>They should interpret, analyse and evaluate the various aims and policies of the emperors.</p> <p>Candidates should evaluate the extent of <b>success or failure</b>.</p> <p>Not every emperor or reign needs to be covered for a full response.</p> <p>They should analyse and evaluate the evidence for our understanding of the aims and policies.</p> <p>Responses are likely to include information on the provincial activities and policies for example:</p> <ul style="list-style-type: none"> <li>The differing approaches to control of the provinces and frontiers</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically</li> </ul>	

		<p>reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p>	<ul style="list-style-type: none"> <li>Specific policies and aims of individual emperors e.g. aggressive expansion, rationalisation of defence, propaganda for the emperor, cost and resources, needs of the army, control of provincials etc;</li> <li>Examples of specific military and political actions by emperors and/or generals; Augustus' military achievements, events under Tiberius in Germany, Africa, Gaius' actions in provinces, Claudius and Britain, Gaul; Nero and Britain, Gaul and Corbulo in the East;</li> <li>The problems with Armenia and the campaigns of Corbulo;</li> <li>The extent of change or continuity</li> <li>The extent of success or failure</li> <li>The use of fort-building, roads, other infrastructures as they relate to political or military aims.</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li><i>Res Gestae</i> 4 triumphs etc; 25-30 Augustus' military achievements; Actium Suet. <i>Aug.</i> 17, wars/victories 20, 21 Dalmatia, Pannonia, Illyricum etc; Virgil <i>Aeneid</i> 8.671ff Actium, triple triumph; Horace <i>Odes</i> 4.15 – propaganda;</li> <li>Egypt Tac. <i>Annals</i> 2.59- senators barred; grain supply, Strabo 17.3.25; Suet. <i>Aug.</i> 18; Denarius Aegypto Capta 27 BC;</li> <li>Rhine and Germany: Velleius 2.90, 95, 97 (Lollius defeat), 121-2 success of Drusus, Tiberius on Rhine, 2.129 revolt of Florus and Sacrovir; Horace <i>Odes</i> 4.15; <i>RG</i> 30.1 Tiberius in Pannonia; Germanicus: Tacitus <i>Annals</i> 1.31ff mutiny. Tiberius inaction Tac. <i>Annals</i>. 1.47, expedition against Germans Tac. <i>Ann.</i> 1.49; Drusus (son) in Pannonia Tacitus <i>Annals</i> 1.24ff; Frisii Tacitus <i>Annals</i> 4.74; Vindex Dio 63. 22-26; 63. 26 3-7; Tac. <i>Ann.</i> 1.11 A's advice on frontiers;</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> </ul>	<ul style="list-style-type: none"> <li>East: Tiberius; <i>RG</i> 27.2 in the East, Parthian standards Velleius 2.91.4, Horace <i>Odes</i> 4.15; 'let all affairs slide' Suet. <i>Tib.</i> 41: Spain, Syria, Parthia, Dacians, Germans allowed to harass frontiers-dangerous to empire; Armenia (Aureus 19-18 BC); Sestertius AD 64 Triumphal arch (Parthia)</li> </ul>

		<ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</p>	<ul style="list-style-type: none"> <li>Africa: Tacfarinas Tacitus <i>Annals</i> 2.52, 3.73, 74 (Blaesus); Velleius 2.129 easily suppressed;</li> <li>Military control: Augustus kept provinces with armies Dio 53.16, Strabo <i>Geog.</i> 17.3.25; mutinies Suet. <i>Aug.</i> 17; Varus, Lollius defeats Suet. <i>Aug.</i> 23; Tacitus <i>Annals</i> 1.16/1.31 Rhine armies; Tiberius' actions Tacitus <i>Annals</i> 1.46-47; Velleius 2.125; Nero Dio 22.1-26 Judaea, Britain, Gaul and Vindex; Suet. <i>Nero</i> 40/42 Vindex, Galba Dio 63.22 (Vindex's opinion of Nero);</li> <li>Aims: Claudius' speech on Gauls. Tac. <i>Annals</i> 11.24; Virgil <i>Aeneid</i> 1.257ff empire without limits; peace and security- RG 13, Suet. <i>Aug.</i> 22 Janus doors closed; Pax Augusta RG 12; Velleius 2.126 Tiberius- peace and fairness; Romanisation: Baetica Strabo <i>Geog.</i> 3.2.15; defence of frontiers; suppress revolts; status/image- Claudius Suet. <i>Cl.</i> 17; Aureus AD 15-12 BC triumph; Galba – Denarius Liberty restored;</li> <li>Promotion of Imperial cult: Claudius letter to Alexandrians; Suet. <i>Tib.</i> 26 vetoes temples of Gytheion; Gaius Dio 59. 28.1 precinct at Miletus; inscription ILS 112 Altar at Narbonne AD 12-13 to <i>numen</i> of A.; Strabo <i>Geog.</i> 4.3.2 Altar/Temple to Augustus at Lyon, 60 tribes involved; Tac. <i>Annals</i> 4.37 Temple at Pergamum to A. and Rome;</li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	<p><b>Although not expected, candidates may include non-prescribed material which should be credited. For example:</b> Suet. <i>Nero</i> 18 no interest in expansion, 39 disasters in Britain; Boudicca Dio 62.1; Claudius invasion Dio 60.19ff.; Tac. <i>Annals</i> 2.26 Tiberius' preference for diplomacy over force; Dio 63.1.1-7.2 Tiridates in Rome.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>the genres, agendas and contexts of the evidence and how these affect the value of the information.</li> </ul>

			<ul style="list-style-type: none"><li>• The nature of the sources: history, biography, epigraphic, numismatic etc.</li><li>• The limitations of the evidence.</li><li>• The differences and similarities between sources contemporary and non-contemporary, and different genres of writing.</li></ul>
--	--	--	--

<b>Question 3</b>		<b>How convincing do you find Goodman’s view that, for the inhabitants of Imperial Rome, ‘it had become a civilised place in which to live’?</b>		<b>[20 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO4</b> = 15 marks = Analyse and evaluate, in context, modern historians’ interpretations of the historical events and topics studied.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p>		
<b>Additional guidance</b>		<p>The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>Please note that interpretations can be evaluated in the context of the wider historical debate connected with the issue or of the historical context about which the historian was writing. There is no expectation that the interpretation will be evaluated in the context of the methods or approach used by the historian, or how the interpretation may have been affected by the time in which they were writing, though credit can be given for this approach to evaluation if done in a way which is relevant to the question.</p> <p>A learner’s knowledge and understanding of the historical period, including the ancient sources may be credited, but only where it is presented in a way which is relevant and intrinsically linked to the analysis/evaluation/use of the interpretation. It should not be credited in isolation.</p>		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>	
Level 5	17–20	<ul style="list-style-type: none"> <li>Response has a very thorough and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing or disagreeing with the modern historians’ interpretation, or anywhere between providing the response has addressed the issue of ‘how convincing’. Responses should be marked in-line with the level descriptors.</p> <p>Answers should evaluate both the interpretation locating it within the wider historical debate about the issue and using their own knowledge of the ancient sources and events and periods to reach a judgement about how convincing they find the argument.</p> <p>In locating the interpretation within the wider historical debate, candidates should:</p> <ul style="list-style-type: none"> <li>discuss the aspects of life in Rome affected by Imperial rule</li> <li>consider the specific actions of the emperors</li> <li>assess whether the actions of the emperors succeeded in bringing about a ‘civilised place to live’ for all</li> <li>consider the significance of the change to Imperial rule for the inhabitants of Rome</li> <li>consider how far the emperors created a ‘a new, peaceful society’.</li> </ul> <p>In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information / ancient sources:</p>	
Level 4	13–16	<ul style="list-style-type: none"> <li>Response has a thorough and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>		

Level 3	9–12	<ul style="list-style-type: none"> <li>Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> </ul>	<ul style="list-style-type: none"> <li>the continued dangers from fire in Rome: Caelian (AD 27), Aventine fires; Nero Tac. <i>Annals</i> 15. 38ff;</li> <li>the issues over the food and water supply: <i>RG</i> 5.2 corn scarcity; Suet. <i>Cl.</i> 18 riot over supply; Suet. <i>Nero</i> 45 profiteering; shortage on Claudius' accession Seneca <i>Shortness of life</i> 18 5-6;</li> <li>'new peaceful society', 'vigiles kept a token guard': security in the city, Tiberius' trials Tac. <i>Annals</i> 6.18-19 massacres cf Suet. <i>Tib.</i> 61; Suet. <i>Gaius</i> 27, Seneca <i>Anger</i> 3.19; laudius -; Nero Dio 63.27 plans to burn city;</li> <li>'Rome pleasanter to live in', more water...baths': the living conditions for the ordinary people of Rome: employment: Suet. <i>Tib.</i> 47 2 buildings; Jos. <i>JA</i> 19.1 Gaius laid waste citizens of Rome cf Seneca <i>Cons. To Polybius</i> 17.3;</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> </ul>	<ul style="list-style-type: none"> <li>'adoption of religious reforms': the development of alternative religions/decline of traditional practice: cult- Dio 59. 26-28 Gaius cf Jos. <i>JA</i> 19.4f;</li> <li>Only for those 'with a modicum of wealth'? - finance: money supply, interest rates, donatives etc: Suet. <i>Tib.</i> 47 meanness; Gaius' taxes Dio. 59.28 cf Jos. <i>JA</i> 19.24f;</li> <li>'imperial munificence': shows etc: Suet. <i>Tib.</i> 47 disinterest.</li> <li>reforms: moral laws- equestrian revolt Suet <i>Aug.</i> 34; Tac. <i>Annals</i> 3.55 and 56 decline of morals;</li> </ul>
Level 1	1–4	<ul style="list-style-type: none"> <li>Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> </ul>	<ul style="list-style-type: none"> <li>the quality of city administrations during the period; Tiberius- Dio 58.5 offshore monarch; Pliny <i>NH</i> 7.147-50 plague, famine, shortages (Augustus);</li> </ul> <p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> <li>Administration: urban cohorts; city-wards Suet. <i>Aug.</i> 30, vigiles 30; general re-organisation 35: Inscription - Augustan Lares ?? BC; Dio 60.6-7 Claudius reforms for city, Suet. <i>Cl.</i> 21 employment on projects.</li> <li>Peace and security: Tac. <i>Annals</i> 1.2 delights of peace, Velleius 2.89.3-5; Jos. <i>JA</i> 19.228 people prefer sole ruler; Velleius 2.126 Tiberius' successes- e.g. price of grain; <i>RG</i> 13, Suet. <i>Aug.</i> 22 Janus doors closed; Pax Augusta <i>RG</i> 12; Horace <i>Odes</i> 4.15;</li> </ul>
	0	No response or no response worthy of credit	<ul style="list-style-type: none"> <li>Fire: Nero regulations Tac. <i>Annals</i> 15.42; Claudius fire control Suet. <i>Claudius</i> 18; Strabo <i>Geog.</i> 5.3.7 Augustus' rules.</li> </ul>



		<ul style="list-style-type: none"> <li>• Food, water etc: aqueducts, <i>RG</i> 20.2, Strabo <i>Geog.</i> 5.3.8; flood prevention; Claudius inscrl on Tiber channels (L19 K16); <i>RG</i> 15, 18 donatives, grain handouts, Suet. <i>Claudius</i> 20 projects, 18, 21 food and gifts; Ostia (L19 K17 procurator; Pliny <i>NH</i> 36.121;</li> <li>• Finance: Gaius: quadrans AD 39 tax remission (L19 J19h).</li> <li>• Shows etc: Suet. <i>Nero</i> 10-11 gifts and games; <i>RG</i> 22-23 games; Suet <i>Aug.</i>31 Saecular Games etc Suet. <i>Claudius</i> 21;</li> <li>• Reforms: Suet. <i>Aug.</i>34 moral legislation; Suet. <i>Tib.</i> 33 actions against immoral practices.</li> <li>• Religion: Suet. <i>Aug.</i> 31 traditional Roman religion; 93 respect for ancient foreign rites; denarius 16 BC 4 priesthoods of Augustus; Suet. Gaius 22 citizens become priests of Gaius;</li> </ul> <p><b>Although not expected, candidates may include non-prescribed material which should be credited. e.g.:</b> Suet. <i>Aug.</i> 42 complaints of scarcity and high price; Suet. <i>Tib.</i> 8 defective supply under Augustus; Suet. <i>Tib.</i> 34 high prices of food and goods; Tac. <i>Annals</i> 4.6 Tib. good management of resources; Suet <i>Gaius</i> 26.5 shut granaries; Tac. <i>Annals</i> 6.17; AD 27 Caelian hill fire; Aventine fire Tac. <i>Annals</i> 6.45 100 m HS; Tac. <i>Annals</i> 12.42 Claudius food riot;</p>
--	--	---

### Section B: The Breakdown of the Late Republic, 88-31 BC

<b>Question 4</b>		How useful are these passages for our understanding of the reasons for the hostility between Clodius and Cicero?		<b>[12 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO3</b> = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</p>		
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>		<b>Indicative content</b>
Level 6	11–12	<ul style="list-style-type: none"> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>		<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of 'how useful'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the source:</p>
Level 5	9–10	<ul style="list-style-type: none"> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>		<ul style="list-style-type: none"> <li>The violent actions of Clodius after Cicero was recalled in 57 such as: <ul style="list-style-type: none"> <li>Armed gangs attacking Cicero's house, "he thinks of nothing but massacring his enemies"</li> <li>Attacking enemies openly, "He sees that if he slaughters everybody he chooses in broad daylight"</li> <li>Recruiting slaves, "and goes from street to street openly offering slaves their freedom"</li> <li>Partaking in arson, "But after this orgy of wrecking, arson and loot"</li> </ul> </li> </ul>
Level 4	7–8	<ul style="list-style-type: none"> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>		<ul style="list-style-type: none"> <li>Clodius prosecutes Milo for violence. Cicero and Pompey defend Milo, "Wishing to repay the compliment, our side gave him such an uproarious reception that he lost command of thoughts, tongue, and countenance. That lasted till half past one"</li> <li>The court case descends into riot between the 2 factions, "About 2.15 the Clodians started spitting at</li> </ul>

Level 3	5–6	<ul style="list-style-type: none"> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> <li>Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<p>us, as though on a signal. Sharp rise in temperature! They made a push to dislodge us, our side counter charged. Flight of gang. Clodius was hurled from the rostra”</p> <ul style="list-style-type: none"> <li>Other prescribed sources may also be used to evaluate the passage, e.g., Clodius had threatened Cicero since he disproved his alibi in the Bona Dea trial (for this Cicero, <i>ad Atticum</i> 2.21 = SL 16 could be used)</li> </ul> <p>Other reasons for hostility may be compared using the candidates knowledge such as:</p> <p>Clodius’ actions:</p> <ul style="list-style-type: none"> <li>Clodius’ extensive laws to support the plebs urbana</li> <li>Clodius’ tribunate law against those who had brought about the death of Roman citizens without trial</li> <li>Clodius and his gang’s actions against Cicero</li> <li>Clodius’ aristocratic background against Cicero as a novus homo</li> <li>Cicero’s exile</li> </ul> <p>Cicero’s actions:</p> <ul style="list-style-type: none"> <li>Cicero providing evidence against Clodius’ alibi despite Clodius previously supporting Cicero against Catiline</li> <li>Cicero verbally attacking the Triumvirate in court, which led to Caesar agreeing to his adoption and consequently representing Caesar’s interests.</li> <li>Cicero’s theatrical response to Clodius’ law against the death of Roman citizens without trial (mourning)</li> <li>Cicero advocating his own supporters use of violence against Clodius</li> <li>Cicero’s use of Milo, even suggesting that Milo might do away with Clodius himself</li> <li>Cicero wished Pompey to move men from the country to bolster Milo’s forces and to perpetuate street fighting</li> </ul> <p>Examples of evaluation of the source:</p>
Level 2	3–4	<ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	
Level 1	1–2	<ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3)</li> </ul>	
	0	No response or no response worthy of credit	

			<ul style="list-style-type: none"><li>• Cicero's letters were not intended for publication and so offer honest appraisals of contemporary events</li><li>• However, they are not without Cicero's own upper-class bias (and Clodius represents the popularis)</li><li>• Similarly they are clearly from Cicero's perspective (Clodius' viewpoint is not represented)</li></ul> <p><b>Although not expected, candidates may include non-prescribed material which should be credited.</b></p>
--	--	--	--

<b>*Question 5</b>		<b>'The Catilinarian Conspiracy was a significant challenge to the Roman Constitution'. How far do the sources support this view? [36 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 6	31–36	<ul style="list-style-type: none"> <li>Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of how far. Responses should be marked in-line with the level descriptors.</p> <p>The main focus of the answer should be the Catilinarian Conspiracy and the challenges it posed to the Constitution. Candidates should analyse the main events and their significance as a challenge to the Constitution.</p> <p>The candidates should analyse and evaluate the evidence.</p> <p>Candidates <b>may</b> refer to other challenges to the Constitution in the period which relate to their analysis of the significance of the challenge posed by the Catilinarian Conspiracy.</p> <p>Candidates might consider:</p> <ul style="list-style-type: none"> <li>Aims and intentions of conspirators</li> <li>The extent of support from various groups- Senators, equestrians, plebs, rich/poor, citizens/freed slaves etc</li> <li>Actions by conspirators- threats to individuals, use of force, including armies</li> </ul>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> </ul>	

		<ul style="list-style-type: none"> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<ul style="list-style-type: none"> <li>Actions by opponents suggesting significance e.g., decrees of the senate/mobilisation of armies/execution of some</li> <li>The ease or difficulty in ending the conspiracy</li> <li>The political context in which the Conspiracy took place</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Sallust, <i>Bellum Catilinae</i> 14 list of supporters: criminals, bankrupts etc; young enticed with gifts; 15 Catiline's crimes; 16 the young supporters; violent; issue of debt; Sullan veterans, no army to defend Italy</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<ul style="list-style-type: none"> <li>Sallust, <i>Bellum Catilinae</i> 18 Catiline on trial; plot to assassinate consuls; 19 Piso and Spain; 20 Catiline's speech: state controlled by the few; rest in poverty; freedom call; 21 promise to cancel debts, proscriptions, magistracies etc, plunder; Antonius support.</li> <li>Sallust, <i>Bellum Catilinae</i> 33 Manlius letter; 35 Letter to Catulus; no one left Catiline's camp; plague infected minds</li> <li>Sallust, <i>Bellum Catilinae</i> 10-13, 37-39 his assessment of the moral and political state of Rome.</li> <li>Cicero <i>In Cat. II</i> 18 supporters, debtors, cancellation of debts; 19 all classes united against Catiline; 20 veterans of Sulla, peasants; 21 motley and seditious, indebt; 22 murderers etc; close friends; 23 filth of Rome;</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<ul style="list-style-type: none"> <li>Cicero <i>In Cat. IV</i> aftermath and debate.</li> <li>Cicero <i>ad Att.</i> 1.1 Catiline on trial.</li> <li>Plutarch, <i>Pompey</i> 48 Clodius disrupts a trial.</li> <li>Sallust, <i>Histories</i> 2.82 {2.98M} Pompey's letter from Spain</li> </ul> <p><b>Although not expected, candidates may include non-prescribed material which should be credited.</b></p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>How far the sources accurately report the events.</li> <li>The extent to which the sources chronicle, analyse or explain the challenges to the Roman Republic.</li> </ul>

Level 2	7–12	<ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	<ul style="list-style-type: none"> <li>• How far the sources recognise the interrelationship between the events depicted, e.g., that one event may have caused another.</li> <li>• The bias implicit and explicit in the sources, as a result of the author's own historical and political position.</li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

<b>*Question 6</b>		<b>How far did the actions of Octavian contribute to the breakdown of the Republic?</b>		<b>[36 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO3</b> = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>		
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>	
Level 6	31–36	<ul style="list-style-type: none"> <li>• Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>• The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue in the question. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should analyse and evaluate the actions of Octavian and assess how far they contributed to the breakdown of the Republic.</p> <p>Candidates may analyse the actions of other individuals or social and economic issues in assessing the extent of Octavian's contribution.</p> <p>Answers are likely to include information on:</p> <ul style="list-style-type: none"> <li>• The aftermath of Caesar's assassination</li> <li>• Octavian's actions in 44-43</li> <li>• The Second Triumvirate and his actions as Triumvir</li> <li>• Octavian's successes</li> <li>• Illegal actions- e.g. raising an army, early consulship, proscriptions</li> <li>• Victory at Actium</li> <li>• The contribution of his supporters</li> <li>• Use of force/military power</li> </ul>	
Level 5	25–30	<ul style="list-style-type: none"> <li>• Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> </ul>		



		<ul style="list-style-type: none"> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<ul style="list-style-type: none"> <li>Corruption- bribery of veterans and people</li> <li>Weaknesses of the opposition</li> <li>Control of constitutional elements- undermining the Republic</li> <li>Assessment of effects</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>Cicero, <i>ad Atticum</i>, 14.1 = SL 113, 14.12 = SL 114, 15.11 = SL 118</li> <li>Denarius of Brutus</li> <li>Cicero, <i>Philippics</i> 2.88-91, 2.92-7</li> <li>Denarius of Anthony</li> <li>Appian, <i>The Civil War</i> 3.43-8, 3.49, 3.50-1, 3.74-5, 3.80-1, 3.86-94, 5.12-13, 5.127-30, 5.131-2</li> <li>Suetonius, <i>Deified Augustus</i> 26</li> <li>Denarius of Octavian and Antony</li> <li>Denarius of Octavian with Agrippa</li> <li>Plutarch, <i>Antony</i> 54-56</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p><b>Although not expected, candidates may include non-prescribed material which should be credited.</b></p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>How far the sources accurately report the events.</li> <li>The extent to which the sources chronicle, analyse or explain the breakdown of the Roman Republic.</li> <li>How far the sources recognise the interrelationship between the events depicted, e.g., that one event may have caused another.</li> <li>The bias implicit and explicit in the sources, as a result of the authors own historical and political position.</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul>	

		<p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	
Level 2	7–12	<ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	
Level 1	1–6	<ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

### Alternatively, you can email us on

**support@ocr.org.uk**

### For more information visit

 [ocr.org.uk/qualifications/resource-finder](https://ocr.org.uk/qualifications/resource-finder)

 [ocr.org.uk](https://ocr.org.uk)

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.