



Oxford Cambridge and RSA

GCE

Ancient History

H007/02: The Julio-Claudian emperors 31 BC - AD 68

AS Level

Mark Scheme for June 2022

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

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

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

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING
SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris 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 scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) 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 scoris 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.)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

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 scoris **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 scoris 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: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

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

11. Annotations

Annotation	Meaning
BP	Blank Page
	Highlight/factual error
EVAL	Evaluation
KU	Knowledge and Understanding
λ	Omission
CONT	Context
SEEN	Noted but no credit given/ irrelevant
A1	AO1
A2	AO2
A3	AO3

12. Subject Specific Marking Instructions

Question 1		How important to Augustus is the idea of tradition in the Res Gestae? [10 marks]	
Assessment Objectives		AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. AO2 = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements	
Additional guidance		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.	
Level	Marks	Level descriptor	Indicative content
Level 5	9–10	<p>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)</p> <p>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 about the historical issue in the question. (AO2)</p>	<p>No set answer is expected. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information on the importance of tradition in the Res Gestae:</p> <ul style="list-style-type: none"> • Augustus' respect for senatorial traditions right throughout the RG. Including seeking colleagues to share magisterial power (6, 34) and the refusal of powers which conferred beyond usual power (5, 10); • Use of tribunician power to make laws (6); • Various religious titles adopted (7) and role as praefectus morum (6); • Census (8), gates of Janus (13); • various buildings to the gods and a new Curia (19); • restoration of buildings (20); • replacing of stolen ornaments in provincial temples (24); • constitutional position stressed (34); • Pater Patriae (35).
Level 4	7–8	<p>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)</p> <p>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements about the historical issue in the question, though these are not consistently developed. (AO2)</p>	
Level 3	5–6	<p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</p> <p>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made about the historical issue in the question, though the way in which the analysis supports the judgements may not always be made fully explicit. (AO2)</p>	

Level 2	3–4	<p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</p> <p>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 about the historical issue in the question, though the way in which the judgements are supported is not made explicit. (AO2)</p>	
Level 1	1–2	<p>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods relating to the historical issue in the question. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p>	
	0	No response or no response worthy of credit	

Question 2		On the basis of this passage, and other sources you have studied how far was the ambition of Sejanus a serious threat to the state? [20 marks]	
Assessment Objectives		<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO3 = 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"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	
Additional guidance		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.	
Level	Marks	Level descriptor	Indicative content
Level 5	17–20	<p>Response uses a good range of appropriate examples from the set source(s) and other 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)</p> <p>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)</p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion agreeing, disagreeing or anywhere between providing the response has addressed how far the candidate agrees with the statement in the question.</p> <p>For the top level, candidates need to use the source material to come to a judgement and conclusion regarding the extent of the threat posed by Sejanus.</p> <p>Information from the passage which shows:</p> <ul style="list-style-type: none"> gradual increase in power and influence of Sejanus from Praetorian Prefect to 'Sharer of Cares'; the treatment of Sejanus by the senators Sejanus' firm grasp of power by controlling the Praetorians and others through intimidation, hopes and benefactions. <p>Details from other sources could include:</p> <ul style="list-style-type: none"> Dio: The following passage (58.4.4) statues of Sejanus in public places, Sejanus' name linked officially with Tiberius, sacrifices to Sejanus and joint consulship designated every 5 years with
Level 4	13–16	<p>Response uses a range of appropriate examples from set source(s) and other 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)</p> <p>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)</p>	

Level 3	9–12	<p>Response uses some appropriate examples from the set source(s) and other 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)</p> <p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</p>	<p>Tiberius; treatment of Sejanus, during the absence of Tiberius, by the senators as if he were emperor (58.5.1-7); Sejanus falls out of favour and is executed (Dio 58.6.1-7.3, 58.8.4-11.7).</p> <ul style="list-style-type: none"> • Tacitus Annals 4.1-4.3 on Sejanus' malevolence and threat behind a plausible façade, rehousing of the guard nearer Rome, plot to murder Drusus. Rejection of marriage to Livilla in 4.39-40. • Suetonius, Tiberius, 61: Tiberius becomes more savage after death of Sejanus, Sejanus' death and details of Sejanus' own view of his position, 65: downfall • Velleius 2.127-128.4 on praise of Sejanus' motives, loyalty and attributes. 128.4 Tiberius has chosen to 'share' burdens of state with Sejanus. <p>Candidates may mention the difficulty using the sources to analyse motives of Sejanus and the extent to which he was an actual threat.</p>
Level 2	5–8	<p>Response uses a limited selection of appropriate examples from the set source(s) and other 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)</p> <p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</p>	
Level 1	1–4	<p>Response uses only a very limited selection of appropriate examples from the set source(s) and/or ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</p>	
	0	No response or no response worthy of credit	

Question 3		How far did the credibility of the Julio-Claudian emperors depend on their military successes? [30 marks]	
Assessment Objectives		<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO3 = 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"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	
Additional guidance		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.	
Level	Marks	Level descriptor	Indicative content
Level 5	25–30	<p>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)</p> <p>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)</p> <p>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)</p> <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. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at:</p> <ul style="list-style-type: none"> • the military backgrounds of Augustus and Tiberius before accession; • the military campaigns of the emperors and how these are presented in the source material eg: Actium, Dalmatia, Alexandria, Gaul, Germany, Armenia (Augustus), Britain (Gaius), Britain (Claudius); • The campaigns and successes of rival generals and their presentations in the source material eg Agrippa, Germanicus and Corbulo; • The reputation of Nero as a non-military leader (the end of the dynasty coincides with Nero 'losing the troops' (Vindex, Galba); • Non-literary depictions of the emperors as 'imperatores'; • Other aspects of their reign which gave them credibility such as birthright, administrative policies, authority, personality, popularity with the masses.
Level 4	19–24	<p>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)</p> <p>The response has a good explanation that convincingly analyses and</p>	

		<p>appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</p> <p>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)</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p>	<p>Credit all relevant source material. Supporting source details may include:</p> <ul style="list-style-type: none"> • Augustus: Actium and Alexandria: Suet, Aug 17-18, Inscription from Nikopolis (H10), Strabo 7.7.6, Aeneid 8 (shield), Horace Odes 1.37, Velleius 2.89; triple triumph Suet, Aug 22, Dio 51.21, triumphal arch inscription (H17), Denarius (N5), (N31).; Peace: RG 13, Suet, Aug 22, Velleius 2.90, Horace 4.15. Other military campaigns aureus (N15. Raetia), (N24, Armenia), Suet, Aug 23 (Germany), Velleius 93-100 (various military activity using other generals). RG: 1, 3, 4, 25-30; RG 34 on Augustus' authority to rule; • Tiberius: military activity under Augustus (see above), mutinies in Pannonia and Germany (Tac, An, 1.16-18, 1.28-35, 1.46, 1.52), Velleius 2.125. Popularity as described by Velleius compare Suetonius, and Tacitus <i>An</i> 1. Suspicion and potential rivalry over military successes of Germanicus Tac, <i>An</i> 2; • Gaius connection to Germanicus denarius of AD 37(J7n), expedition to Gaul and Britain; adoption of military titles Suet, Gaius 22. Popularity in general (extravagance, unpredictability, assassination) in Suetonius and Dio; • Claudius lack of support at the beginning of his reign: Suet, Cl, 10-11, Dio 60.3.1-7, Josephus, JA, 19.158-64, 227-36, 254-62. Campaign in Britain and its attempt to legitimize Claudius' reign: aureus (J12b), (N22), Suet, Cl, 17. • Nero: initial focus on winning popularity through donatives and games (Suet, Nero 10-11), later excesses (Suet, Nero 26-27). Dissatisfaction in 65 with Piso conspiracy (Tac, 15.48-74). Extravagance in building (Pliny, NH, 36.111, Suet, Nero 31). Nero's credit for the Armenian campaigns inscription from AD64 (N51). Vindex rebellion (Suet, Nero 40-41) and Nero's inadequate military response (Suet, Nero 44, Dio 63.22.1-26.1).
Level 3	13–18	<p>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)</p> <p>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)</p> <p>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)</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	
Level 2	7–12	<p>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)</p> <p>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately</p>	

		<p>to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</p> <p>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)</p> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<p>Although not expected, candidates may include non-prescribed material which should be credited. For example: Gaius' expedition to Gaul and Germany in Dio, Suet. <i>Gaius</i> 43</p> <p>Answers could focus on:</p> <ul style="list-style-type: none"> • how the ancient sources portray the military backgrounds, careers and successes of the emperors; • an assessment of how far their reputations with the senate and the people depended on them being strong military leaders with assessment of other factors which could influence respect and popularity; • evaluation and interpretation of the evidence (archaeological and literary); • an overall judgment of how far the sources support the view in the question.
Level 1	1–6	<p>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</p> <p><i>The information is basic and communicated in an unstructured way. The information is supported</i></p>	
	0	No response or no response worthy of credit	

Question 4		How successful were the emperors of this period in dealing with the problems facing the city of Rome? [30 marks]	
Assessment Objectives		<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO3 = 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"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	
Additional guidance		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.	
Level	Marks	Level descriptor	Indicative content
Level 5	25–30	<p>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)</p> <p>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)</p> <p>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)</p> <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. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at problems facing the city itself or its inhabitants. Including:</p> <ul style="list-style-type: none"> • reorganisation of regions and wards • aid and restoration after disasters • buildings, development of infrastructure • maintaining order: magistrates, officials and groups praefectus praetorium: law enforcement, fire-brigade cohortes urbanae, vigiles; praetors, quaestors, aediles: duties transferred to praefecti, procurators and freedmen directly responsible to the emperor; • food supply: praefectus annonae, praefectus frumenti dandi, procurator Ostiae; Augustus: cura annonae after riots of 22 BC/ prefect AD 8; • water supply: curators aquarum, curators riparum Tiberis, and administrators of the harbours, the Tiber, public works, roads, waste disposal etc; water supply.
Level 4	19–24	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,	

		<p>plausible conclusions about the historical issue in the question. (AO3)</p> <p>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)</p> <p>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)</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p>	<p>Credit all relevant source material. Supporting source details may include:</p> <ul style="list-style-type: none"> • food supply: Claudius: - cura annonae imperial prefect – harbour at Ostia AD 42 Suet. <i>Cl.</i> 18/20, Pliny <i>NH</i> 36.122-4; 8 days supply left on accession (Sen. <i>De Brev.</i> 18.5-6); Claudius dupondius;; RG 5 crisis; issues of higher demands; RG 18 grain reforms; Suet. Claudius 18 riot over supply, measures to help merchants (19), dupondius (L19 K13); Ostia – coins; inscription L19 K16, K17; Suet. Nero 45 profiteering. • Water: Augustus, Agrippa 33-12 BC: company of slaves to repair aqueducts: RG 20 admin infrastructure for maintenance; Strabo 5.3.8; Claudius: inscription AD 46 dug channels from Tiber to the sea, freed city from danger of floods; Aqua Claudia, Anio Novus (Pliny <i>NH</i> 36.122-3). • Reforms to the city: Suet. <i>Aug.</i> 30; 7BC Augustus - 14 regions; curatores viarum (Suet. <i>Aug.</i> 30); Claudius Dio 60; RG 20.4 82 temples cf Ovid <i>Fasti</i> 2.55-66; regulations Strabo 5.3.7; Tiberius Velleius 2.130; aqueducts, RG 20.2, Strabo <i>Geog.</i> 5.3.8; flood prevention; Claudius inscrl on Tiber channels (L19 K16). - Nero regulations Tac. <i>Ann.</i> 15.42. • Fire-brigade (night watch Suet. <i>Aug.</i> 30); Tiberius - fires in 27 and 37; Gaius Dio 59. 9; Claudius actions Suet. <i>Cl.</i> 18- Aemilial fire; Nero; fire AD 64 Tac. <i>Ann.</i> 15.38-41; palace 42; regulations 43; Augustus Strabo 5.3.7; Tiberius -not interested once in Capri (Suet. <i>Tib</i> 41); • posts: procurators and freedmen directly responsible to the emperor; Suet. <i>Aug.</i> 37 praefectus urbi (Tac. <i>Ann.</i>6.10), vigiles; Velleius 2.89; on Tiberius, Velleius 2.126- price of corn; special procurator controlled taxes on legacies (5%); Tiberius - financial crisis in 33); • building etc: Suet. <i>Tib.</i> 47 only 2 projects; Suet. Claudius 20 projects, 18, 21 employment food and gifts, 22 reforms; Suet. Nero 10-11 gifts and games; Sestertius AD 64 handout L19 Q14). - Suet. <i>Aug.</i>34 moral legislation; Suet. <i>Tib.</i> 33 actions against immoral practices. <p>Although not expected, candidates may include non-prescribed material</p>
Level 3	13–18	<p>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)</p> <p>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)</p> <p>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)</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	
Level 2	7–12	<p>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)</p>	

		<p>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)</p> <p>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)</p> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<p>which should be credited. For example: Tiberius - financial crisis in 33 (Tac Ann. 6.16-17); Tiberius fires Tac Ann. 6.64, 6.45</p> <p>Answers could focus on:</p> <ul style="list-style-type: none"> • how the ancient sources portray the changes made to the administration of the City of Rome by the emperors of the period and any attempts to prevent disasters or provide relief to the inhabitants; • an assessment of how successful the emperors were in provision for the citizens, relief from and preventing disaster, how policies differ from emperor to emperor and motives for action or inaction; • evaluation and interpretation of the evidence (archaeological and literary); • an overall judgment of 'how far the sources support' .
Level 1	1–6	<p>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</p> <p><i>The information is basic and communicated in an unstructured way. The information is supported</i></p>	
	0	No response or no response worthy of credit	

Assessment Objective Grid

	Distribution of marks for each Assessment Objective			Question Totals
SECTION A				
	AO1	AO2	AO3	
Q1	5	5		10
Q2	5		15	20
SECTION B				
	AO1	AO2	AO3	
Q3 & Q4	5	10	15	30
PAPER TOTAL	15 (25%)	15 (25%)	30 (50%)	60

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