



Oxford Cambridge and RSA

GCE

Ancient History

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

AS Level

Mark Scheme for June 2023

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 2023

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 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% (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 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.)*

Contradictory Responses

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

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
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 beneficial to Claudius was the Roman invasion of Britain? [10 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 = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p>	
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. It is possible to reach the highest marks with a conclusion either agreeing, disagreeing, or anywhere between, providing the response has addressed the issue 'how beneficial'. Responses should be marked in line with the level descriptors.</p> <p>Candidates may discuss the following:</p> <ul style="list-style-type: none"> • Claudius' unstable position in AD 41 brought about by the assassination of Caligula and the lack of support from the senate upon accession. • The importance for Claudius of a strong military persona in conquering Britain. • The reputation Britain had as a mysterious island which Caesar failed to conquer (evidenced by the trepidation of the troops in leaving Gaul). • Honours accrued such as: triumph, arches, naval and civic crowns, Messalina in the carpentum, the title Britannicus for him and his son. • revenue from taxation.
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 consistent is the portrayal of the victory over Antony and Cleopatra at Actium? [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>For the top level, candidates need to use the source material to come to a judgement and conclusion.</p> <p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing, disagreeing, or anywhere between, providing the response has addressed the issue of 'consistent'. Responses should be marked in line with the level descriptors.</p> <p>Information from the passage which shows:</p> <ul style="list-style-type: none"> Imagery of Augustus Caesar in the middle of the battle Support of the Senate, People, Penates, Italians Support of gods. Reference to Julius Caesar's star – supernatural support Agrippa's presence- recognition of role Antony (conqueror?) and forces- motley array, barbarous, with Egyptian wife (shame) Portrayal of Cleopatra (not named), her flight- suggestion of suicide later but no sense of 'honour'

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>	<p>Details from other sources could include:</p> <ul style="list-style-type: none"> • Res Gestae, 25.2: The whole of Italy, of its own accord, swore an oath of allegiance to me and demanded me as leader in the war, in which I was victorious at Actium. • Horace <i>Odes</i> 1.37: the joy felt in Rome as news of the victory is reported (1st stanza); the threat of Cleopatra 'empire's funeral rites', 'demented ruin for the Capitol', 'doom laden monster'; the portrayal of Egyptians as 'contaminated crew of men'; comparison of hawk vs dove and swift hunter vs hare could indicate that Antony and Cleopatra were easily defeated; suicide, hint of respect for Cleopatra. • Other parts of Vergil Aeneid 8 e.g.710f emphasis on majesty of Octavian's celebration as part of his triple triumph. • Velleius 2.89.1 presents the achievement of ridding Rome of such a threat as universally celebrated in Rome. • Suet. <i>Aug.</i> 17 break with Antony, Actium; Cleopatra not mentioned; long battle; 18 Nikopolis, celebration Games. • Strabo 7.7.6 dedication to Apollo; monument at Nicopolis (L.7 H10); denarius Aegypta Capta; denarius of Victory (29/8 BC) • Tac <i>Annals</i> 1.2, 1.10 defeat of Antony, not Cleopatra <p>Reference to non-prescribed sources is not to be expected but should be credited: e.g. Horace <i>Epode</i> 9, Propertius 4.6,</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>	
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>	

<p>Level 1</p>	<p>1-4</p>	<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>	<p>Consistency may address:</p> <ul style="list-style-type: none"> • How the Egyptians are portrayed – their gods, customs, immorality etc. • The portrayal of Cleopatra as an antagonist and Antony as weak; lack of reference to Cleopatra • The might of Augustus as victorious imperator; the level of his support • The details of the battle itself especially with respect to poetic license.
	<p>0</p>	<p>No response or no response worthy of credit</p>	

Question 3*		How far does the evidence help us to understand the attitudes of the emperors towards religion? [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. <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in the responses.</p>	
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. It is possible to reach the highest marks with a conclusion 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 may discuss:</p> <ul style="list-style-type: none"> How far Augustus promoted a revival of religious practice during his reign. Priesthoods, temples, festivals The involvement of his successors in traditional Roman religion the establishment and then development of the imperial cult emperors' attitudes towards foreign cults including Christianity the role of the princeps as pontifex maximus religious iconography in imperial propaganda eg ara pacis secular games in the reigns of Augustus and then Claudius <p>Sources could include:</p> <ul style="list-style-type: none"> The wealth of material from the Res Gestae on religious tradition which can be supported with detailed information from Suet, Aug 31.

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 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>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>	<ul style="list-style-type: none"> • Horace Odes 3.6 on religious decline • The role of the Gods in supporting Augustus at Actium Horace <i>Odes</i> 1.37, Vergil <i>Aeneid</i> 8. 678ff • Information from Ovid's <i>Fasti</i> on religious tradition: 1.1-14 festivals, altars • Sources relating to emperors' attitudes towards cults, including the Imperial Cult • Christianity: persecution (Suet <i>Cl.</i> 25), (Tac. <i>Ann.</i> 15.41) • Gaius: temples to numen (Suet. <i>Gaius</i> 22.1-2; Dio 59. 28.5); priesthood - Caesonia and Claudius (Dio 59 .28.5- 6); <p>Credit all relevant source material</p> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Augustus: temples to Mars, Apollo <i>RG</i> 19-21, 82 restored, <i>RG</i> 20 , Suet <i>Aug.</i> 30 Ovid <i>Fasti</i> 2.55ff, tradition respected <i>RG</i> 6; Virgil <i>Aeneid</i> 6 and 8. 714ff- 300 shrines etc; altars (e.g. Ara Pacis <i>RG</i> 12, Fortuna Redux <i>RG</i> 11); priesthoods (<i>RG</i> 7, denarius 16 BC); revival of traditions – Suet <i>Aug.</i> 31 revived rites, offices, increased priesthoods, privileges of vestals, various festivals, Lares, cf 93 respect for ancient rites; Aug suppressed Isis as symbolic of Egypt/East; innovation of the Lares ?7 BC inscription, Ovid <i>Fasti</i> 4.140ff; Velleius 2.89.4 religious rites observed. • Tiberius-; Tiberius' views against the cult Suet. <i>Tib.</i> 26, 27; foreign cults 36; lack of interest in religion; vestal virgins; • Gaius' greater interest in imperial cult: (Dio 59.26, 28); extension of palace to the temple of Castor and Pollux etc Dio 59.28.5, Suet. <i>Gaius</i> 22; Gaius temple in Rome; appeared as Apollo, Neptune, Hercules, Bacchus, Juno, Diana, Venus (Dio 59.26.6) • Claudius: Secular Games Suet. <i>Cl.</i> 21; Christianity: persecution (Suet <i>Cl.</i> 25), (Tac. <i>Ann.</i> 15.43 - Nero); interest in old and new rituals Suet. <i>Cl.</i> 22; Suet. <i>Cl.</i> 11 Livia deified
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>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>	

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>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"> • Nero's interest in association with Apollo (As AD 62, inscriptions, Pliny <i>NH</i> 34.45f, Suet <i>Nero</i> 53; Aureus AD 50-54 priesthoods etc; Tac <i>Annals</i> 15.74 proposal for temple to Nero- vetoed; altar, rituals after fire AD 64 Tac <i>Annals</i> 15. 43 but 15.44 temples robbed; attitude to Christians; • various temples built across the period and their significance: Temple of Mars in Augustan Forum, Temple of Apollo, Temples of Julius Caesar, Augustus (Velleius 2.130), Claudius; • Imperial cult: divi filius on coins; Augustales in 7 BC genius worship cf Ovid <i>Fasti</i> 4.140ff; Tac. <i>Annals</i> 4.37 temple with Rome at Pergamum (Dio 51.21); Ovid <i>Fasti</i> 2.119-144 Augustus 'father of the world'; Tac. <i>Annals</i> 1.10 Temple, cult, Altar to Augustus numen at Narbonne; denarius 16 BC public vows <i>RG</i> 9, religious honours 10; Claudius deified Aureus AD 54; Suet. <i>Tib.</i> 40 temple to Augustus at Nola; Gaius Dio 59.26, 28 divine pretensions; priests- Caesonia, Claudius, Jos. <i>JA</i> 19.4-11 divine assertions. • Deifications: Augustus, Claudius, Livia, Gaius' sister Drusilla, Nero's daughter
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>The information is basic and communicated in an unstructured way. The information is supported</p>	<p>Reference to non-prescribed sources is not to be expected but should be credited. e.g. Suet. <i>Tib.</i> 69 Tiberius uninterested in religion; Tac. <i>Annals</i> 1.73 worshippers of Augustus; 4.15 Temple to Tiberius, Livia and Senate; Nero's daughter Tac. <i>Annals.</i> 16.5</p> <p>Analysis of sources might focus on:</p> <ul style="list-style-type: none"> • how the ancient sources portray the religious actions of the emperors; • an assessment of how far their attitudes towards religion are portrayed by the sources • evaluation and interpretation of the evidence (archaeological and literary);
	0	No response or no response worthy of credit	<ul style="list-style-type: none"> • an overall judgment of how far the sources help us to understand the aims and motives of emperors

Question 4*		'While his mother was alive Nero ruled well. After her death, he failed to meet all the challenges of his reign' To what extent do you agree with this view? [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. <p>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources & historical events and historical periods may be combined in the responses.</p>	
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. It is possible to reach the highest marks with a conclusion either agreeing, disagreeing, or anywhere between, providing the response has addressed the issue of extent. Responses should be marked in line with the level descriptors.</p> <p>Candidates may discuss:</p> <ul style="list-style-type: none"> information from sources about the period 54-59 'quinquennium aureum' the influence of Agrippina, Burrus and Seneca over Nero during his early reign. The changes in his behaviour after AD 59 e.g. on the stage, chariot racing, replacing of Burrus and Seneca with other advisors. Nero's neglect of the armies and the provinces including the Boudicca, Vindex and Galba rebellions Nero's approach to the Great Fire of 64AD Nero's dealing with opposition in Rome – Piso plot, relations with Senate, Equestrians and people of Rome and the Empire The financial management of Rome and the Empire

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 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>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> • good acts: Suet. <i>Nero</i> 10 modelled on Augustus; showed mercy, reduced taxes; gifts to people, senators, praetorians; free grain; • Games Suet. <i>Nero</i> 11 Neronia (cf 21), chariot races, stage plays; gifts/vouchers scattered; performances <i>Nero</i> 21; Chariot racing <i>Nero</i> 22 especially in Greece; • Character/behaviour: Suet. <i>Nero</i> 26 hooliganism at night; insolent, lustful, extravagant, greedy or cruel; 27 vices- feasts; 31 wasteful-Domus Aurea; colossus (Pliny <i>NH</i> 34.45-6); Baths; Tac <i>Annals</i> 14.13 abandoned himself to vices; 14 desire to chariot race., play lyre; Seneca and Burrus agreed to racing in private; 15 Youth Games (Burrus sighed!); 15.37- debauchery in Rome; • Finance: Suet. <i>Nero</i> 32 unable to pay soldiers; robbery of temple; seized property; maiestas introduced. Domus Aurea and Colossus Neronis (Suet, <i>Nero</i> 31; Tac, 15.42-43) • Agrippina: Aureus AD 54 Agrippina and Nero; Suet. <i>Nero</i> 34 over-watchful; removed from power; fearful of her; Tac <i>Annals</i> 14.1-2 hatred of Agrippina, love for Poppaea, Incest rumours; 11 accusations against Agrippina; • Fire: Suet. <i>Nero</i> 38 He started the fire; Fall of Troy; bled provincials white. Tac. <i>Annals</i> 15.38 suspicion of 'authority' to light fire; 39 opens gardens, lower grain price, shelters; 42 Domus; 43 Rebuilding praised; 44 rumour of his part in fire- Christians scapegoats • Tacitus <i>Annals</i> 15.48 Piso- all classes; praetorians; 56 betrayed; 58 capital under arrest; hesitancy, carelessness of plotters more than Nero's actions; 15.67 Subrius Flavus : I hated you when you turned into a murderer of your mother and your wife – a charioteer, an actor and fire-raiser;-<i>sums up what was wrong.</i> 71 city filled with funerals;
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>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>	

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>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"> • Empire: Dealt with Parthian/Armenia problem through Corbulo: Sestertius AD 64 Arch- Victory, Peace etc; Sestertius AD 64: handout • Reaction to revolts: Vindex Suet. <i>Nero</i> 40- undisturbed (Dio 63. 26.1), 41 water-organ story; 42 fainted on news of Galba revolt (Dio 63.; 43 schemes incl. poisoning Senate, burning city (Dio 63. 27.2ff); 45 profiteering from grain. 23 Helius urged his return to deal with problems; Dio 63. 26.3ff: excuse to levy taxes and fines; water-organ; 27.1 fear of Galba. <p>Credit all relevant source material</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> • how the ancient sources portray the actions and behaviour of Nero; • an assessment of how far the agendas and perspectives of the sources affect understanding of Nero; • 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>The information is basic and communicated in an unstructured way. The information is supported</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

 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 2023 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.