

## A Level Ancient History H407/22 The Eleven Caesars Sample Question Paper

Version 4.1

### Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes

**You must have:**

- the OCR 12-page Answer Booklet  
(OCR12 sent with general stationery)

**Other materials required:**

- None

#### INSTRUCTIONS

- Use black ink.
- Complete the boxes on the front of the Answer Booklet.
- There are **two** sections in this paper: Section A and Section B. In Section A, answer Question 1 or 2 and Question 3. In Section B, answer Question 4 and Question 5 or 6.
- Write the number of each question clearly in the margin.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **98**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*)
- This document consists of **4** pages.

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

Answer **either** question 1 **or** question 2 **and** then question 3.

Answer **either** question 1 **or** question 2.

**1\*** To what extent was there discontent with the emperors during this period?

You must use and analyse the ancient sources you have studied as well as your own knowledge to support your answer. **[30]**

**2\*** How important a role did imperial women play during the reigns of Claudius and Nero?

You must use and analyse the ancient sources you have studied as well as your own knowledge to support your answer. **[30]**

**3** Read the interpretation below.

[Augustus] resigned his consulship in the summer of that year (23 BC), a post to which he had been elected for nine years running. And he was not to hold it again, except on rare, honorific occasions. The senate, in turn, gave him the right to retain his *imperium* (his military authority). ... More significantly still, the compliant senators increased the force of Augustus' *imperium* abroad by making it superior to that of 5 governors in any subject territory, even those outside his own extensive provincial commands ... – an extraordinary authority conventionally known as *maius imperium* ("greater power"). ... The Roman senate [also] accorded Augustus the right to wield the responsibilities of a tribune for life. ...

What does all this mean? Common interpretation has it that the settlement of 23 BC 10 represents a retreat on Augustus' part, that resignation of the consulship diminished powers that he previously wielded ... . All of that is speculation, unfounded and implausible. ... Augustus may have technically relinquished the specific privileges that attached to the consulship. But this entailed no lapse in authority.

Erich S. Gruen, 'Augustus and the Making of the Principate'

How convincing do you find Gruen's interpretation that Augustus suffered "no lapse in authority"?

You must use your knowledge of the historical period and the ancient sources you have studied to analyse and evaluate Gruen's interpretation. **[20]**

### Section B: The Flavians, AD 68–96

Answer question 4 **and** then **either** question 5 **or** question 6.

**4** Read the passages below.

[Vespasian] spent little of his time in the palace, most of it in the area known as the Gardens of Sallust, where he was happy to receive anyone who wished to see him, not only senators but anyone else as well. He enjoyed meeting with his close friends, even before dawn while he was still in bed; others would greet him in the streets. The palace doors were always open throughout the day; there were never guards on duty there. He would regularly attend the senate and was open to discussion with its members on every topic. He often dispensed justice in the Forum too. Any despatches that he could not read himself, because of his age, and any decisions that he wished to communicate in his absence, he usually asked his sons to read for him, thus showing even in such minor details a meticulous respect for the senate. He daily invited many senators to dine with him, along with others, and would also himself often dine at the homes of his closest friends.

Cassius Dio 66 10.4–10.6

Domitian put many senators to death, among them a group of ex-Consuls, three of whom, Civica Cerealis, Acilius Glabrio and Salvidienus Orfitus, he accused of conspiracy; Cerealis was executed while governing Asia; Glabrio while already in exile. Others were executed on the most trivial charges. Aelius Lamia lost his life as a result of some suspicious but old and harmless witticisms at Domitian's expense: .... Slavius Cocceianus died because he continued to celebrate the birthday of the Emperor Otho, his paternal uncle ... . Sallustius Lucullus, Governor of Britain had equally offended Domitian by allowing a new type of lance to be called 'the Lucullan'.

Suetonius *Domitian* 10

How useful are these passages for our understanding of the ways in which the relationship between the Flavian emperors and the Senate changed during this period? **[12]**

Answer **either** question 5 **or** question 6.

**5\*** 'Vespasian gained and maintained power through the failures of others, rather than his own abilities.' How far do you agree with this view?

You must use and analyse the ancient sources you have studied as well as your own knowledge to support your answer. **[36]**

**6\*** 'Domitian achieved more for Rome and the Romans than either Titus or Vespasian.' How far do you agree with this view?

You must use and analyse the ancient sources you have studied as well as your own knowledge to support your answer. **[36]**

## Summary of updates

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Date	Version	Details
May 2022	4.1	Updated copyright acknowledgements.

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**...day June 20XX – Morning/Afternoon**

**A Level Ancient History**

**H407/22 The Eleven Caesars**

**SAMPLE MARK SCHEME**

**Duration:** 2 hours 30 minutes

**MAXIMUM MARK            98**

**SPECIMEN**

**This document consists of 28 pages**

## 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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
  - 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. 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. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

12. **Annotations**

Annotation	Meaning



### 13. Subject-specific Marking Instructions

#### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

#### USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range.

Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
- 4 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.

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

<b>*Question 1</b>		To what extent was there discontent with the emperors during this period?		<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><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></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 extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at similarities and differences in the level of discontent between different emperors, and also at level of discontent within an emperor's reign.</p> <p>Candidates may look at:</p> <ul style="list-style-type: none"> <li>specific opposition to emperors by individuals or groups (including members of imperial family): its</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 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><i>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.</i></p>	<p>seriousness and extent.</p> <ul style="list-style-type: none"> <li>• displays of discontent with emperors e.g. riots, popular outbursts against actions, rejection of imperial demands.</li> <li>• displays of support by individuals or groups e.g. senators, equestrians, urban poor.</li> <li>• the reasons for and context for discontent / support.</li> </ul> <p>Supporting source details may include:</p> <p><b>Augustus:</b> Suet Aug. 19: riots and conspiracies; 65 – his family; opposition to marriage laws (Suet. Aug 34); Tac. Ann 1.9–10; Res Gestae 5, 10, 34–35 for support; Suet. Aug. 42 complaints, Pliny NH on discontent; Velleius on universal support</p>
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><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>	<p><b>Tiberius:</b> Suet. Tib 75 reaction to death; Tac. Ann 1.11f debate on accession; 1.45f discontent with his actions; 3.3 Germanicus' death and Agrippina's opposition 4.52ff; 3.14–16 Piso; Tac. Annals 6.13 riots</p> <p><b>Gaius:</b> assassination Dio 59.29.1, Suet. Gaius 56; plot of Gaetulicus, Lepidus Dio 59.22; Suet Gaius 13–14 – popularity; support of the Senate</p> <p><b>Claudius:</b> Suet. Claudius 10 – accession – support/opposition; plots: Suet. Claudius 13, 36, Dio 60.14; riots 18; executions 29</p> <p><b>Nero:</b> Agrippina Tac. <i>Annals</i> 13.12–14; 14.1f (Thrasea 14. 11); support / discontent over artistic aims <i>Annals</i> 14. 14–15; Burrus <i>Annals</i> 14.51; riots over Octavia <i>Annals</i> 14.61; 15.44; suspicion over the Fire AD 64; Piso plot – Tac. <i>Annals</i> 15.48-50 for those involved.</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</li> </ul>	

		<p>produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <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><i>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.</i></p>	<p>Analysis of the sources should focus on:</p> <ul style="list-style-type: none"> <li>• the extent of discontent / support using specific examples from selected parts of the period</li> <li>• the assessment of opposition and support</li> <li>• the different levels of discontent of individual emperors by different groups</li> <li>• the presentation of Tiberius, Gaius, Claudius and Nero compared to Augustus</li> <li>• evaluation and interpretation of the evidence (archaeological and literary).</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><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

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<b>*Question 2</b>		How important a role did imperial women play during the reigns of Claudius and Nero?		<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><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></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 extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at the significance of the role women played in the reigns of Claudius and Nero. Candidates are likely to analyse the similarities and differences between different imperial women and also the relationship between these imperial women at different times during both emperors' reigns.</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><i>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.</i></p>	<p>Candidates may look at:</p> <ul style="list-style-type: none"> <li>• The presentation of Messalina, Octavia, Poppaea and Agrippina the Younger by the sources.</li> <li>• The role in controlling the succession.</li> <li>• The influence they exerted over the emperor.</li> </ul> <p>There is a wealth of material in Tacitus and Suetonius on the intrigues of the women in the imperial house during the reigns of Claudius and Nero which should be credited as appropriate according to the grids. Sources may include:</p> <ul style="list-style-type: none"> <li>• Tac. <i>Ann.</i> 12.3; Suet. <i>Cl.</i> 26.; Dio. 60.31. on seduction of Claudius by Agrippina and subsequent marriage</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><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>	<ul style="list-style-type: none"> <li>• Tac. <i>Ann.</i> 12.58; Dio 60.33 the marriage of Nero and Octavia</li> <li>• Tac. <i>Ann.</i> 12.26, 27; Dio 60.33 honours granted to Agrippina</li> <li>• Tac. <i>Ann.</i> 13.2; Suet. <i>Ner.</i> 9 Nero's watchword indicating Agrippina's role in bringing about his succession</li> <li>• Tac. <i>Ann.</i> 13.2 Agrippina's influence over Nero in the early part of his reign</li> <li>• Tac. <i>Ann.</i> 13.5; Dio 61.3 Agrippina becomes less influential as time goes on</li> <li>• Suet. <i>Ner.</i> 33-34 Agrippina transfers her affections to Britannicus and eventually leaves the imperial residence</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</li> </ul>	<ul style="list-style-type: none"> <li>• Suet. <i>Ner.</i> 35.1 The lack of importance of Octavia</li> <li>• Tac. <i>Ann.</i> 14.1 Poppaea's importance at the expense of Octavia</li> </ul>

		<p>produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <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><i>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.</i></p>	<ul style="list-style-type: none"> <li>Suet. <i>Ner.</i> 34.2-3, 35.2-3 exile and death of Octavia</li> <li>Tac. <i>Ann.</i> 11.29. Suet. <i>Cl.</i> 29, 37 on Messalina's influences</li> <li>Tac. <i>Ann.</i> 11, 26-38 on Messalina's downfall</li> </ul> <p>Analysis of the sources should focus on:</p> <ul style="list-style-type: none"> <li>detailed interpretation and evaluation of the evidence exploring the importance of the roles of the women during the reigns of Claudius and Nero.</li> <li>the possible motives of the authors in presenting the women in the way they do.</li> <li>the difference in importance between Agrippina and other women.</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><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

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<b>Question 3</b>		How convincing do you find Gruen's interpretation that Augustus suffered "no lapse in authority"? <span style="float: right;"><b>[20 marks]</b></span>	
<b>Assessment Objectives</b>		<b>AO4</b> = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied. <b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.	
<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 through 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 extent. 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>
Level 4	13–16	<ul style="list-style-type: none"> <li>Response has a through 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>	<p>In locating the interpretation within the wider historical debate, candidates might :</p> <ul style="list-style-type: none"> <li>discuss the specific powers of Augustus mentioned in the passage</li> <li>discuss the importance of the role of the Praetorian Guard</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>discuss why there were no major constitution changes after 23 BC</li> <li>assess the extent to which Augustus controlled all aspects of the city or Rome and the empire</li> <li>discuss the methods adopted by Augustus to control the Senate and the army.</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 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>Augustus's presentation of his constitutional position in <i>Res Gestae</i> supported by aureus from 28 BC</li> <li>additional powers granted to Augustus in 19 BC</li> <li>mutinies in the army as told by Pliny</li> <li>pro-Augustan sources which show that the Senate had authority (<i>Velleius</i> and <i>Res Gestae</i>).</li> </ul> <p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p>
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>Tacitus' portrayal of Augustus's principate in the <i>Annals</i> book 1 and his assessment of Tribunician Power in <i>Annals</i> book 2</li> <li>Dio's account of the 1<sup>st</sup> and 2<sup>nd</sup> settlements</li> <li>His plans for succession including use of the Tribunician Power</li> <li>His relationship with the Senate and individual Senators.</li> </ul>
	0	No response or no response worthy of credit	

## Section B: The Flavians, AD 68–96

<b>Question 4</b>	How useful are these passages for our understanding of the ways in which the relationship between the Flavian emperors and the Senate changed during this period? <b>[12 marks]</b>	
<b>Assessment Objectives</b>	<b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. <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.	
<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>
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>
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>
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</li> </ul>
		<b>Indicative content</b>
		<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 extent. 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> <ul style="list-style-type: none"> <li>Cassius Dio's presentation of Vespasian's relationship with the Senate and senators as good: 'happy to see anyone including senators'; easy access; attendance at meetings; free discussion; respect for Senate in relaying information; social meetings.</li> <li>Suetonius' presentation of Domitian's relationship: executions, triviality of reasons, Domitian's fears of others and plots, distrust.</li> <li>Comparing the apparent differences in the relationships and the presentations – Dio's portrayal of good relations against Suetonius' much darker picture.</li> </ul>

		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)	<ul style="list-style-type: none"> <li>• The possible opinions of the authors which affect the descriptions.</li> <li>• The extent to which these accounts offer a valid or accurate account of the relationships, the lack of any balancing account for Domitian – senatorial and anti-Domitian sources.</li> <li>• Some aspects of the ways relationship changed: Vespasian popular and welcomed as the winner in the Civil War, end of war, the arrival of peace and stability, his supporters survived, fewer opponents (e.g. Helvidius Priscus Suet. <i>Vesp.</i> 15, frequent plots Suet. <i>Vesp.</i> 25); Titus' popularity, the reaction against Domitian's autocracy (Dio 67.2) (Suet <i>Dom.</i> 8), hated and feared (Suet. <i>Dom.</i> 14); Tac. <i>Agr.</i> 42.</li> <li>• Characters and personalities of the different emperors affecting the relationship and the ways the Senate / senators changed in their views, (L20 J10g); Tacitus <i>Agricola</i> 2.3–3.2, 39.1–3 (L20 23, 25).</li> <li>• Vespasian's reform of the order (Tac. <i>Ann.</i> 3.55); respect for the senators, modesty and generosity, leniency, gifts (Suet. <i>Vesp.</i> 9, 12, 15, 17); Titus' popular character (Suet. <i>Titus</i> 11) (Dio 66.18–19); Domitian's early attempts to reconcile the Senate; Domitian's character (Dio 67.1) – aggressive and bad-tempered; actions towards senators recorded in Dio Cassius; cruelty / avarice.</li> <li>• The changing nature of the Senate: non-Italian senators.</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>	
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	

<b>*Question 5</b>	'Vespasian gained and maintained his power through the failures of others rather than his own abilities? How far do you agree with this view? <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><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></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 extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at the significance of the personalities involved and their abilities or lack of them in assessing Vespasian's success; they may consider the different political, social, economic and religious contexts affecting the events and the actions of the participants.</p> <p>Answers are likely to include some information on:</p>
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 events after the death of Nero and the roles and actions of Galba, Otho and Vitellius and their supporters; Sabinus revolt.</li> <li>• The supporters of Vespasian and their contributions to his accession e.g. Mucianus, Titus Alexander, his sons, Titus and Domitian.</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 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><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<ul style="list-style-type: none"> <li>The resources: economic and military supporting his bid for power and principate.</li> <li>Supporters and opponents during his reign; their actions; the affect upon his maintenance of power.</li> <li>Vespasian's abilities which contributed to his accession and reign.</li> </ul> <p>Supporting source details may include:</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 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><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<ul style="list-style-type: none"> <li>Accession: issues and events, personalities: Suetonius <i>Galba</i> 15–16; <i>Otho</i> 8–9; <i>Vitellius</i> 7, 10, 13–15; <i>Vespasian</i> 3, 6, 8; Dio Cassius 66.9; Tacitus <i>Histories</i> 1.6, 1.22, 1.33, 46, 1.62, 2.91.</li> <li>Vespasian actions and abilities: Suetonius <i>Vespasian</i> 8–11, 12, 14; Tacitus <i>Histories</i> 2.74 (character); Josephus <i>JW</i> 7.63-74 (L20 H22).</li> <li>supporters / opponents: Suetonius <i>Vespasian</i> 13, 15, 23; Dio Cassius 66.5, 66.16; Tacitus <i>Histories</i> 1.50, 52–53, 2.79, 83, 100–101; <i>Lex de imperio</i> (L20 H20); <i>Aqueduct</i> (L20 K74); <i>aureus</i> (L20 H25); <i>aureus</i> (L20 H35); <i>As</i> (H28)</li> <li>Issues, events, resources: Suetonius <i>Vespasian</i> 5–6, Tacitus <i>Histories</i> 1.19, 62, 76–77, 86, 89, 2.4–5, 85, 3.84–86, 4.80–82; <i>aureus</i> (L20 H41); <i>Sestertius</i> (L20 H46).</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><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>The nature of the sources: history, biography, epigraphic etc.; the limitations in the evidence.</li> <li>Contexts and preconceptions of the authors and the effect on the presentation of material and its value as historical evidence.</li> <li>The similarities and differences in the ways events, issues and personalities are portrayed; how this affects our understanding of these events and issues.</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><i>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.</i></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><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

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<b>*Question 6</b>		'Domitian achieved more for Rome and the Romans than either Titus or Vespasian.' How far do you agree with this view? <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><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></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 extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at the significance of the personalities involved and their abilities or lack of them in assessing the significance of each emperor's actions; they may consider the different political, social, economic and religious contexts affecting the events and these actions. They may look at the change in the way each emperor approached the role of <i>princeps</i>.</p>
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</li> </ul>	<p>Answers are likely to include some information on:</p> <ul style="list-style-type: none"> <li>The reigns of each emperor including actions and policies towards the amenities of Rome, its people (Senators, equestrians and plebs) and its security, and towards the Empire and its</li> </ul>

		<p>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, 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><i>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</i></p>	<p>problems.</p> <ul style="list-style-type: none"> <li>The political contexts and the changing nature of the principate during the period; the means by which power was gained and maintained.</li> <li>The changes in military, social and financial contexts after the end of the Civil War during the reigns; the pacification of parts of the Empire; the policies towards expansion and consolidation, and the successes and failures with these policies; the impact of these on Rome and the Empire.</li> <li>The developments in the cultural and intellectual life specifically religion, literature and philosophy promoted by the emperors.</li> <li>Views of Romans on the emperors.</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><i>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li><b>Vespasian:</b> Suetonius 5, 8–11, 17, 23; Dio Cassius 66.5, 9, 10, 12, 16; Josephus <i>JW</i> 158–62; Statius <i>Silvae</i> 3.3.85–110; Orosius <i>Histories</i> 7.3.7; ILS 218 (L20 K74); aureus (L20 H25); aureus (L20 H35); aureus (L20 H41); sestertius (L20 H46).</li> <li><b>Titus:</b> Suetonius 6, 7, 8; Dio Cassius 66.18, 19.3; Josephus <i>JW</i> 7.148–152; sestertius (L20 H51).</li> <li><b>Domitian:</b> Suetonius. 4–10, 12, 20, 23; Martial Ep.9.1, 8.49; Tacitus <i>Agricola</i> 2–3, 40–45; aureus (L20 H60); AS (L20 K10); sestertius (L20 K23); aureus (L20 K51); Dupondius (L20 K85); sestertius (L20 L24); sestertius (L20 N25).</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>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>The nature of the sources: history, biography, epigraphic etc; the limitations in the evidence.</li> <li>Contexts and preconceptions of the authors and the effect on the presentation of material and its</li> </ul>

		<i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i>	<p>value as historical evidence.</p> <ul style="list-style-type: none"> <li>The similarities and differences in the ways events, issues and personalities are portrayed; how this affects our understanding of these events and issues.</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><i>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.</i></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><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p>	
	0	No response or no response worthy of credit	

## Assessment Objective Grid

	Distribution of marks for each Assessment Objective			
Section A	AO1	AO2	AO3	AO4
Question 1 & 2	5	10	15	–
Question 3	5	–	–	15
Section B	AO1	AO2	AO3	AO4
Question 4	6	–	6	–
Question 5 & 6	6	12	18	–
<b>TOTAL</b>	<b>22</b> <b>(22.5%)</b>	<b>22</b> <b>(22.5%)</b>	<b>39</b> <b>(40%)</b>	<b>15</b> <b>(15%)</b>

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