

Ancient History

Advanced GCE **A2 7809**

Advanced Subsidiary GCE **AS 3809**

Mark Schemes for the Units

June 2007

3809/7809/MS/R/07

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Advanced GCE Ancient History (7809)

Advanced Subsidiary GCE Ancient History (3809)

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Mark Scheme 2450
June 2007

2007 2450 Final Mark Scheme

The Mark Scheme is a guide to markers and is not prescriptive. It should be used with the marking grids. It suggests possible answers and there is no suggestion that every point mentioned needs to be included for full marks.

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Section A
Herodotus on Persia**1 The Cyrus Cylinder 26-41**

- (a) What does this passage tell us about the benefits of Persian intervention in Babylon?
AO3 (20) Candidates should draw from the passage the religious implications of the relationship between Marduk & Cyrus/Cambyses; the harmonious relationship with other kings; the restoration of the temples/gods; the restoration of the 'former inhabitants'; the removal of the gods brought into Babylon by Nabonidus to their former sanctuaries; the restoration of the city's defences. Credit should be given for discussion of the passage in context, noting the emphasis on religious matters, and evaluation of the other evidence.
- (b) How well can we understand the impact of Cyrus' conquests from our available sources?
In your answer, you should refer to this passage and to other sources you have studied.
AO1 (7) Answers should include discussion of a number of areas, such as Ionia, Egypt, etc, with the impact of taxation, military levies, imposition of government (local – tyrannies; regional – satrapies): imposition of tribute and restriction of autonomy; toleration of religious differences etc.

- AO2 (8) Discussion of the range of effects, both negative and positive.
- AO3 (10) Appropriate use of examples from Herodotus (eg the problems of Ionia and the aftermath of the Ionian revolt (removal of tyrants/installation of democracies)), together with discussion of the evidence of Persian inscriptions (Cyrus Cylinder, Nabonidus Chronicle, etc.) which give a Persian perspective.

2 Herodotus 3. 80

- (a) What does this passage tell us about Herodotus' views of Persian kings?

AO3 (20) Answers should include the negative aspects of monarchy brought out here (pride, lack of responsibility, envy of subjects, inconsistency, acting beyond law/tradition, taking sexual advantage and arbitrarily putting men to death). Credit assessment of the context of this passage & its historicity.

- (b) How well does Herodotus understand the relationship between the Persian king and his people? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answers should include some detail for various kings of the way they dealt with their people, both as groups and individuals (eg the punishing of Miletus after the Ionian revolt, the treatment of Pythius by Xerxes, Cambyses in Egypt etc, Xerxes on campaign), and Herodotus' understanding of the way the empire functioned.

AO2 (8) Answers should assess Herodotus and the evidence.

AO3 (10) Evidence drawn from Herodotus' account of the Ionian revolt, the Persian invasions of Greece: use of Persian inscriptions as appropriate (eg the Cyrus Cylinder depicting Cyrus as a peaceful conqueror of Babylon, in contrast to the Nabonidus Chronicle).

3 Herodotus 8. 90

- (a) What does this passage tell us about Xerxes as a commander?

AO3 (20) Answers should include the positive and negative aspects noted here: Xerxes taking detailed notes of performance and using that performance in determining his response, but also the summary execution of the Phoenicians; the fear of punishment shown by the Phoenicians; Xerxes as observer rather than participant.

- (b) How well does Herodotus explain the political and military roles of the Persian kings? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answers should include detail of the military and political activities of several Persian kings: eg Cyrus' organisation of the empire; the war-leadership of Cyrus and Xerxes; the advisors to the kings etc.

AO2 (8) Appropriate discussion of the evidence provided by Herodotus and other sources: awareness of Herodotus' problems in finding out about what happened in the Persian Court, and the implausibility of some parts of his narrative (eg the aftermath of the death of Cambyses and the debate about the form of government required for Persia).

AO3 (10) Appropriate examples drawn from Herodotus to illustrate the kings' political and military roles (eg Xerxes' invasion of Greece, the aftermath of the death of Cambyses etc.); use of the Persian documents.

Section B

The Athenian Empire 450- 410 BC

4 Plutarch, *Perikles* 12.1-4

- (a) What does this passage tell us about Athenian attitudes towards the rewards of empire?

AO3 (20) Answers should include: the different groups within Athens with views on the building programme and how it would affect their standing in the Greek world; the effect on allies of use of Delian League funds for the Acropolis; Pericles' view that the money was for Athens to do with what she chose. Discussion of Plutarch's understanding of the Athenian situation can be credited.

- (b) To what extent did the Athenians benefit from empire more than their allies? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answers should include discussion of the direct benefits of empire such as the tribute, and the way in which individuals benefited (eg payment for military service for both Athenians and allies; land through colonisation and cleruchies) and also the less tangible aspects of supremacy (eg pride in the achievement of the city) and peaceful trading conditions (even if centred on Athens itself); specific benefits bestowed on allies such as Methone (trade); political benefits (democracies favouring the poor in allied cities).

AO2 (8) Answers should assess a range of evidence, comparing the gains made by Athenians with allies where possible.

AO3 (10) Answers should assess the detail provided by inscriptions for colonisation (Brea, Amphipolis, Thurii) etc., as well as benefits provided for individuals (such as *proxenoi*); the evidence for the tribute and for the use of tribute; Perikles' Funeral Speech etc; the Old Oligarch.

5 ML 90

- (a) What does this passage tell us about the relationship between the Athenians and Oiniades?

AO3 (20) Answers should include some discussion of *proxenoi*, Oiniades' support for Athenians visiting Skiathos (or Palaeskiathos), the instruction to protect Oiniades (from anti-Athenian feeling) directed at the Council, generals and officer, the public record of this decision of the Athenians, and the recognition offered by his being invited to the Prytaneion.

- (b) How effectively were the Athenians able to control their allies during this period? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answers should include: the use of the fleet to deter and crush revolt (eg Samos, Mytilene); the employment opportunities (as rowers etc.), trade (eg Methone), cleruchies, colonies, imposed governments (eg Samos), officials, *proxenoi* and their role in the governance of empire, restricting independence, exemplary punishment (eg Mytilene, Scione); some detail drawn from different parts of the period.

- AO2 (8) Some discussion of the reasons for revolt and suppression in the period, with some consideration of the difficulties faced by allies in breaking free because of the relative weakness of Sparta by sea. Credit understanding of the changing circumstances of the period (eg pre-war, Archidamian War, after the Sicilian disaster), though there is no expectation that candidates should try to cover this fully in the time available.
- AO3 (10) There should be discussion of the evidence of Thucydides for Samos, Mytilene etc and for the activities of Brasidas in the north towards the end of the Archidamian War; also the period after the Sicilian disaster.

6 **Thucydides 5.84**

- (a) What does this passage tell us about the relationships between the Greek states mentioned in the passage at this time?

AO3 (20) Answers should include: Athenian imperialism in the period after the Peace of Nicias, relations between Athens and Sparta; Melos and Athens; Melos' relationship with Sparta; the Athenian forces include their own allies; Melos' attempt at neutrality.

- (b) Do you agree that Athens' allies had reason to fear her in the period 421-10 BC? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answer should include some detail of the period – 421-415, the Sicilian expedition, the recommencement of hostilities against Sparta, the internal *stasis* in Athens in 411 BC.

AO2 (8) Discussion of the activities of Athens in central Greece, then Melos, then the Sicilian expedition & events after hostilities with Sparta recommenced.

AO3 (10) Use of relevant passages of Thucydides and other authors for the period after the peace of Nicias, and the immediate aftermath of the Sicilian expedition etc.

Section C

The Trial of Socrates

7 **Plato, *Apology* 19a-d**

- (a) What does this passage tell us about the reasons for the charges brought against Socrates?

AO3 (20) Answers should include: the details of the affidavit, the importance of Aristophanes, Socrates and 'things below the earth and in the sky'; Socrates and the sophists.

- (b) To what extent do you consider Aristophanes was responsible for the guilty verdict against Socrates? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answers should include some discussion of Socrates' relationship with the sophists, the importance of this for the trial, the political background to the trial and the likely impact of *The Clouds* so long after its performance.

AO2 (8) Candidates may argue either way, provided they make sensible use of detail and support with reference to the sources.

AO3 (10) Appropriate reference to the main sources studied to support the argument: there should be some relevant detail from *The Clouds* cited.

8 Plato, *Apology* 22a-c

- (a) What does this passage tell us about the nature of Socrates' philosophical inquiry?
AO3 (20) Answers should include: discussion of Socrates' routine questioning of individuals and the reasons for doing it; his involvement of his audience; the quest for knowledge; his mission.
- (b) In your opinion, why was Socrates condemned to death? In your answer, you should refer to this passage and to other sources you have studied.
- AO1 (7) Answers should include details of the charges brought against Socrates, the factors influencing both the initial verdict and then the vote for the death penalty; the political background to the trial; the religious and philosophical background to the trial.
- AO2 (8) Candidates can argue this various ways, but they must base their argument on evidence and discussion of the sources, not just assertion.
- AO3 (10) Discussion of Plato's *Apology*, in particular, but also Aristophanes and Xenophon.

9 Plato, *Apology* 32a-c

- (a) What does this passage tell us about the way Socrates conducted himself in public life/
AO3 (20) Answers should include: Socrates' attitude towards authority & death; his role at the trial of the Generals; his insistence on upholding the constitution and his reaction to the response of the public speakers & the people.
- (b) In your opinion, was Socrates' defence at his trial designed more to justify his way of life than to secure his acquittal? In your answer, you should refer to this passage and to other sources you have studied.
- AO1 (7) Answers should detail: the areas Socrates emphasized at his trial, his concern to avoid being identified with the sophists or as a teacher; his refusal to make the customary arguments made by defendants; his unwillingness to accept the verdict against him and make an appropriate counter-proposal.
- AO2 (8) Answers should assess the evidence for what Socrates said at his trial and the extent to which the *Apology* of Plato is reliable.
- AO3 (10) Detail from Plato (and Xenophon) should be discussed appropriately; credit discussion of the problems of knowing what happened at the trial.

Mark Scheme 2451
June 2007

2451 2007 Final Mark Scheme

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Section A**The Catilinarian Conspiracy****1 Cicero, *In Catilinam* IV.8**

- (a) What does this passage tell us about Caesar's proposal and Cicero's view on its effectiveness in the situation?

AO3 (20) Answers should identify the context of the passage and the nature of the speech for high bands; Interpretation should include some discussion of both aspects for high bands: Caesar proposes give municipia the task of guarding the 5, severely restricted, a decree to prevent their release, confiscations – as an alternative to execution by implication; Cicero's language suggests he doubts that (a) he will find anyone to undertake the task ('hope to find') (b) that it is not equal to their actions (c) that it is possibly worse than death ('deprives them of hope', 'life is all that he leaves') and by implication suggests that death would be more humane. Answers may argue for and against provided there is interpretation of the passage in support.

- (b) Discuss how successfully Cicero dealt with the political and legal difficulties raised in this debate. In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Factual information should include the problem of executing citizens without trial and the extent to which the SCU gave the consul the right to do so. Other possible factors could be included for top bands: the danger of keeping them alive, possibility of escape, the need to damage the morale of the conspirators, the pressure from the oligarchy on Cicero,

Cicero's own ambitions. Reference to subsequent exile should be rewarded if mentioned.

- AO2 (8) **How successfully** should be the focus for high bands: discussion should be balanced for high bands – some points might be included: Cicero's prompt action, gaining agreement of the Senate, got the backing of the optimates, appeared to have general support of other classes; **however** he clearly broke the law, the SCU was questionable as defence, agreement of the senate did not remove his responsibility (exile in 58 BC) – politically successful, legally he was vulnerable.
- AO3 (10) The Debate in Sallust (51-2) offers support for both sides of the argument: the extract can be used to indicate opposition to execution. *Cat.* 4.9 develops the popular pressure to avoid execution (Caesar and others); 4.10 mentions the Sempronian Law and argument of the public enemy/citizen; 4.20 mentions the public support Cicero has of 22 on the united opposition to Catiline. *Cat.* 29 describes the force of the SCU; *Cat.* 57 describes the effect of the executions on Catiline's army; *Cat.* 55 Cicero acts at once without waiting.

2 Sallust, *Catiline* 39

- (a) What does this passage tell us about Sallust's views on the problems of the Roman Republic at the time of the conspiracy?
- AO3 (20) Answers should focus on Sallust's view for highest grades; answers which use the passage to identify problems should be rewarded in band 3. He sees personal ambition as a more important motive than the good of the state; those in power protect their position and privileges; populares v. optimates situation; rivalries undermine the state; any opportunity is taken to attack opponents. There is a lack of concern for the state. Reward highly answers which note the language such as 'monopoly' 'revolution'. Veiled reference to Pompey's return and the threat there at the end; even the idea of disrupted families in the story of Fulvius.
- (b) How useful is Sallust's account for our understanding of the political situation in Rome at the time of the Catilinarian conspiracy? In your answer, you should refer to this passage and to other sources you have studied.
- AO1 (7) Some factual information on the context of the conspiracy should be provided: the optimates v. populares rivalry; the rivalries also of individuals such as Crassus and Pompey; activities of Caesar during 63 BC eg Rabirius' trial; examples of bribery/corruption should be rewarded eg Catiline's trial; legislation; violence used; the use of the tribune to gain personal ends.
Reward any details of activity during the 60s.
- AO2 (8) The Focus for high bands should be on the usefulness of Sallust's description: answers might stress accuracy/inaccuracy; over-dramatisation; generalisation; or moralisation – but any aspect should be supported with precise examples for band 1 or 2; answers which relate Sallust generally to the situation should not be awarded more than half marks. Aspects of Sallust's analysis which might be used include: moral decline due to wealth (13 generalised); the social and economic issues (28, 36); party rivalry (38-9); self-interest (38-9); political strife and intrigue (39); domination by oligarchy (20).
- AO3 (10) Support from Sallust is needed for 01 and 02: precise references should be rewarded at least in band 3 and possibly higher if interpreted for information and/or judgement. Reward highly where sources are compared in assessing value of Sallust eg Cicero's account of the motives of those

involved/ groups of supporters of Catiline; examples of differences in events and timings.

3 **Sallust, *Catiline* 31**

- (a) What does this passage tell us about Sallust's characterisation of Cicero and Catiline?

AO3 (20) Band 1 for answers which use the extract and interpret it to discuss the way Sallust presents the characters of both Cicero **and** Catiline. Lower bands for examples from the extract with some interpretation of Sallust's views. Simple references to the extract should not score above band 4. Points which should be made for high bands include: **Catiline**: ruthless spirit (and doomed project?), determined (undeterred), violent (the law of Plautius), deceitful, arrogant (in going to the Senate, patrician status, insult to Cicero), desperate (final words); **Cicero**: alarmed (because he does not have evidence in fact), but determined and effective (speech), indignant at Catiline's arrogance – the alternatives given by Sallust for motives might be used to show his uncertainty. Much of this passage is inaccurate (or misleading) – reward any reference to this as evaluation.

- (b) Discuss how far Catiline's problems were due to his own mistakes and ineffectiveness. In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answers should provide at least two examples of Catiline's mistakes or ineffectiveness for good marks – good detail puts it in higher bands; other factors which contributed to his problems might be included such as the mistakes made by others, lack of secrecy, uncoordinated actions, effective action by Cicero and others.

AO2 (8) Balanced answers should assess the effect his action against those of others for high bands: the extract suggests Cicero's speech tipped the Senate against Catiline; Catiline's ruthlessness and anger is portrayed as a failing; Cicero's speeches effectively force him to act; fellow conspirators eg Lentulus make mistakes etc; this scene takes place in Sallust after the SCU agreed (28). Discussion of Catiline's actions alone should be placed in band 3 if supported by evidence.

AO3 (10) Sources should be used to identify Catiline's failings and the actions of others: Bands 1-2 where specific extracts are evaluated – Cicero for speeches and Sallust for accuracy. The extract is useful for Sallust's view of his actions; (32) he leaves Rome for Manlius with Lentulus in charge; Sallust and Cicero give detail of the type of support Catiline was alleged to have; (28) failure to assassinate Cicero. (23) Fulvia provides information.

Section B

Augustus and Augustan Propaganda

4 **Augustus, *Res Gestae Divi Augusti* 1-3**

- (a) What does this passage tell us about how Augustus wanted the early part of his career to be viewed?

AO3 (20) Answers should focus on the way the information is presented. There should be interpretation of Augustus' emphasis on certain events and his view of them in order to consider how he wanted others to view them: eg 'championed the republic', decrees of the senate, defence of the republic etc; revenge for Caesar – filial duty, legality of action; clemency; support of vast numbers; generosity. Answers which quote the relevant parts of the passage should not score above band 3 without interpretation for his

attitude.

- (b) Discuss how far the *Res Gestae* succeeds in answering criticisms of the ways Augustus acquired and maintained his power. In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Answers should provide at least two examples of criticisms of Augustus' actions in rising to power and maintaining it either from factual information or sources for band 3; higher bands for more examples and/or detail; detail of Augustus' actions which provoked hostility can be used eg the passage offers a number of incidents which others did not quite see in the same light; his proscriptions [mentioned in Tacitus *Annals* 1 (or Suet. Aug. 21-2 (outside the prescription))]; the repeated consulships in the 20s; plots against his life.
- AO2 (8) Band 3 where general points are made about criticisms and his answers. Better answers should discuss the extent to which he succeeds and have at least two specific points using precise references.
- AO3 (10) Tacitus *Annals* 1.2; 1.3-4; 1.10 etc provide examples of critical views of Augustus; RG implies some criticisms as in the passage above. Other examples from the RG where he tries to answer criticism of his powers etc need to be used for bands 1-2 eg 34, 5-6 on dictatorships and use of tradition (and in other sections of the RG eg 10 refusal to become PM until Lepidus died). The emphasis on the benefits of his rule and lack of reference to any disadvantage might be raised. Band 3 for general references to sources and RG.

5 Tacitus, *Annals* 1.10.1-10.4

- (a) What does this passage tell us about views of Augustus at the time of his death.

- AO3 (20) Answers should focus on interpreting the actions and words for views about Augustus for bands 1-2; awareness of Tacitus' use of hearsay and innuendo should be highly rewarded. Possible points: senators proposing honours could show loyalty, how valued A. was or simply flattery; the suggestions of the senate or people going too far in their support/sense of loss etc; some opposition is indicated in Tacitus' statement about the views of some at the funeral; realistic assessment of his power (perhaps Tacitus rather than people at the time). Band 3 and below for answers which use the extract without discussing context or author.

- (b) To what extent were Augustus' actions and achievements supported by the different classes of Romans? In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Answers should provide two specific references to support or opposition. Answers should provide a balance of views and consider the views of different groups – eg views of the plebs on the dictatorship, riots over food, or the equestrian reaction to his social laws. High marks for answers with any specific examples to identify attitudes eg conspiracies, popularity among plebs, his own defence of actions. Material can be used from his struggle with Brutus etc. or Antony or later plots against him.
- AO2 (8) Band 3 for answers generalising in discussion but showing understanding that this view was not held by all. Some issues: (a) the value of the evidence used in support of argument eg answers should discuss how reliable the comments are – band 4 for a general discussion of a source's bias – with supporting evidence for the view taken. (b) **extent** – some balance of views is needed for bands 1-2, examples of support and opposition. Reward those who show that there were periods of both in his career.
- AO3 (10) eg *Annals* 1.10 or Horace, *Virgil Aeneid* 8. 675-688 Actium etc; three references (incl the passage) should be used for highest marks with

interpretation; RG claim of support for his early actions, and during his principate – dedications in his honour etc; the claims in Horace about his success and how it is received (*Carmen Saeculare*); Tacitus 1.9-10 and the views held or 1.4 and attitudes towards Augustus towards the end of his life.

6 Virgil *Aeneid* 6. 789-808

- (a) What does this passage tell us about Virgil's attitude towards Augustus' achievements?

AO3 (20) Answers should focus on the way Virgil presents the achievements and what this suggests about his view of them. Points to be raised include : Golden age of Aug.'s time, extension of empire, further than Hercules and Bacchus implying some heroic or divine status, the restoration of traditional values and virtues – bands 1-2 for answers which develop these for Virgil's poetic image; some discussion of this as poetry not history for band 1.

- (b) How true was it that Augustus did 'bring back again the age of gold to Latium' (lines 4-5)? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answers can use factual information to argue for or against the idea of an 'age of gold': eg peace and security (at least in Italy), revival of (some) traditions, revival of agriculture and prosperity, religious reforms; band for general references to Augustus' achievements; higher for specific details and evidence of success or failure.

AO2 (8) Discussion should concern (a) how far it was 'a golden age' (b) the extent to which this is to be taken as poetic licence not literal return to an ideal past (c) the reality versus the propaganda in Virgil, Horace, and others. Bands 1-2 for judgements which have specific support from facts or sources eg Tacitus view in *Annals* 1.2 or 1.10 about the reality of peace etc; Horace's version in *Carmen Saeculare*.

AO3 (10) *Res Gestae* and Tacitus provide alternative views of the extent of success; Horace and Virgil stress the 'golden' (poetic) aspect of the age. The extract should be compared with at least one other source for high band 3 with some interpretation; assessment of value/context/author's intentions places the answer higher.

Section C

The Reign of Nero

7 Tacitus, *Annals* 14.12-13

- (a) What does this passage tell us about reactions to Agrippina's death?

AO3 (20) Good detail of the reactions with some interpretations rather than repetition of passage should place the answer in low band 2; identification of the way Tacitus presents these views should be rewarded in higher bands. The answer should include the different reactions of senators, ordinary people, individuals or groups for band 3 or higher. Suggestion of unpopularity in Nero's actions should be rewarded. Repetition of extracts from the passage in band 4 or below. Tacitus' view could be interpreted in terms of the language he uses : 'competed', 'bad character'; reference to gods; criticism of Paetus etc

- (b) How successfully did Nero gain and maintain popularity among the ordinary people of Rome and the Empire? In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Answers for bands 1 and 2 should have at least three specific examples of Nero's methods for gaining/keeping popularity: festivals, games, shows, gifts, rewards, military or diplomatic achievements, administrative successes etc. General references without specific examples should be in band 3 or lower depending on the number of instances.
- AO2 (8) Discuss should focus on the extent of 'success' or 'failure' for bands 3 and above: answers may contrast early and late periods for good balance; support from the sources/factual information to indicate success etc should be present in judgements in bands 1 and 2; general discussions of the quinquennium and/or the end of reign should not be above band 4.
- AO3 (10) Tacitus 14. 14ff for popularity of chariot racing, Neronia; Suetonius 13 Tiridates, 23-4 for Greek trip and return; gifts are documented after Britannicus' death (Tacitus); the extract provides some support, even his actions after the Fire in AD 64 (15. 46ff); reward highly those sources used with evaluation; Tac. 13. 10 promises made and kept; Suet. *Nero* 16 good government.

8 **Suetonius, *Nero* 43**

- (a) What does this passage tell us about Nero's reactions to the news of the revolt and the reasons for his behaviour?

- AO3 (20) Band 3 for interpretation/detail on his reactions and his intended actions – he reacts with intended cruelty, brutality and mad schemes – 'characteristic' of Nero may be questioned and rewarded as evaluation; band 1-2 for discussion of what can be interpreted from the passage for his reasons: his view that everyone was involved; his desire for revenge; his cruelty; his belief in his singing(?), his view about Gaul; he wants to take control – appear decisive, but then changes his mind.

- (b) How credible is the portrayal in the sources of Nero in the latter part of his reign? In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Answers in bands 1-2 should have detailed factual information on some aspects of his reign and his character – any information from after AD 62 should be rewarded; some overlap with 03 is possible in terms of information from the sources and/or detail about the authors and their perspectives on Nero/ the context of any reference and the genre of the writings.
- AO2 (8) Answers should focus on 'credible' for bands 1-3; specific examples should be used for these bands – good detail should be rewarded as part of the discussion; answers which indicate both credible and incredible examples show balance and should be placed in high bands; answers which provide examples without some assessment of their value should be placed in band 4 or lower depending on the detail; general assessments should not be rewarded highly.
- AO3 (10) Any evidence from the latter part of the reign is to be rewarded – Tacitus' views on his relationship with Tigellinus and/or Poppaea (14.57, 14 61; his behaviour during the plot of Piso (15.58f); his treatment of Seneca in AD 65 (15. 60ff); Suetonius *Nero* 36-7 on his treatment of individuals and groups - intended massacre of the Senate; his trip to Greece and return (Suet. *Nero* 24-5), the Tiridates spectacle (Suet. *Nero* 13); the portrayal in this passage can be used and rewarded with band 3 where detailed evaluation is present.

9 Tacitus, *Annals* 15.66-67

- (a)** What does this passage tell us about the motives and aims of Piso's fellow-conspirators?

AO3 (20) Answers should identify a number of aims and motives and should deal with at least two in detail: Faenius, Seneca, Flavus, commanders of the Guard: hatred of Nero; the effect of his various actions, the desire to place Seneca on the throne, Seneca's ambitions, military rejection of Nero's lifestyle and propaganda, a desire for a 'morally' acceptable emperor. For band 1-2 answers should note that the first paragraph involves a rumour and hearsay which may or may not be believable; also Flavus' reply to Nero is in direct speech and answers should indicate whether this is trustworthy when assessing aims and motives

- (b)** Consider why this attempt by Piso and others to overthrow Nero failed. In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answers should provide some detail of the events and those involved – evidence is provided in the passage to some extent and use of it is rewarded in 03; a detailed account of the plot is not needed – specific examples related to failure are needed for bands 1-2. General reference to lack of courage, characters, betrayal without detail of who and when should be placed in band 3 or lower depending on the reasons given.

AO2 (8) Answers should assess the relative importance of the factors detailed in 01 for higher bands. Use of evidence from Tacitus (or other sources) is rewarded in 02 and 03 where it supports the judgements. Answers should discuss some: the actions of those involved which reveal the plot early, the lack of decisive actions, hesitation, the failure of nerve, actual betrayal by some in return for immunity, the organisation of the plot, Tacitus' view of their characters in 15. 49ff.

AO3 (10) Answers which interpret the passage for support should be placed in band 3, or higher if there is some assessment of the evidence; further support is possible from Tacitus 15.49ff on the characters of the main protagonists, his comments on their lack of courage 15. 56; Milichus 15. 54, Faenius indecisiveness 15. 58 when Flavus wants to act etc.

Mark Scheme 2452
June 2007

2007 2452 Final Mark Scheme

The Mark Scheme is a guide to markers and is not prescriptive. It should be used with the marking grids. It suggests possible answers and there is no suggestion that every point mentioned needs to be included for full marks.

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Significant errors should be underlined and marked with a cross. A wavy line in the margin is the usual sign for irrelevance; and the omission sign (^) is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition. Spelling/grammar errors should be marked with dotted underlining.

A comment at the end of the answer should draw attention to the qualities of the answer, with reference to the marking grids.

Examiner comments should be legible. The marginal annotations are designed to aid the proper review of the marking of the script, whether at standardisation, batch 1 & 2 or marking review.

Marks for each objective and a total for the whole paper should be placed on the front page of the answer booklet.

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Britain through Roman eyes**1 Caesar, *Gallic War* 4.32**

- (a) What does this passage tell us about the difficulties Caesar encountered during his first expedition to Britain?

AO3 (20) Reward use of the passage to make specific points and comment on their importance as indicated in the mark grid: the need to forage/ the apparent security felt by the Romans/ the surprise attack – planning by the Britons to waylay the Roman forces / Caesar's immediate response / the British tactic of ambush, and use of mobile forces

- (b) To what extent were Caesar's two expeditions well planned? In your answer you should refer to both this passage and to other sources you have studied.

AO1 (7) Reward relevant discussion based on the reasons for launching the two expeditions, including Caesar's own (British support for Gallic tribes); propaganda value of an expedition to Britain, not mentioned in Caesar; the desire to gain renown at Rome balanced against the stated purposes in Caesar to find out about the island and its inhabitants. What evidence of forward planning is there? Points in support of immediacy might include: lack of good intelligence beforehand; the limited duration of the expedition, and its small size; but might these be excuses to cover up ineptitude or sheer bad luck? Reward explanations which put the expeditions into a wider context, showing awareness of Caesar's political ambitions and his position in Rome itself.

- AO2 (8) Reward arguments developed using the evidence such as that noted in AO1 and AO3, supporting any of the explanations for Caesar's expeditions (short-term reconnaissance/ long-term annexation/ propaganda value in Rome etc.). Support from sources for these arguments, such as indications that 'booty' was expected but not found (Strabo), should be rewarded.
- AO3 (10) Details from the passage which indicate the limited aims of Caesar's first expedition; lack of preparation, indicating haste; possible reliance on (untrustworthy) British tribes, showing poor intelligence; the differing nature of the two expeditions is indicated by the detailed reference to careful planning during the winter of 55/54 which Caesar himself supplies in *BG* 5.

2 Tacitus *Annals* 12. 33-34

- (a) What does this passage tell us about the reaction of some Britons to the Roman conquest under Claudius?

AO3 (20) Reward appropriate detail and citation with comment drawn from the passage: the character and actions of Caratacus can be illustrated by numerous points which relate to 'reaction to the Roman invasion' (he didn't like it, in a nutshell!) – 'prowess', 'many undefeated battles' (not necessarily – or perhaps not at all – against the Romans) – 'superior cunning and topographical knowledge' – he was not willing to give in but took the fight to the invader. Note also 'he was joined by everyone . . . Roman peace alarming' – was it Romans or peace they objected to? Perceptive answers may address T's choice of expression here. Finally the Britons were (outwardly at least) optimistic about the prospect of victory – hadn't they sent Caesar packing? Willingness to fight to the death rounds the passage off.

- (b) Discuss how far Caratacus posed a serious threat to the Roman hold on Britain. In your answer you should refer to both this passage and other sources you have studied.

- AO1 (7) Expect a detailed account of what Caratacus did (and where and when) for marks in the highest bands; candidates may also refer to the scale of the invasion under Claudius and the fact that many tribes were not hostile to Rome in addressing the 'serious threat to the Roman hold on Britain.'
- AO2 (8) Tacitus is writing from a Roman point of view yet heightens the tension in this passage; given the speed of the invasion and its success in the lowlands, judgement about the possibility that the Romans might lose their grip on Britain is likely to favour the answer 'no'; but perceptive candidates may look ahead to the rebellion under Boudica, and the near-collapse of Roman control then, for a counter-argument, though Caratacus' threat was neutered by lack of support from other British leaders (specifically Cartimandua). Supported judgements rather than assertions are needed for marks in the highest bands (refer to grids).
- AO3 (10) The material is in Tacitus – though other sources which describe the rapid advance of the initial invasion and the quick defeats of strongholds (Dio, Suetonius, archaeology) should also be credited.

3 Tacitus, *Agricola* 21

- (a)** What does this passage tell us about Tacitus' views of the part played by Agricola in the Romanisation of Britain?

AO3 (20) Any candidates who have not studied this passage will be in a significant minority. Precise citation will be needed with appropriately detailed evaluation for marks in the highest bands. The passage contains much which lends itself to comment: reward candidates under AO3 who question Tacitus' motivation and bias, or the powerful and expressive descriptions: is T. talking about all the Britons, or just 'sons of chiefs'? Where was this Romanisation located? In the south, north? Not everyone in society wore the toga – far from it. Comment on the very loaded last sentence should also be rewarded. There must be some focus on 'Tacitus' views' and 'the part played by Agricola' for marks above Band 3.

- (b)** How accurate is Tacitus' account of Romanization under Agricola? In your answer you should refer to both this passage and other sources you have studied.

AO1 (7) The passage needs to be explored in depth, with specific points made about Romanisation under Agricola; other factual knowledge will include the extent of town-building, temples, and domestic buildings *during this period* together with aspects of Romanisation such as the importation of foodstuffs, perhaps the desire for some Britons to be celebrated in a Roman fashion (Cogidubnus, his palace and his inscription being a prime example), and the recruitment of some Britons to fight with the Romans (at Mons Graupius); there should be a good range of material used for marks in the highest bands to be awarded.

AO2 (8) Note that here T's views are not wanted. Points made in the passage may be supported by other literary evidence showing the development of Romanisation – some geographical limitations may be noted (north-south divide), or evaluation about who was Romanised – the new urban-dwellers, those in contact with the invaders, probably much less so in the case of the rural peasantry. Support may come from archaeology and numismatics, inscriptions and graffiti – what evidence is there that the 'sons of chiefs' became 'litterati'? For marks in the highest bands a clear evaluation of 'accurate' is required.

AO3 (10) Use of the passage and comparison with other literary sources, or relevant archaeological and epigraphical materials, should be credited as appropriate; likewise the lack of evidence may be noted – as no 'sons of British chiefs' have left their school reports we cannot say how good their Latin was (but ref. to sources like the Vindolanda tablets, even though outside the period, should be fully rewarded. If Tungrians could be Latinized, why not Brits?)

Mark Scheme 2453
June 2007

2007 2453 Final Mark Scheme

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Section A**Herodotus and the Conflict of Greece and Persia 499-479 BC**

- 1 (a) What were the main strengths of the Persian Empire at the start of the Ionian revolt?
(b) What can we learn from the sources about the weaknesses of the Ionian states?
(c) Why do you think the states of mainland Greece did not support the Ionian revolt?
- AO1 (15) Answers should include for (a) the extent of the Persian empire, its varied military forces and its distributed system of government with a lead from the centre; for (b) detail of the Herodotean account of the individual city states, their lack of resources and support from the mainland, their lack of a centralised leadership, their geographical isolation; for (c) the distances involved, the difficulty of fighting at a distance from home against a very powerful enemy, the failure of the Ionians to subscribe to a centralised leadership.
- AO2 (15) Answers should include in (b) an evaluation of Herodotus' assessment of the effectiveness of the Ionian states; in (c) discussion of the reasons for the withdrawal of Athenian support and the failure to secure support from significant Greek states; the reasons for the lack of unity during the revolt.
- AO3 (15) Use of the relevant parts of Herodotus, with due evaluation of his accounts of Aristagoras' attempts to gain support in Greece, his description of the main events in the revolt, together with assessment of any bias in his account.

- 2 (a) Outline the Persian campaign that led to the landing at Marathon.
 (b) What can we learn from the sources about the relations between the Greeks and the Persians before 490 BC?
 (c) What in your opinion did the Athenian success at Marathon achieve?
- AO1 (15) Answers should include for (a) the use of the Persian fleet to subdue the islands of the Aegean, first Naxos and then Eretria, leading on to Athens (credit discussion of Mardonius' expedition to the north in 492 BC); for (b) the Persian expansion into Ionia; the Ionian revolt shows some indication of dissatisfaction with Persian rule, as does the involvement of Athens & Eretria; Sparta's reluctance to help; the sack of Miletus; the installation of democracies after the Ionian revolt; Persian expansion into the Aegean; for (c) discussion of the impact of the victory on the Athenians themselves, on other Greeks and on the Persians; some assessment of the delayed response by the Persians (the death of Darius, the revolt of Egypt).
- AO2 (15) Answers should include in (b) some evaluation of Herodotus' account; in (c) analysis of the effect the victory had on Athens' forward planning as well as that of other Greek states.
- AO3 (15) Appropriate use of Herodotus to illustrate the attitudes of Greek states towards the Persians and the importance of Marathon.
- 3 (a) What were the main strengths of the Greek forces in 480 BC?
 (b) What can we learn from the sources about the strengths and weaknesses of the Persian forces in 480-479 BC?
 (c) To what extent was the Greek victory in 480-479 BC due to Persian mistakes?
- AO1 (15) Answers should include for (a) details of manpower resources of the major Greek states (especially Sparta & other hoplite providers) and also the naval resources (most importantly, Athens) (with due evaluation of Herodotus' account); for (b) there should be discussion of the overwhelming numbers both of men and ships, together with the problems this brought (eg supply, leadership in the field, divided loyalties (Ionians)) in general as well as in specific well-chosen locations (Thermopylae, Salamis); for (c) some details of the choices made by the Persians (eg to fight at Salamis), as well as underestimation of the weather, problems of supply etc.
- AO2 (15) Answers should include in (b) appropriate evaluation of the evidence presented, especially discussion on the problem of numbers in Herodotus; in (c) candidates can choose a variety of responses: answers should be focused on particular incidents & related to the question.
- AO3 (15) Appropriate use of Herodotus and other sources; evaluation of Herodotus' numbers for the Persian forces.
- 4 (a) Outline the strategy pursued by the Persians in 480 BC.
 (b) What can we learn from the sources about the role of the Peloponnesian states in 480 BC?
 (c) Do you agree that the Persian defeat was inevitable after the Battle of Salamis in 480 BC?
- AO1 (15) Answers should include for (a) the details of the organisation of the forces, the movements of troops by land and sea in the march into Greece, and the combined land/sea move towards Thermopylae/ Artemisium and then on to Athens, together with the pressure on Greek states to medise; for (b) the roles of Sparta, Corinth and Argos in 480 BC, including discussion of Sparta's role as overall leader of the Hellenic League (potential conflicts with Athens about Greek involvement to the north); for (c) answers should include details of the effect of Salamis, its impact on Greek and Persian morale, Xerxes' decision to withdraw and the outlook for Persian success in 479 BC.

- AO2 (15) Answers should include in (b) evaluation of the evidence presented; in (c) answers can range quite widely but should be based on evidence and argument.
- AO3 (15) Evaluation of Herodotus' account concerning these issues, together with assessment of potential bias.
- 5 (a) Outline Athens' role in the Greek preparations for the invasion of 480 BC.
- (b) What can we learn from the sources about the contribution of the Athenians to the campaign of 479 BC?
- (c) Do you agree that, without the Athenians, the Greeks would have been overwhelmed in the invasion of 480-79 BC?
- AO1 (15) Answers should include for (a) the importance of Athens in the formation of the Hellenic League, particularly her readiness to forego the leadership at sea, her insistence on an active strategy to the north (the development of her navy may also be credited); for (b) using Herodotus and Plutarch, details of the Athenian involvement prior to Plataea, after Plataea and in the campaign leading to Mycale, her insistence of freeing the Ionian Greeks & readiness to use her fleet away from Athens itself; for (c) detail of the effect of Themistocles' involvement at different stages (credit awareness of the problems with the reliability about the evidence for his actions) and sensible speculation about the value of a Persian navy not threatened by the Athenian fleet.
- AO2 (15) Answers should include in (b) assessment of the importance of the Athenians in ensuring that there was a campaign in Central Greece in 479 BC; and subsequently the Persians were driven out of the Aegean and Ionia; in (c) evaluation of the contribution made by the Athenians, particularly at sea.
- AO3 (15) Appropriate evaluation of Herodotus and his sources, also potential bias.

Section B

Greek History 446 – 413 BC

- 6 (a) Outline the policies pursued by Pericles in the period 446 – 429 BC.
- (b) What can we learn from the sources about the opposition to Pericles in the period 446-429 BC?
- (c) Do you agree that Pericles led Athens effectively during this period?
- AO1 (15) Answers should include for (a) the building programme on the Acropolis and elsewhere; the control of Empire; the relationship with Sparta; his strategy for the Peloponnesian War (allow some credit for his involvement in the radicalisation of the democracy, though this is outside the time-frame of the question and the period); for (b) some discussion of the rivalry with Thucydides son of Melesias that led to the ostracism of Thucydides; the attacks on the friends of Pericles reported by Plutarch (eg Aspasia, Protagoras, Anaxagoras); the unpopularity of Pericles' strategy for the war & the fine imposed by the Athenians; for (c) as above.
- AO2 (15) Answers should include in (b) evaluation of the reliability of the evidence of Plutarch; in (c) discussion of the main policies and a balanced assessment of their 'wisdom' for Athens in this period.
- AO3 (15) Evaluation of Thucydides' account, which sets out a number of Pericles' policies with some bias, together with discussion of the evidence of Plutarch, Aristophanes etc.

- 7 (a) Outline the main activities of Spartan kings in the period 446-421 BC.
 (b) What can we learn from the sources about the importance of the kings in the Spartan constitution?
 (c) How successful was the foreign policy of Spartan kings in the period 446-421 BC?
- AO1 (15) Answers should include for (a) details of the involvement of Spartan kings in the period, including Pleistoanax & the 30 Years Peace, Archidamus and the lead up to the Peloponnesian War, the Archidamian War; for (b) discussion of the role of the kings in political & religious duties, their role as military leaders and the checks and balances within the system; for (c) discussion of Spartan activity & the role of the kings down to the Peace of Nicias.
- AO2 (15) Answers should include in (b) discussion should focus on some specific examples, while also showing due awareness of the difficulties due to the limitations of the evidence; in (c) assessment of the role of kings in promoting Spartan interests, promoting internal stability (eg the helots) and maintaining the Peloponnesian League.
- AO3 (15) Discussion of the evidence provided by Thucydides, Herodotus & Plutarch (& others).
- 8 (a) Outline the role of Sparta's allies in the outbreak of the Peloponnesian War (431 BC)?
 (b) What can we learn from the sources about the relationship between Sparta and her allies in the period 446-431 BC?
 (c) To what extent was Sparta able to act independently of her allies during the Archidamian war (431-421 BC)?
- AO1 (15) Answers should include for (a) the role particularly of Corinth (but also Megara) in the 430s, the Corcyra affair, the Potidaea affair and the Megarian decrees; the Peloponnesian League congress in 432 BC; for (b) discussion of the aftermath of the expedition leading to the 30 Years Peace, the failure to help Samos in 440 BC despite Spartan willingness because of Corinthian pressure, the lead-up to war (Corinth's threat at the Peloponnesian League congress); for (c) Spartan unwillingness to have large numbers of her own troops committed beyond the Peloponnese without allied back-up, the role of Thebes at Plataea, Spartan inability to organise a navy, Pylos and the aftermath, Brasidas in the north, the Peace of Nicias (and the attitudes of her major allies to it).
- AO2 (15) Answers should include in (b) assessment of the reliability of the sources for Sparta; in (c) analysis of the decisions made by the Spartans, particularly in the period after Pylos.
- AO3 (15) Thorough discussion of appropriate passages of Thucydides & other sources.
- 9 (a) Outline how political leaders in Athens maintained their position.
 (b) What can we learn from the sources about the attitudes of Athenians towards their political leaders during the period 431-413 BC?
 (c) To what extent were Athenian political leaders able to pursue consistent policies in the period 431-413 BC?
- AO1 (15) Answers should include for (a) examples (eg Pericles, Thucydides (son of Melesias), Alcibiades, Nicias, Cleon) and their military and political activities (as generals, as active figures in the assembly); for (b) appropriate example drawn from sources (eg Aristophanes on Cleon, Thucydides on Pericles/Cleon/Nicias); Hyperbolus; the fining of Pericles; for (c) Pericles' policies, Cleon's policies etc.

- AO2 (15) Answers should include in (b) some discussion of Thucydides' portrayal of Cleon (and probable reason for his dislike), and the increase in Cleon's stature as a result of his military successes; also his portrayal of Pericles; in (c) discussion of the consistency of Pericles & other leaders.
- AO3 (15) Assessment of appropriate sections of Thucydides, Aristophanes etc.
- 10 (a)** What were the main reasons for sending the Athenian expedition to Sicily in 415 BC?
- (b)** What can we learn from the sources about the situation in Athens before the expedition set sail?
- (c)** Do you agree that sending the expedition to Sicily was a disastrous mistake?
- AO1 (15) Answers should include for (a) details based on the account of Thucydides in Book 6 – Alcibiades' desire for military & political success, expansion of the empire, pay for the troops, concerns about possible support for Sparta; for (b) discussion should include the assembly meeting(s), the mutilation of the herms/profanation of the mysteries and the aftermath, ; for (c) answers should include details of the campaign and the support given to it by the Athenians.
- AO2 (15) Answers should include in (b) detail drawn from Thucydides Book 6; in (c) appropriate evaluation of the chances of success at the start and the reasons for the outcome, based on use of the main sources.
- AO3 (15) Appropriate use of Thucydides and Plutarch.

Section C

The Culture of Athens 447-399 BC

- 11 (a)** Outline what happened at Assembly meetings in Athens in this period.
- (b)** What can we learn from the sources about the influence of political leaders at Assembly meetings?
- (c)** Do you agree that political leaders were too weak to control decision making in Athens?
- AO1 (15) Answers should include for (a) detail of the formal organisation of the Assembly, the role of the Boule the importance of the speakers, voting; for (b) answer should include discussion of more than one political leader (eg Pericles, Cleon, Nicias, Alcibiades) and what they did at particular assembly meetings (eg the speeches of Pericles, the Mytilene debate, the debate about the Sicilian expedition; the trial of the generals); for (c) detail drawn from the sources to support argument.
- AO2 (15) Answers should include in (b) some evaluation of the role of leaders, with appropriate discussion of sources; in (c) candidates can present a variety of views, but must base argument on evidence.
- AO3 (15) Use of passages from sources detailing events at assembly meetings (eg Mytilene debate, Pylos debate, Sicilian expedition debate in Thucydides; Trial of Generals in Xenophon).

- 12 (a) Describe briefly the main buildings in the Agora in this period.
 (b) What can we learn from the literary sources and other evidence about the importance of the Agora in the civic life of Athens?
 (c) Were the building programmes in Athens in this period designed solely to celebrate Athens' imperial power?
- AO1 (15) Answers should include for (a) the main buildings, including the Tholos, Bouleuterion, religious buildings etc; for (b) details of the political life of Athens (role of Boule), Socrates' activities in the Agora, law-courts etc.; for (c) discussion of the Acropolis building programme, Odeon, Agora buildings & other religious sites.
- AO2 (15) Discussion and evaluation of the various purposes of the buildings, including domestic political usage, religion as well as imperial propaganda.
- AO3 (15) Details from buildings credited under this headings as well as references to Plutarch etc.
- 13 (a) Outline the political ideas of Socrates.
 (b) What can we learn from the sources about the attitudes of Athenians towards philosophy?
 (c) Why were philosophers and sophists unpopular at the end of the fifth century BC?
- AO1 (15) Answers should include for (a) details of Socrates' philosophical activity and his political ideas, attitudes to democracy etc; for (b) discussion of the evidence arising from Socrates' trial, and also Aristophanes' *Clouds*, sophists such as Protagoras (credit also his and philosophers such as Anaxagoras; impiety trials; for (c) discussion of the changed political scene after the end of the Peloponnesian War, the effects of the revolutions of 411 and 404 and the role of oligarchs, some of whom were associated with 'the new learning'; the effect of rhetorical training on political culture, in the assembly and law courts.
- AO2 (15) Answers should include in (b) evaluation of the sources used; in (c) discussion of the changed situation after the end of Peloponnesian War.
- AO3 (15) Discussion of the evidence of Aristophanes' *Clouds*, Plato's *Apology*, and others.
- 14 (a) Outline the main events of the Great Dionysia.
 (b) What can we learn from the sources about Athenian attitudes to state religion?
 (c) In your opinion, how important are religion and the gods in the plays you have studied? (You may limit yourself to **two** plays if you wish.)
- AO1 (15) Answers should include for (a) the outline of the festival, including some details from the dramatic contests (a procession bringing the image of Dionysus to the theatre; a splendid procession to the sacred precinct, with phalli and other objects; usually 3 tragedians presented trilogy + satyr play, & 5 comic poets; each tribe provided one men's and one boys' dithyrambic chorus; there was a procession of the sons of citizens killed in battle & a display of tribute); for (b) details drawn from the sources to show how the gods were represented on stage, reflecting conventional piety or challenging ideas or ridicule; with appropriate examples to illustrate this, such as Socrates for challenging views (Aristophanes' *Clouds*) or Nicias (Plutarch/Thucydides) for piety; for (c) detailed discussion of at least two plays, showing knowledge of the plot.
- AO2 (15) Answers should include in (b) discussion for the variety of attitudes, both pious and more challenging; in (c), detailed evaluation of at least two plays.

AO3 (15) Discussion of detail based on the plays selected, and from sources dealing with religious attitudes (eg Thucydides on the Mutilation of the Hermæ).

15 (a) Outline the role of the chorus in Greek Comedy. (You may limit yourself to two plays if you wish.)

(b) What can we learn from Aristophanes about criticisms of the democratic system?

(c) To what extent are Aristophanes' criticisms of the Athenian democratic system supported by other sources?

AO1 (15) Answers should include for (a) details of the chorus in at least two plays; for (b) there should be details drawn from the plays about the assembly, the law courts, political leaders, and Athenian attitudes to them.

AO2 (15) Answers should include in (b) some assessment of the differing attitudes reflected in Aristophanes' work, performed in public in a dramatic contest; in (c) some evaluation of the reliability of Aristophanes compared to other contemporary sources.

AO3 (15) Detail drawn from at least two plays in (a) and relevant selection of criticisms of the democracy; for (c) there should be evidence drawn from outside the plays of Aristophanes to provide material for an evaluation of importance (eg Thucydides).

Mark Scheme 2454
June 2007

2007 2454 Final Mark Scheme

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Significant errors should be underlined and marked with a cross. A wavy line in the margin is the usual sign for irrelevance; and the omission sign (^) is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition. Spelling/grammar errors should be marked with dotted underlining.

A comment at the end of the answer should draw attention to the qualities of the answer, with reference to the marking grids.

Examiner comments should be legible. The marginal annotations are designed to aid the proper review of the marking of the script, whether at standardisation, batch 1 & 2 or marking review.

Marks for each objective and a total for the whole paper should be placed on the front page of the answer booklet.

All pages must show evidence of marking. Blank pages must be crossed through by the examiner.

Section A**Roman History 81- 44 BC**

- 1 (a) Describe the ways in which specific individuals and different groups opposed Sulla's reforms during the 70s BC.
- (b) How far do the sources help us to understand the reasons for the opposition of these individuals and groups?
- (c) How far do you think the actions of these individuals and groups affected the impact of Sulla's reforms?

AO1 (15) Answers should outline some of the individuals or groups opposed to Sulla and the means of opposition: Lepidus - challenge to reforms/ use of resentment in 79 BC/ proposal to restore tribunate; Revolt of Faesulae against land appropriations (79-8 BC); Pompey's insistence on a triumph despite age, threat from army; command v. Lepidus, command in Spain etc; agitation for restoration of tribune 76 Sicinius; 74 Quinctius 73 Macer; 70 Verres trial - corruption; 75 BC partial restoration of the tribune - senate under pressure from corn riots - plebs; 73 BC restoration of subsidy; 70 BC consulship of Pompey and Crassus and specific legislation.

AO2 (15) Answers should interpret the information/sources in terms of the reasons (eg to remove Sulla's reforms, gain personal power/popularity, reduce opponents' power, lessen corruption, increase efficiency etc, political or personal reasons).
Answers should use the information to discuss the extent to which the

reasons are fulfilled and the impact this has on the reforms eg Pompey's illegality in commands and consulship, corruption of jurors, success over the tribune etc.

Both issues should be dealt with for higher bands.

AO3 (15) Answers may use a number of sources eg Cic. *Verres* 1.39 corruption; *Pompey* 21.5 - Pompey restored tribunate because it gave him popularity; resentment of Sulla's actions - Appian *CW* 1.95 Sulla allowed proscriptions to please his supporters; Plut. *Crassus* 6: illegality - adding man's name to the lists (it is said); Plut. *Sulla* 3: Sulla broke his own sumptuary laws; Sall. *Cat.* 36-7: the struggle with Crassus/ consulship – damage to Rome. High bands where the sources are evaluated as evidence; references and/or quotes should not be placed above band 3

- 2 (a) Outline the activities of Crassus during the 60s BC.
 (b) What can we learn from the sources about his aims during the 60s BC?
 (c) Do you think that Crassus was the most influential politician during the 60s BC?

AO1 (15) Answers should identify in detail the main elements of his career: aftermath of his consulship; failure to prevent Pompey's commands, censorship (65), involvement with Catiline, Rullus Land Bill, the triumvirate, with Clodius; material outside the 60s BC cannot be rewarded; Information on other politicians, notably Pompey, is needed for comparisons – bands 1-2 where these are specific; band 4 or below for general descriptions.

AO2 (15) Higher bands for answers which relate his actions and the sources to the issues of aims: personal ambition or other motives - gain unrivalled power, desire for military success, desire to gain respect, rivalry with Pompey and Caesar etc. A description of his career does not score highly in 02. Reward answers considering whether he had any plans for the state as a whole. The issue of his influence should be included for the top bands – comparison with at least one other figure is needed.

AO3 (15) Support can be found in Cicero's letters on his activities in late 60s especially on the return of Pompey in 62 BC; Sallust on his activities related to Catiline; Plutarch's *Life* for his ambitions, greed (2), wealth (12), love of glory (14); Cicero's speeches on issues involving Crassus eg Rullus land bill, Catiline's plot. opposition to Pompey. High bands only where answers indicate the particular bias or perspective of the source – value as evidence needs to be shown for top marks.

- 3 (a) Outline the actions of those involved in the events leading to the outbreak of war in 49 BC.
 (b) How useful are the sources in helping us to assess who was responsible for the outbreak of war?
 (c) In your view, who was most responsible for the outbreak of the war?

AO1 (15) Information on the events leading up to the war should be provided: reasonably the events from Pompey's consulship in 52, the actions to prevent Caesar's consulship and return, the activities of Cato et al, Pompey, Caesar himself and others; information (in 01) from source material (03) can be rewarded. Information about the source material – the context, genre, perspective of the authors can be rewarded in 01 also.

- AO2 (15) The issue of **usefulness** needs to be addressed in 02 and 03 – the discussion should include genre of the work, the author's agenda, any bias or prejudice; there should be comparison of views for a balanced judgement on the value of the source.
Responsibility should be included: answers should deal with different individuals or groups and assess their contribution on the basis of their actions: discussion of one figure or group does not score above band 5. Discussion of one issue should be no higher than band 3.
- AO3 (15) Reward specific examples of views from the sources with high marks: there are references to Pompey and Caesar – their rivalry: Caesar CV 1.4 Pompey's jealousy; opposition of senate and consuls; Cicero on the desire of both for power (*Ad Att.* 7.3, Caelius to Cicero on Pompey's real desire to fight). Caesar suggests P. led astray by his enemies (*CV* 1.7); Senate not compromise acc. to Suetonius (*JC* 30, role of Cato); the oligarchy's fear of Caesar; Cicero wants to avoid war; he suggests Caesar's demands are reasonable (*Ad Att.* 7.9) cf *Plut. Antony* 5 and favours a compromise. Caesar says he was forced into war cf *Velleius*; interpretation of authors' view should be rewarded.
- 4 (a) Outline the differences in status and role of senators and equestrians during this period.
(b) What can we learn from the sources about the issues which united or divided them?
(c) In your opinion, to what extent did the relations between senators and equestrians break down during this period?
- AO1 (15) Answers should describe status, role and issues –with appropriate detail for highest marks eg differences between senatorial class and equestrian class (family, background, activities); issues which divided or united them: involvement in finance, taxes etc; Sulla's reforms – inclusion in the Senate, removal from and return to the courts, Crassus and the equestrians in late 60s, involvement in the Catiline conspiracy, economic/tax issues, support of Pompey's commands in 60s; support for and opposition to individual senators.
- AO2 (15) Reward answers which distinguish between different politicians or groups such as the optimates who clashed with the equestrians over issues and the majority of the senate which do not; Crassus' or Cicero's support of the equestrians in 60s etc
Balanced discussions on (a) question of a breakdown and (b) issues are needed for high bands. Possible areas for discussion : awareness of the different groups among the class eg Publicani or Italian middle class, and the different relationships with the senate should be rewarded; how far they were a useful means of gaining power by others eg Pompey's support, courts issue, tax issue.
- AO3 (15) Examples of source material might include : Cicero on the relationship over the Asian tax issue and Cato's proposal on bribery (*Ad Att.* 1.17, *Ad Att.* 2.1; *Verres* 1 13 – lack of corruption of equestrians as jurors in comparison to Senators; importance in elections to senators – letter to Quintus; Cicero on the Manilian Law – need to protect tax-collectors; Sallust makes references to equestrians in the conspiracy and Italian discontent; *Ad Att.* 7.7. on the attitude towards the civil war; the context of the evidence from Cicero should be evaluated for higher bands.
Reward with high bands where the evidence is used to identify issues and/or attitudes.
- 5 (a) Outline examples of the ways in which violent action in Rome affected the course of

events during this period.

- (b) What can we learn from the sources about the reasons for the use of violence by individuals and groups?
- (c) Do you think the use of violence was an effective method for these politicians in achieving their aims?

- AO1 (15) Answers should include specific examples for high bands eg (Sulla's proscriptions); 70s riots over the corn subsidy/ tribunate; 60s Catiline's threatened violence, disrupted trials, 50s Caesar's consulship, Bibulus, Cato attacked etc; Clodius' tribunate; delayed elections of 55 BC, 54 BC; Milo's trial; 52 BC Pompey's consulship; 40s Milo, Caelius; Caesar's assassination;
- AO2 (15) Answers should discuss the effect on the course of events and judgements on effectiveness: eg how far the riots over corn produced a change; what did politicians achieve by the use of violence etc.
Reward highly answers which distinguish between actions, motives and success and compare instances.
Answers should also include some views on reasons based upon events and actions as well as sources – high bands where there is support, no higher than band 4 for generalised ideas- personal gain, defeat of rivals, control of the state/assemblies for specific ends etc.
- AO3 (15) Sallust: Catiline's efforts; *Cat.* 36-7 on Sulla and Pompey's use of force and the army; Cicero speeches for Catiline and supporters; Suetonius, Plutarch, Appian for 59 BC – Cicero letters provide some ideas on reasons as well as activities- Cicero should be evaluated on Clodius' use of violence/ trial of Milo. Caesar provides some information on the end of the 50s.
Answers in high bands should provide a number of examples, some specific, to support their views on reasons (and effectiveness).

Section B

The Age Of Augustus 31 BC- AD 14

- 6 (a) Outline the main aspects of Augustus' constitutional position in AD14.
- (b) To what extent did Augustus maintain republican precedents and tradition in creating this constitutional position?
- (c) To what extent do the sources agree with the view that Augustus restored the Republic?
- AO1 (15) Answers should include the settlements of 27, 23, 19 BC in detail with the various powers he held eg right to speak first, edicts as law, censorship powers, control of amenities (corn, water, vigiles etc); there should also be reference to republican precedents eg Pompey's consulship and proconsulship, the tribunate, various offices and posts, decrees of the senate, title of princeps senatus etc.
- AO2 (15) Answers should discuss (a) the extent of republican tradition (b) the extent of innovation and (c) the nature of the evidence from source material and Augustus' action which indicate his power/position.
Bands 1-2 where the discussion indicates different points of view and the evidence for them (either modern or ancient).
- AO3 (15) Bands 1-2 for answers which provide conflicting views, with interpretation and evaluation; no higher than band 3 for reference without either of these. *Res Gestae* 34 and other passages; Velleius Paterculus 2.89, Appian CW 5. 130 and poets support the idea of restoration; Tacitus 1.2, 1.9-10 for contrasting views; Suet. *Aug.* 28, Dio Cassius' view point on a monarchy); Dio 53.16 control of army and money - Dio 52 .1. - autocracy from 27 BC;

Cyrene edicts for example of use of power.

- 7 (a) Describe the ways in which Augustus used members of his family to support his regime.
 (b) What can we learn from the sources about the extent to which members of his family contributed to the achievements of the regime?
 (c) How important, in your opinion, were members of his family to the success of his regime?

AO1 (15) Answers should include specific information on the main figures and the ways they are used – military, dynastic, administrative etc: **Agrippa**: curator of water supply system; final conquest of Spain in 19 BC; Balkan war in 13 BC; colleague in powers; son-in-law and provider of successors; building projects- restored 4 aqueducts and built 2 more; gang of slaves became basis of the imperial aqueduct service; repaired drainage system and built a new bridge; Pantheon original.

Tiberius: conquest up as far as Danube under Augustus; colleague eventually; son-in-law; Pannonia military success; A's rep in east (20 bc)- return of Parthian standards; 15 BC with Drusus, command of forces for invasion of Alpine regions; retirement in 6 BC; **Drusus** invaded Germany in 12 BC.

Julia: banished in 2 BC – lover Antonius (younger of Antony's two sons) executed; 4 nobles exiled; elder Julia banished in AD 8; Aemilius Paullus exiled for conspiracy with Plautius Rufus; **Livia**; **Gaius** (5 BC) **Lucius** (2 BC): prevented Gaius being consul before military age (Dio 55.9). Others possible: **Agrippa Postumus**, **Marcellus**, **Germanicus**, **Antonia**.

AO2 (15) Answers should consider the value of the actions of family members and the extent to which they contributed/Augustus relied on them. The value of the evidence is important also – some conflict between RG and others for example. Some might show awareness of the instances where they do more damage than good. Higher bands where the answer shows some judgements on extent **and** contribution.

AO3 (15) Contribution and Importance of family Suet. *Aug.* 63-5; Horace *Odes* 4. 4, 14 – Tiberius and Drusus in Germany; Velleius 2.104, 114 - Tib: best general of age- loved by men; Dio 54.8 – Parthian standards; coins, Prima Porta statue; RG 30 conquest of Pannonia by Tiberius; only point at which he credits anyone else; Velleius 2. 97 records Tiberius success in Germany; Suet. *Aug.* 30: repaired roads of Italy with help; On the other hand praise of A. alone: Hor. *Epistles* 2.1.1-4 – you alone protect Italy's concerns cf *Odes* bk 4 – 5, 14,15 on Augustus' role; RG virtually ignores their contributions (ref to Tiberius, Gaius, Lucius).

- 8 (a) Describe briefly the various administrative, judicial, legislative and financial tasks which senators undertook during this period.
 (b) What can we learn from the sources about the importance of these tasks to the successful government of Rome and the Empire?
 (c) How far did the Senate perform these tasks independently of Augustus?

AO1 (15) Answers should give details of the role of senators in: the mint; public executions, minor judges; curators viarum, aquarum, riparum Tiberis, courts, records, temples, public works, 10 centuries of senators and equites elect magistrates (Lex Valeria 5 BC); 4 BC repetundae held before senate in prelim hearing; met envoys of kings etc; right to choose emperor (possibly); imperial administration – senatorial provinces.

Reward in band 1-2 use of specific examples : trial of Primus – court; 23 BC trial of Caepio;; individual senators as governors and commanders –

Cornelius Dolabella in Illyria; Varius Geminus – quaestor, prefect of corn, public temples, court on citizenship; confirmed Augustus' position by grants of power; laws: Junius Silanus on torture and execution of slaves; governors/ provinces.

- AO2 (15) Answers should use the evidence of the sources and the senate's actions to discuss the issues – its independence and its importance for Augustus as a source of administrators; it does more under Augustus in administration/legislation/judicial; less scope militarily and in the provinces as a group, while individual senators contribute widely; extent of independence in provinces.
Answers which focus on the relative 'power' of Augustus and the senate do not score highly.

- AO3 (15) Suet. *Aug.* 54: A. never punished anyone for showing independence of mind or for behaving insolently; 35 – encouraged to be more conscientious; council of the senate chosen by lot every six months; 37 A. devised new offices- public works, buildings, roads, aqueducts, Tiber, grain dole; Velleius 2. 89 authority of the senate restored; Dio 53.21.7 the senate continued to sit in judgment, transacted business with embassies; *RG* 34 grants of powers and honours by the senate; Tacitus sees it as servile and powerless – *Annals* 1.1-2 A. abrogated power to himself etc, while *RG* (34 etc) suggests it remains the same.

- 9 (a) Describe briefly the measures Augustus took to improve the living conditions and amenities for the people of Rome.
(b) What can we learn from the sources about the reasons for these measures?
(c) Do you think the lives of the people of Rome were improved by these measures?

- AO1 (15) Answers should include some of the following: supply of corn and improved trade, fleet of transports; piracy ended, peace maintained etc; housing regulations, rebuilding of aqueducts, baths, security, provision of entertainments; water supply – aqueducts, sewers, prevention of flood; vigiles; employment on buildings; shows and games : lawlessness controlled; dissolved workman's guilds; use of colonies to lower Roman population: 120, 000 veterans settled by 30 BC; 28 colonies (*RG*); laws on slaves and freedmen slaves;
There is a wide range of material – high bands for specific examples of some of these.

- AO2 (15) Suet. 43 4 shows in his own name and 23 in names of city magistrates; Suet. 38 acts against lawlessness; 40 restrictions on creation of new citizens; 48 distribution of Egyptian loot; frequent largesse to the people; cheap or free grain in times of shortage; 30 division of city into wards with magistrates and supervisors; organized fire stations; repair of roads; 28-9 buildings.
Dio 49.43.1-4 Agrippa – aedile – repaired buildings, streets, sewers; distributed oil and salt; free baths; festivals; tickets to theatre; Hor. *Odes* 4.5.19 seas made peaceful; *RG* has a number of examples of his 'improvements'.
Tac. *Ann.* 2. 59 / Dio 51.17. 1 difficulties with the population; grain supply.

- AO3 (15) Answers for bands 1-2 should consider the extent of improvement **and** the reasons eg increase in trade and mobility ; protection against fires and flood; employment on buildings and opportunities for jobs; some control over numbers in Rome and access to citizenship; less criminal activity
Reward balanced answers which show that he was not always successful: food supply and fire; policing not perfect; riots in 19 BC; fires and flooding.

- 10 (a) Outline the problems Augustus faced in dealing with the army during this period.
 (b) How helpful are the sources in assessing the success of Augustus in solving these problems?
 (c) Would you agree that Augustus' rule depended entirely upon the army?
- AO1 (15) Specific knowledge of some of the problems of size, command structure, organisation, size, lack of career structure, semi-professional status, pay and donatives, the cost of the army and how to fund it, the relationship of the legions to the generals, their loyalties, the position of veterans and release from service; **and** the measure he took to solve them: financial and structural re-organisation in terms of a 'full-time' professional army; detail of precise changes places the answer higher.
- AO2 (15) Answers should compare the reforms to the state of the army at his accession and the problems and consider success; answers should also deal with the effect on his position at least; the importance of military support; the control of commands and loyalty.
 For bands 1-2 answers should consider '**entirely**': how important a factor the army was in relation to **other factors** which supported his rule. Other possible issues for success include: its role in the ending of civil war, reduction of opposition, balancing of income and expenditure, employment, security of Italy.
- AO3 (15) Usefulness should be assessed for highest marks. There is material in the sources especially *RG*, but also comments in Tacitus *Annals* on 'seducing the legions', Suetonius 19, Suet. *Aug.* 24-5 reforms, Dio 55. 23-4, no reason to revolt since they enlisted on definite terms (Dio 54): Tacitus *Annals* 1. 17, 21, 25 on mutinies after his death. His success should be measured against what he and others say.

Section C

Roman History AD 14-68

- 11 (a) Describe the ways in which Tiberius tried to involve the senators in the government of Rome and the Empire.
 (b) According to the sources, how successful was Tiberius at involving the senators in the government/
 (c) In your view, was Tiberius serious in his efforts to involve the senators?
- AO1 (15) Answers should provide specific examples for high bands eg initial debate: uncertainty of senators, Tiberius' modesty and unwillingness etc; trials (specific examples needed); judicial role - examples of letting the senate make judgements and refusing to intervene in trials eg Libo Scribonianus – great nephew of Scribonia – succession not treason issue; Cremutius Cordus; L. Arruntius; Pollio; Gaius Silius, Sosia– extortion in Gaul; (AD 28) debate on riots in theatres; AD 22 debate on proconsul of Africa; retirement to Capri – insult to senate; interfered in cause of efficiency in cursus honorum with block appointments and promotions out of turn – nominations etc; governors, military commanders, administrative roles.
- AO2 (15) Answers should discuss issues of success and Tiberius' aims/ how serious he was -Tiberius' comment of 'fit to be slaves'; some discussion of his responsibility for the attitude of senators/ distrust of Tiberius: BUT had senatorial friends : Lepidus, Piso, Vitellius, Asiaticus, Flavius Sabinus, Galba
 the political manoeuvrings of Sejanus and Agrippina; Sejanus' attempts at total power : effect on Tiberius' efforts.

- AO3 (15) Band 3 for use of sources – higher bands where there is critical use as evidence: Tacitus and Suetonius show that Tiberius was careful to include the senate in decision making early on and considered himself the ‘servant of the Senate’; Tacitus’ view that it was pretence and not ‘his true nature’; Tac. on the debate – his hypocrisy; ‘fit to be slaves’ ref.; Suet. *Tib.* 29 – courtesy; 30 – pretence of liberty- consultation of the senate; eventual decline into brutality; Dio blames T. for failing to achieve a working relationship.
- 12 (a) Describe examples of the involvement of Claudius’ wives in decision-making during his reign.
- (b) According to the sources, to what extent did Claudius rely on his wives in making decisions?
- (c) Do you think his wives contributed significantly to the successes or failures of his reign?
- AO1 (15) For higher bands answers should provide specific instances of both Messalina and Agrippina involved: evidence of accusations/removal of rivals - deaths attributed to Agrippina’s; Messalina’s influence (Dio 60.27.4 poisoned Vinicius- Dio’s reason not credible); adoption of Nero and marriage to Octavia;
factual information could also be rewarded to show Claudius making decisions without their involvement.
- AO2 (15) The views of the sources is an issue which should be dealt with for balanced judgements for higher bands; answers which accept the accounts of the sources without evaluation should be placed in band 4 in AO2.
The issue of extent needs to be discussed with examples of where they are and where they are not involved for a balanced judgement.
The issue of their contribution to success/failure should deal with some examples and assess the wives’ roles.
Very good answers will deal with all three to some extent, though not equally.
- AO3 (15) Reference to sources alone without comment/interpretation or evaluation is no higher than band 4: the generally hostile view should be dealt with and not accepted as fact in good answers in this objective. Typical comments are :
Dio 61.32.1-3 As soon as Agrippina had come to live in the palace she gained complete control over Claudius. Tacitus, *Annals*, 12.7 Complete obedience was accorded to a woman-and not a woman like Messalina who toyed with national affairs to satisfy her appetites. Cassius Dio, *Roman History*, 61.34.1-2 Claudius about to get rid of A. and so A. acts against him; Suetonius *Claudius* 29 he fell so deeply under the influence of these freedmen and wives that he seemed to be their servant
list of executions : Appius Silanus, Julia (his niece); Gnaeus Pompeius (husband of daughter); Silanus (betrothed to Octavia). Dio 60 17.8 Messalina and freedmen peddling citizenship, military commands, procuratorships and governorships; Catonius Justus, Julia killed cf Suet. *Claudius* 29.
- 13 (a) Describe ways in which the equestrians were involved in the administration of Rome and the Empire.
- (b) What do we learn from the sources about the importance of the equestrians to the emperors during this period?
- (c) Do you think that the administration of the Rome and the Empire was improved by the

involvement of the equestrians.

AO1 (15) Answers should provide specific examples of the involvement of equestrians. Answers should consider the prefectures and procurator roles eg Catus in Britain, praetorian guard, prefect of Egypt, the fleet, grain supply etc, curators in administration of Rome, officers in the army, the collection of taxes, governorships of some provinces (Raetia, Noricum), judicial roles etc. Specific to the event or individual is needed for higher marks eg Sejanus.

AO2 (15) Discussion of importance is needed especially under Claudius and the issue of improved governance: eg the use of procurators in provinces, political stability in using equestrians in sensitive posts (balanced discussion on Sejanus, Macro, Burrus for example), their financial expertise in some areas, and so on.
Answers might consider their contribution in relation to the role of the senate as governors, the imperial freedmen (under Claudius and Nero especially), the use of the army as administrators in Britain for example.

AO3 (15) Evaluation of sources is needed in A03 e.g Tacitus' view of Catus, Classicianus or the praetorian prefect, Suetonius *Claudius* 24 on promotion of equites; Tacitus *Annals* 12. 59 on Claudius' use of equites; answers should consider how far the views of the sources are accurate or prejudiced eg Tacitus' view of Catus in Britain. Procurators appointed with civil jurisdiction (*Annals* 12.60) tax collectors; Procurators from equites: Dio 60.9.6. Reward use of inscription relating to equestrian careers.

- 14 (a) Describe examples of the entertainments which emperors provided for the people of Rome. (You may confine yourself to **two** emperors if you wish.)
(b) What can we learn from the sources about the reactions of the people of Rome to these entertainments?
(c) To what extent was it important for emperors to provide entertainments for the people of Rome?

AO1 (15) Answers should give specific examples of emperors' use of entertainments for bands above 4: celebrations after conquests (Claudius); Nero's chariot racing or theatrical performances, his spectacle at Tiridates' arrival, Caligula's shows, Nero's festivals (Neronia) with details of examples. Claudius celebration of the Fucine lake project; Information on the reactions is also needed for top bands: support from sources should be rewarded in A03 also: eg Tac. *Annals* 14.20-1 people's enjoyment at Nero's racing.

AO2 (15) Importance and reasons should be discussed: a variety for higher bands - popularity, employment, celebrating military success, emphasising religion or political achievements (eg Tiridates arrival, games and triumphs after Britain), control and appeasement of the mob in Rome.
Answers should consider **extent** for bands 1-2; reward highly answers which show that the importance in providing entertainments was different for each emperor.
Answers should compare emperors and might show balance judgements (eg by reference to Tiberius' lack of games and his unpopularity).

AO3 (15) Examples from sources might include: Dio 60.23 on Claudius' triumph, Tacitus on Caratacus in Rome, Dio on Tiridates in Rome, or Nero in Greece, Dio 59. 28.10 on the people's reaction to Caligula and the imperial cult. Suetonius *Nero* 11 ; *Claudius* 21;
Cassius Dio 63. 9 Nero in Greece; Tacitus 14.14 on Nero's liking for them; Dio

59.4-5 and 14-15 on Caligula and chariot racing Juvenal 10 78-81 bread and circuses.

- 15 (a) Outline the contributions made by specific individuals outside the imperial family to the reigns of **two** emperors.
 (b) What can we learn from the sources about the extent to which emperors relied on the contributions of these individuals?
 (c) In your opinion, did the Julio-Claudians survive for so long because of the successes of others?

AO1 (15) Answers should provide specific factual detail of a number of instances where an individual (eg Sejanus, Burrus, Seneca, Corbulo, praetorian commanders etc, or equestrians or freedmen (Pallas, Narcissus and so on) contribute to some event, aspect, or development of the reigns of **two** emperors. Successes might include Plautius victories in Britain, Corbulo's in Armenia, Germanicus/Drusus over the mutinies in AD 14, Burrus and Seneca in Nero's early years, Sejanus' help for Tiberius, the importance of freedmen to Claudius and Nero (eg Helius for Nero, Narcissus for Claudius). The candidate is free to choose the focus of the answer.

AO2 (15) Answers should consider the **extent** of contribution and support of others and **assess** this against other reasons for the survival of the Julio-Claudians: weakness of the senate; the use of wealth; control of the army, the maintenance of stability and peace, good administration – answers should come to a judgment for bands 1-2 based upon the specific evidence used in AO1 and AO3.
 Answers which deal with extent and refer to other factors for their survival should be placed high in band 3 at least depending on the detail.

AO3 (15) Source material should be evaluated for highest marks where the authors credit others with success rather than the emperor –eg Nero and Corbulo, Burrus, Seneca, Germanicus and Tiberius in Tacitus; Tacitus/Suetonius critical of the use of equestrian procurators (eg Catus in Britain); general criticism of Claudius and freedmen.
 Source material should be used to consider **extent**; Tac. *Annals* 13.4 on the involvement of the senate under Nero; Tac sees Tiberius' decline from Sejanus' rise; views on freedmen in the sources.

Mark Scheme 2455
June 2007

2455 2007 Final Mark Scheme

The Mark Scheme is a guide to markers and is not prescriptive. It should be used with the marking grids. It suggests possible answers and there is no suggestion that every point mentioned needs to be included for full marks.

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Appropriate marks should be awarded for Assessment Objective 1b.

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Marks for each objective and a total for the whole paper should be placed on the front page of the answer booklet.

All pages must show evidence of marking. Blank pages must be crossed through by the examiner.

Roman Britain AD 43 – c.160

- 1 (a) What evidence is there for political and economic links between British tribes and Romans before AD 43?
- (b) What can we learn from this evidence about how far Britons had come under Roman influence by AD 43?
- (c) To what extent did events in Britain before AD 43 influence Claudius' decision to invade?

AO1 (15) Possible references to: trade and cultural relations, grave-goods indicating use of Roman produce and manufactures (eg Hengistbury Head, graves at Welwyn, Lexden); political links, such as embassies to Rome sent by British kings, and breaking of agreements/ 'unwilling to come to terms' (Dio); unrest between tribes in Britain, refuge sought by Verica. Reward any examination of the *Roman* context of the invasion in (c), including remarks about Claudius needing a political success, as a new emperor in a weak position.

AO2 (15) Answers should refer to specific examples to support discussion and analysis, eg Verica seeking help in Rome; the clash of differing Tribes in Britain, with pressure being brought to bear on the more pro-Roman ones. Assessment of the extent to which Britain was 'under Roman influence' – was this political or social – to what extent were protestations of 'loyalty' by pro-Roman kings of any actual value? Evaluation of Strabo's view (for example) that it was largely under Roman control even by c. AD 20, should be rewarded. Generalised answers which lack specific detail, or narrative

which fails to examine extent or develop an argument, should receive no more than half marks in AO2.

AO3 (15) Reward references to sources: very limited narrative in Tacitus *Agricola*, *Annals* or *Histories*; a little more in Dio; some detail in Suetonius *Caligula* and Strabo; this may be supplemented with data from the archaeological record, used to show pro-Roman attitudes (grave goods, consumption of imported wine, oil, fish sauce, early 'Roman' buildings such as Fishbourne; also coinage, such as Tincommius stater of the Atrebat, Verica, Eppilus, with 'classical' motifs and use of the term 'rex'). Answers which demonstrate a critical approach to the sources, with indications of their limitations and different possibilities of interpretation, should be rewarded with high marks.

- 2 (a) Explain briefly Claudius' motives for invading Britain in AD 43.
 (b) To what extent did co-operation from Britons help the Romans in their conquest of Britain?
 (c) How useful are the literary sources and material evidence in explaining the opposition faced by the Romans up to AD 51?

AO1 (15) Reward information deployed to focus on the question. In (a), contacts between Romans and Britons (Verica), Claudius' own political agenda, the need for a quick triumph to secure his position, and to give the army something to do! (cf. Caligula and his problems.) In (b), the speed and decisive nature of the conflict up to AD 47 may be expressed adequately in narrative terms; (c) requires some comment about the probable situation inside Britain - tribal rivalries, Verica's seeking help, the spread of Catuvellauni influence; death of Cunobelinus.

AO2 (15) There should be a clear focus on motives in (a), types and levels of opposition in (c), and the British context in (b), for marks in the very highest levels, with good support from AO1 and AO3 material. NB some candidates may have already dealt with much (c) material at the beginning of their answer, in (a), and this material should be given appropriate credit there. Refer to the mark grids for an overall view of the whole answer when awarding marks under this heading.

AO3 (15) Reward references to sources: there is narrative in Tacitus *Agricola*, *Annals* or *Histories*; a little in Dio; this may be supplemented with data from the archaeological record, used to show pro-Roman attitudes (grave goods, consumption of imports etc.) and early 'Roman' buildings such as Fishbourne; early construction of military installations (Hod Hill/ Exeter/ Fosse Way); destruction of key native strongholds (Maiden Castle, Hod Hill). Answers which demonstrate a critical approach to the sources, with indications of their limitations and different possibilities of interpretation, should be rewarded with high marks.

- 3 (a) Outline briefly the spread of urban settlements in Britain in the first century AD.
 (b) What can we learn from the sources about the effects of town life on British society up to c. AD 160?
 (c) For what reasons did the Romans promote urbanisation in Britain?

AO1 (15) There should be a detailed account of the chronology and location of urban sites – principally in the south, then following the army – for marks in the highest bands. There may be a concentration in detail on selected sites in (b) and (c). Here, there should be adequate detail to explain 'effects' in (b) and purpose in (c). Note that the narrative should be limited to the first century in (a) (so no *uici* or *cannabae* on Hadrian's Wall!) but may address the whole period AD 43 – c. 160 in (b) and (c). N.B. in (b),

'society' may be understood to refer either to upper classes ('high society') or to the whole social structure.

AO2 (15) The purposes and effects of towns must be addressed and supported with evidence from AO1/3 in answers which gain marks at the very highest level, where a clear definition of 'Romanisation' should also be expected. Credit answers which identify a diversity of purposes – some centres established early as substitutes for tribal centres, later ones not 'imposed' in a formal sense but growing organically from military sites (vicus-type settlements, ex-colonies) or from trade (London). At the highest level there will be some indication of the sequence of establishment. Purposes of colonies may be identified as: means of providing for ex-soldiers, urbanisation; control of native populations; imposition of system/model of administration; leaving veteran troops on ground; meeting requirements of veterans for land etc. on retirement.

AO3 (15) Credit material used from either literature (principally Tacitus' view in *Agricola* 'civilisation' = 'slavery') or from the archaeological record, which may be referred to in depth in good answers and should be rewarded appropriately. The socio-political comment in Tacitus may be explored in depth. Reward any mixture of use of sources of any type according to the mark grid.

- 4 (a) Outline the opposition of British tribes in Wales to Roman rule.
 (b) What difficulties did the Romans have in conquering Wales, and why?
 (c) According to the sources, what effect did the campaigns in Wales have on Roman policy and military strategy in Britain?

AO1 (15) For marks in the highest bands, detailed accounts of the location of tribes and movement of Roman forces is needed: Ordovices in NW Wales, Silures in SE Wales; establishment of a *ciuitas capital* in S Wales in Caerwent, military established in Caerleon (Legio II Augusta), and along the frontier from Gloucester through Gwent, to Wroxeter and Chester in the north. The unifying part played by Caratacus in early opposition; the nature of the tribes, the location of the Druids in Anglesey, and the geography of the situation, are all valid points which deserve credit.

AO2 (15) Discussion of the difficulties on the basis of literary and archaeological evidence (the sheer number of camps, for example, and the size of forces deployed) should be rewarded appropriately, and 'effect' needs to be addressed explicitly in 'c' for marks in the highest bands to be rewarded. Other discussion, for example of setbacks (campaigning in Anglesey gave a superb opportunity to Boudica/Tacitus' remark that Nero was ready to give up the province altogether) and determination (the campaign to destroy Druidic centres in Anglesey) should be given full credit.

AO3 (15) Tacitus *Annals* 12. 33-4, 38-9 is the obvious source for information about the early campaigns; *Annals* 14.33 for Suetonius' move against the Druids; *Agricola* focuses more on changes of governor as reasons for changes in policy, with an emphasis on their personalities. (*Agricola* 21, a key text, was a passage set in 2452 this year). Reward discussion of archaeological data as well as literary evidence (discussion of establishment/ dating of military sites, etc., deployment of forces), especially where the limitations and difficulties of establishing a clear or coherent picture are explored and analysed.

- 5 (a) Outline the role played by Cartimandua in the extension of Roman control of Britain.
- (b) According to the sources, why did the Romans advance north while Agricola was governor?
- (c) How reliable are Tacitus' accounts of the attitudes and activities of British leaders?
- AO1 (15) (a) Should contain a confident if brief account of the handing over of Caratacus, and Cartimandua's later betrayal by Venutius and the 'opening up' of the northern areas of Britain. movement north under Agricola and the subsequent retrenchment – reward answers which highlight the archaeological record and the literary evidence post up to c. AD81/82 in AO3 also. A good recall of the detail from *Agricola* must be present in (b) for marks at the upper end of the scale. In (c), attitudes and activities of any British leader may be credited.
- AO2 (15) Reward answers which tackle 'why' in (b) and 'reliable' in (c). Reward answers which question whether Agricola over-extended the northern frontier, leading to necessary contraction; was Agricola seen as a threat by Domitian and so recalled before he could get the frontier properly sorted -or just an expansionist general who did not know when to stop? Credit should be given to answers which note the self-proclaimed bias in Tacitus' eulogy of his father-in-law, the anti-Domitian polemic it contains, and the admission that Agricola did not have the full support of his own officers in Britain for the advance to the far north – as well as the regret that Tacitus expresses ('Britain was wholly conquered and at once lost') despite the 'cautious' withdrawal to the Forth-Tyne/ Stanegate line.
- AO3 (15) On Cartimandua, reference (even implied) should be made to Tacitus *Annals* 12. 40 and *Histories* 3. 45. The other obvious source is *Agricola* but archaeology may also be used in a creditworthy manner – indeed it is necessary for the latter part of the period. Reward candidates who note that Tacitus is writing not only from a Roman standpoint but also from an (arguably) jaundiced one and has a rhetorical purpose in the *Agricola* – to praise his father in law and to criticise the previous regime under Domitian. Support from archaeology – or lack of evidence (none of a battle, and where *is* Mons Graupius?) should be discussed and evaluated for marks in Bands 1 and 2.

Mark Scheme 2456
June 2007

2007 2456 Final Mark Scheme

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Each script should be marked with team position number & dated at the start of marking.

Ticks should be used to indicate sound points. Where credit is being given for the different assessment objectives, 1, 2 or 3 should be placed in the margin. Where an examiner wants to draw attention to a passage where judgement has been exercised in favour of the candidate, the examiner can place 'BOD' (benefit of doubt) in the margin. Where an examiner is uncertain about the point of a passage, the examiner should place a question mark in the margin. Appropriate marks should be awarded for Assessment Objective 1b.

Significant errors should be underlined and marked with a cross. A wavy line in the margin is the usual sign for irrelevance; and the omission sign (^) is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition. Spelling/grammar errors should be marked with dotted underlining.

A comment at the end of the answer should draw attention to the qualities of the answer, with reference to the marking grids.

Examiner comments should be legible. The marginal annotations are designed to aid the proper review of the marking of the script, whether at standardisation, batch 1 & 2 or marking review.

Marks for each objective and a total for the whole paper should be placed on the front page of the answer booklet.

All pages must show evidence of marking. Blank pages must be crossed through by the examiner.

Section A**The Culture of Tyranny in the Greek World c.600 – 479 BC**

- 1
 - (a) Outline the main reasons why tyrants came to power.
 - (b) What do the sources tell us about the different groups who supported tyrants at the start of their reign?
 - (c) How important was it for a tyrant to keep the people on his side?
 - AO1 (15) Answers should include for (a) details of at least two tyrannies showing why events turned out as they did; for (b) some detail about the different groups supporting tyrannies (eg popular support, an aristocratic faction or outside forces); for (c) details of difficulties faced by tyrants when popular support diminished (eg Hippias later in his reign).
 - AO2 (20) Answers should include in (b) evaluation of the evidence presented – give credit for discussion of specific evidence; in (c) evaluation of specific tyrannies.
 - AO3 (10) Appropriate discussion of Herodotus.
- 2
 - (a) Outline how tyrants maintained control over their states.
 - (b) What can we learn from the sources about how successfully tyrants maintained their authority?

- (c) Do you agree that tyranny was always beneficial to a state?

- AO1 (15) Answers should include for (a) specific detail drawn from at least two tyrannies, over such areas as building programmes, constitutional reforms, use of military, removal of opposition, social or agricultural reform; for (b) details of the use of religion/religious building, promotion of supporters etc.; for (c) specific examples where particular measures benefited a state (or harmed it).
- AO2 (20) Answers should include in (b) some discussion of the ways tyrants' actions are presented; in (c) answers should provide argument based on evidence drawn from a number of states.
- AO3 (10) Appropriate references to Herodotus & others.

- 3 (a) Outline the changes made by tyrants to the government of their state.

- (b) What do the sources tell us about the domestic policy of the tyrants?

- (c) To what extent was the failure of domestic policies the main reason for the fall of tyrannies?

- AO1 (15) Answers should include for (a) details of changes brought about by tyrants; for (b) some detail of various aspects of domestic policy, including building programmes, political reforms, treatment of different sections of the population etc; for (c) detail drawn from the end of tyrannies to show the factors leading to the removal of the tyranny.
- AO2 (20) Answers should include in (b) discussion of the purposes behind particular measures such as religious building programmes or land reform; in (c) discussion of the range of factors that led to the downfall of tyrannies with particular examples.
- AO3 (10) Appropriate use of Herodotus and others

- 4 (a) Describe briefly how Peisistratus made use of religion in Athens.

- (b) What do the sources tell us about the importance of religion to other tyrants?

- (c) Do you agree that other factors were more important than religion for the success of a tyranny?

- AO1 (15) Answers should include for (a) Peisistratus' use of religious authority in his second attempt at tyranny, his interest in religious festivals and religious building in Athens; for (b) there should be discussion of at least two other tyrants use of religion; for (c) some detail relating to other factors, such as military might, successful foreign policy, political changes.
- AO2 (20) Answers should include in (b) some attempt to evaluate the evidence presented to show the importance of religion; in (c) discussion/evaluation of the important factors for success.
- AO3 (10) Appropriate passages from Herodotus and elsewhere relating both to religion and to other factors.

Section B

Sparta in the Greek World 520 – 400 BC

- 5 (a) Outline the role of the Gerousia in Sparta.

- (b) What can we learn from the sources about the importance of the Assembly in Sparta?

- (c) Do you agree that during this period ordinary Spartans had no real influence on government in Sparta?

- AO1 (15) Answers should include for (a) some detail of the membership, activities and importance of the Gerousia; for (b) detail of what the Assembly was called on to do, how it was organised etc. including its role within the Peloponnesian League; the assembly meeting in 432 BC leading to the Spartan decision to go to war; for (c) details of the involvement of ordinary Spartans in decision making, including the importance of ephors, the restrictions placed on kings and, for example, the effect of the loss of a small number of Spartiates at Pylos.
- AO2 (20) Answers should include in (b) evaluation of the limited evidence for the assembly; in (c) discussion of the importance of the ephors and the extent to which the assembly was a focus of decision-making.
- AO3 (10) Appropriate use of Herodotus, Thucydides, Xenophon, with some discussion on the limitations of the evidence.
- 6 (a) Outline briefly the main phases of Spartan education.
- (b) What can we learn from the sources about the limitations of the Spartan education system?
- (c) In your opinion, was the Spartan education system responsible for Sparta's success during this period?
- AO1 (15) Answers should include for (a) details of the various stages of the *agoge*; for (b) details of the focus of the system to produce effective soldiers; for (c) details to support the effectiveness of the training, with examples of 'success' and also 'failure'.
- AO2 (20) Answers should include in (b) evaluation of the rigour of the system and the way it may have stifled innovation; in (c) discussion of successes (the Persian Wars, the Peloponnesian War) and assessment of the extent the *agoge* contributed or hindered Spartan success, particularly outside the Peloponnese.
- AO3 (10) Discussion of the usual problems about sources for Sparta; use of Xenophon and some discussion of Plutarch.
- 7 (a) Outline the main problems with the surviving evidence from this period.
- (b) What can we learn from the sources about the internal government of Sparta throughout this period?
- (c) Do you agree that Sparta was well governed throughout this period?
- AO1 (15) Answers should include for (a) the limited range of evidence, some very late, and almost all written by non-Spartans; the risk of bias; very limited for many aspects of Spartan life, due in part to the secrecy of the Spartans; for (b) specific examples needed, with the caveats listed in (a): some detail about the role of Kings, the importance of the Assembly, and the significance of the ephors; for (c) appropriate detail to support argument, covering the successes of Sparta in this century; evidence for internal disagreements, such as the banishing of kings, hawks v doves in the Peloponnesian War etc.
- AO2 (20) Answers should include in (b) discussion of the limited evidence, with analysis of examples; in (c) argument must be based on suitable examples.
- AO3 (10) Appropriate selection of evidence, with discussion of the problems of the sources.

- 8 (a) Outline Sparta's involvement with Persia during this period.
 (b) What can we learn from the sources about Sparta's attitude to expeditions beyond the Peloponnese during this period?
 (c) Do you agree that Sparta pursued only her own interests throughout this period?
- AO1 (15) Answers should include for (a) Sparta's failure to help in the Ionian Revolt and at Marathon, her role in the Persian Wars & subsequent retirement from the leadership of the Greek forces, then her involvement with Persia in the later stages of the Peloponnesian War, particularly under Lysander; for (b) details of Sparta's reluctant involvement outside the Peloponnese until the later stages of the Peloponnesian War; for (c) details of Sparta's actions as they relate to other states – eg her apparent preference for a strategy based on the Isthmus during the Persian War, the Peace of Nicias, the ending of the Peloponnesian War.
- AO2 (20) Answers should include in (b) discussion of the bias in the sources and the difficulty of getting a complete view of the reasons for Spartan policy making; in (c) evaluation of a range of material across the period, with discussion of sources (eg failure to help Ionia or at Marathon, debates about strategy during the Persian Wars, Sparta's withdrawal from the Greek efforts in Ionia, the Thirty Years' Peace, the outbreak of the Peloponnesian War, the Peace of Nicias, the negotiations with Persia, the decision about the fate of Athens at the end of the Peloponnesian War.
- AO3 (10) Appropriate selections from the sources, especially Herodotus, Thucydides and Xenophon.

Section C

The Development of Athenian Democracy 508-399 BC

- 9 (a) Describe briefly the reforms introduced by Cleisthenes.
 (b) What can we learn from the sources about the reasons for the constitutional reforms introduced between 510 and 450 BC?
 (c) Do you agree that Athens had become a more fully democratic state by 399 BC?
- AO1 (15) Answers should include for (a) the reforms to the tribal system, the use of demes & trittyes, the Boule, ostracism; for (b) the use of lot for the archonship introduced in 487 BC, the changes introduced by Ephialtes (and Pericles in 462 BC) associated with an attack on the Areopagus, the opening of the archonship to the zeugitae, the introduction of jury pay and the reform of the legal system, including the extension of dokimasia/euthune, and the citizenship law of 451 BC; for (c) further details about the way the system worked and the extent to which there was genuine participation; women and slaves; changes after the restoration of democracy in 403 BC.
- AO2 (20) Answers should include in (b) evaluation of the evidence of the sources, particularly Herodotus for Cleisthenes and Aristotle for Ephialtes; in (c) discussion of 'more fully democratic' and evaluation of the way the system worked at the end of the century, with appropriate comparisons with earlier in the period.
- AO3 (10) Appropriate selections from Aristotle, Thucydides, Herodotus etc.

- 10 (a)** Outline the main ways in which a citizen could involve himself in the Athenian democracy.
- (b)** What do the sources tell us about the political involvement of ordinary Athenians in this period?
- (c)** How much influence do you think ordinary Athenians had on decision-making during this period?
- AO1 (15) Answers should include for (a) involvement at deme level, in the deme assembly; in the assembly, the Boule, the law courts; as archon, (as a soldier/rower), other official posts; for (b) the people supported Cleisthenes' changes, likewise the reforms of Ephialtes after Cimon's problems in Sparta; some hostility to aspects of the system or individuals in Aristophanes and Thucydides; evidence from Thucydides for the assembly. for (c) details of decisions made and the importance of aristocratic leaders and the role of the Assembly; the restoration of the democracy at the end of the period.
- AO2 (20) in (b) discussion of the range of views and the reliability of the evidence; in (c) assessment of the importance of political leaders and the role of ordinary people in Athens.
- AO3 (10) Details drawn from Aristophanes, Thucydides etc., with assessment of bias.
- 11 (a)** Outline the ways in which the rich contributed to the running of the Athenian democracy.
- (b)** What can we learn from the sources about the relationship between the rich and poor in Athens?
- (c)** Do you agree that the Athenian democratic system was biased towards the poor?
- AO1 (15) Answers should include for (a) the role of the rich as political leaders, generals, financial officers, the liturgy system, with examples such as Pericles, Nicias, Cleon etc.; for (b) details drawn from comedy, forensic speeches etc.; for (c) the importance of the assembly, and popular measures such as the introduction of state pay.
- AO2 (20) Answers should include in (b) discussion of the implications of the revolution of 411, particularly the issues about the financial aspects of the war; discussion/evaluation of Aristophanes; in (c) discussion of issues of bias in the surviving evidence (eg Old Oligarch, Thucydides); discussion of leadership during the period.
- AO3 (10) Details from Thucydides, Aristophanes, the Old Oligarch, Plato, with assessment of bias.
- 12 (a)** Describe briefly the membership of the Council (*Boule*) and its role in the Athenian democratic system.
- (b)** What can we learn from the sources about the changes affecting the Council (*Boule*) during this period?
- (c)** In your opinion, was the Council or the Assembly more important in 399 BC?
- AO1 (15) Answers should include for (a) 500 people drawn by demes by lot, 30+, only twice in a lifetime; as a probouleutic body, organising the agenda for assembly meetings and presiding; the tribe in prytany responsible for day-to-day business in Athens operating from the Tholos; role in ensuring measures were carried out (evidence of inscriptions); dokimasia/euthune; for (b) its role as probouleutic developing as the assembly became more important; introduction of pay; taking over some of the Areopagus' duties under 'guardianship of the laws'; for (c) details drawn from historians and inscriptions.

- AO2 (20) Answers should include in (b) discussion of the importance of the Cleisthenic changes, those introduced by Ephialtes, the introduction of pay as a way of broadening membership; in (c) evaluation of the evidence for the involvement in decision making of both bodies.
- AO3 (10) Use of Thucydides (who focuses almost exclusively on assembly meetings), inscriptions (as evidence for who proposed what, and who was instructed to oversee decisions).

Mark Scheme 2457
June 2007

2007 2457 Final Mark Scheme

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Section A

The Growth and Government of the Roman Empire, 133-30 BC

- 1 (a) Outline Rome's dealings with Egypt and the rest of North Africa over this period.
 - (b) What do the sources suggest about why some Romans favoured the expansion of the empire during this period?
 - (c) Why do you think that expansion occurred slowly in North Africa early in this period, and what happened to change that?
- AO1 (15) Jugurthine War and the subsequent arrangements using client/friendly kings rather than expansion of the empire; Cyrenaica bequeathed to Rome in 96 but not incorporated until 74; political schemes regarding Egypt, with Crassus, Caesar, Pompey, Ptolemy Auletes, etc; civil war, Cleopatra, Antony, Actium, the final arrangements with Egypt as an anomalous province.
- AO2 (20) At first, senatorial unwillingness to create more responsibilities for themselves, to allow expansion in the number of political posts which would have led to a dilution of power, to allow either expansion of the army or a spreading of troops too thinly; the advantages (eg to Sulla in Africa or to the young Pompey in Cyrenaica) to individual politicians of creating relationships with client kings rather than making new provinces. Then military reasons making the incorporation of Cyrenaica desirable as part of the fight against the pirates; the weakening of the senate's ability to restrain the expansionism of individual Great Men; the enormous desirability of Egypt as a wealthy, gain-rich province.

AO3 (10) Plutarch on Pompey and Caesar's ambitions, Cicero's letters and speeches, Suetonius on Caesar, Appian.

- 2 (a) Give **four** examples of political conflict within Rome during this period over issues concerning the growth and government of the empire.
- (b) What do the sources suggest were the reasons that politicians came into conflict over issues concerning the empire?
- (c) To what extent were these conflicts caused by power struggles within Rome?
- AO1 (15) Tiberius Gracchus and the Asian revenues, Gaius Gracchus and equestrian juries in the extortion courts. The condemnation of Rutilius Rufus. Sulla's return of the *quaestiones* to senatorial juries. Verres' trial and the move to mixed juries. Conflict over Lucullus and Pompey's commands in the 60s. Disputes over Egypt from the 60s onwards. Controversy over Caesar's getting his commands in Gaul and his campaigns there. Antony's 'giving' Cleopatra and her children Roman provinces.
- AO2 (20) It is only the first of the changes to the courts that occurs when the extortion court is the only *quaestio*. All subsequent changes involve other courts as well, so that the provincials' welfare cannot be the sole issue. Did Gaius Gracchus think that equestrian juries would be less corrupt or did he just want allies for land distribution and a more populist internal politics? Equestrians were not thinking of the good of the provincials when they opposed the stubbornly uncorrupt Lucullus; but arguably the campaign against Mithridates needed a fresh start. Octavian certainly had other reasons for opposing Antony, but he was arguably weakening the Empire.
- AO3 (10) Appian (very anti-Gracchan), Plutarch (mostly the same), Cicero for Pompey's point of view and the Cilician Letters.
- 3 (a) Outline the varying levels of independence enjoyed by the different categories of cities and communities within the empire during this period.
- (b) What can we learn from the sources about how much the Romans interfered in local affairs within the provinces?
- (c) How much real independence do you think was enjoyed by local communities throughout this period?
- AO1 (15) Candidates should show awareness of differences of status between the *civitates* (*liberae*, *foederatae*, *stipendiariae*) and what those differences were in terms of taxation, legal independence and liability for such impositions as having to house and feed soldiers.
- AO2 (20) Practicalities – the governors' relatively small staffs, the size of provinces and slowness of communication – must have meant that communities took a lot of decisions themselves, but there is plenty of evidence that Romans felt few scruples about interfering and demanding help when they needed it. Removing independence by 'demoting' a community was a potent threat.
- AO3 (10) Inscriptions; the Verrines, Caesar's Gallic Commentaries and Cicero's Cilician letters give some ideas of how governors intervened (NB Cicero's cynical comment about making the Greeks of Cyprus *feel* that they were running their own affairs).
- 4 (a) Outline the measures taken during this period to tackle corruption among Romans involved in the administration of the empire.
- (b) How much corruption do our sources suggest that there was in the administration of the empire during this period?

- (c) Do you think that the provincials suffered more from corrupt senators or corrupt equestrians throughout this period?

- AO1 (15) Extortion court had existed since 149. Giving control to the equestrians (123/122), then the senators again (81/80), then a mix of senators, equestrians and *tribuni aerarii* (70); finally, a mix of just senators and equestrians (40s). Gracchan law to force senators to declare the allocation of the provinces before the election of consuls and praetors. Caesar's law (49) requiring the publication of two sets of accounts, to be compiled before the governor and quaestor left the province. Pompey's law (53/52) requiring five years to elapse between magistracy and promagistracy so that governors did not go to provinces with debts hanging over them, ready to make money for their creditors. Caesar's law of the 40s abolishing the tithes that had been collected by the *publicani*.
- AO2 (20) The Verrines show what a corrupt governor could do but it stands to reason that one man was not likely to have the same impact as many *publicani*. The scandal of Rutilius Rufus' conviction and the murder of the businessmen in Asia in the 80s hint at the extent of the problem. Cicero's letters show the problems caused by the equestrians, not only in collecting taxes but also in making illegal loans (though senators were mixed up in this too).
- AO3 (10) There is much in Cicero's speeches and letters suggesting very widespread corruption, but he often has his own motives for playing this up. Some references to corruption in Appian, Plutarch, Suetonius, Sallust (give credit for recognition of this writer's astonishing hypocrisy).

Section B

The City of Rome, 33 BC-AD 117

- 5 (a) Give examples of buildings begun by others that were restored or completed by emperors during this period. (You may limit your answer to **three** emperors if you wish).
- (b) What images of themselves were the emperors trying to present by restoring or completing these buildings.
- (c) How important were their building projects to the popularity or unpopularity of emperors throughout this period?

- AO1 (15) Restoration of Basilica Julia, temple of Pompey, Senate House, completion of Forum Julii by Augustus; completion of Temple of Augustus by Caligula, of Temple of Claudius by Vespasian, of Colosseum by Titus.
- AO2 (20) Factual reference in (c) can go beyond the answer to (a). In relation to the projects relevant to (a) and (b): restoration of Senate House and new Rostra helped Augustus to present himself as restorer of the Republic. Completion of Caesar's Forum showed *pietas* and reminded everyone that he was *divi filius*. Restoration of Pompey's theatre showed magnanimity towards his father's enemy. Restoration of temples showed piety. Completion of temples to previous emperors showed *pietas*, encouraged respect for the institution of the Principate, and hinted at a criticism of previous emperors' neglect (Tiberius and Nero). Vespasian's forum of Peace connected him with the last emperor to build his own forum, who had also brought peace after civil war. In (c): the Golden House is the obvious example of an unpopular building project. The Colosseum stood in deliberate contrast to the Golden House whose gardens had been on the site, as did Trajan's Baths nearby. Buildings were highly visible and served practical ends; more important than relations with senate or literature in establishing emperors' wider popularity, though military success and food supply also important.
- AO3 (10) The buildings themselves; *Res Gestae*, Suetonius.

- 6 (a) Outline the measures taken during this period to ensure an adequate supply of water to the city of Rome.
- (b) Why was demand for water high in Rome during this period?
- (c) Do the literary sources and material evidence suggest that all classes of Romans benefited from the measures taken to supply Rome with water during this period?
- AO1 (15) Aqueducts: Agrippa's, the Alsietina, Claudius', Trajan's. Vigorous programme of inspection and repair (shown by the appointment of Frontinus). Street fountains.
- AO2 (20) Rome was densely populated and prone to fires. Baths. Fullers. Fountains in the houses of the rich.
- AO3 (10) Suetonius is generally positive about the emperors' measures. Seneca shows us (in a back-handed way) how much all classes enjoyed the baths. Juvenal takes a cynical attitude and reminds us that few had running water. Frontinus reveals the habit of the rich of 'stealing' water, causing problems for the general population.
- 7 (a) Give examples of public disturbances in Rome during this period. (You may limit your answer to the reigns of **three** emperors if you wish).
- (b) What do the sources suggest were the reasons for these public disturbances?
- (c) How successful were different emperors in dealing with these public disturbances and their causes?
- AO1 (15) Riots when Augustus wanted to lay down the consulship, and when the people (he says) wanted him to take a dictatorship. Popular anger over the death of Germanicus (but was it as strong as Tacitus says?). Claudius being pelted with food when there were shortages. Public outcry after the Great Fire of Nero's reign.
- AO2 (20) Augustus (largely through personal generosity) quieted disturbances well; so did Claudius, through well promoted practical measures. Nero was very poor at 'spin', the Flavians and Trajan brilliant. Water and food supply was well dealt with, but no effective solutions were ever found to the dangers of fire or the enormous inequalities of wealth and extremely high unemployment.
- AO3 (10) *Res Gestae* suggests shortage of food combined with overwhelming love for and trust in the person of the emperor leading to total intolerance for any diminution of his power. Suetonius regularly shows discontent resulting from material shortages. Tacitus shows personal unpopularity of several emperors and partisan support for other members of the imperial family.
- 8 (a) Briefly describe **four** festivals of the religious year that took place in the city of Rome during this period?
- (b) What do the sources suggest about the importance of these festivals to the people of Rome?
- (c) Do you think that these festivals served to unite the people of Rome?
- AO1 (15) Lupercalia, Saturnalia, Anna Perenna, festivals of Cybele and Isis, etc.
- AO2 (20) Augustus obviously thought they would. The Secular Games show how important he thought ritual and tradition to be. But the emperors' own inconsistent attitudes to what was acceptable and consistent with traditional religion (especially over Isis) showed the problems. Some festivals (eg those of Cybele) were divisive, producing differing reactions. Ovid shows festivals like the Anna Perenna fostering a sense of community stronger and deeper than that which Augustus was attempting to impose. Rome's many immigrants, including Christians, Jews and Zoroastrians, may have been alienated by the old festivals.
- AO3 (10) Inscriptions. Ovid, especially the *Fasti*.

Section C

Emperors and Empire, AD 14-117

- 9 (a) Outline the revolts that took place in the empire (not including army revolts) during this period. (You may limit your answer to **three** revolts if you wish).
- (b) What do the sources suggest were the causes of these revolts?
- (c) How effectively did the Romans deal with these revolts?
- AO1 (15) Sacrovir. The Iceni (twice). The Batavians. The Brigantes. The Judaeans. The Jews of the diaspora, in Trajan's reign.
- AO2 (20) A combination of tough military response and sensitive civilian administration after the revolts' suppression generally did a good job in the north and west. The Judaeen revolt was crushed with great ruthlessness but a lack of sensitivity and understanding and possible Roman anger at the disrespect that seemed to be implied by the refusal to worship the emperor (and Greek commercial rivals of the Jews stirring things up for their own ends) led to the huge diasporan revolt.
- AO3 (10) Common soldiers and a corrupt procurator caused the Boudiccan revolt, says Tacitus; Seneca calling in his enormous loans, says Dio. Civil war led to Batavian revolt, internal dissent and Roman feebleness to the Brigantes' revolt, says Tacitus. Roman corruption and messianic fanaticism caused the Judaeen revolt, says Josephus (with many axes of his own to grind and much special pleading to do).
- 10 (a) Outline the history of the Rhine-Danube frontier during this period.
- (b) According to our sources suggest about the extent to which senators were able to act independently of the emperor throughout this period?
- (c) Do you think that this frontier was stronger and more easily defended at the end of this period than at the beginning?
- AO1 (15) Germanicus and Drusus made shows of strength but there was no change in the borders under Tiberius; the pattern continues under Caligula and Claudius. Vespasian moves into the Agri Decumates. Domitian improves the fortification and chokes resistance in Germany; with Dacia, he fails to subdue Decebalus but uses him against other dangerous enemies and shifts troops eastwards from the Rhine to the Danube. Trajan moves against Decebalus, incorporates Dacia as a province.
- AO2 (20) The Rhine-Danube frontier was always problematic. Occupying the Agri Decumates triangle shortened and rationalised the frontier. The occupation of Dacia thrust the Romans into a forward position from which they could gain intelligence of the movement of potential enemies in the north-east, but led to the lessening of Roman military strength in Germany.
- AO3 (10) Tacitus is arguably at his most unfair in condemning Tiberius' cautious but effective Germanic policy, Suetonius and others likewise in mocking Domitian's actually very effective German campaign. Trajan is praised to the skies for his vigorous Dacian policy by the SHA.
- 11 (a) Outline the role of senators in the administration of the empire during this period.
- (b) What do the sources suggest about the extent to which senators were able to act independently of the emperor throughout this period?
- (c) How successful were senators in carrying out their responsibilities throughout this period?

- AO1 (15) Governors of both senatorial and imperial provinces, quaestors of senatorial provinces. They were military commanders and judges and fostered the Romanisation of provinces in the west. Examples should be given, eg Agricola in Britain, Pliny in Bithynia.
- AO2 (20) There were some very effective military leaders in this period. As civilian administrators and ambassadors for the Roman way of life and the Roman peace, their record is more mixed: Suetonius did not succeed in Britain, nor did some Syrian governors, though it could be argued that the equestrian governors of Judaea were far worse.
- AO3 (10) Tacitus paints a picture of senators constantly fearful of imperial displeasure and spied on and undermined by ill-wishing procurators and freedmen, though he does praise effective military leaders such as Suetonius, Corbulo and Agricola and show them acting with full authority at least on the battlefield. Pliny's letters (Book 10) show the limits of independent action.
- 12 (a)** Which goods were most commonly traded within the empire during this period, and from where did they originate?
- (b)** Does the archaeological evidence suggest that the goods used were similar throughout the empire during this period?
- (c)** How important do you think that trade was in Romanising and unifying the provinces during this period?
- AO1 (15) Samian ware from Gaul; garum from southern Gaul; olive oil from Spain and Greece; dogs and furs from Britain (says Strabo); spices from India, brought in to the Empire via the Red Sea and Alexandria; glass from Alexandria.
- AO2 (20) We should beware concluding that a similarity of material remains indicates a profound acceptance of Roman values and policies: the prevalence of McDonalds in Britain does not prove support for George W Bush. But across the west there is identification of Roman gods with Celtic, and increasing consumption of wine and use of mosaics (so showing that religion and culture were at least equally important). The east shows a similar picture, but the resistance to amphitheatres and continuing popularity of stadia show some cultural independence. Religious differences in Judaea overrode more superficial cultural similarities and the creeping influence of Romans on material culture may even have served to foster angry resistance among Zealots and others.
- AO3 (10) Certainly Samian ware was widely distributed. Amphorae with traces or evidence of garum, olive oil and wine are found widely. Furs have not survived; a little glassware has, all over the empire. While there was certainly local variation of goods consumed, there is a remarkable uniformity in some of the goods excavated across the countries that were in the empire.

Mark Scheme 2458
June 2007

2007 2458 Final Mark Scheme

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The Romanisation of Britain AD 43 – 415

- 1 (a) Describe the roles played by local elites in administration in urban centres in Roman Britain.
- (b) According to the sources, in what ways were different parts of Britain administered up to c. AD100?
- (c) What evidence is there that the attitudes of local elites towards their involvement in administration changed in the period up to AD 415?

AO1 (15) For the highest bands, expect detailed evidence about the differing aspects of administration in (a) – some client kings (Cogidubnus, Prasutagus, Cartimandua) could 'administer' their areas, but with limits (eg disarming of Britons by Scapula in AD 47; payment of taxes/ levy of harvests). Roles of governor, and procurator should be mentioned, and the function of *ciuitates* In (b) candidates should have some idea of the different functions of an *ordo* in towns, with distinctions between *ciuitates peregrinae*, *coloniae* and the only *municipium* known to exist; in (c) the principal evidence (empire-wide) follows the Edict of Diocletian, and may be illustrated by a decline in urban pride and a growth in villas in the 4th century.

- AO2 (20) 'Ways' should be specifically addressed for (a), and 'changed' in (c), where some assessment of the evidence for a move to the countryside and the spending of wealth there rather than in the cities should be mentioned.
- AO3 (10) Evidence covering the whole period should be rewarded with high marks when it is used and evaluated in support of the answer. There is a wealth of evidence which candidates might use – reward any examples cited which demonstrate understanding and critical use in support of the argument. There should be examples used to illustrate all three of 'the first hundred years', 'administration in urban centres', and the later period 'up to AD415' for marks to be rewarded in the highest bands.
- 2** (a) What impact did the Roman army have on the economy of Britain in the period up to c. AD 100?
- (b) What can we learn from the sources about the roles played by the Roman army in the administration of Roman Britain?
- (c) What part did the army play in the Romanisation of Britain up to AD 415?
- AO1 (15) Discussion in (a) may include narrative of the early years, imposition of settlements, requirement for raw materials (timber, leather) / foodstuffs (corn, meat, beer)/ specialist skills such as metalworking; all these had an impact on the economy. So too did the amount of silver to be spent in market towns/ colonies and cannabae, leading to growth of the economy/ administration centres saw demands for labouring/ building and 'service industries' of various kinds. In (b) expect a range of roles to be identified; security on the borders and along trade routes/ escort duties / enforcing tax collection / record-keeping / civil engineering, and so on.
- AO2 (20) The focus must be on 'impact' in (a) and (b), and there should be some attempt to assess 'what part' in (c); reward balanced discussion of relevant issues in all parts; the whole period needs to be addressed and supported for marks in bands 1 or 2. There ought also to be explicit discussion on what is meant by 'Romanisation' and the specific contribution of the army in (c): physical: roads, defence, peace-keeping, impact on local economies, settlement of veterans, and so on.
- AO3 (10) There is a wide range of literary material from Tacitus, Dio, etc. for the early period; archaeological evidence (from vicus-settlements etc.) and the growth of military sites into towns will also be deployed, particularly in (b) and (c), and may also be found in (a); reward any aspects of Romanisation such as introduction of religion, inter-marriage, recruitment of native population into the army, etc. according to range and depth of detail in each section, as appropriate.
- 3** (a) What were the main features of British agriculture at the time of the Claudian invasion?
- (b) What changes in the economy of the countryside are indicated by the development of villa farms?
- (c) To what extent did techniques in farming in Roman Britain change during the period?

- AO1 (15) Candidates should have some information to hand for (a) from Strabo, Caesar, or from archaeology – wheat and cattle-ranching predominating. There should be a description of 2 examples of villa farms minimum in (b). Particular factors of location: for example Chedworth, Bignor, Lullingstone - seclusion, fertile land, good water supply, making most of nature of terrain but also access to communication lines and urban settlements. Detailed knowledge exemplified should be rewarded. In (b), there should be some awareness of the importance of rural economy, developments and changes. Also attitudes of land owners eschewing urban society for tax reasons (and local offices). In (c), any change in farming requires follow through of development and change over course of the period. Importation of external practices, including slave labour?, plants/ crop-types and so on.
- AO2 (20) Reward descriptions of 'changes' in (b) and in particular 'to what extent' in (c) with clear supported judgement receiving reward in the upper bands. A sound analysis of 'main features' in (a) should also receive appropriate credit.
- AO3 (10) As in q. 1, most of the sources candidates will draw on will be archaeological, though there may be some literary reference which should be credited (eg Caesar/ Strabo / Tacitus give descriptions of the fertility and range of produce for the beginning of the period; Roman/ Mediterranean agricultural manuals, for the later periods, supported by archaeology – crop remains of vines etc.). Reward according to the level of detailed use of sources selected which focus on the varying demands of the question.
- 4 (a) Briefly outline the differences between British and Roman art in the first half of the 1st century AD. (You should refer to at least **three** specific examples.)
- (b) To what extent did Roman forms of artistic expression replace British ones in the period up to AD 415?
- (c) How far do you consider that changes in artistic style support the view that Britain had become thoroughly Romanised by AD 415?
- AO1 (15) There should be a detailed description of at least 3 examples of any artistic remains of the candidate's choice in (a). These need to be suitably selected to address 'extent' in (b) and may be used to support judgement in (c).
- AO2 (20) In (b) there needs to be a supported and considered judgement about 'to what extent'; in (c), 'changes' must be assessed in a clear manner, again with adequate support. Answers which are imbalanced or only address one of these issues with confidence might be limited to band 3 or below. In (c) there should be an assessment of what is meant by a Romanisation culture and how it may be identified.
- AO3 (10) Any examples appropriately recalled and described in detail should be rewarded according to the mark bands; there may be a concentration on three items in (a) and (b) and then recourse to a wider (and less detailed) range of evidence in (c) – reward depth of detail and breadth in both cases. Examples should cover a timescale sufficient to allow assessment and support from examples of a judgement about 'thoroughly Romanised by AD 415).

Mark Scheme 2459
June 2007

2007 2459 Final Mark Scheme

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Section A Herodotus on Persia

1 Herodotus 3.38

- (a) How far does this passage help us understand Persian views about social customs?

- AO1(5) Accurate detail from the passage needs to be extracted, in particular that the Persians are said to be interested in the *idea* of custom. Credit will be given to those who stress the fact the customs dealt with are those associated with burial (which is important to every society).
- AO2 (5) For the highest marks candidates will need to place this passage in the intellectual context of the late fifth century (especially the context of late fifth-century Athens), showing an appreciation of the intellectual debate of the time.
- AO3 (10) This looks like a very Greek passage, and high marks will be awarded to those who note that the passage ends with a quotation from a Greek poet. For the highest marks candidates need to evaluate the passage in this light.

- (b) On the basis of this passage and your own knowledge and understanding, to what extent is Herodotus' account of Persian social customs affected by the fact that he was Greek?

- AO1(5) Candidates should notice and refer to the explicit appearance of Greeks in the passage. Candidates with a sophisticated grasp of the intellectual context of late fifth-century Athens, knowledge of the Persian Empire and some specific customs should be well rewarded.
- AO2 (10) The best answers will consider the effect of his ethnicity on his perceptions and sources to evaluate 'to what extent'.
- AO3 (10) The best answers will consider the effect of the intellectual climate of 5th Century Athens on Herodotus' perceptions, eg the *nomos/phusis* debate, and show some knowledge of Herodotus' views on Persia.

2 The Cyrus Cylinder

- (a) How far does this passage help us understand the way that Cyrus presented himself to subjects?

- AO1(5) Accurate detail needs to be extracted from the passage, focussing in particular on the many titles, the substance of those titles, the religious dimension, and the stress on peace, freedom and the empire.
- AO2 (5) The best answers may consider Cyrus' motivations as they appear here in their historical context.
- AO3 (10) The best answers will consider the nature and validity of this source, and may compare it with relevant sections of Herodotus, whose presentation should be treated with suitable caution.

- (b) On the basis of this passage and your own knowledge and understanding, how consistent is Cyrus' self-presentation in this passage with the self-presentation of other Persian kings?

- AO1 (5) Relevant and accurate knowledge of at least one other king - two or three would be far better - is required. But answers must stay focussed on self-presentation rather than describing events during reigns.
- AO2 (10) The central part of the answer must be to do with consistency in self-presentation. Answers which deal with other presentations may receive credit in the lower bands.
- AO3 (10) High marks will be awarded to those candidates who use Herodotus as well as other Persian inscriptions and try to compare the usefulness of the two types of evidence.

3 Herodotus 7.5 and Herodotus 8.100

- (a) Account for the difference in Mardonius' advice to Xerxes in these two passages.

- AO1(5) Good answers will deal fully with the advice given in both passages and give adequate historical background.
- AO2 (5) High marks to those answers that use context to explain the differences between the two (viz. Mardonius' relationship to Xerxes, the events immediately preceding each speech).
- AO3 (10) The best answers will consider the function of each passage within Herodotus' narrative, with due caution about their reliability.

- (b) On the basis of these passages and your own knowledge and understanding, how reliable is Herodotus' account of Persian decision-making?

- AO1 (5) Good answers will be able to include a number of instances of Persian decision-making (eg various wars, successions).

- AO2 (10) The best answers will consider both other evidence and Herodotus' sources to establish his reliability.
- AO3 (10) Some (but not high) marks will be awarded to those who examine Herodotus' reliability very generally. Good marks to those who observe with specific reference that Herodotus' descriptions of Persian decision-making often seems rather Greek (eg constitutional debates); or heavily influenced by a Greek perspective. Candidates may use inscriptions as evidence.

Section B

The Athenian Empire, 450-410 BC

4 Thucydides 1.114-115.1

- (a) How far does this passage help us to understand the dangers Athens faced from revolting allies?

- AO1(5) Accurate and relevant detail needs to be extracted from the passage. Information on the relationship between Athens and other states outside the passage will be rewarded if relevant.
- AO2 (5) Focus on the passage as a source of information on dangers and on its validity.
- AO3 (10) Evaluation/analysis of Thucydides in terms of the accuracy of the information he provides in relation to the dangers. Accurate comment on the nature of the passage will be well rewarded.

- (b) On the basis of this passage and your own knowledge and understanding, to what extent was the Athenian Empire popular in the subject cities?

- AO1 (5) Accurate knowledge of examples of who was in the Athenian empire, the various statuses of allied and subject states. Appropriate events (various revolts and returns) and texts need to be referred to and used.
- AO2 (10) Candidates should note - for high marks - that all the cities within the empire were likely to be split politically, with some in favour of Athens and others' against.
- AO3 (10) The best answers may note the lack of non-Athenian evidence, and argue that it makes it very difficult for us to evaluate popularity. Evaluation of Thucydides or other sources is required.

5 Thucydides 6.82.3 – 83.4

- (a) How useful is this passage for our understanding of the Athenians' view of their own empire?

- AO1(5) Accurate detail about Athenian justification for empire needs to be pointed to in the passage. Understanding of Athenian imperialism.
- AO2 (5) Analysis of the word 'useful' in the context of available evidence.
- AO3 (10) High marks can only be awarded to those who know the context in which this speech was made. Highest marks will be awarded to those candidates who can refer to the other classic statements of Athenian imperialism, and evaluate Thucydides' presentation.

- (b) On the basis of this passage and your own knowledge and understanding, consider the various reasons that allies were loyal to Athens during this period.

- AO1 (5) Accurate detail about which allies were loyal to Athens, when they were loyal, and their motives where known.

- AO2 (10) The various reasons for loyalty need to be considered: anti-Persian feeling, pro-democratic sympathies, anti-Spartan values etc.
- AO3 (10) High marks will be given to those who can refer to and evaluate a variety of evidence, ie not only to Thucydides but also to inscriptions (esp. to do with post-revolt settlements).

6 Inscription 216A (LACTOR 1) and Plutarch, *Perikles* 11.5-6

- (a) How far do these two passages help us to understand the extent of Athenian interference abroad?
- AO1(5) Accurate and relevant information needs to be extracted from the passages. The best answers may note that Athenians tended to interfere with their allies/subjects, and that both these passages - along with numerous other possible references - reflect that fact.
- AO2 (5) Answers should revolve around the importance of the security of the empire, and the nature of Athenian Imperialism. The best answers may consider what is meant by interference.
- AO3 (10) Candidates should note the differences between the two passages: one is an inscription about a post-revolt settlement, the other is a very late biographical source about Athenian emigration, and evaluate accordingly.
- (b) On the basis of these passages and your own knowledge and understanding, consider the various and changing ways in which Athens sought to control her allies.
- AO1 (5) Good answers will include quite a range of methods used by the Athenians to control allies, ie not only those mentioned in these two passages but also other methods (law suits in Athens, full democracy and so on).
- AO2 (10) Various and changing needs attention, and the best answers will have some well-argued reasons for both.
- AO3 (10) High marks for those who can demonstrate awareness that almost all the evidence about this comes from Athens, and evaluate it accordingly.

Section C

The Trial of Socrates

7 Xenophon, *Memorabilia* 1.2

- (a) How reliable is this passage in its account of Socrates' relationship with the Thirty Tyrants?
- AO1(5) Some background information on the historical context combined with accurate and relevant detail from the passage, with a particular emphasis on the relationship between Socrates and Critias, and the Thirty.
- AO2 (5) Reliability must be at the centre of this answer, and in order to test reliability other texts must be adduced for comparison (eg *Apology*).
- AO3 (10) Possible bias in favour of Socrates must be noted, and explained, in its context. Evaluation of the passage with reference to other sources (eg. *Apology*) will be well rewarded.
- (b) On the basis of this passage and your own knowledge and understanding, to what extent were the Athenians right to charge Socrates with corrupting the young?
- AO1 (5) The details of the exact charge should be made clear, as must examples of the young people referred to by the prosecutor.
- AO2 (10) Some consideration of corruption of the young, allied with a detailed knowledge of appropriate incidents and texts, should appear in the essay. Debate about the meaning of 'right' will be well received.

- AO3 (10) Candidates must consider the validity of the sources, including their relationship with Socrates and the climate within which they were writing.

8 Aristophanes, *Clouds*, 628-647

- (a) How reliable is this passage in its depiction of Socrates' interests and ideas?
- AO1(5) Accurate detail about Socrates' interests and ideas must be extracted from the passage. Information from other sources will also be given credit.
- AO2 (5) Candidates should focus on the reliability of this passage in relation to what else is known of Socrates.
- AO3 (10) The context of the performance of the play, of Aristophanes' interests and style etc. are all valid. Since this question asks about reliability, other texts (Xenophon and Plato) must be adduced and evaluated.
- (b) On the basis of this passage and your own knowledge and understanding, how would you characterise the relationship between Socrates and the Sophists?
- AO1 (5) Knowledge is required of who and what the Sophists were. Answers that lump them together with Socrates too easily will not receive the highest marks. Knowledge of what distinguished Socrates will be well rewarded.
- AO2 (10) The best answers will note the inherent difficulties in such a characterisation and may even consider the context of the word 'relationship'.
- AO3 (10) Scepticism about the value of the texts we have - both about Socrates and the Sophists - will be rewarded, if appropriately expressed. Good answers will note that there are two extreme positions - that of Aristophanes and that of Plato.

9 Plato, *Apology* 37e-38b and Xenophon, *Socrates' Defence* 57

- (a) How accurate and consistent are these two passages in their description of Socrates' conduct of his defence?
- AO1(5) Accurate detail must be extracted from the passages. For higher marks, all of passage A should be used.
- AO2 (5) Arrogance would be a fairly easy charge to make against Socrates and there are numerous examples in especially the *Apology*. Accuracy needs to be constructively mentioned for full marks.
- AO3 (10) The best answers will consider the validity and context of both passages and relationship with a clear focus on the question.
- (b) On the basis of these passages and your own knowledge and understanding, to what extent were Socrates' philosophical ideas responsible for the charges against him and his conviction?
- AO1 (5) Some detail about what Socrates' ideas were and the charges against him. Other relevant historical information will be rewarded.
- AO2 (10) Some argument is needed about how we are supposed to know what his ideas were, given the nature of our sources. How these related to the charges brought against him should also be considered.
- AO3 (10) A number of things need to be dealt with here: to what extent were Socrates' ideas unorthodox? To what extent were they responsible for **both** charge **and** conviction (esp. given the actual charges)? Can we find any other evidence that shows similar mistrust of intellectuals (whether they agree with Socrates or not)?

Mark Scheme 2460
June 2007

2007 2460 Final Mark Scheme

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Section A

The Catilinarian Conspiracy

1 Cicero In Catilinam II.19-20

- (a) Do you think Cicero's listeners would have found this description of some of Catiline's supporters credible?

AO1(5) Answers should consider some of the statements Cicero makes using information which confirms or contradicts what they say: information on whom Cicero might mean should be rewarded – debt was common amongst the political class – eg Caesar; ex-Sullans such as Catiline might see civil war as option; Sullan veterans were a recognisable group; there was economic distress in Etruria – how far due to extravagance is questionable.

AO2 (5) For high marks discussion should concern why the extract is credible or not. Issue to be raised for high marks should be: (A) the reasons for presenting the descriptions as he does; (B) the context of the speech which would encourage listeners to believe him (C) which aspects are/are not credible in terms of information from other sources – reward two balanced judgements with band 1-2.

- AO3 (10) Evaluation of the extract is needed: Cicero is writing a speech designed to create support for his actions; information should be used to indicate where the extract is exaggerated or incorrect or designed to persuade with the author's reasons for doing so. Reward any comparison/conflict with Sallust's version which is specific with high bands eg 36 'the whole of the lower orders'; 37 ref. to debtors and extravagance; 28 Sulla's colonies etc.
- (b) On the basis of this passage and your own knowledge and understanding, consider the extent to which Cicero exaggerated the threat from Catiline to enhance his consulship.
- AO1(5) Factual knowledge concerning (a) Cicero's statements (or reported statement in Sallust for example) (AO3 marks also here for precise references or quotes) and (b) Catiline's actions (or alleged actions) and character – his '1st conspiracy', the plan to murder Cicero, his claim they wish to burn Rome, plotting with Manlius, his description of Manlius and his followers as 'scoundrels' ignoring their real grievances, his description of the supporters as debtors, seditious, murderers (high marks for precise detail) etc; good answers should have at least two precise examples.
- AO2 (10) Discussion should relate what Cicero says to events or actions and consider (a) how far Cicero exaggerates or implies motives/intentions and actions; inconsistent comments from Cicero, claims about the 'First Conspiracy', Cicero's description of the supporters and the real support, etc. For marks above band 3 should be some (b) discussion of how it might be beneficial to Cicero and his ambitions as consul or (c) what political consideration might lead him to exaggerate.
- AO3 (10) Answers should use precise examples from at least one other source than Cicero for bands 1-2 (e.g Sallust 36): good answers should interpret the references as evidence for Catiline's supporters and actions. Awareness of conflicts within Cicero's statements and with other sources is in band 1-2 eg Cicero did not have evidence at the time of the 2nd Oration; Sallust should be evaluated for high marks since he may be using Cicero as a source. General evaluation of Cicero as evidence is no higher than band 4 eg speeches are meant to persuade/convince so likely to be overstated without ref. to a specific extract.

2 **Sallust, *Catiline* 20**

- (a) How believable is this account of Catiline's speech to his fellow conspirators?
- AO1(5) For a full answer detail is needed of Catiline's character from other sources and association with other politicians or views from other sources to assess the claims in the passage: reference to debts, to wealth of others, the oligarchy could be valid and possibly argued as something Catiline might say etc.
- AO2 (5) Answers might (a) compare this analysis with other views expressed by Sallust (eg the Introduction, Chs. 36-39); (b) question if these were Catiline's views at all for top marks; (c) consider how likely Catiline would say this at this point (d) identify points which might be valid comment; (e) consider the genre of history and the place of speeches (for 03 also). Any two of these is worth bands 1-2 if supported by precise evidence.
- AO3 (10) Good interpretation should include a discussion of the use of speeches to present analysis by the author of character or situation; use for dramatisation; for highlighting a moment or event etc. reference to other sayings of Catiline should be rewarded and in band 1-2 if used to compare or contrast.

- (b) On the basis of this passage and your own knowledge and understanding, assess the accuracy of Sallust's account of Catiline's words and actions during the period 65-62 BC.

- AO1 (5) Answers should include some relevant knowledge against Sallust's version of events eg his mistakes over dates and sequences, his use of the quote from Catiline in the Senate house, his tendency to generalize, etc. Answers might include relevant detail of his early career under Strabo, Sulla and during the 70s and 60s, reference to his failure for the consulship, his unfulfilled ambitions to develop Sallust's view of Catiline's character. Answers should consider such problems as bias, use of stereotypes, the context of the sources (eg Cicero's speeches), the nature of historiography.
- AO2 (10) The problems with the passage should be related to Sallust's account in general and at least two other specific examples used. Some discussion of how far this passage is reliable as an indication of motives and actions in the context of Sallust's aims should be rewarded. General discussions of reliability and some assessment of either Sallust's good or bad points, accuracy or inaccuracy, artistic or rhetorical approach to the account should be placed in band 3 – higher where specific support is used.
- AO3 (10) For AO3 answers may use this passage as a focus for discussion on the reliability of Sallust's account in general and Sallust's reasons for including it – partly to explain his information about Piso and Crassus (19.1 included in the extract), for artistic reasons, related to his overall objectives concerning Catiline's character (this plot would fit in well), the genre of the single-subject monograph; specific reference to two sources (eg this passage and one other source or passage from Sallust) needed for high marks eg Ch. 15 on his action and madness early in his career; candidates may refer to Cicero for similar explanations. Explanations from the sources should be discussed in terms of reliability for higher bands.

3 Sallust, *Catiline* 38 & 52

- (a) How consistent and accurate are these views of political activity in Rome at this time?

- AO1(5) Information which relates to the accuracy of the extracts should be included: the various tribunes of the period (Gabinus, Manilius, Nepos, Rullus, Labienus), with examples of bribery and promises or instances of self-interest by ambitious politicians; the activities of the oligarchy opposing populares such as Caesar, Pompey; use of trials eg Catiline, Manilius, Rabirius; importance of wealth and son. Answers need not address all of this but general descriptions of politics should not go above band 4.
- AO2 (5) Both consistent and accurate need to be addressed for band 1-2. Consistency: both passages are from Sallust, A by Sallust himself, B from Cato's speech, which may or may not be an accurate version. B is more general and focuses upon wealth and decline of virtues (as **Cat 10-13**). A focuses on self-interest and the rivalry for power as a reason for decline, more of description of the period than B, and criticises the Senatorial oligarchy for its exclusiveness rather than idleness.
- AO3 (10) Support from other source material is needed for the discussion on accuracy – Cicero's letters and speeches provide information on events of 65-3: Catiline's trial and bribery, Rabirius trial, Caesar's activities; other parts of the Sallust (10-13 for example) might be used, or Caesar's speech; the section from which A comes (36-9) could also be used to support the discussion. All the material should be used critically for bands 1-2.

- (b) On the basis of these passages and your own knowledge and understanding, consider whether the Catilinarian conspiracy was purely a symptom of serious underlying problems for the Republic.

- AO1 (5) Answers should provide detail examples of political, social or economic problems at the time: the role of the oligarchy/optimates; exclusiveness and control by a small number; the activities of populares such as Caesar, Crassus, Pompey and others and their use of wealth, patronage, the army, violence, bribery etc the role of the urban mob; the debt situation and its effect; the differences between equestrians and senators etc. Answers should provide detail of at least two examples from the groups or individuals relating to specific problems/issues affecting the republic.
- AO2 (10) Answers in bands 1-2 should focus on the question of whether or not the Conspiracy was serious and the work of a few disaffected individuals, or part of wider problems such as detailed in the extracts. Discussions of political, social or economic issues in general should be placed no higher than band 4, if not clearly related to the question of the Conspiracy itself.
- AO3 (10) Support from sources needed for wider problems and the issues eg Cicero's letters/speeches on events and motives of individuals; Sallust for the political situation some references in Cicero in *Cat.* II 19, 22-3; or Sallust Ch. 14-16 – the younger generation, Sullan Veterans etc; Sallust on the wastefulness of some Ch. 13; general economic problems Ch. 20-1 rich and poor; cf Ch. 37-99 and 52; reference to Crassus in Sallust 48; Lentulus; Cethegus etc and financial involvement. High marks for detail supported by source reference and indicating connections of the conspiracy to other problems. General references to source material/ bias etc should not be above band 4.

Section B

Augustus and Augustan Propaganda

4 Res Gestae 25-26

- (a) How accurate is this account of Augustus' military achievements?

- AO1(5) Factual information on the events Augustus is referring to is needed – at least two in good detail for higher bands; answers need not deal with everything but should focus on what is accurate and what is either inaccurate or lacks detail eg pirate campaign, Ethiopia, the extension of boundaries; some of the language might be examined for higher bands in 03 also eg 'the whole of Italy, 'demanded me as leader'.
- AO2 (5) Answers should focus on accuracy and present factual information and/or sources from elsewhere to support the discussion for high bands eg no mention of Sextus Pompeius in 25; the Ethiopian campaign was not a success; extension of boundaries: Egypt, the Alps, Pannonia, Armenia etc; Germany could be argued either way depending on the date, although the RG was revised after AD 9.
- AO3 (10) Answers in bands 1-2 should critically assess the extract; reward additional source material which compares and contrasts with Augustus' claims with some evaluation: Tac. *Annals* 1.3.6 on Germany after Varus; *Annals* 1.10.4 mentions defeats; Horace 4.5.25-8 praises his achievements cf. 4.15.17ff; Virgil *Aeneid* 8. 716ff on triumphs and nations subject to Rome.

- (b) On the basis of this passage and your own knowledge and understanding, consider why military achievements were regarded as important by writers both during and after Augustus' lifetime.

- AO1 (5) Answers should provide information on three military events/issues with specific detail for bands 1-2; General discussion of Augustus' military successes or failures should gain no more than half-marks. Reference to architecture/visual material should be rewarded in A01 and A03
- AO2 (10) Answers should focus on at least two of the following for higher bands: (a) why military success was important to Augustus and Romans in general (b) what effect it might have had on his regime's popularity and (c) what views were held about Augustus' actions and successes/failures.
- AO3 (10) The extract provides ample support for his successes– for high bands it must be evaluated; quoting or referring to the extract alone is no higher than band 4. There should be some support from the sources for views about the importance of military activity- Horace *Odes* 3.5 1-4 on A's divinity after conquest of Britain and Parthia. cf 4.5, 4.15 ; Virgil 6. 847ff on Rome's mission according to Anchises; Virgil 8 conquest of Egypt cf. Hor. *Odes* 1.37; architectural and sculptural examples should be rewarded as a means of propaganda. RG 27-33 continues the theme of Augustus' extension of Roman power eg client kings from Britain and Parthia. Tacitus and Suetonius offer a balance with mention of defeats (*Annals* 1.3, 1.10; Suet. *Aug.* 21-3); other sources outside the prescription may be used and should be rewarded eg Velleius Paterculus; Hor. *Odes* 4.4. 17ff Drusus; 4.14 10f Drusus and the Alps, 29ff Tiberius

5 Tacitus *Annals* 1.3

- (a) How useful is this account for our understanding of the importance of Augustus' family to his regime?
- AO1(5) The details from the passage should be supported with factual information to test usefulness: the role of individuals as successors; their commands and successes – Agrippa, Drusus, Tiberius and Germanicus; the contribution in civil administration; Livia's activities should be questioned; it omits Julia(s); assessments from Tacitus about the purpose and the quality of individuals might also be developed with factual information
- AO2 (5) Answers should address 'useful' for higher marks; (a) Tacitus has a particular viewpoint about their importance – 'despotism' 'shamelessly eager', 'safeguards' – to protect and continue his regime. Answers should critically assess this view for bands 1-2 and (b) assess the accuracy of this summary. Reward answers which recognise that it is a summary, not intended to be a full account at this point.
- AO3 (10) The extract is the focus of the question and good interpretation of the detail and critical use is worth bands 1-2; Suet. 63-5 contains information about the family; RG also refers to Gaius and Lucius (14 –designated consuls at 15, to be consuls at 20, principes iuventutis), Tiberius (8 –census, 27 Parthia, although not when referring to the standards in 29), Marcellus (21), Agrippa (22, games); references occur in poetry and at other points in Tacitus and Suetonius.
- (b) On the basis of this passage and your own knowledge and understanding, consider how consistent and fair the sources are in their assessment of the contribution of Augustus' family to his time?
- AO1 (5) Answers should provide either specific factual detail or specific source material of two family members for band 1: Tiberius, Drusus, Agrippa, Lucius and Gaius, Livia, Julia, even Postumus.
- AO2 (10) Both 'consistent' and 'fair' should be addressed for full marks. Answers should be supported by factual information and/or source material outside the extract for higher grades. Answers could contrast this extract with RG, or Suetonius and Tacitus, or the poetry and Tacitus and Suetonius etc

- AO3 (10) A range of sources should be used for bands 1-2 and there should be some critical assessment of the differences in genre, author bias and purpose, and style. For examples answers comparing Tacitus with Horace should note at least the difference in time of writing, the different genres and how they affect content and the views of the authors when assessing 'consistent' or 'fair'. Band 3 for answers which compare content of some source material only.

6 Tacitus, *Annals* 1.2 & Horace *Odes* 4.5

- (a)** How would you account for the varying and changing attitudes in these passages towards Augustus?

- AO1(5) Factual detail on authors, their perspectives on Augustus, the genres and the context in which the extracts were written should all be rewarded in band 3 or higher with precise detail eg Augustus' patronage of Horace, Tacitus more objective due to passage of time, Horace's personal views, Tacitus is voicing the views of other contemporaries of Augustus (apparently!).
Factual material which relates to the content can be rewarded also if related to the question of difference or similarity eg Augustus is absent at the time in Gaul or Germany, Tacitus is referring to events generally without detail.
- AO2 (5) Answers should focus on (a) the differences and (b) the reasons for them and possibly (c) the reasons for change in attitudes using the information from AO1 and AO3 in support: factors which might affect their views: the writers are 100 years apart, Horace has reason to support Augustus (not only that he is his patron!) – civil war was still fresh in some people's minds and Augustus' achievement was considerable -, Tacitus shows that not all were taken in by the propaganda, poetry is not history!
- AO3 (10) Precise interpretation of the content of the extracts and comparison of opinions should be rewarded highly in this question. Similar views might be used to support the discussion eg Tac. *Annals* 1.9; other poems of Horace, and/or Virgil's *Aeneid*; the support shown in Suetonius and the *RG* for Augustus.

- (b)** On the basis of these passages and your own knowledge and understanding, consider how far the opinions represented in these extracts are typical of the ways Romans viewed Augustus.

- AO1 (5) For AO1 and AO3 answers should provide two specific references to other material eg *Annals* 1.9 or 1.2, 1.3-4; Horace (4.15, 3.3, 3.5); Virgil *Aeneid* 8; Suetonius 27 which deals with his triumvirate years and his unpopularity. High marks for answers with any specific examples to identify attitudes eg conspiracies, popularity among plebs, his own defence of actions which reflect on opinions expressed in the sources.
Factual detail of authors, contexts of writing, bias and aims of authors can be rewarded in AO1
- AO2 (10) Answers should focus on the **typical** aspect and use comparisons which are precise for high bands. Answers should provide a balance of views and consider the views of different groups – the specific detail should be rewarded highly. Above half marks for generalising in discussion but showing an understanding that the same views was not held by all contemporaries or later writers.

- AO3 (10) Some overlap with A01 in examples of other source material: material should be interpreted in terms of the authors' biases, perspectives or agendas for higher bands. General references to opinions without specific examples should be placed in band 4 or lower eg poets favour Augustus because they are paid by him; Tacitus dislikes Augustus because of republican sentiments etc.

Section C

The Reign Of Nero

7 Tacitus, *Annals* 14.10-11

- (a) How believable are the motives and actions attributed to Agrippina in this passage?
- AO1(5) Information about Agrippina's activities which related to the extract should be rewarded; general information on her actions, or a review of her life is not needed.
- AO2 (5) Discussion should focus on 'believable': (a) Tacitus is reporting Nero's version of events (b) Nero has reasons to exaggerate (d) Tacitus may also be biased (d) what is said should be set against other sources of information to provide balanced judgements for bands 1-3. Bands 1-2 should include some assessment of the context and value of the extract using specific points eg co-ruler likely?
- AO3 (10) The extract should be examined in detail for band 3; general assessment of its overall view of Agrippina is not higher than band 4. Other parts of Tacitus may be used to compare with this – the early chapters of the selection on her attempts to be involved and Nero's efforts to stop her. Suetonius 34 for her murder.
- (b) On the basis of this passage and your own knowledge and understanding, discuss the extent to which women of the imperial family played a significant role in Nero's regime.
- AO1 (5) Some detail on at least two women or information on more is worth band 1. It must be imperial women eg Agrippina, Poppaea, Octavia. Information should concern their significance and be related to the discussion for reward – eg Poppaea's role in the deaths of Agrippina or Octavia, the effect Octavia had on Nero's popularity/legitimacy as ruler.
- AO2 (10) Discussion should focus on significance for high bands: Agrippina's role in the accession and early years; her alleged activities against Nero, effect of her death; Poppaea's influence before and after marriage on his actions; judgements are needed based upon the evidence (appropriately assessed for bands 1-2).
- AO3 (10) The extract should be used: band 3 only if evaluated in terms of the issue of significance. Tacitus 13.2-4 start of reign, 13. 10 the Armenian incident; 13.13. 17-8 support for Britannicus; 14. 1 Poppaea and Agrippina, 14. 61 Poppaea and Octavia etc; Suetonius *Nero* 34 'over-watchful, ever-critical' etc; band 3 for relevant use at least.

8 Cassius Dio 63. 10-11

- (a) How typical of the sources are the attitudes expressed in this passage towards Nero's activities?

AO1(5) Some overlap with 03 for examples of attitudes which compare or contrast with the extract. Reward also factual knowledge regarding the excursion to Greece and the events there (Suet. *Nero* 23 the festivals, the prizes, removal of art works, his return, the liberation of Greece (Suet. *Nero* 24); gifts etc; Tac. *Annals* 14. 14 provides his view; Augustiani (Tac. *Annals* 14. 15) and Burrus' reaction. Dio repeats the reactions of the crowd to Nero on his triumphal return (63.20).

AO2 (5) Answers should focus on the question of 'typical' for bands 1-2 supported by precise comparisons for examples. General assessment of how far other sources repeat the attitudes or information should be placed in band 3 if two examples are used.

AO3 (10) For band 3 the answers provide specific examples to interpret the attitudes in this extract at least eg language implies criticism – 'antics', 'endured' 'disgraceful' etc as well as 'pillaged', 'as if a military campaign', 'slaughtered' ; answers which provide alternative or similar views from other sources should be placed higher. Suet. *Nero* 22-3 describes the performances in Greece; 20-1 mentions the groups of supporters and praise; 23 also mentions how no one was allowed to leave. Suetonius makes no mention of pillaging and slaughtering here but does in 38 after the Fire of Rome.

- (b) On the basis of this passage and your own knowledge and understanding, consider how far the views of the sources towards Nero's artistic ambitions reflect those of his contemporaries.

AO1 (5) The Answer should include some detail of attitudes from contemporaries, as far as possible, although these must be, to some extent, got from the source material itself. Popularity among the plebs of Nero's activities, the reaction in Greece, the groups of supporters at the theatre; popularity of his festivals, some took part with him (Tac. 14.14) etc; the opposition in terms of reactions eg Burrus, Subrius Flavus in Piso's plot (Tac. 15.65, 67), Vindex's speech in Dio 63. 22.

AO2 (10) Answers should compare the sources' views and the views expressed by Nero's contemporaries and provide supported judgements for band 3; higher bands should distinguish different views eg of ordinary Romans and upper class, and even within the upper class; generalised points about views eg the upper class disapproved) without support should be in band 4 or lower.

AO3 (10) As in 01, source material interpreted to supply attitudes can be rewarded here. Suet. *Nero* 12 mentions festivals, the reaction to Greek aspects; Tac. 14. 20-1 mixed reactions to the festivals cf. *Annals* 14. 47 distribution of oil on a Greek scale; Dio gives us Vindex's speech (63.20). The sources must be evaluated when used to identify attitudes for bands 1-2; no higher than band 3 for use of the sources without comment.

9 Suetonius *Nero* 36-7 and Tacitus *Annals* 14.22

(a) How accurate and consistent do you find these accounts?

AO1(5) Factual information about Plautus, the extent of his challenge to Nero, the other plots mentioned; the context of the two passages; information about the authors and their approaches is to be rewarded as it relates to the question of accuracy/consistency. Tacitus' comet is dated to AD 59 (he mentions one at 15.47 in AD 64), Suetonius appears to coincide with Piso's plot (AD 65).

AO2 (5) Answers should deal with consistent and accurate for band 1. The reaction of Nero to the comet should be discussed, and the detail of the portrayal of Nero at this point.

AO3 (10) The two sources should be compared in detail for band 3 or higher; assessment of the genres, the authors' agendas and their views of the event should be interpreted to support judgements in 02 – eg Tacitus is sceptical, Suetonius appears to take it at face value; Tacitus adds the detail of 'divine anger' to the story. Tacitus is more precise and exact, Suetonius emphasises Nero's extreme reaction.

(b) On the basis of this passage and your own knowledge and understanding, consider how effectively Nero dealt with rivals during his reign.

AO1 (5) Answers should detail two rivals at least for bands 1-2; one detailed example or general references in band 3 or below: Britannicus, Plautus, Sulla, Piso, Galba (**not** Agrippina). Nero's policy and actions towards them is needed for full marks. General points about Nero's approach eg uses murder or exile with examples in band 3; lower without examples.

AO2 (10) Answers should discuss the effectiveness of his approach: the methods (a) in reducing threats (b) reaction to his methods: death of Britannicus, removal and then murder of Sulla and Plautus, removal of Seneca and Burrus; the use of assassination –effective in one way but damaging in another; (c) extent of success/ failure.

AO3 (10) Extracts provide material: the generally low-key approach in AD 59; more extreme in Suetonius – other examples: extreme approach towards Britannicus (Suet. *Nero* 33), (Tacitus *Annals* 13. 15ff); later treatment of Plautus (with the help of Tigellinus) 14.57-8; failure to deal with Vindex and Galba (Suet. *Nero* 40-1) or Dio 63. 26.

Mark Scheme 2461
June 2007

2007 2461 Final Mark Scheme

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Section A

1 Strabo 4.5.2

- (a) How useful is this passage in informing us about Roman views of the economy and inhabitants of Britain before the Claudian invasion?

- AO1(5) Reward comment on all aspects of the passage, including the curious mixture of detail on the people, the landscape, the weather. Perceptive candidates should note that according to Strabo there are no fewer than **four** main crossing routes – not much has changed!
- AO2 (5) Information discussed needs to be assessed as 'Roman views' – are they admiring, over-awed, surprised, disgusted? Expect a critical assessment of the details in the passage, such as a comparison of the detail about location and claims to accuracy. **Useful** should be explicitly addressed and supported for high or full marks.
- AO3 (10) In the passage the economy of Britain is seen as at times advanced, at times under-developed. Reward detailed use of the passage and comparison with other sources.

- (b) On the basis of this passage and your own knowledge and understanding, consider how far we can rely on what Strabo tells us about economic activity in Roman Britain.
- AO1(5) Use should be made both of the passage and of own knowledge: 'economic activity' is more difficult to evaluate, but some attempt should be made (for example, the geography of Britain at this time is described elsewhere, and by writers who had visited it, and has also been assessed by archaeology. Some might argue that the weather hasn't changed much!
- AO2 (10) **How far** and **reliable** should be clearly addressed and supported with detailed information, and for the highest bands there should be some attempt to address levels of economic activity; other information/ passages of Strabo might be adduced to evaluate how accurate he is.
- AO3 (10) Detailed comment on information in the passage and specific supporting data from other sources should be rewarded (see also AO1 above), as should a critical and sensitive approach to the information; some of this claims to be eye-witness information, not easily dismissed; other details read more like hearsay; the repeated comparisons with Celtic tribes better known to the Romans may be evaluated and used as evidence. Reward any evidence from archaeology which may be brought in to support/ refute Strabo's statements.

2 Tacitus, *Annals* 12.36-37

- (a) How accurate do you consider Tacitus' presentation of Caratacus in this passage?
- AO1(5) Reward critical comment on all aspects of the passage, including probable/ possible use of extant written sources (and some lost ones), though these are not essential; the detail of T's description, and the possibility that eye-witness accounts could lie behind at least the first part, even eye-witness accounts could have been altered in the telling or misinterpreted. Reward answers which attempt to explain why T. includes this type of material – and which identify his intended audience.
- AO2 (5) **How accurate** should be explicitly addressed and supported for high or full marks; at least expect a critical assessment of the details in the passage, particularly in respect of the speech.
- AO3 (10) Good use of this passage should be credited, as should attempts at evaluating and interpreting its different parts (the narrative may be considered differently from the speech). Answers in the highest bands may include comparison with other passages of a similar nature (speeches by Boudica, Calgacus; narrative elsewhere in Tacitus about Caratacus' exploits).
- (b) On the basis of this passage and your own knowledge and understanding, to what extent is this presentation typical of the ways in which Greek and Roman writers sought to portray British leaders?
- AO1 (5) Detailed use should be offered about British leaders from own knowledge for marks above band 4: 'typical' must be addressed (see AO2); answers in the highest bands will compare descriptions of the Britons from different parts of the island and different authors (Caesar, Tacitus, Strabo – there is plenty of material to choose from), or the 'Brittunculi' ref. from Vindolanda.

- AO2 (10) **Typical** should be clearly addressed and a judgement or judgements supported with detailed information, and for the highest bands there should be some attempt to address the variety of ways in which Britons are portrayed – sometimes barbaric (as here), or as heroic (Boudica/ Calgacus/ Caratacus), or as distant, or as an important part of the empire. Refer to mark grids for extent of judgement to be rewarded.
- AO3 (10) Detailed comment on information in the passage and specific supporting data from other sources should be rewarded (see also AO1 above), as should a critical and sensitive approach to the information, including an appreciation of the writing: T. eulogises Caratacus after describing him as a serious threat to Roman control in Britain; other obvious examples are Boudica and Calgacus. Detailed use of sources is needed for higher band marks – see grids for guidance.

3 Caesar *Gallic War* 5.9 and Dio, 62.12.1-3

- (a) Account for the differences in these two passages in their presentation of battles between Romans and Britons
- AO1(5) Reward critical details on any aspects of the passages. Their respective dating may be noted but this is not strictly necessary. Similarities and differences should be identified: both authors attempt detailed descriptions of battles between Britons and Romans, but whereas there are clearly accurate details in Caesar of a specific encounter (and he has considerable battle experience), Dio is less specific and lapses into banality in places, though his writing conveys more powerfully the confusion of battle.
- AO2 (5) **Differences** should be explicitly identified and evaluated for high or full marks; expect at least a critical assessment of the details in the passage, such as a comparison of the styles in which the respective accounts are written. Refer to mark grids for appropriate rewards.
- AO3 (10) Good use of both passages should be credited. Use the mark grids as a guide for rewarding levels of sources used
- (b) On the basis of these passages and your own knowledge and understanding, consider how reliable are the accounts of battles between Romans and Britons recorded by classical writers.
- AO1 (5) Use should be made both of the passages and of own knowledge: answers may address battles from any part the whole period covered by the specification. Own knowledge may include: likely purpose of writing; familiarity with military matters; how close the writers were to eye-witness accounts, and whether these may have been distorted. Any 'battles' or 'military campaigns' are valid.). Military techniques should be credited where they are used to support a clear judgement.
- AO2 (10) **How reliable** should be clearly addressed and supported with detailed information, and for the highest bands there should be some attempt to address both successes and failures of the Romans (eg Caratacus, Boudica).

- AO3 (10) Detailed comment on information in the passages and specific supporting data from other sources should be rewarded (see also AO1 above), as should a critical and sensitive approach to the information, including an appreciation of the writing: Caesar (eg) is writing propaganda as much as a detailed account; but he is qualified to write accurately on military matters, so his accounts may be seen as close to reality, and supported by what is known from other sources and from archaeology. They are at least plausible! This may not be the case with other writers (Suetonius, Dio). Reward other use of literary and archaeological sources as appropriate - a critical approach to these should be credited with marks in higher bands.

Mark Scheme 2462
June 2007

2007 2462 Final Mark Scheme

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Section A

- 1 How balanced is Herodotus' account of the consequences of the Ionian Revolt?
 - AO1 (15) Some detail is required about the course of the Ionian Revolt, but the focus should be on its consequences. Key players should be mentioned, as should the key events (eg the fall of Miletus, the burning of Sardis).
 - AO2 (15) Crucial here is the idea of balance: candidates will need to consider what they think Herodotus' more general purpose is, if they are to give a satisfactory account of balance.
 - AO3 (15) Clearly, Herodotus must figure prominently (but also accurately). Marks will be awarded to those who point out that we have little to compare Herodotus against and that, as a Greek, he may have a particular view of the revolt.

- 2 Assess the consequences for both Greeks and Persians of the outcome of the Battle of Marathon.
 - AO1 (15) Accurate and relevant detail about the battle is required. Candidates should also be able to refer to some of the key events that followed that battle for both sides, eg the Athenian decision to spend their surplus on rearmament, the second Persian invasion.
 - AO2 (15) Good answers will lay out clearly how they want to judge consequences: military victory will certainly come into it; also the increasing confidence of the Athenian democracy.

- AO3 (15) While Herodotus will be the key source – especially in terms of the narrative – candidates should also be able to refer to Aristotle's point that victory in the battle of Marathon increased the confidence of the democracy to such an extent that the first ostracisms took place in the 480s.
- 3** To what extent can we trust Herodotus' account of the Battle of Thermopylae?
- AO1 (15) Accurate detail from Herodotus about the battle must be included (eg numbers on each side, the importance of the nature of the pass and so on).
- AO2 (15) Candidates who write appropriately about Herodotus' judgement about Spartan involvement in this battle and his more general remarks about the importance of the Athenian contribution will receive high marks.
- AO3 (15) Candidates should also note that we have little to compare Herodotus with: evaluation will not be easy. Indeed, the size of the respective forces – and Herodotus' manifest inaccuracy – will need some fairly detailed consideration. Herodotus' interests must be addressed, although high marks will not be awarded to formulaic expressions of his Greek or Athenian bias.
- 4** How far can we trust Herodotus' view of the Athenian contribution to Greek victory in the Persian Wars (480 – 479 BC)?
- AO1 (15) Accurate detail about the course of the Persian Wars (ie the major battles, players etc.) is needed for high marks. Higher marks will be awarded to those who are specific about Athenian contributions in the various battles.
- AO2 (15) Herodotus is our main source and there is little to which one can compare him in order to test his reliability.
- AO3 (15) Good answers will refer to the key passage where Herodotus himself talks about the Athenian contribution in general terms, and will then try to measure that against what Herodotus himself says about eg the Spartan contribution at Thermopylae and Plataea.
- 5** How important was the liberation of the Greek cities of Asia Minor to the mainland Greek cities?
- AO1 (15) Good answers will have accurate detail about the events after the Battle of Plataea, and about the route of the Persian retreat. Specific detail is also needed about which Greek cities we are talking about.
- AO2 (15) Good answers will attempt to put the idea of liberation into the specific context of the 490s and 480s. References to the importance of the fall of Miletus will be welcomed. Some time will have to be spent on the idea of liberation, and of Greek claims to have established a politics based on freedom.
- AO3 (15) Herodotus is our main source for the events after 479BC, but he should be used with all the usual caution. Mention of Phrynichus will be rewarded, as will good attempts at analysis of those passages in Herodotus which deal with the idea of freedom in more abstract ways.

Section B**Greek History, 446-413 BC**

- 6** How fair is it to blame the Athenians for the outbreak of the Archidamian War?
- AO1 (15) Accurate and relevant detail is required about the events leading up to the beginning of the war (eg Epidamnus, Potidaea, Corcyra, the Megarian Decree).
- AO2 (15) Good answers will be careful how they apportion responsibility; they may even question the validity of such an exercise (preferring to repeat something like Thucydides' statement about the truest cause).
- AO3 (15) While the main evidence is clearly Thucydides, and thus he should make frequent and criticised appearances in good answers, there is still a need to refer to other sources. This is partly because Thucydides seems strangely selective in his depiction of events before the war (ie not much on the Megarian decree). So, other sources will include Aristophanes, Plutarch and some inscriptional evidence.
- 7** In what ways and for what reasons did Athenian strategy in the Archidamian War change?
- AO1 (15) Answers should be clear about that is referred to as the Archidamian War. Answers will discuss Athenian strategy post 421 will not be rewarded. Good answers will need to know the detail of the Periclean strategy up to 426/5, and also the detail of the changes (who was behind them and so on).
- AO2 (15) The focus here should be on both 'in what ways' and 'for what reasons'. The first question will need reference to the various decrees coming out of Athens in 426/5 concerning imperial income. The second question will require discussion of Thucydides' presentation of the Periclean strategy, and an evaluation of its success as a way of answering why the strategy changed.
- AO3 (15) Good answers will also be skeptical about our ability to come to a final conclusion because of Thucydides' evident hostility to Cleon.
- 8** To what extent was the Peace of Nicias a failure for Sparta?
- AO1 (15) Detail both accurate and relevant will be needed about the terms of the Peace of Nicias, and about Spartan claims before the war. Good answers will also have a good grasp of who Sparta's allies were.
- AO2 (15) In terms of the argument the idea of failure should be the focus, but especially good answers will be able to delve deeper into that idea by addressing the importance of events post 421 (especially 420's apparent Peloponnesian League meeting).
- AO3 (15) The crucial source is Thucydides, and possibly Aristophanes, whose analysis should be treated with due caution.
- 9** How fair is Thucydides in his account of the failure of the Sicilian expedition?
- AO1 (15) Accurate detail about the course of the expedition is required, as well as about the reasons for the expedition, its proponents and leaders and so on.
- AO2 (15) Especially good answers will know that Thucydides makes the failure of the expedition the crucial event of the whole war, a sign of Athens' decline since the death of Pericles, and an indication of inevitable defeat. Well argued scepticism about all these points will be rewarded. Discussion of

the import of 'fair' in this context will be well received.

- AO3 (15) An intelligent evaluation of Thucydides' narrative will be well received. Good answers may talk about a range of what Thucydides explicitly says about topics such as imperial overreach, democratic stupidity, Nicias' passivity, Alcibiades' importance and recklessness.

10 Assess the view that in Athens during this period religion and politics should **not** be seen as distinct activities.

- AO1 (15) Accurate and specific detail will be needed about the city's involvement in religious matters, eg the roles of the archons in organising certain festivals, the appointment of priests and priestesses, the rituals that occur at apparently political events.
- AO2 (15) Good answers will be able to argue that the Athenians did not make any obvious distinction themselves, preferring to talk of the *polis*.
- AO3 (15) A wide range of evidence will be needed: archaeological/architectural (Parthenon, Stoa Poikile) and literary (Herodotus perhaps; Sophocles' *Antigone* certainly). Good candidates will note, though, that Thucydides explicitly omits any mention of what he calls the fantastic in his history.

Section C

The Culture of Athens, 447-399 BC

11 To what extent during this period was the Assembly the main institution for ordinary citizens to participate in the political process?

- AO1 (15) Good detail about the workings of the Assembly will be needed for high marks. Answers which fail to deal with the importance of *rhetoires* will be unlikely to achieve high marks. Details about the law courts will be well rewarded.
- AO2 (15) Candidates should be able to define 'ordinary', and should also be prepared to contrast participation in other areas (Boule, law courts, festivals, navy etc.) in order to measure ('to what extent') the importance of the Assembly.
- AO3 (15) A wide range of more or less partial evidence will need to be adduced, although Thucydides and Aristophanes will probably be the most important. Accurate, applied evaluation is required for the top bands.

12 In what ways do the dramatists, in the plays you have studied, represent the relationship between the individual and the state? (You may limit yourself to discussing **two** plays.)

- AO1 (15) High marks to those candidates who can refer accurately and appropriately to at least two texts.
- AO2 (15) Good answers will demonstrate a sophisticated understanding of what the 'state' was for fifth-century Athenians. Answers which advance a modern understanding of the relationship between individual and state will not achieve the highest marks.
- AO3 (15) The highest bands will require intelligent analysis of the context of the plays, as well as a good knowledge of the plays themselves.

- 13** What do the sculptures on the Parthenon, together with relevant literary sources, tell us about the purposes of the Periclean building programme?
- AO1 (15) Accurate detail about the sculptures is required, although not too much time should be spent on the more purely artistic aspects of these works. Good answers may also include accurate information about the dates, architects, the imperial context and so on.
- AO2 (15) Broadly, answers should outline probable purposes of the programme eg political, civic or religious; more specifically they are an exhibition to foreigners and a self-celebration for Athenians.
- AO3 (15) Literary sources include some Plutarch and a little Thucydides and Aristophanes. Good analysis and evaluation here is required of Plutarch, as well as the sculptures themselves.
- 14** Discuss the importance of state religious festivals to the political and cultural life of Athens. (You may limit yourself to discussing **two** festivals.)
- AO1 (15) Relevant and accurate detail of at least two festivals is required for high marks. The most likely festivals to be used are the Panathenaea and the Great Dionysia.
- AO2 (15) Importance must be the focus of the argument, and to test that candidates will need to address such issues as cost, audience, length of festival and so on. Careful evaluation of any source will be needed for higher bands.
- AO3 (15) A range of evidence will need to be adduced, from the archaeological evidence of the Parthenon frieze to excerpts from Aristophanes or even fourth-century authors about festivals.
- 15** How fair are the sources in their depiction of the Sophists' ethical and political ideas?
- AO1 (15) Good knowledge of what sources say about the sophists in this area is required.
- AO2 (15) Fairness must be the focus of the answer, and candidates should deal with the apparent hostility experienced by late fifth-century intellectuals. It is important that candidates write about both ethical and political ideas, or argue well that there is no significant distinction between the two. Answers that note that the sophists were more heterogeneous than suggested by the caricature in Plato, and that Plato himself was caricaturing them for this own philosophical needs will be rewarded.
- AO3 (15) Most candidates will quite rightly spend most of their time on Aristophanes and Plato. Plato should be approached with caution when dealing with the sophists.

Mark Scheme 2463
June 2007

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Section A**Roman History 81-44 BC**

- 1 How far were the political difficulties of the period 81-64 BC a result of Sulla's failure to solve the underlying problems of the Roman State?

AO1 (15) Answers should include the major events/difficulties of the period – some of the following including detail on at least two for higher marks: army in politics – Pompey (even before Sulla's death) to gain his demands, Lepidus' attempt at a coup, Crassus after Spartacus; corruption of the courts – notably Verres, but others eg Catiline in 65 BC; tribunes – restoration of powers during 70s, by Pompey and Crassus in 70 BC, the exploitation of them by Pompey in 67, 66 BC; illegal/extraordinary commands and magistracies –Pompey's consulship; command in Spain, v. pirates, in the East; violence; factional rivalry (populares and optimates) (senators and equestrians).
Some detail of Sulla's reforms should be rewarded but a focus on them and their repeal should not score above band 4.

- AO2 (15) The discussion should address the following to some extent, although not necessarily all equally
- The difficulties outlined should be related to the reforms of Sulla;
 - how far the reforms addressed the problems of the state : the general and the army; the exclusiveness of the oligarchy; corruption, ambition and self-interest of some; the power of the tribunes; the courts
 - how far the difficulties were due to Sulla and his actions/failure.
- The discussion should not primarily focus on the reforms or the repeal of them but the **effect** this had upon subsequent events.
- AO3 (15) Support from the sources in : Cicero's speeches eg Verres 1.1-2 : corruption in the courts (1.137; Verres 5 175-7 monopoly of nobles – tyrannical; Cic. *de lege* 3. 22 *approves of the tribune laws*; Sallust *Histories* : Lepidus speech on the tribunate (Lactor 7); Sallust *Cat.* 36-7 : Power of generals - Sulla first to flatter soldiers – power of generals was his fault; Sallust *Cat.* 12-3 moral corruption, wastefulness, excessive wealth etc; Plutarch *Lives*: Plut. *Pompey* 21.5 - Pompey restored tribune because it gave him popularity; more information on his career and other politicians during this period.
Suetonius *JC* :Sulla did not know his political ABC.

2 To what extent was political activity in the 60s BC dominated by Pompey?

- AO1 (15) Specific detail of the career from 69 BC: Pompey's two commands in 67 and 66 BC; his activities in the East and success in the commands; his reorganisation of the provinces and kingdoms; his return in 62 BC; his relationship with the senate, optimates, plebs and other politicians; failure to achieve his demands; the attempts on land laws etc; the association with Crassus and Caesar; factual information on other politicians.
Some information also on the actions of others in Rome; opposition to Pompey; Crassus' censorship, Rullus land bill and Cicero's response; the actions of Caesar; Catiline and reactions to his plot etc; material should be selected to focus on those areas which reflect on Pompey.
- AO2 (15) Discussions should deal with the extent to which Pompey, present or absent, dominated the scene using evidence of actions and sources relating to other politicians eg Caesar, Crassus, Cato, Cicero : Pompey – military focus, lack of political office/magistracy; use of army, popularis approach; use of tribunes as agents etc;. Crassus –attempts to counter Pompey's power and popularity, eg Catiline; Caesar – political patronage; use of clients; alliances with other politicians; oligarchy's opposition; other support for Pompey by those wishing to use his power – eg Cicero, Caesar
Discussion must focus on the effect of Pompey on the actions and aims of others for high marks
- AO3 (15) Answers should provide examples from sources available: Plutarch *Life of Pompey*; Plut. *Crassus* 7: C's annoyance at Pompey's success; 14 C. and P. on bad terms in late 60s; Plut. *Cato* 30 : opposition to marriage alliance with Pompey; 31 sides with Lucullus against Pompey; Cicero letters and speeches (*de Imperio* Cn. Pompeii – opposition from nobles, Catulus, Hortensius) about Pompey and the reactions of others to his return from the East; references in Appian on Pompey's ambitions; Dio 37.49.1 opposition of optimates;
the main focus should be the evidence of sources for the effect of Pompey on others and views of Pompey; specific sources should be assessed for their value as evidence for higher marks eg Plutarch's focus on biography affects his selection of material and use of information; Cicero's evidence

can be suspect.

- 3 'The formation of the so-called First Triumvirate marked the end of the Republic.' How far would you agree with this view?

AO1 (15) Answers should provide some details of (a) the events/issues related to the triumvirate and its formation: roles of Pompey, Crassus and Caesar and motives; roles of others who were instrumental in the formation; actions of Caesar etc in 59 BC; (b) the subsequent events/condition which relate to the question of how far its formation meant effectively an end to the republic – the control of elections, use of violence and the army, the control of provincial commands, breakdown of normal political practice – failure to hold elections in some years in the 50s; the irregularities in 59 BC, 55 BC and so on; bribery in elections.

AO2 (15) Discussion should focus on the extent to which political practice was undermined by the power of those involved in the so-called First triumvirate: some issues should be raised eg the wealth and patronage of a few and effect on republican traditions; the corruption of the courts, the tribunate and elections; the political use of the army and violence to circumvent normal procedure; irregular magistracies (eg Pompey's sole consulship 52 BC); exclusiveness of the oligarchy; the extent to which war was inevitable after 60 BC.

Some view of 'normal' republican practice should be apparent in the better answers.

Answers may clearly argue any view; reward answers which question how far the republic was functioning before 60 BC.

AO3 (15) Some views from those present: Plut. *Caesar* 13: Cato's view that the association of the three would lead to war and an end of the Republic cf. Plut. *Pompey* 47; Cicero *Ad Att.* 2.21 – The republic is completely lost cf. 2.18.1; Plut. *Cato* Min 30 The formation of the triumvirate almost destroyed the state cf. Velleius 2.44

Sources can provide support for the idea of self-interest and personal glory as a motive:

Pompey, Crassus – absolute power – Pompey *would brook no rival* (Caelius *ad Fam* 7.16; *ad Att* 8. 11) ; *Ad Att* 8.11.2 Cicero's claims that Pompey was another Sulla – aimed to have absolute power through military success; Plutarch *Crassus* for his ambitions: love of glory (14); – triumvirate activated by love of glory and triumph; Cic. *Ad Fam* 7.3.2 describes optimates as *like brigands; bloodthirsty*;

Pompey and Caesar – their rivalry: Caelius *letter to Cicero Ad Fam* 8.8.4-10: Caelius will choose the stronger side if war comes: Caesar *CV* 1.4 Pompey's jealousy; opposition of senate and consuls;

Senate not compromise acc. to Suetonius (*JC* 30, role of Cato)

Suet. *J. Caesar* 18 use of bribery for Bibulus; Cicero on the courts and use of violence by Clodius etc; Trial of Milo.

- 4 Assess the value of Cicero's speeches and letters as historical evidence for the events of the 50s and 40s BC.

AO1 (15) Detail of the sources gains marks in 01 and 03 to some extent but only when specific and precise; marks in 01 also for information on the event in detail which Cicero is describing; Answers may use either letters or speeches or both; reward detail and specific information with high marks ;; events of 59 BC; the moves against Caesar in 57-6 BC; trial of Milo; rivalries and role of the Equites in letters to Atticus eg 2.15 on resistance to Caesar, 2.16 on Pompey; his views on Clodius before and after his exile and his exile itself; the build-up to the civil war and its aftermath; the

dictatorship and assassination of Caesar.

- AO2 (15) Answers must consider their usefulness and for higher marks focus on specific examples; no more than half marks for general discussions of the sources as biased or exaggerated in Cicero's favour. Reward comparison with other views of events. No more than half marks for general discussions of the sources as biased or exaggerated in Cicero's favour eg bias against Clodius (earlier support for him over triumvirate); support of Pompey; view on triumvirate (claim he was asked to join); forced compliance after 56 BC - palinode; His speeches have a context: Milo, on Pompey's corn command, etc
Some overlap with 03 where value of the sources as evidence is involved.
- AO3 (15) Reward highly the use of alternative sources to compare with Cicero's version where possible in order to assess accuracy/usefulness eg Caesar on the outbreak of Civil War (reward evaluation of bias in both cases); Appian on Pompey, Crassus and Caesar, their aims and intentions as well as action, Velleius on Pompey's motives/actions, Plutarch on the events of the 50s/40s or the formation of the triumvirate; Suetonius for J. Caesar – attitudes towards him, his dictatorship and assassination.

5 To what extent did the demands of the urban poor influence the actions of politicians during this period?

- AO1 (15) Specific instances are needed of support for **and/or** opposition to demands—with appropriate detail for highest marks eg the corn subsidy – Sulla, its return in 73 BC, the changes made in 60s and Clodius in 58 BC, and Caesar during his dictatorship; the tribunate in 70s BC; the issues of land – Rullus' bill, Flavius' Bill, Campanian law etc., the economic issues surrounding Catiline, the debt issue, specific instances of riots etc; Reward answers which indicate how far these were genuine demands by the poor and how far they were the policies of politicians to gain their support. Band 4 for answers which identify demands but do not specify the actions influenced by them.
- AO2 (15) Reward highly arguments on how far the demands influenced politicians where discussion is balanced by the motives of those who attempted to meet them. Balanced judgements might assess events separately and compare them. Good answers should include discussion of the ways politicians manipulated the situations for their own purposes and how far they reacted to demands; there should be some assessment of the extent to which they were met for higher marks. Some view on what constituted the urban poor should be rewarded. Band 4 for answers which relate actions to specific issues for the poor without arguing extent of influence.
- AO3 (15) Support from the sources is needed for actions/motives of politicians as evidence – evaluated for higher marks eg Cicero's views on the poor during the Catiline period are affected by his aims; later by his view of Clodius' actions; Sallust's account is also affected by his overall agenda; upper class writers with a prejudice against the urban poor; Sources indicates views of politicians eg Sallust's or Cicero's view of Catiline's supporters on the question of debt, land problems, the aristocratic view of the urban mob, the evidence on events involving the mob. 75 BC mob attacks consuls over corn (Sall *Hist Fg* 3); oligarchs needed to conciliate the mob when P. was on the way back in 62 – Cato's proposal (Plut. *Cato* 26); Cato *Ad Att* 2.1.8: cess pool comment; Plut. *Pompey* 21.5 - Pompey restored tribunate because it gave him popularity; Sallust *Histories* - Speech of Macer on powerlessness of plebs.

Section B

The Age Of Augustus 31 BC- AD 14

6 Why was there so little effective opposition to Augustus' regime?

- AO1 (15) Answers should provide specific information on some aspects of the different types of opposition : open/ conspiracies eg Lepidus, Murena and Caepio, Egnatius, Julia and Iullus (2 BC), Plautius Rufus and Aemilius Paullus (Julia AD 8), Audasius and Epicadus mentioned by Suetonius (19), assassination attempts; opposition to his laws, measures (eg social and moral issues), actions (revision of the senate); republicans opposed to Augustus' revolution. Higher marks for specific details on the extent, nature and seriousness of the opposition. References to external enemies on the Rhine or Parthia should not be rewarded.
- AO2 (15) Answers should assess how effective it was and how serious; there should be some discussion of whether it was 'so little' and if so, why. Issues raised could include: Augustus reduced their effect by his efforts to lessen jealousy/envy, refusal of dictatorship, use of rewards to gain support etc; the reduced numbers among the ruling class; the desire for peace; Augustus' control of the army (use of threat of violence), elections and patronage; Augustus' prompt action in dealing with any opposition. Reward with higher marks answers which balance Augustus' actions against the reasons for opposition or lack of it.
- AO3 (15) Support from the sources eg Velleius on Egnatius (2.91.3) and on Murena (2.90); Suetonius *Augustus* 63-5 on the Julias, 66 on Murena; *Tiberius* 8 on Murena; Dio 53 for Murena and Caepio. The support from the poets (Horace and Virgil) but also opposition (Propertius) or Tacitus (*Annals* 3.25), Suetonius (34) on opposition to his social laws; the views of sources should be used eg Tacitus *Annals* 1.2 – no opposition since the 'bravest had died in battle'; *Annals* 1.9-10- contrasting views of Augustus and his actions; Suetonius 19; the information on support in the *RG* and the lack of any information on opposition (except his refusal to take the dictatorship?).

7 Did Augustus ever intend to extend the empire beyond the Rhine?

- AO1 (15) Answers should include events which affected the frontier eg central Alps in 15 BC and upto the Danube etc under Vincius, Agrippa, Tiberius;; campaigns of Drusus and Tiberius in Germany, Pannonia, Varus' defeat etc;; AD 5 to the Elbe; attempt on Germany – withdrawal after AD 9; the organization of the army and defences etc; after Varus Transrhene Germany was lost; no replacement manpower; troops brought from Raetia, Spain, Pannonia- auxiliaries suspect since Arminius had been in Roman army.
- AO2 (15) Answers should assess aims related to specific instances of frontier policy eg conquest as well as strategic defence; protection of empire, easily defended and strong natural barriers;; advance into Germany under Drusus 12 BC; establishment of legionary forces. Answers might include also an assessment of success of the instances of policy – defeats of Lollius (17 BC) or Varus (AD 9) [Tacitus *Annals* 1.10] and discussion of Augustus' policy of conquest until AD 9. Highest marks for answers which deal with the question sensibly and argue whether Augustus did or did not intend to conquer at any point in his reign. Better answers should note that policy changed.

AO3 (15) There is evidence in Suetonius *Augustus* 21-3; Suet. *Tib* 16.1. ; *Res Gestae* 26 and 30; Cassius Dio 56. 28-29 on Germany; Velleius on Tiberius' time in the north AD 4-9; Tac. *Agricola* 13. 3 injunction not to advance the Empire's boundary; Not all successful: Dio 54. 21B.

8 The sources are too limited for us to assess the effect of Augustus' social and moral legislation accurately.' Would you agree with this view?

AO1 (15) Some information on the laws should be provided but the focus should be on (a) the effect and (b) the sources and their limitations – narrative of the laws in detail is rewarded in band 4 only. Differing views should be rewarded highly: Horace (*Secular Hymn*, *Odes* 3. 1-6) + Tibullus + Propertius and their portrayal of: society given to parties and lovers; evidence suggests that laws on children did not succeed in increasing births among rich – esp. his own family – Julia; Suet. *Aug* 34 : unable to get amended version of law through without ameliorating some penalties; limited age of betrothals to 10, engagements to 2 years and limits to divorce; equites demonstrated against marriage laws; Propertius 2.7: legislation re. adultery and marriage rejected; Juvenal 2. 37 called the laws dormant' Tac. *Annals* 3. 25 on the Papia Poppaea laws – failed, produced informers.

AO2 (15) For highest marks : the evidence should be used to assess the effect, popularity, success of the laws as far as possible and some discussion on the limitations of the evidence (overlap with 03) eg Horace as propaganda (eg *Secular Hymn*, *Odes* Book 3 1-6); Virgil about the Golden Age; *Res Gestae* as Augustus' version; the validity of poetry as historical evidence; the views of a narrow section of society; limited information available on freed slaves/ marriage/ adultery etc, as well as social changes. Band 3 only if only one of these is discussed with supported judgements.

AO3 (15) Answers should interpret the sources for views on the laws and their effect for band 3 and above: sources support A.: Horace *Odes* 4. 15: 'has wiped away our sins and revived the ancient virtues'; *Ode* 3.6: 'our times have spoiled first the marriage bed' etc; Virgil *Aeneid* 6 753ff : Augustan and the golden age; Livy prologue: decline of morality in his age cf Livy 7. 25. 8-9; Suet 27: control of morals and laws; Dio 54. 36 laws on marriage Pliny *NH* 14. 1 5-6 effect of wealth. Dionysius of Halicarnassus *RA* 4.29 – problems of freedmen; Ovid *Ars Amat.* 3. 128 'thank god our grandfathers' simple life has not come down to us'.
Some understanding of the different genres and their value as evidence is needed for bands 1-2.

9 'I excelled all in authority, but I had no more power than others who were my colleagues in each magistracy' (*Res Gestae* 34). Can Augustus' claim be defended?

AO1 (15) Answers will need to provide detail of the legal position of Augustus (settlements of 27, 23 19 BC) and indicate the powers Augustus had in addition eg speak first in the senate, sit between the consuls, nominate candidates, taking the census - at least sacrosanctity of tribune; possible right of intercession; princeps senatus; probably as consul held a census in 28 BC; edicts have force of law etc; some detail of the extent of normal powers held by magistrates should be needed to compare with Augustus' powers.

- AO2 (15) Answers should relate these to the statement by Augustus and consider how far it is true, and magistrates continued to have powers of their own, and whether they were equal to Augustus'. Argument should be supported by examples for highest marks eg control of some, not all, provinces, use of edicts for laws, censorial powers over the senate, his judicial powers eg in the trial of Primus, Gallus, etc; good answers should be balanced and assess the statement in terms of both authority and power.
- AO3 (15) Sources will be needed to support AO1 information/interpretation about powers; Band 1-2 for answers which indicate there is some conflict between evidence on his powers and their extent and discuss which is more valid. Dio 51.19 Tribune; 53.11-19 Jan 13th (*RG* 34.1); Dio 53.16 control of army and money - Dio 52 .1. - autocracy from 27 BC, Dio 54.1 Riots in Rome in 22 - demand for dictatorship; Rufus executed on conspiracy charge when he asked for vacant consulship; Velleius Paterculus 2.89 - pristine republic of old restored; Ovid *Fasti* 1. 589- restoration of state of old. law and order ; Tac. *Annals* 1.2. – claim that he took over all the powers of senate and magistrates; 1.3 creation of a dynasty (tyrannical). Suet. *Aug* 28 – twice thought about restoring republic but did not.

10 To what extent and for what reasons did Augustus resist the creation of an imperial cult during his lifetime?

- AO1 (15) Factual knowledge concerns the evidence for worship in the Empire – temples to Augustus and Roma etc, dedications to his divine spirit; creation of the Augustales; examples of ref. to Augustus as a god in literature (Horace, Virgil), bringer of a golden age; associations of Augustus with divine elements etc. For bands 1-2 information also about Augustus' resistance/ attempts to control worship of himself and family – information about difference in Rome and Italy and the provinces e.g, permission to establish a temple and a priest (*flamen*) to Divus Augustus at Tarraco in AD 15; associations with gods and goddesses in dedications in the Empire.
- AO2 (15) Discussion should include the extent of difference in Rome and the provinces; the extent of Aug's control of worship and attempts to stop it, the use by Augustus of divine associations, private and public approaches; for upper bands the reasons for this should be discussed in addition: for example - worries about the fate of Caesar; concern or traditional practices, abnormal amongst Romans but not among provincials (eg Egypt, Asia); his image in Rome; his concern to include freedmen etc in the regime through the *seviri*. These reasons should be supported with evidence for highest marks. Discussion of only the extent or reasons should be no higher than band 3.
- AO3 (15) Sources, especially poetry, provide evidence for support of discussion : Horace *Odes* 1.2, Virgil *Aeneid* 6 and 8, etc; inscriptions on worship of Aug.; the cult of the family; significance of pictorial representations; associations with gods and goddesses in dedications in the Empire; reward discussions of the value of poetry as historical evidence highly. Reward use of inscriptions on worship of Aug.; ded. by Narbonensis 12/13 AD; Lepcis Magna AD 11-2 ded. To divine spirit of Augustus; Egyptian association for divine Augustus (6 BC)- president Primus, slave of Caesar.

Section C

Roman History AD 14-68

- 11** 'Tacitus fails to live up to his own claim to have written without indignation and partisanship in his account of Tiberius' reign.' How far would you agree with this view?
- AO1 (15) Answers should provide some specific factual detail to support the references in Tacitus which are used for 02 and 03: this depends on the aspects chosen for discussion of Tacitus account. Possible examples might be: specific treason trials; examples of relationship with the senate and individual senators; the role of Sejanus; treatment of Germanicus, and his family; financial policy; governorship of provinces; administration of Rome and Italy etc.
- AO2 (15) Discussion should focus on the extent to which Tacitus is fair/impartial in his account of Tiberius – his views on Tiberius should be balanced with information and other source material for higher bands. Higher marks for answers which show Tacitus has a balanced view of sorts on Tiberius. Reasons for bias might be rewarded if related to specific references and/or general views /judgements on Tiberius. General discussions of bias should not be higher than band 4 in A02 or A03; Accounts of Tiberius' reign with general references to Tacitus score only in A01 for factual information – A02 marks for discussion of Tacitus' judgements.
- AO3 (15) Examples are needed from Tacitus (and other sources) for discussion: higher bands for specific references and evaluation : examples might include -Tacitus *Annals* 4.6 (AD 23) praises admin.; 'I want my sheep shorn, not shaven' Cassius Dio 57.10; Tacitus, *Annals*, 4.12 remission of taxes after earthquake in Asia; Velleius Paterculus, *Roman History*, 2.126. 3-4 favourable verdict (*Annals* 6.18): aftermath of Sejanus' fall – frenzied with bloodshed etc; Suetonius *Tiberius* 48/46 miserliness; Initial debate: T: account of meeting: ref. to hypocrisy in Tacitus *Annals* 1.11ff; Tac. *Ann* (2.26)(2.24) jealousy towards Germanicus; Tac. *Annals* 4. 32-3: unremitting executions, cruel orders, treacherous friendships etc.
- 12** To what extent and for what reasons did Claudius rely on non-senators in governing the empire?
- AO1 (15) Answers should consider at least two groups for higher bands: equestrians/ freedmen/ slaves/ provincials (possibly the women of the imperial family); answer could provide information on the equestrian offices such as praefectus Egypti, praefectus praetorianus; governorships eg Judaea (Felix); commander of the vigiles; prefect of the fleet; praefectus alae; administrative roles - cursus: buildings, water, banks of the Tiber, roads. Freedmen: Pallas, Narcissus, Callistus, Polyclitus (Britain) etc; Answers should refer to the variety of roles – financial, secretarial, political etc bands 1-2 for specific examples.

- AO2 (15) Both issues should be dealt with for high bands: extent should be argued with support from examples (and critical use of the sources= balanced judgements for Band 1) – answers which accept that Claudius was controlled by others should be placed no higher than band 4; reasons might include - difficult relationship with senators/ possibilities of opposition, conscious attempt to centralise; more efficient administration; using expertise of equestrians; lack of expertise of senators and other reasons. Reward answers which point out that senators still took on most provincial and some important administrative roles The prejudice of the sources is an issue also and should be rewarded in 02 and 03.
- AO3 (15) Power: Tac. *Ann* 14. 39 comments on power of Polyclitus; Suet. *Vesp.* 4; command in Germany through Narcissus; Tacitus, Suetonius and Dio display the upper class attitude – examples needed for high marks with discussion of the bias and prejudice in specific cases ; Suetonius Claudius 28 : ref to freedmen and use of knights. Suetonius Claudius 29 he fell so deeply under the influence of these freedmen; Dio 60.2.4-7 It was not so much these physical disabilities that caused deterioration in Claudius as the freedmen and women with whom he was associated. Tacitus *Annals* 12. 59-60 p. 279 Now C. handed over to the knights all the powers which had so often caused rioting and fighting...; he gave ex-slaves placed in control of his estates equal authority with himself under the law.
- 13** How much historical value is there in Suetonius' accounts of the emperors of this period? (You may limit yourself to discussing **two** emperors if you wish.)
- AO1 (15) For higher bands answers should give precise references supported by factual information on the events/issues chosen; answers might focus on Suetonius' account of: details of actions/policies/ individuals; motivations and aims and intentions of emperors; analysis of actions / historical explanations. Answer depends on the range of material supplied but two emperors should be discussed for higher bands; reward reference to more than two.
- AO2 (15) Some of his strengths and weaknesses should be discussed: accuracy of factual content and depth of description; selection of material and reasons for it: what put in and what left out; the extent of historical judgements, the critical use of sources, the inclusion of rumours and unsupported claims (eg Nero started the Fire of Rome, Claudius' dependence on wives and freedmen, incidents of Tiberius' cruelty), the lack of certain details and so on. Balanced judgements should be supported by evidence from other material than Suetonius for bands 1-2.
- AO3 (15) Assessment of value in 02 and 03 – high marks in 03 for specific examples and some understanding of the genre of the work, the approach to character study, the aims of Suetonius etc in assessing value. Highest marks where other sources are used to assess Suetonius' value.

- 14 'The Senate was unable or unwilling to mount any serious opposition to the emperors.'
Is this a fair assessment of the Senate during this period?

- AO1 (15) Answers should include specific detail of involvement in opposition, both effective and ineffective, for bands 1-2: most obvious might be Piso's plot AD 65, Scribonianus plot AD 41, murder of Gaius, Thrasea Paetus; treason trial might be used to indicate rivals to emperors; specific examples where the senate opposed decisions of emperors. Answers might also include factors which made opposition difficult for senators – lack of resources (army), lack of opportunity, popularity of emperors, shift of power to generals etc.
- AO2 (15) Both issues of unable/unwilling should be dealt with for higher bands: reasons – effective control by emperors, lack of military resources and wealth, no obvious candidate, factional divisions within the senate/rivalries prevented coordinated action, support within senate for emperors eg initially for Gaius and Nero, effective use of gifts, and rewards for loyalty. The focus should be on the senate as opposition – discussions of other areas of opposition should not be rewarded unless made relevant eg support for Germanicus, associations with praetorian officers.
- AO3 (15) The views of the sources should be included as evidence/ bias evaluated for higher bands: Tacitus is critical eg The senate now wallowed in the most abject appeals. Tacitus *Annals* 1.11 The emperor became tyrannical or gave power to tyrannical men Tacitus *Annals* 4.1; Thrasea's independence made others less servile; Tacitus *Annals* 14.48; Men fit to be slaves: (trial of Silanus for extortion) Tacitus *Annals* 3.65. His comments on the senate's reaction to the deaths of Agrippina and Octavia. Suet. *Nero* 37 Nero's attitude to the senate.

- 15 Why was it important for the emperors to maintain good relations with the army and how far did they achieve this during this period?

- AO1 (15) For higher bands answers should provide detail of examples of at least two emperors' efforts to keep the army loyal and the results eg Tiberius : control apart from mutiny in AD 14 – army take advantage of change/ praetorians support T.; Gaius : Germanicus' legacy/ Julian house; Macro support; lost support of praetorian commanders; ill-discipline in German army – insult but some sort of plot?; Claudius: praetorians in accession – gifts worked; Scribonianus' revolt failed; success in Britain; gifts/donatives on accession and other times eg Claudius gifts to soldiers Dio 60 12.4; Nero: some suggestion about Britannicus at accession – controlled by Burrus; lost loyalty in the end? – possibly: Rufus' German army support him or Nero? Praetorians desert him because offered money by Sabinus?
- AO2 (15) Answers do not need to deal with all the emperors but at least two but must deal with both importance and success for high bands: the role of the army in maintaining an emperor –and indicate that loss of army support was disastrous eg Caligula, Nero, and the army was involved in the accession of emperors through the Praetorian Guard; importance also lies in defence, administration, government of the Empire etc. Success or failure: Tiberius' success in dealing with the mutinies; Claudius' use of gifts, invasion of Britain, propaganda; emperors' control of commands through family and/or associates; Gaius' visit to Germany etc; Answers might consider what constitutes 'good relations' here.
- AO3 (15) Sejanus, or Burrus in Tacitus, Nero's fears late in his reign over Corbulo (Cassius Dio). Claudius gifts to soldiers Dio 60 12.4; coins of Claudius recognise debt to them / fled to them over Messalina; Tacitus: Claudius' worry over Corbulo; Tiberius' concerns over Germanicus/Agrippina and

army; Suet. Gaius: visit to Germany (cf Dio).

Mark Scheme 2464
June 2007

2007 2464 Final Mark Scheme

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Ticks should be used to indicate sound points. Where credit is being given for the different assessment objectives, 1, 2 or 3 should be placed in the margin. Where an examiner wants to draw attention to a passage where judgement has been exercised in favour of the candidate, the examiner can place 'BOD' (benefit of doubt) in the margin. Where an examiner is uncertain about the point of a passage, the examiner should place a question mark in the margin. Appropriate marks should be awarded for Assessment Objective 1b.

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A comment at the end of the answer should draw attention to the qualities of the answer, with reference to the marking grids.

Examiner comments should be legible. The marginal annotations are designed to aid the proper review of the marking of the script, whether at standardisation, batch 1 & 2 or marking review.

Marks for each objective and a total for the whole paper should be placed on the front page of the answer booklet.

All pages must show evidence of marking. Blank pages must be crossed through by the examiner.

Roman Britain AD 43 – c.160

- 1** How credible are the reasons offered in the sources for Claudius' invasion of Britain?
- AO1 (15) Reward information deployed to focus on the question. There must be a good idea of the reasons offered by Claudius, together with an awareness of other factors such as contacts between Romans and Britons (Verica), with some comment about the probable situation inside Britain - tribal rivalries, Verica's seeking help, the spread of Catuvellauni influence; death of Cunobelinus. Claudius' own political agenda, the need for a quick triumph to secure his position, and to give the army something to do (danger of mutiny – or proposal of yet another emperor); the need to restore credibility to the imperial system: cf. Caligula and his problems.) Resources and possible revenue. NB the focus of the question is clearly on motivation/ causation; accounts which go beyond AD 43 need to use this material in a way relevant to the terms of the question.
- AO2 (15) There should be a clear focus on the stated and underlying reasons for the invasion, with a supported and clearly defined judgement on 'how credible'. Answers which simply list factors without arriving at a clear conclusion however limited should not be rewarded above Band 4. Refer to the mark grids for an overall view of the whole answer when awarding marks under this heading.

AO3 (15) Literary or archaeological support should be deployed in all parts of the answer: the archaeological elements may be more to the fore in some aspects (eg coin evidence demonstrating Romanization of southern tribes/ burial goods showing links with Roman traders), but Tacitus and Dio are the principal sources about the event itself, with Suetonius offering some other detail, and Strabo providing evidence about economic advantage – reward the use of any sources provided it is used to indicate the plausibility of factors cited as required, and especially if treated critically – eg the possible unreliability of Dio, the survival of pro-Claudian material in official records, and so forth.

2 What factors best explain the rapid Roman conquest of lowland Britain up to AD 51?

AO1 (15) Good answers will move swiftly from a narrative about the conquest and will focus on the challenges and opportunities which may have faced the Romans at the time of the invasion, including discussion of their likely aims and objectives, with detailed and specific reference to the question. Refer to the mark grid for appropriate reward according to how relevant and specific material is. 'Factors' should be identified (military – the 'three-pronged attack', tactics used to subdue hillforts, technological and strategic superiority/ political – rewards to co-operators such as Togidubnus, etc.)

AO2 (15) There must be a clear analysis of 'the factors', weighing one against the other, offering judgement with good support relating to the conquest. Well-organized discussion may explore the amount of fighting required vs. the possibility/ likelihood that some tribes afforded Rome a warm welcome (or gave way to inevitable subjugation).

AO3 (15) The obvious literary sources will be the brief accounts in Dio and Agricola, expanded for 47-51 (eg Aulus Plautius followed by pro-active Ostorius Scapula), and reinforced by archaeology. Reward any other sources used fully (eg Suetonius' comment on Vespasian's activity at this time). There is also ample scope for incorporating hill-fort and marching-camp evidence, Claudius' arch, references to the political capital Claudius was able to make from the invasion even after AD 51. Reward according to levels of detail and interpretation.

3 How consistent were the policies of the Roman governors of Britain prior to the revolt of Boudica?

AO1 (15) Good answers will demonstrate a secure knowledge of the various governors and will place them in a firm context, showing different policies exercised by each; these may be based on the brief account in Agricola, expanded for 47-52 (eg Aulus Plautius followed by pro-active Ostorius Scapula, and then the elderly Aulus Didius' holding operation). Allow a choice of governors, some explored in greater detail than others, to allow for a balanced judgement and appraisal of the differences between them. Accounts which simply describe different policies without being able to relate them to specific governors, or which give only a general narrative about the period, should not be rewarded above Band 3.

- AO2 (15) The best answers will highlight the differences in policy and approaches of the various governors; narrative discursions which do not specifically focus on differences in policy should not be rewarded above Band 3. There should be specific support and reference to the activities of each as exemplified in AO1/ AO3.
- AO3 (15) There should be a critical appreciation of the sources, especially the panegyric/ laudatory focus on Agricola in the work of that name, with the possibility that here Tacitus deliberately understates the achievements of other governors; elsewhere, tensions between governor and procurator may be highlighted (Tacitus Annals 14:38, Dio 62:2); if these are used they should be set in the context of policies and attitudes of governors. There should be some clear evaluation of the differing approaches of governors – some harsh and hostile (Paulinus – fairly neutral in Dio, displaying determination but bad tactics in Tacitus), some dilatory (Gallus, Turpilianus) and one even afraid of his own army (Trebellius Maximus). Clear reference to sources is needed for marks in the highest bands.

4 To what extent were changes in Roman policy in Britain brought about by the crises caused by Boudica and Cartimandua?

- AO1 (15) Good answers will demonstrate a secure and focused narrative of both the events specified; the varied relations between Britons and Romans before AD 60 might be used as a basis on which to build an exploration of changes in policy, based both on the failure of the revolt (from British perspectives) and the need to be more conciliatory and to pursue policies of more mutual benefit, from the Roman perspective. The demise of client kingdoms after these events, and the requirement to extend control over more northerly areas of Britain following the expulsion of Cartimandua, might be explored.
- AO2 (15) The best answers will highlight the changes in policy so far as they can be identified, with an indication of the rationale that lay behind them and a broader background of imperial policy. Narrative discursions which do not specifically focus on differences in policy should not be rewarded above Band 3. There should be specific support and reference to each event, and appropriate coverage of the two crises, as exemplified in AO1/ AO3.
- AO3 (15) There should be a critical appreciation of the sources, especially Tacitus, perhaps noting that in the Agricola he deliberately understates the achievements of other governors. Credit should be given to candidates able to deploy archaeological material to illustrate the urgent need for rebuilding in the cities destroyed (London, St Albans, Colchester) and the ways in which this was carried out; discussions of troop movements further to the north should be credited under AO3 where supported by evidence, however tangible.

- 5 Assess the possible reasons for the fluctuation in the position of the northern frontier in Britain between c. AD 80 and AD 122.

- AO1 (15) The campaigns of Agricola advancing into the far north start off the period specified, and may be used as a springboard for an examination of the likely movement of the Roman frontier into what is now Scotland, and its withdrawal to the Tyne-Solway line, with the eventual establishment of the line of forts along Stane Street, and the final decision to (literally) set the frontier line in stone by Hadrian. Answers which focus only on the wall, and do not attempt to address the whole period, should not be rewarded with marks above band 4. Conversely, answers which explore the likely causes for the establishment of the final frontier position – geographical, political, logistic – from a theoretical perspective must be rewarded appropriately in this category.
- AO2 (15) The likely *reasons* which lie behind the movement of the frontier need to be weighed and evaluated appropriately; reward all judgements and examples of causation appropriately applied according to the mark grids.
- AO3 (15) There is a dearth of detailed sources for the central part of the period specified, and answers which acknowledge this should be rewarded; but at the start of the period there is some copious (if sometimes difficult) material in the *Agricola*, and for the latter period the archaeological evidence, while sometimes difficult to date, is capped by the building of the wall itself, which must be rewarded as a source if used appropriately as a quarry for relevant material.

Mark Scheme 2465
June 2007

2007 2465 Final Mark Scheme

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Section A**The Culture of Tyranny in the Greek World, c. 600-479 BC**

- 1 Discuss the different ways in which tyrants gained power during this period.
 - AO1 (10) Highest marks will be given to those answers that mention at least two tyrants, preferably from more than one city and from different times during the period.
 - AO2 (20) It is important for high marks in this assessment objective to outline significant differences in the acquisition of power. Answers may well refer to the different ways in which Peisistratus gained power on each of the occasions he became tyrant, and offer some convincing reasons for those differences.
 - AO3 (15) The key source is Herodotus and he must be used with caution. Good answers will note Herodotus' liking for the dramatic and for the importance of individuals rather than institutions or groups. Answers should also note how far in time Herodotus is from most of the tales he tells, and should discuss what his likely sources were.
- 2 What impact did tyrants have on the economic life of the cities they ruled, and how important was the economy to the success of their rule?
 - AO1 (10) More than one tyrant should be discussed, and higher marks will be awarded to those answers that deal with tyrants from more than one city, and from more than era within the period.

- AO2 (20) The question invites candidates to structure their answers around two points: impact on economic life, and the importance of the economy to the success of their regimes. Answers which deal with only one of these areas, or which deal with both but in an imbalanced way will not receive high marks.
- AO3 (15) The key source is Herodotus and he must be used with caution. Good answers will note Herodotus' liking for the dramatic and for the importance of individuals rather than institutions or groups. Answers should also note how far in time Herodotus is from most of the tales he tells, and should discuss what his likely sources were. Good answers will make some use of Aristotle as well.

3 How convincing are Herodotus' accounts of how tyrants affected the religious and cultural life of their cities?

- AO1 (15) Accurate detail about what tyrants did that affected the religious and cultural life of their cities is needed – answers could refer to eg Peisistratus and the Great Dionysia, or to various other tyrants and their building of various temples.
- AO2 (10) Candidates should focus on the internal consistency of Herodotus' accounts, and put those accounts in the context of his histories taken more generally (ie his interest in morality, Greekness and so on).
- AO3 (20) The key here is the word 'convincing'. This is not easy to measure as we have little other than Herodotus.

4 Assess the view that it is Herodotus' interest in morality rather than factual accuracy that determines his account of the ways tyrants exercised power.

- AO1 (15) Good answers will include information about more than one tyrant, from more than one city, and from different times within the period. It is important that candidates stay focussed on the exercise of power (rather than, say, its acquisition).
- AO2 (10) Good answers will note that there is nothing in principle that makes morality and accuracy oppose each other; but they should be able to move on from that general point. Candidates who note – with the appropriate references – that Herodotus in some ways has a relativistic approach to morals (or certainly customs) will be rewarded.
- AO3 (20) There should be some detailed evaluations of particular episodes in order to test the view outlined in the question.

Section B

Sparta in the Greek World, 520-400 BC

5 Discuss the consistency and success of Spartan foreign policy during this period.

- AO1 (10) Accurate detail about what Spartan foreign policy actually was during the period is required. Candidates also need to include the key players (eg kings, ephors, regents), and to note if there were any changes in the foreign policy.
- AO2 (20) Difficulties in answering the question, owing to the secrecy that surrounded Spartan policy making, should be openly acknowledged. Apart from that, answers should address themselves to both consistency (eg comparing actions during and after the Persian Wars) and success (establishment of the Delian League, the first and second Peloponnesian Wars, the Peace of Nicias).

- AO3 (15) Herodotus is the main source for the early period, Thucydides and Xenophon for the latter part. The difficulties of using these sources should be openly addressed (eg Herodotus' possible pro-Athenian position, Thucydides and Xenophon as Athenians, though not ones obviously in support of the democracy).
- 6** To what extent was the success of the Spartan armed forces dependent on the Spartan education system?
- AO1 (10) Accurate information about what the education system was is required. Good answers will address the issue of education quite broadly, although there will be an inevitable concentration on military training. Information about particular battles (eg Thermopylae, Plataea, Tanagra, Pylos etc.) is also necessary.
- AO2 (20) It is important here that answers stay focussed on both success and the success of the armed forces (rather than of the political system or Spartan society more generally).
- AO3 (15) A wide range of sources should be deployed: not only Thucydides, but also Xenophon, Plato and Aristotle. There are difficulties in using all of them, and these difficulties should be discussed.
- 7** How useful is Herodotus in helping us to understand the workings of the Spartan constitution during this period?
- AO1 (15) Candidates should present a clear idea of what the Spartan constitution was and how it functioned. High marks will be awarded to those answers that deal with not only kings, but also ephors, gerousia, the army and so on.
- AO2 (10) Reliability is the term in the question and answers should focus on that.
- AO3 (20) Candidates should make clear that we can only use Herodotus for the first part of the period, and that testing his reliability is extremely difficult as we have little else with which to compare him.
- 8** How far do Herodotus and Thucydides help us to understand Sparta's view of other states during this period?
- AO1 (15) Accurate information from the two authors that is relevant to Sparta's view of other states should be used.
- AO2 (10) The question asks about the two historians' usefulness. One way of testing this is to check what they say for consistency. Otherwise, there are problems with coming to an answer, mainly because of the relationship each author had with Athens. Candidates should not limit themselves to discussing Sparta's relations with her allies, but should also talk about her relations with her enemies (especially Athens, of course).
- AO3 (20) The focus in Herodotus will be on Cleomenes in the early part of the period, and the way in which the Spartans handled themselves during the Persian Wars. For Thucydides the use of the debate in Sparta before the Archidamian War is essential.

Section B**The development of Athenian Democracy, 508-399 BC**

- 9** Assess the various types of political leadership in Athens during this period.
- AO1 (10) Good answers will have accurate factual knowledge about the various offices within the Athenian constitution (eg archons, generals, Areopagus, boule), but should not limit themselves to those leaders who held official positions (note Cleon here).
- AO2 (20) In part this essay requires a survey of what each type of leader offered, and whether there was any difference between types of leadership, and between how various types of leadership were offered over the period. Good answers will deal with key figures from throughout the period (eg Cleisthenes, Miltiades, Themistocles, Cimon, Pericles, Cleon etc).
- AO3 (15) A wide range of evidence is needed here – from Aristotle and Herodotus on Cleisthenes, to Aristotle on Ephialtes, and Thucydides on Pericles. Good answers will also make some use of Aristophanes and Plutarch. Of course, in discussing leadership we encounter many difficulties in the interpretation of our sources (especially Thucydides and Pericles); these problems should be discussed.
- 10** What impact did the acquisition of empire have on Athenian democracy and its institutions during this period?
- AO1 (10) For high marks accurate information is required, not only about how and when Athens acquired its empire, but also about the institutions that were affected (eg Assembly, navy, generals).
- AO2 (20) The question requires an evaluation of impact. This means that good answers will have sufficient knowledge to compare particular aspects of the democracy and how they changed – of at all – because of the growth of the empire.
- AO3 (15) A wide range of sources here: Thucydides will be central, but good candidates will also use Aristophanes and some inscriptional evidence. The Old Oligarch should also be included, especially because of his remarks about the navy.
- 11** The 'Old Oligarch' argues that the navy was essential to the success of Athenian democracy. How accurate and convincing is this view?
- AO1 (15) Accurate information about the Athenian navy, how it worked and what it did is required here, as is accurate reference to the Old Oligarch.
- AO2 (10) Candidates who note that if the Old Oligarch's view is accurate then it is likely to be convincing will receive some recognition. However, the essay really demands that candidates come up with a slightly more nuanced view than that expressed in the Old Oligarch, ie that navy, empire and the tribute flowing from it were all interdependent.
- AO3 (20) The political position held by the Old Oligarch – which can only be gleaned from his text – should be addressed as part of the answer.
- 12** Compare the criticisms of democracy found in Thucydides and Aristophanes' *Knights*. How justified are those criticisms?
- AO1 (15) Accurate detail about the criticism made by the two authors is required.
- AO2 (10) Thucydides' especial interest in Pericles should be addressed, as should the reasons why both he and Aristophanes seem so virulently anti-Cleon.

- AO3 (20) To be accurate candidates will need to display a good grasp of the institutions of Athenian democracy, and the way that the democracy worked. Candidates should certainly evaluate whether they think the criticisms made in each author are fair or whether they are exaggerated. Good answers will also include the idea that, even if the criticisms are not entirely accurate, they are good evidence for what opponents of democracy may have thought.

Mark Scheme 2466
June 2007

2007 2466 Final Mark Scheme

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Each script should be marked with team position number & dated at the start of marking.

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Significant errors should be underlined and marked with a cross. A wavy line in the margin is the usual sign for irrelevance; and the omission sign (^) is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition. Spelling/grammar errors should be marked with dotted underlining.

A comment at the end of the answer should draw attention to the qualities of the answer, with reference to the marking grids.

Examiner comments should be legible. The marginal annotations are designed to aid the proper review of the marking of the script, whether at standardisation, batch 1 & 2 or marking review.

Marks for each objective and a total for the whole paper should be placed on the front page of the answer booklet.

All pages must show evidence of marking. Blank pages must be crossed through by the examiner.

Section A

The Growth and Government of the Roman Empire 133-30 BC

- 1 To what extent did the changes to the composition of the extortion court juries tackle corruption in the provinces?
 - AO1 (10) Extortion court had existed since 149. Control given to the equestrians (123/122), then the senators again (81/80), then a mix of senators, equestrians and *tribuni aerarii* (70); finally, a mix of just senators and equestrians (40s).
 - AO2 (20) It is only the first of these changes that occurs when the extortion court is the only *quaestio*. All subsequent changes involve other courts as well, so that the provincials' welfare cannot be the sole issue. The Rutilius Rufus scandal certainly suggests that the equestrian juries were no less corrupt. But there were scandals after the return to senatorial juries. The Cilician Letters of 51-50 indicate plenty of corruption still going on.
 - AO3 (15) Appian (very anti-Gracchan), Plutarch (mostly the same). There is much in Cicero's speeches and letters suggesting very widespread corruption, but he often has his own motives for playing this up. Some references to corruption in Suetonius and in Sallust (give credit for recognition of this writer's astonishing hypocrisy).

2 To what extent were Caesar's campaigns in Gaul a turning point in the history of the expansion of the empire?

AO1 (10) Other campaigns that led to expansion need to be mentioned for comparison: in Gallia Narbonensis in the late 2nd century; campaigns against pirates leading to the incorporation of Cilicia, Cyrenaica, Crete and Cyprus; Pompey against Mithridates and his settlement of the East in the 60s; Octavian's pursuit of Antony, ending in the incorporation of Egypt.

AO2 (20) Geographically, these campaigns led to the acquisition of territory well away from the Mediterranean coast, extending to the Atlantic, the Channel and the North Sea, shifting the centre of gravity of the empire. Previous provinces had been part of the Carthaginian Empire or of the Hellenistic empires; the part of Gaul now conquered had not had connection with the Carthaginian or Greek civilisations, and was not urbanised or politically centralised; it was politically and economically distinct from the rest of the Roman Empire. Previous conquests had resulted from campaigns with clear military and defensive justification; Caesar arguably engineered an opportunity for personal political and financial gain. In making the settlement of Gallia Comata himself, Caesar arguably followed Pompey's example in the east, but even Pompey had waited for ratification of his arrangements by the senate. Legions were recruited from scratch to fight the campaign and identified themselves closely with Caesar and not Rome: in the civil war, they were fully his troops. Octavian and Antony were to operate in the same way.

AO3 (15) Plutarch on Pompey and Caesar, Caesar himself, Cicero's letters. Suetonius on Caesar and Octavian.

3 What can we learn from the *Cilician Letters* about Cicero's view of his own success in carrying out his responsibilities in comparison with other governors during this period?

AO1 (15) Defend the province, judge important cases, maintain the law, sweep out corruption, win over provincials and client kings. Compare Rutilius Rufus and Scaevola (mentioned in the letters) and Verres (but note that again it is only from Cicero that we know about him) and Cato in Cyprus for corruption and the administration of law, Caesar for military success.

AO2 (10) Note that Cicero did not get a triumph and that he made over 2 million sesterces from his one year as governor. He left the province in the hands of an unknown and untried quaestor in his hurry to return to Rome, and never did resolve the Brutus/Scaptius issue.

AO3 (20) Cicero carried out all his responsibilities very well, he says; in terms of winning over provincials, defending the province and sweeping out corruption, much better than his predecessor Appius.

4 How much can we learn from Cicero's *Cilician Letters* about the ways in which provincials could suffer from the actions of Romans throughout this period?

AO1 (15) Compare with evidence from the letters (see AO3 below) Verres, and string of prosecutions for corruption initiated by Caesar in the 70s; also the Asians who felt strongly enough about equestrian exploitation to kill 80,000 Italians. Sallust making so much money from his province that he could afford his Gardens. Cimbri and Teutones, Crassus against the Parthians for Roman failures in the military sphere leading to trouble for the provincials.

- AO2 (10) Obviously Cicero plays up others' alleged corruption and insensitivity to highlight his own goodness. He does not mention one of the ways in which provincials could suffer: from being caught up in the civil wars (80s, 40s, 30s).
- AO3 (20) The letters tell us that provincials were stripped of their defences by Appius 'losing' three cohorts. Corrupt governors and members of staff taking more than their entitlements to expenses, billeting troops on them (or demanding money not to do so). Illegal loans being made with high rates of interest, enforced by soldiers being sent in. Heavy-handed interventions in the legal sphere.

Section B

The City of Rome 33 BC –AD 117

- 5 How, and for what reasons, did the people of Rome express their discontent throughout this period, and with what results?
- AO1 (10) Through graffiti (some mentioned by Suetonius); at the races or games; by rioting. For fear of political anarchy perhaps, early in Augustus' reign; because of food or water shortages; because of suffering from flood or fire; because of unemployment. Augustus took all the powers the people allegedly wanted him to take, though sometimes not in a direct way. He and Claudius responded swiftly with practical measures to sort out food shortages. He and Nero took measures against fire.
- AO2 (20) Discontent could no longer be expressed quietly at the ballot box, or (with any effect) noisily in the Assemblies. No truly effective measure against fires was ever introduced, nor any economic and social restructuring that would really give the people more power and economic security.
- AO3 (15) *Res Gestae* suggests shortage of food combined with overwhelming love for and trust in the person of the emperor leading to total intolerance for any diminution of his power. Suetonius regularly shows discontent resulting from material shortages, and a positive attitude to the emperors for sorting these out. Tacitus may exaggerate public animus against Tiberius and Piso after Germanicus' death.
- 6 How, and for what reasons, did the emperors try to influence the religious life of the city throughout this period?
- AO1 (10) Augustus' grand programme of restoration and building of temples; encouragement of festivals, notably Secular Games (also Claudius). He and Tiberius were anti-Isis; Tiberius also turned against the Jews. Caligula and Vespasian, in very different ways, encouraged emperor-worship. Domitian very pro-Isis. Trajan seems to have had little interest.
- AO2 (20) To seem pious. To suggest that their rule was under divine protection. Because they were Pontifices Maximi. To protect and patrol a concept of 'Romanness'.
- AO3 (15) *Res Gestae*, Suetonius, Tacitus, buildings.
- 7 To what extent does Juvenal in Satires 3 prove that the measures taken by emperors throughout this period to improve living conditions in Rome were half-hearted or unsuccessful?
- AO1 (15) Aqueducts were frequently built and carefully maintained (says Frontinus). Augustus and Nero limited the height of *insulae* and took measures to inhibit fires; Augustus set up the vigiles with their fire-fighting equipment. However, there was a great fire again in Titus' reign.

- AO2 (10) The vigiles and the presence of the Praetorians should have diminished street crime, but there was nothing like a modern police force. Traffic could only proceed at night, so it was undoubtedly noisy. Emperors frequently made distributions of corn and took measures to ensure the food supply, but there was very high unemployment and there were certainly many who depended on patrons.
- AO3 (20) Aqueducts are leaking, sacred groves are full of squatters, flats are falling or burning down, you can't walk the streets at night without getting mugged, you can't sleep because of the noise of wagons. Many depend on the grudging generosity of patrons. But how much is meant to reflect contemporary life and how much is literary cliché reflecting the past? And it should be noted that this comes from the mouth of 'Umbricius': it is not 'Juvenal' speaking.

8 How well do Juvenal in *Satires* 3 and Horace in *Satires* 2.6 illustrate how difficult it was for the people to express their views to those in power during this period?

- AO1 (15) There were no more elections after Augustus. A client might just get invited to a dinner party, but Pliny makes clear how little regard patrons had for their poorer clients at dinner (though he, too, has his own point to prove about his own enlightened practices).
- AO2 (10) People collectively could only make their feelings known by chanting at the games or rioting. An individual would have had great difficulty making clear his views (if it was *her* views, a hundred times more so); there were really no channels for doing so.
- AO3 (20) No-one will listen to a poor client, says Umbricius; you have to pay even to say hello. Money is the only thing that counts, and those without it do not count with anyone. Horace describes being besieged by people who want to know what Maecenas is saying or thinking, or who want him to take a message, and he makes it clear that he will do no such thing. Juvenal exaggerates for effect; Horace is making himself look important, and wants to make a point about his own ability to keep secrets and be trusted by Maecenas.

Section C

Emperors and Empire AD 14-117

9 How successful were governors of this period both in being effective military commanders and in winning over provincials to Roman rule?

- AO1 (10) On the whole, the Romans were very militarily successful during this period (Dacia in Domitian's reign is an exception), and it was mainly governors (Aulus Plautius, Suetonius, Corbulo, Vespasian in his earlier career, etc) who were responsible; only Domitian and, even more, Trajan played a major role themselves, though Tiberius and Vespasian were military men. But some postings (eg Pliny in Bithynia, governorships in senatorial provinces in general) were almost without military responsibilities.
- AO2 (20) How many individual governors combined both roles effectively? Agricola? NB that after Suetonius had defeated Boudica he was replaced by a governor better able to 'win the peace'.
- AO3 (15) Tacitus, *Annals* and *Agricola* (to be treated with extreme caution – many of the Romanising measures he mentions go back at least to Frontinus); Josephus; Dio.

- 10** How different were the ways in which the emperor was viewed in the various provinces throughout this period?
- AO1 (10) A political leader with divine aspects in the West; a god in parts of the East; a Pharaoh in Egypt; a strictly political overlord (often resented) in Judaea.
- AO2 (20) Judaea is perhaps where perceptions of the emperor changed most over this period; did perceptions change very much in other areas? Perhaps in Britain? Note that although the question is about 'the emperor', that is to say the figure of the emperor; candidates may discuss individual emperors, and how they are viewed.
- AO3 (15) Tacitus, Suetonius, Josephus, Pliny's letters, Dio; inscriptions.
- 11** How far can we use the letters between Pliny and Trajan to assess the success with which local communities preserved their own distinctive cultures and administered their own affairs during this period?
- AO1 (15) Britain (Tacitus and inscriptions), Gaul and North Africa (inscriptions) can be looked at for comparison, also the history of Judaea, where things went from relative independence to the almost complete suppression of an independent religion and way of life.
- AO2 (10) The legal matters referred to the Emperor or even to Pliny must surely have been the tip of the iceberg: many decisions must have been taken at local level. Bithynia was unusual in that it had so messed up its own affairs that it was being very carefully scrutinised, and by perhaps the most interfering emperor of the period.
- AO3 (20) Vigorous (if not smoothly functioning) local communities are shown, and there are many building projects. But many activities (even those involving the communities' own money, even relating to honouring the emperor) must await the governor's and the emperor's approval. Trajan's letter denying permission to set up a fire service shows that paranoia with which emperors regarded any independent political (or potentially political) grouping. But (as in the remark about 'these Greeks lov[ing] their games') the cities continue to reflect local interests and traditions (eg few amphitheatres in the East but many theatres and stadiums).
- 12** How far can we use the letters between Pliny and Trajan to assess what the emperors considered to be their own responsibilities in provincial administration during this period?
- AO1 (15) Tiberius got involved closely with questions relating to the imperial cult, and in the responses to natural disasters. Nero seemed to leave things to the governors, but did make decisions regarding the status of communities and the province in Greece.
- AO2 (10) As always, the special history of Bithynia, special nature of Pliny's position, and Trajan's tendency to micromanage must be emphasised in judging how typical a picture Book 10 gives us of the relationship between emperor and province throughout the empire and throughout the period.
- AO3 (20) Trajan often refers technical matters of architecture and engineering back to Pliny. He tends to get involved where there is a military aspect, where there is a question of precedent, in relation to matters of citizenship or where there is a danger of *collegia* forming. We might say that this emperor was concerned to take direct control of decisions where the army was involved, or where there was a question of setting or judging the framework within which legal decisions were taken.

Mark Scheme 2467
June 2007

2007 2467 Final Mark Scheme

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The Romanisation of Britain AD 43 – 415

- 1 Examine the reasons for the development and change in functions of towns in Roman Britain during this period.

AO1 (10) Good answers will deploy information addressing the whole period AD 43-415, and should be based on a range of sites, illustrating functions which those towns performed (administrative/ economic/ supporting garrisons/ *coloniae* and so on). The characteristics of 'town life' may be explored, eg centralised trade; local manufacturing; its 'Roman' aspects, such as municipal government; specifically 'Roman' buildings such as bath-houses, basilicas, temples, theatres etc. Accept accounts which go beyond AD 415 in illustrating the total decline of some urban centres (eg Silchester) and possible continuity in others (eg Wroxeter, Carlisle).

AO2 (20) The key criteria to be explored are that of development and change over time, and both should be addressed - perhaps not equally – for marks in the highest bands in AO3. Earliest changes from native oppida and centres of monarchy in the south and east to Romanized towns (eg Camulodunum, Verulamium) to the development of more widespread urban life through *colonia* and following the army; evidence for veterans involved in urban culture from inscriptions should be credited. Explanations of changes in function, including the move out of towns into villas in the later period, should be credited where these are supported by accurate detail and sources.

- AO3 (15) Answers should make use of specific sources from the wide range of towns which might be cited, using them specifically to show how functions developed and buildings were put to a variety of uses (Silchester/ Wroxeter basilicas turned into industrial units, for example 'growth in importance' and 'decline' with specific examples. Illustrative material should be drawn from a range of sources selected to illustrate the issues asked for in the question. Reward epigraphic support and the obvious illustration from Tacitus *Agricola* on Romanisation. Reserve marks in the highest bands for detailed information about examples which fully address all parts of the question.
- 2 To what extent does a study of **either** art **or** architecture in Roman Britain during this period support the view that Britain became fully 'Romanised'?
- AO1 (10) Credit answers which evaluate a number of examples carefully: there should be a clear appreciation of what constituted 'Roman' or 'British/ Celtic' styles to base the argument on. Answers which show an appreciation of ambiguities in interpreting 'British' (as opposed to 'continental Celtic' or 'Germanic') styles, and which demonstrate the contemporary co-existence of a number of styles within Britain, should also be well rewarded.
- AO2 (20) The key words are 'fully Romanised' and 'extent'. At the highest levels there should be a clear judgement about extent to which the available evidence supports the idea that Romanisation penetrated all levels of society – there should be judgements about which parts of Roman Britain (geographical or seen in high- vs. low-status, or urban and villa-dwelling vs. rural peasantry) were really touched by a change in material culture. Very good answers may highlight differences between low- and high-status artefacts, or question whether some artefacts demonstrate deliberate, skilful execution or are poor pastiche (eg the Rudston Venus) which were nevertheless presumably acceptable to their owners. Candidates who raise in addition the limitations of extant material (eg only some media survive – leather, wood, textiles, prone to decay) and who use these ideas critically in building an argument and reaching a conclusion should be credited appropriately.
- AO3 (15) There should be detailed information on specific examples, so far as is possible they should be dated and given an accurate location. Selection of material (and indeed art or architecture as a vehicle to discuss the issue) is at the discretion of the candidate. Reserve marks in the highest bands for detailed information about examples which fully address all parts of the question.
- 3 How much can we learn from inscriptions about the occupations and economic activity of the inhabitants of Roman Britain?
- AO1 (15) Reward discussion of the development of industrial activity as a basis for the essay in so far as it is based on the evidence provided by inscriptions – general discussions which contain very good detail but may be rewarded in AO1 in so far as the information is relevant to the question (ie used to provide a context for discussion about the value/ limitations of inscriptions).
- AO2 (10) Very good answers will give a clear supported response to the question 'how far', using detail such as that indicated in AO1 and AO3. Credit answers which also explore the limitations of epigraphic evidence, both in terms of the amount which survives/ may survive, and the limited sections of society who made use of it.

AO3 (20) Reward all evaluated comment which is based on inscriptions and related to the topic, whether directly or indirectly: this may include inscriptions on manufactured items, epigraphic records recording individuals engaged in industry and trade, and records which obliquely indicate industrial activity. Answers may provide information on industry and trade in its broadest sense, including imported material and trade (eg Barates and his wife in AO3); pottery and brick/ tile production; construction and infrastructure, including baths, aqueducts, temples, even inscriptions! – many built by the military, whose presence may by induction indicate industrial activity such as mining and smelting – see AO3. Specific details about trades – see, eg Lactor 4: 212-216 – should be fully credited. Graffiti on tiles etc. should also receive credit if used to support arguments. Perceptive answers may note that many aspects of economic activity – especially agriculture – are not noted in inscriptions to any great extent, though the Vindolanda tablets provide a balance here.

4 How much can be learned from inscriptions about the varying functions performed by the Roman army in Roman Britain during this period?

AO1 (15) Information should relate to 'functions' and there should be some attempt to identify these; in the earliest period, conquest/ protection (the latter continuing to provide security against raiders, usurpers etc.), but other functions including regulation of trade, inadvertent stimulators of the economy, assisting in construction projects, and so on.

AO2 (10) 'How much' must be clearly addressed, with credit given to both use of and understanding limitations of epigraphic evidence, especially as regards precise dating, and the limited number of inscriptions which survive, as well as the limited part of society they present. Reward answers which draw on literary sources to support/ contradict the evidence of inscriptions.

AO3 (20) Reward critical use of a variety of inscriptions, including coins and altar inscriptions. Material cited must be evaluated, showing critical judgement and a thoughtful attempt to 'mine' it to illustrate 'extent' – eg an inscription recording the rebuilding of a granary may be used to show the building skills of the military, but might also be used to show the importance of securing and distributing grain supply, and the location of a unit implies that a number of soldiers were present, presumably with other functions than looking shiny and rebuilding forts in time of peace! Perceptive responses may highlight the limitations of our knowledge in this respect, though students who have explored the Vindolanda tablets may be able to recall the information in the military strength reports, for example, and the support/ escort roles which the military carried out. Reward discussion of military functions which are not based on sources under AO1.

AS DOCUMENT STUDY

(a) Total available: 20 marks

Band	AO3
1	19-20 Detailed use of the source material and interpretation of the source to support the answer; some understanding of the value of the source as evidence and/or an awareness of the context of the material and/or – where appropriate – an awareness of conflicting views in or about evidence
2	16-18 Detailed use of much of the source interpreted for part of the answer; (for higher marks) some understanding of the value of the source as evidence and/or an awareness of the context of the material and/or – where appropriate – an awareness of conflicting views in or about evidence
3	13-15 Specific reference to the source but limited interpretation of the source to support the answer
4	10-12 Some specific reference to parts of the source with general interpretation in the context of the question
5	7-9 Occasional specific reference to parts of the source material
6	4-6 General references to the source material
7	1-3 General, unclear or irrelevant reference to source material

(b) Total available: 25 marks [only in five bands]

Band	AO1	AO2	AO3
1	7 Specific relevant factual knowledge to support the answer.	8 Well-organized discussion of issues relevant to the question; balanced judgements based on relevant knowledge and use of evidence	10 Detailed use of appropriate source material and some interpretation of the source(s) to support the answer; some understanding of the value of the source(s) as evidence and an awareness of the context of the material and – where appropriate – an awareness of conflicting views in or about evidence
2	6 Fairly specific, relevant factual knowledge to support most of the answer	7 Discussion of some issues relevant to the question; mainly well-organized and/or with balanced judgements, mostly supported by relevant factual knowledge and use of evidence	9 Detailed use of the source(s); some interpretation for part of the answer; some understanding of the value of the source as evidence and/or an awareness of the context of the material and/or – where appropriate – an awareness of conflicting views in or about evidence
3	5 Relevant factual knowledge to support most of the answer.	6 Discussion of some issues relevant to the question; with balanced judgements in places mostly supported by relevant factual knowledge and/or use of evidence	7-8 Some use of source(s) with limited interpretation of the source(s) to support the answer
4	4 Some factual knowledge mainly relevant to the question	4-5 Some discussion relevant to the question; judgements sometimes supported by relevant knowledge or use of evidence	5-6 Specific reference to relevant sources with general interpretation in the context of the question
5	3 Some factual knowledge relevant to the question and/or topic in some of the answer.	3 Occasional discussion relevant to the question; judgements rarely supported by factual knowledge or evidence	3-4 Some reference to specific source material with interpretation of the source in general terms
6	2 Occasional factual knowledge relevant to the question .	2 Occasional, superficial judgements rarely supported	2 General reference to the source material or context of source
7	1 Little factual knowledge related to the question	1 Superficial and general discussion	1 General, unclear or irrelevant reference to source material

AS SOURCE-BASED GRID + 10 marks for AO1b (given over the whole paper)

Band	AO1	AO2	AO3
	14-15 Specific, relevant factual knowledge to support the answer	14-15 Well organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge and use of evidence	14-15 detailed use of appropriate source(s); some interpretation of the source material relevant to the question; understanding of the value of source(s) as evidence and – where appropriate – an awareness of conflicting views in or about evidence
2	12-13 Mainly specific, relevant factual knowledge to support the answer	12-13 Mainly well-organized discussion of some issues relevant to the question; and/or with balanced judgements, mostly supported by relevant factual knowledge and use of evidence	12-13 Fairly detailed use of appropriate source(s) with some interpretation of the source material relevant to the question and/or some understanding of the value of source(s) as evidence and/or – where appropriate – an awareness of conflicting views in or about evidence
3	10-11 Some fairly specific, mainly relevant factual knowledge to support the answer	10-11 Occasionally well-organized discussion of some issues relevant to the question; and balanced judgements in places mostly supported by relevant factual knowledge and/or use of evidence	10-11 Detailed use of one source or less detailed use of more than one source with interpretation of the source material relevant to the question
4	7-9 Some factual knowledge mainly relevant to the question	7-9 Some discussion relevant to the question; judgements sometimes supported by relevant factual knowledge and/or use of evidence	7-9 Some specific references to relevant sources with limited interpretation in the context of the question
5	5-6 Some factual knowledge relevant to the question and/or the topic in some of the answer	5-6 Occasional discussion relevant to the question; judgements rarely supported by factual knowledge or evidence	5-6 Occasional specific reference to relevant source material generally interpreted.
6	2-4 occasional factual knowledge relevant to the question	2-4 Occasional, superficial judgements rarely supported	2-4 General references to source material
7	1 Little factual knowledge related to the question	1 Superficial and general discussion	1 General, unclear reference to source material.

AS THEMATIC GRID

Band	AO1	AO2	AO3
1	14-15 Specific, relevant factual knowledge to support the answer	19-20 Well organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge and use of evidence	10 Detailed use of appropriate source(s); some interpretation of the source material relevant to the question; understanding of the value of source(s) as evidence and – where appropriate – an awareness of conflicting views in or about evidence
2	12-13 Fairly specific, relevant factual knowledge to support the answer	16-18 Mainly well-organized discussion of some issues relevant to the question; and/or balanced judgements, mostly supported by relevant factual knowledge and use of evidence	9 Fairly detailed use of appropriate source(s) with some interpretation of the source material relevant to the question and/or some understanding of the value of source(s) as evidence and/or – where appropriate – an awareness of conflicting views in or about evidence
3	10-11 Some fairly specific, mainly relevant factual knowledge to support the answer in places	13-15 Occasionally well-organized discussion of some issues relevant to the question; and balanced judgements in places mostly supported by relevant factual knowledge and/or use of evidence	7-8 Detailed use of one source or less detailed use of more than one source with interpretation of the source material relevant to the question
4	7-9 Some factual knowledge mainly relevant to the question in places	10-12 Some discussion relevant to the question; some judgements supported by relevant factual knowledge and/or use of evidence	6 Specific references to relevant sources with limited interpretation in the context of the question
5	5-6 Some factual knowledge relevant to the question and/or the topic in some of the answer	7-9 Reference to issue(s) relevant to the question ; judgements occasionally supported by factual knowledge or evidence	4-5 Occasional specific references to relevant source material generally interpreted.
6	2-4 Occasional factual knowledge relevant to the question	4-6 Reference to issue(s); occasional, superficial judgements not supported	2-3 General references to source material
7	1 Little factual knowledge related to the question	1-3 Superficial and general discussion	1 General, unclear reference to source material.

A2 DOCUMENT STUDY [10 marks given for AO1b – given over whole paper]

Question (a) (20 marks)

Band	AO1	AO2	AO3
1	5 Specific, relevant factual knowledge to support an answer.	5 Well-organized discussion of some issues relevant to the question; balanced judgements based on relevant knowledge and use of evidence	10 Detailed use of appropriate source material and some interpretation of the source(s) to support the answer; some understanding of the value of the source(s) as evidence and an awareness of the context of the material and – where appropriate – an awareness of conflicting views in or about evidence
2			9 Detailed use of the source(s) and interpreted for part of the answer; some understanding of the value of the source as evidence and/or an awareness of the context of the material and/or – where appropriate – an awareness of conflicting views in or about evidence
3	4 Mainly Relevant factual knowledge to support the answer	4 Discussion of some issues relevant to the question; some judgements supported by relevant knowledge or use of evidence	7-8 Some use of source(s); limited interpretation of the source(s) to support the answer; superficial understanding of the value of the source as evidence
4			6 Specific reference to relevant sources with general interpretation in the context of the question
5	3 Some factual knowledge mainly relevant to the question in places	3 Discussion of issue(s) relevant to the question; superficial judgements in places, occasionally supported by relevant knowledge or use of evidence	4-5 Some reference to specific source material; limited interpretation of the source in general terms
6	2 Occasional factual knowledge relevant to the question.	2 Superficial discussion; judgements rarely supported by relevant knowledge or use of evidence	2-3 General reference to the source material or context of source
7	1 little factual knowledge related to the question.	1 Superficial and general discussion.	
			1 Limited interpretation of the source material not relevant to the question

Question (b) (25 marks)

Band	AO1	AO2	AO3
1	5 Specific relevant factual knowledge to support an answer.	10 Well-organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge and use of evidence	10 Detailed use of appropriate source material and some interpretation of the source(s) to support the answer; some understanding of the value of the source(s) as evidence and an awareness of the context of the material and – where appropriate – an awareness of conflicting views in or about evidence
2		9 Mainly well organized discussion of some issues relevant to the question; and/or balanced judgements, mostly supported by relevant factual knowledge and use of evidence	9 Detailed use of the source(s) and interpreted for part of the answer; some understanding of the value of the source as evidence and/or an awareness of the context of the material and/or – where appropriate – an awareness of conflicting views in or about evidence
3	4 Mainly relevant factual knowledge to support the answer	7-8 Occasionally well-organized discussion of some issues relevant to the question; and balanced judgements in places mostly supported by relevant factual knowledge and/or use of evidence	7-8 Some use of source(s); limited interpretation of the source(s) to support the answer; superficial understanding of the value of the source as evidence
4		6 Some discussion relevant to the question; superficial judgements in places, occasionally supported by relevant knowledge or use of evidence	6 Specific reference to relevant sources with general interpretation in the context of the question
5	3 Some factual knowledge mainly relevant to the question in places	4-5 Reference to issue(s) relevant to the question; occasional judgements rarely supported by factual knowledge or evidence	4-5 Some reference to specific source material; limited interpretation of the source in general terms
6	2 Occasional factual knowledge relevant to the question.	2-3 Superficial discussion, judgements rarely supported by relevant knowledge or use of evidence	2-3 General reference to the source material or context of source
7	1 Little factual knowledge related to the question.	1 Superficial and general discussion	1 General, unclear or irrelevant reference to source material

A2 SOURCE-BASED GRID + 10 marks for AO1b (given over the whole paper)

Band	AO1	AO2	AO3
	14-15 Specific, relevant factual knowledge to support the answer	14-15 Well organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge and use of evidence	14-15 Detailed use of appropriate source(s); some interpretation of the source material relevant to the question; understanding of the value of source(s) as evidence and – where appropriate – an awareness of conflicting views in or about evidence
2	12-13 Mainly specific, relevant factual knowledge to support most of the answer	12-13 Mainly well-organized discussion of issues relevant to the question; and/or with balanced judgements, mostly supported by relevant factual knowledge and use of evidence	12-13 Fairly detailed use of appropriate source(s) with some interpretation of the source material relevant to the question and/or some understanding of the value of source(s) as evidence and/or – where appropriate – an awareness of conflicting views in or about evidence
3	10-11 Some specific, relevant factual knowledge to support the answer in places	10-11 Occasionally well organized discussion of some issues relevant to the question; and balanced judgements in places supported by relevant factual knowledge and use of evidence	10-11 Detailed use of one source or less detailed use of more than one source with interpretation of the source material relevant to the question
4	7-9 Factual knowledge mainly relevant to the question in places	7-9 Some discussion of issues relevant to the question; judgements sometimes supported by relevant factual knowledge and/or use of evidence	7-9 Specific references to relevant sources with limited interpretation in the context of the question
5	5-6 Some factual knowledge, relevant to the question	5-6 Occasional discussion relevant to the question; superficial judgements rarely supported by factual knowledge or evidence	5-6 Occasional specific reference to relevant source material generally interpreted
6	2-4 Occasional factual knowledge relevant to the question.	2-4 Reference to issues; occasional, superficial judgements rarely supported	2-4 General references to source material
7	1 Little factual knowledge related to the question.	1 Superficial and general discussion	1 General, unclear reference to source material.

A2 THEMATIC GRID (first question) + 10 marks for AO1b (given over the whole paper)

Band	AO1	AO2	AO3
1	10 Specific, relevant factual knowledge to support an answer	19-20 Well organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge and use of evidence	14-15 Detailed use of appropriate source(s); some interpretation of the source material relevant to the question; understanding of the value of source(s) as evidence and – where appropriate – an awareness of conflicting views in or about evidence
2	8-9 Mainly specific, relevant factual knowledge to support the answer	16-18 Mainly well organized discussion of issues relevant to the question; balanced judgements in places mostly supported by relevant factual knowledge and use of evidence	12-13 Fairly detailed use of appropriate source(s) with some interpretation of the source material relevant to the question and/or some understanding of the value of source(s) as evidence and/or – where appropriate – an awareness of conflicting views in or about evidence
3	6-7 Some specific, mainly relevant and factual knowledge to support an answer	13-15 Occasionally well organized discussion of issues relevant to the question; and/or balanced judgements mostly supported by relevant factual knowledge and use of evidence	10-11 Detailed use of one source or less detailed use of more than one source with interpretation of the source material relevant to the question
4	5 Some factual knowledge, relevant to the question and/or the topic in some of the answer	10-12 Discussion of some issues relevant to the question; judgements in places supported by relevant factual knowledge and/or use of evidence	7-9 Specific references to relevant sources with limited interpretation in the context of the question
5	3-4 Limited factual knowledge relevant to the question	7-9 Reference to issue(s) relevant to the question ; few judgements supported by factual knowledge or evidence	5-6 Occasional specific references to relevant source material generally interpreted
6	2 Occasional factual knowledge relevant to the question	4-6 Occasional reference to issues; superficial judgements rarely supported	2-4 General references to source material
7	1 Little factual knowledge related to the question	1-3 Superficial and general discussion	1 General, unclear reference to source material

A2 THEMATIC GRID (second question) + 10 marks for AO1b (given for whole paper).

Band	AO1	AO2	AO3
1	14-15 Specific, relevant factual knowledge to support the answer	10 Well-organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge and use of evidence	19-20 Detailed use of appropriate source or sources; some relevant interpretation of the source material; understanding of the value of source(s) as evidence and – where appropriate – an awareness of conflicting views in or about evidence
2	12-13 Mainly specific, relevant factual knowledge to support most of the answer	8-9 Mainly well organized discussion of issues relevant to the question; and/or balanced judgements mostly supported by relevant factual knowledge and use of evidence	16-18 Fairly detailed use of appropriate source material; some relevant interpretation of the source material ; some understanding of the value of the source(s) as evidence and/or where appropriate – an awareness of conflicting views in or about evidence
3	10-11 Some specific, relevant factual knowledge to support the answer in places	7 Occasionally well-organized discussion of some issues relevant to the question; and balanced judgements in places mostly supported by relevant factual knowledge and/or use of evidence	13-15 Occasionally detailed use of appropriate source material with interpretation of the source material relevant to the question
4	7-9 Mostly factual knowledge mainly relevant to the question	6 Discussion of some issues relevant to the question; judgements sometimes supported by relevant factual knowledge or use of evidence	10-12 Some references to relevant sources with limited interpretation in the context of the question
5	5-6 Some factual knowledge, relevant to the question	4-5 Reference to some issue(s) relevant to the question; judgements rarely supported by factual knowledge or evidence	7-9 Occasional references to relevant source material generally interpreted
6	2-4 Occasional factual knowledge relevant to the question.	2-3 Occasional reference to issues; superficial judgements rarely supported	4-6 General references to source material
7	1 Little knowledge related to the question.	1 Superficial and general discussion	1-3 General, unclear reference to source material.

AO1b for all components

Band	AO1b
1	10 Accurate, clear and concise communication throughout the answer. Accurate use of appropriate terminology and vocabulary specific to the question throughout the answer.
2	9 Accurate, clear and concise communication in most of the answer. Mainly accurate use of appropriate terminology and vocabulary specific to the question in the answer.
3	8 Clear and concise communication in most of the answer. Mainly accurate use of appropriate terminology and vocabulary specific to the question in the answer. Occasional unclear expressions.
4	7 Some clear and concise communication in the answer. Some accurate use of appropriate terminology and vocabulary specific to the question.
5	5-6 Clear and concise communication in the answer; occasionally accurate use of appropriate terminology and vocabulary specific to the question.
6	3-4 Occasionally clear communication. Rarely accurate use of appropriate terminology and vocabulary specific to the question, with errors.
7	2 Rare clear and concise communication. Unclear and inaccurate use of appropriate terminology and vocabulary specific to the question in most of the answer.
9	1 Almost no clear and concise communication. Unclear and inaccurate use of appropriate terminology and vocabulary specific to the question.

Awarding of marks for A01b

Examiners must take into account that the answers are written under examination conditions and occasional errors will occur even in band 1. Such errors as occur in spelling and punctuation should not be penalized unless (a) they are numerous and cover a range of expressions and/or (b) affect the understanding of the expressions. The organization of the arguments and discussions is awarded in A02 and should not affect the award of marks for A01b.

**Advanced GCE (Ancient History) (3809 and 7809)
June 2007 Assessment Series**

AS Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2450	Raw	100	76	66	56	46	36	0
	UMS	100	80	70	60	50	40	0
2451	Raw	100	77	67	58	49	40	0
	UMS	100	80	70	60	50	40	0
2452	Raw	100	78	69	60	51	42	0
	UMS	100	80	70	60	50	40	0
2453	Raw	100	80	70	61	52	43	0
	UMS	100	80	70	60	50	40	0
2454	Raw	100	78	68	58	49	40	0
	UMS	100	80	70	60	50	40	0
2455	Raw	100	83	74	66	58	50	0
	UMS	100	80	70	60	50	40	0
2456	Raw	100	76	66	57	48	39	0
	UMS	100	80	70	60	50	40	0
2457	Raw	100	81	71	62	53	44	0
	UMS	100	80	70	60	50	40	0
2458	Raw	100	74	65	56	48	40	0
	UMS	100	80	70	60	50	40	0

A2 Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2459	Raw	100	77	68	59	50	41	0
	UMS	100	80	70	60	50	40	0
2460	Raw	100	79	69	59	49	40	0
	UMS	100	80	70	60	50	40	0
2461	Raw	100	79	69	59	50	41	0
	UMS	100	80	70	60	50	40	0
2462	Raw	100	78	69	60	51	42	0
	UMS	100	80	70	60	50	40	0
2463	Raw	100	78	68	58	48	38	0
	UMS	100	80	70	60	50	40	0
2464	Raw	100	82	72	63	54	45	0
	UMS	100	80	70	60	50	40	0
2465	Raw	100	76	67	58	49	40	0
	UMS	100	80	70	60	50	40	0
2466	Raw	100	84	74	64	54	44	0
	UMS	100	80	70	60	50	40	0
2467	Raw	100	81	70	60	50	40	0
	UMS	100	80	70	60	50	40	0
2468	Raw	100	84	73	62	52	42	0
	UMS	100	80	70	60	50	40	0
2469	Raw	100	84	73	62	52	42	0
	UMS	100	80	70	60	50	40	0
2470	Raw	100	84	73	62	52	42	0
	UMS	100	80	70	60	50	40	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3809	300	240	210	180	150	120	0
7809	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3809	15.8	36.4	59.9	78.8	92.1	100	994
7809	22.0	48.7	76.3	92.1	98.5	100	575

1569 candidates aggregated this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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