

General Certificate of Secondary Education
Ancient History
Women in ancient politics
Specimen Paper

A033

Time: 1 hour 15 minutes

Additional materials: Answer Booklet 8 pages

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided in the Answer Booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Write your answers in black ink only.
- This paper has **two** options:
Option 1: Cleopatra and her impact on Roman politics, 69–23 BC
Option 2: Agrippina the Younger and her influence on Roman politics, AD 41–AD 59
- Answer questions from **either** Option 1 **or** Option 2.
- Answer **all** the questions in Section A and **one** question from Section B.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **86**.
- You will be assessed on the quality of written communication in your answer to the following questions: 4 or 5 (Option 1), or, 9 or 10 (Option 2). Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

This document consists of **7** printed pages and **1** blank page.

Answer questions from **either** Option 1 **or** Option 2.

Option 1: Cleopatra and her impact on Roman politics, 69–30 BC

Section A

Answer **all** the questions in this section.

- 1 Briefly outline **two** reasons why Cleopatra was politically important to Mark Antony. [5]
- 2 Read the following passage from Virgil, and answer the questions which follow.

There before your eyes the battle was drawn up with the whole of the headland of Leucas seething and all the waves gleaming in gold. On one side was Augustus Caesar, leading the men of Italy into battle alongside the Senate and the people of Rome, its gods of home and its great gods. High he stood on the poop of his ship while from his radiant forehead there streamed a double flame and his father's star shone above his head. On the other wing, towering above the battle as he led his ships in line ahead, sailed Agrippa with favouring winds and favouring gods, and the beaks of captured vessels flashed from the proud honour on his forehead, the naval crown. On the other side, with the wealth of the barbarian world and warriors in all kinds of different armour, came Antony in triumph from the shores of the Red Sea and the people of the Dawn. With him sailed Egypt and the power of the East from as far as distant Bactria, and there bringing up the rear was the greatest outrage of all, his Egyptian wife!

Virgil, *Aeneid* 8, 675-688

- (a) (i) Briefly outline the events at the battle of Actium. [4]
- (ii) Explain why this battle was particularly significant in the life of Cleopatra. [4]
- (b) How far to you think Virgil is a reliable historical source for these events? [5]
- 3 Read the following passage from Suetonius, and answer the questions which follow.

The most famous of these queens was Cleopatra of Egypt. He often feasted with her until dawn; and they would have sailed together in her state barge nearly to Ethiopia had his soldiers consented to follow him. He eventually summoned Cleopatra to Rome, and would not let her return to Alexandria without high titles and rich presents. He even allowed her to call the son whom she had borne him 'Caesarion'. Some Greek historians say that the boy closely resembled Caesar in features as well as in gait. Mark Antony informed the Senate that Caesar had, in fact, acknowledged Caesarion's paternity, and that other friends of Caesar's, including Gaius Matius and Gaius Oppius, were aware of this.

Suetonius, *Julius Caesar*, 52

- (a) How far is this view of Cleopatra's importance typical of Roman views? You must refer to both this passage and other examples. [14]
- (b) Explain how far you think the sources give an accurate account of Julius Caesar's relationship with Cleopatra. You must refer to both this passage and other ancient sources which you have studied. [18]


Section B

Answer **either** question 4 **or** question 5

- 4 'Roman authors saw Cleopatra as nothing but trouble.' How far do you agree with this view of the way Roman authors presented Cleopatra's role in Roman politics?

In your answer you should:


- give a brief account of Cleopatra's relationship with Rome;
- explain whether you think she caused trouble in Rome;
- show knowledge of at least **two** relevant sources;
- consider how reliable you think these sources are. **[30]**

 Spelling, punctuation and grammar **[6]**

- 5 To what extent do you think that the death of Mark Antony made Cleopatra's suicide inevitable?

In your answer you should:

- give a brief account of the personal and political situation surrounding Mark Antony and Cleopatra;
- explain how far you think the situation influenced Cleopatra's decision to commit suicide;
- show knowledge of relevant sources;
- consider how reliable you think these sources are. **[30]**

 Spelling, punctuation and grammar **[6]**

Turn over

Do not answer questions from this option if you have already answered option 1.

Option 2: Agrippina the Younger and her Influence on Roman Politics, AD 41–AD 59

Section A

Answer **all** the questions in this section.

- 6** Give **two** reasons why Nero felt Agrippina had to die. **[5]**
- 7** Study the coins given below, and answer the questions which follow.



Coin showing Agrippina and Claudius



Coin showing Agrippina and Nero

- (a)** With reference to these coins, outline and explain the reasons why Agrippina was significant in Roman politics. **[8]**
- (b)** How fully do you think these coins reflected her position? **[5]**

8 Read the following passage from Tacitus, and answer the questions which follow.

Nevertheless, Agrippina did not yet venture to make her supreme attempt until she could remove the commander of the Guard, Lusius Geta and Rufrius Crispinus, whom she regarded as loyal to the memory of Messalina and to the cause of Messalina's children. So Agrippina asserted to Claudius that the Guard was split by their rivalry and that unified control would mean stricter discipline. Thereupon the command was transferred to Sextus Afranius Burrus, who was a distinguished soldier but fully aware whose initiative was behind his appointment. Agrippina also enhanced her own status. She entered the Capitol in a ceremonial carriage. This distinction, traditionally reserved for priests and sacred emblems, increased the reverence felt for a woman who to this day remains unique as the daughter of a great commander and the sister, wife, and mother of emperors.

Tacitus, *Annals*, 12.42

- (a)** How typical of Agrippina's behaviour are the actions which she takes in this passage? You must refer to both this passage and other examples. **[14]**
- (b)** Explain how far you think Suetonius and Tacitus give an accurate account of Agrippina's character? You should refer to both this passage and other ancient sources which you have studied. **[18]**

Turn over

Section B

Answer **either** question 9 **or** question 10

9 'For a period Agrippina was the most powerful person in Rome.' To what extent do you agree with this view?

In your answer you should:

- give a brief account of what Agrippina did in the imperial court in the reigns of Claudius and Nero;
- explain the extent of the power which this gave her;
- show knowledge of relevant sections of the sources;
- consider how reliable you think these sources are. **[30]**

 Spelling, punctuation and grammar **[6]**

10 'Agrippina died as she did because she could no longer control Nero.' How far do you agree with this view?

In your answer you should:

- give an account of how and why the sources tell us Agrippina was killed;
- explain why you think she was killed;
- show knowledge of relevant sections of the sources;
- consider how reliable you think these sources are. **[30]**

 Spelling, punctuation and grammar **[6]**

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From *Suetonius, Julius Caesar*, translated by Robert Graves, ed. Michael Grant. Penguin 1979, 52 permission granted by A P Watt Ltd on behalf of The Trustees of the Robert Graves Copyright Trust.

From Agrippina, *Sex, Power and Politics in the Early Empire*, Anthony A. Barrett, Routledge Taylor and Francis Group, 1996, fig. 12, Tetradrachm of Ephesus: Agrippina and Claudius (Ashmolean Museum, University of Oxford); fig. 13 Aureus: Nero and Agrippina (Ashmolean Museum, University of Oxford)

From *Tacitus, The Annals of Imperial Rome*, translated by Michael Grant, ed. Betty Radice, Penguin 1996, lines 12.42. Reproduced by permission of Penguin Books Ltd.

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Unit A033: Women in ancient politics

Specimen Mark Scheme

The maximum mark for this paper is 86.

GCSE Ancient History: Assessment Grids for Section A

	AO1 (Recall, Select, Organise)		AO2 (Understand)		AO3 (Interpret, Evaluate, Respond)	
Level 5 Thorough	4 Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised.	5	4 Answers demonstrate a thorough understanding of issues, events and sources relevant to the question.	5	5 Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions. They construct an informed personal response based on thorough evaluation and interpretation of the source material.	7-8
Level 4 Sound	3 Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound , relevant and organised.	3-4	3 Answers demonstrate a sound understanding of issues, events and sources relevant to most of the question.	3-4	3-4 Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on sound evaluation and interpretation of the source material.	5-6
Level 3 Some	2 Answers contain some knowledge of the events, sources and issues relevant to some of the question. There is some evidence of selection and organisation of information.		2 Answers show some understanding of issues, events and sources relevant to some of the question.		2 Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on some of the source material.	3-4
Level 1/2 Limited/None	0-1 Answers contain limited or no knowledge of events, sources and issues. Information that has been included is disorganised and has limited or no relevance.		0-1 Answers show limited or no understanding of events or sources.		0-1 Answers offer limited or no evaluation. They offer a personal response based on limited or no evidence, or no response.	0-2

GCSE Ancient History: Assessment Grids for Section B

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 5 Thorough	<p>8-10</p> <p>Answers contain thorough knowledge of the events, sources and issues relevant to the question.</p> <p>Information is detailed, thoroughly relevant, well selected and organised.</p> <p>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>	<p>8-10</p> <p>Answers demonstrate a thorough understanding of issues, events and sources relevant to the question.</p>	<p>8-10</p> <p>Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions.</p> <p>They construct an informed personal response based on thorough evaluation and interpretation of the source material.</p>
Level 4 Sound	<p>6-7</p> <p>Answers contain sound knowledge of the events, sources and issues relevant to most of the question.</p> <p>Information is sound, relevant and organised.</p> <p>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>6-7</p> <p>Answers demonstrate a sound understanding of issues, events and sources relevant to most of the question.</p>	<p>6-7</p> <p>Answers interpret, analyse and evaluate evidence and draw relevant conclusions.</p> <p>They offer a personal response based on sound evaluation and interpretation of the source material.</p>
Level 3 Some/Partial	<p>4-5</p> <p>Answers contain some knowledge of the events, sources and issues relevant to some of the question</p> <p>There is some evidence of selection and organisation of information.</p> <p>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</p>	<p>4-5</p> <p>Answers show some understanding of issues, events and sources relevant to some of the question.</p>	<p>4-5</p> <p>Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions.</p> <p>They offer a personal response based on some of the source material.</p>


	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 2 Limited	<p style="text-align: center;">2-3</p> <p>Answers contain limited knowledge of the events, sources and issues relevant to parts of the question.</p> <p>There is limited evidence of selection or organisation of information.</p> <p>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p style="text-align: center;">2-3</p> <p>Answers show limited understanding of events and sources.</p>	<p style="text-align: center;">2-3</p> <p>Answers draw limited conclusions based on the evidence they have included.</p> <p>Answers offer a personal response at a limited level.</p>
Level 1 Minimal/None	<p style="text-align: center;">0-1</p> <p>Answers contain minimal or no knowledge of events, sources and issues.</p> <p>Information that has been included is disorganised and has minimal or no relevance.</p> <p>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p>	<p style="text-align: center;">0-1</p> <p>Answers show minimal or no understanding of events or sources.</p>	<p style="text-align: center;">0-1</p> <p>Answers offer a minimal personal response, without reference to evidence, or no response.</p>


Section A: Option 1: Cleopatra and her impact on ancient politics, 69–30 BC		
Question Number	Answer	Max Mark
	<p>The Section A marking grids should be used to mark questions 1-3. The information suggested below is indicative only, and any accurate points should be credited in line with the Section A marking grids.</p>	
1	<p>Briefly outline two reasons why Cleopatra was politically important to Mark Antony.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • her previous relationship with Julius Caesar; • significance for Mark Antony in an attempt to inherit Caesar's position; • relationship with eastern province; • and power within the empire. 	<p>[5]</p> <p>AO1:5</p>
2	<p>Read the following passage from Virgil, and answer the questions which follow.</p> <p><i>There before your eyes the battle was drawn up with the whole of the headland of Leucas seething and all the waves gleaming in gold. On one side was Augustus Caesar, leading the men of Italy into battle alongside the Senate and the people of Rome, its gods of home and its great gods. High he stood on the poop of his ship while from his radiant forehead there streamed a double flame and his father's star shone above his head. On the other wing, towering above the battle as he led his ships in line ahead, sailed Agrippa with favouring winds and favouring gods, and the beaks of captured vessels flashed from the proud honour on his forehead, the naval crown. On the other side, with the wealth of the barbarian world and warriors in all kinds of different armour, came Antony in triumph from the shores of the Red Sea and the people of the Dawn. With him sailed Egypt and the power of the East from as far as distant Bactria, and there bringing up the rear was the greatest outrage of all, his Egyptian wife!</i></p> <p style="text-align: right;">Virgil, Aeneid 8, 675-688</p>	
2(a)	<p>(i) Briefly outline the events at the battle of Actium.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Mark Antony and Octavian face each other in battle; • Octavian gains the upper-hand; • with the help of Agrippa; • Mark Antony flees to Egypt (with Cleopatra). <p>Any other relevant detail of the battle should be rewarded.</p>	<p>[4]</p> <p>AO1:4</p>

Section A: Option 1: Cleopatra and her impact on ancient politics, 69–30 BC		
Question Number	Answer	Max Mark
2(a) cont'd	<p>(ii) Explain why this battle was particularly significant in the life of Cleopatra.</p> <p>Answers should show an understanding of:</p> <ul style="list-style-type: none"> • Cleopatra's role as Mark Antony's consort; • how his defeat and flight from this battle to Egypt left her with little option but to go with him; • and, ultimately, die with him. <p>Answers may acknowledge that this was the end of any potential involvement in Roman politics and led to the end of her life.</p>	[4] AO2:4
2(b)	<p>How far to you think Virgil is a reliable historical source for these events?</p> <p>Answers should include evaluation of the passage including consideration of the details such as:</p> <ul style="list-style-type: none"> • the description of the 'father's star'; • the involvement of the gods; • the 'wealth of the barbarian world' and other anti-Antony/Cleopatra phrases. <p>Answers may also note the more general points about Virgil as a poet, his poetic aims and his relationship with the Augustan regime.</p> <p>They may also look this version of the battle and contrast it with that given by Propertius. This should be well rewarded, if accurately done.</p>	[5] AO3:5
3	<p>Read the following passage from Suetonius, and answer the questions which follow.</p> <p><i>The most famous of these queens was Cleopatra of Egypt. He often feasted with her until dawn; and they would have sailed together in her state barge nearly to Ethiopia had his soldiers consented to follow him. He eventually summoned Cleopatra to Rome, and would not let her return to Alexandria without high titles and rich presents. He even allowed her to call the son whom she had borne him 'Caesarion'. Some Greek historians say that the boy closely resembled Caesar in features as well as in gait. Mark Antony informed the Senate that Caesar had, in fact, acknowledged Caesarion's paternity, and that other friends of Caesar's, including Gaius Matius and Gaius Oppius, were aware of this.</i></p> <p style="text-align: right;">Suetonius, <i>Julius Caesar</i>, 52</p>	

Section A: Option 1: Cleopatra and her impact on ancient politics, 69–30 BC		
Question Number	Answer	Max Mark
3(a)	<p>How far is this view of Cleopatra’s importance typical of Roman views? You must refer to both this passage and other examples.</p> <p>Answers should include relevant details drawn from the passage, such as:</p> <ul style="list-style-type: none"> the fact that Cleopatra is the most famous; that she was brought to Rome; that Caesar honoured her; that she had a son and the son was named Caesarion. <p>Answer should also include other details such as:</p> <ul style="list-style-type: none"> her position in Egypt and her later involvement with Mark Antony; her own political ambitions for the expansion of Egyptian power. <p>Answers should show understanding of:</p> <ul style="list-style-type: none"> her position in Roman politics as a foreign ruler with considerable power; her interest in expanding her own power base; her relationship with Caesar and Mark Antony, and the importance of these relationships within Roman politics. <p>Answers which look exclusively at the period under Caesar may gain full marks, if thorough.</p> <p>Answers should evaluate how far this source is typical of Roman views. This may include:</p> <ul style="list-style-type: none"> evaluation of Suetonius as a source: later, interested in gossip and stories about people, rather than historical analysis; that Suetonius’ real interest is Caesar not Cleopatra; comparison with other sources views of Cleopatra, such as those of Plutarch, Horace, Virgil or Propertius; that this source suffers from the usual negative views of her. 	<p>[14]</p> <p>AO1:4</p> <p>AO2:5</p> <p>AO1:5</p>
	3(b)	<p>Explain how far you think the sources give an accurate account of Julius Caesar’s relationship with Cleopatra. You must refer to both this passage and other ancient sources which you have studied.</p> <p>Answers should include factual details about Caesar’s relationship with Cleopatra, such as:</p> <ul style="list-style-type: none"> his first meeting with her; his bringing her to Rome; the romantic and political aspects of their relationship; the political position and power of Cleopatra in Egypt. <p>Answers should show an understanding of:</p> <ul style="list-style-type: none"> the importance of the political aspects of the relationship as well as the romantic; the sources (Suetonius and Plutarch, mainly) and their interests as biographers.

Section A: Option 1: Cleopatra and her impact on ancient politics, 69–30 BC		
Question Number	Answer	Max Mark
3(b) cont'd	<p>Answers should evaluate how far the sources give an accurate account of the relationship, including:</p> <ul style="list-style-type: none"> • that many of the sources are biographies • the limitations of this evidence • consideration of areas which are not covered, especially the political significance of the relationship both for Roman and possibly Egyptian politics. 	AO3:8
Section A: Total: 50		

Section B: Option 1: Cleopatra and her impact on ancient politics, 69–23 BC		
Question Number	Answer	Max Mark
	<p>The Section B marking grids should be used to mark questions 4 and 5.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the Section B marking grids.</p>	
4	<p>‘Roman authors saw Cleopatra as nothing but trouble.’ How far do you agree with this view of the way Roman authors presented Cleopatra’s role in Roman politics?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give a brief account of Cleopatra’s relationship with Rome; • explain whether you think she caused trouble in Rome; • show knowledge of at least two relevant sources; • consider how reliable you think these sources are. <p>Answers should include details of the accounts of Cleopatra from at least two of; Suetonius, Plutarch, Virgil, Propertius and Horace. This may include:</p> <ul style="list-style-type: none"> • her role as Mark Antony’s ally at the battle of Actium; • their brief period of fighting before fleeing away; • other aspects of her role, such as the portrayal of her relationship with Caesar. <p>Not all the accounts need to be mentioned, but for a mark above band 3 at least two accounts should be included.</p> <p>Answers should show understanding of the presentation of Cleopatra, including:</p> <ul style="list-style-type: none"> • what is said about Cleopatra and its significance; • her impact on the battle of Actium as portrayed; • her relationship with Caesar as the mother of Caesarion. <p>Answers may see that there is more to her role in Roman politics than trouble, and may also show understanding of her position both as a political figure and an alluring prospect for leading politicians.</p> <p>An understanding of the factors which led to the Augustan poets writing as they did, and interests of Suetonius and Plutarch may also be included in the best answers.</p> <p>Answers should carefully evaluate whatever sources they decide to use. Evaluation may include:</p> <ul style="list-style-type: none"> • how they should be viewed as historical sources; • the impact of the Augustan regime and the genre on the poets; • the interests of the biographers in writing; • the effects of any anti-oriental views. <p>At least two sources should be evaluated.</p>	<p>[30]</p> <p>AO1:10</p> <p>AO2:10</p> <p>AO3:10</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 17.	SPaG [6]


Section B: Option 1: Cleopatra and her impact on ancient politics, 69–30 BC		
Question Number	Answer	Max Mark
5	<p>To what extent do you think that the death of Mark Antony made Cleopatra’s suicide inevitable?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give a brief account of the personal and political situation surrounding Mark Antony and Cleopatra; • explain how far you think the situation influenced Cleopatra’s decision to commit suicide; • show knowledge of relevant sources; • consider how reliable you think these sources are. <p>Answers should include factual details of the events running up to Cleopatra’s suicide, including details of:</p> <ul style="list-style-type: none"> • Cleopatra’s relationship with Mark Antony; • the failure at Actium; • Cleopatra’s position within Egyptian politics; • the basis on which she held power as a Ptolemy. <p>These details should be backed up with reference to relevant sources.</p> <p>Understanding of the possible reasons why Cleopatra might have committed suicide, including:</p> <ul style="list-style-type: none"> • her love for Mark Antony; • the impossibility of her position in Rome; • the impossibility of her position in Egypt; • how she would have been seen in Egyptian politics if she had attempted to continue. <p>Evaluation of how far Mark Antony’s death made Cleopatra’s suicide inevitable, including:</p> <ul style="list-style-type: none"> • reasons it was caused by Mark Antony’s death; • wider consideration of other causes; • how far we can conclude either way given the reliability of the sources, and the fact that they are all Roman, and have little interest in her position within Egypt, nor do they give full weight to her political position. 	<p>[30]</p> <p>AO1:10</p> <p>AO2:10</p> <p>AO3:10</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 17.	SPaG [6]
Section B: Total: 36		


Section A: Option 2: Agrippina the Younger and her influence on Roman politics, AD 41–59		
Question Number	Answer	Max Mark
	<p>The Section A marking grids should be used to mark questions 6-8.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the Section A marking grids.</p>	
6	<p>Give two reasons why Nero felt Agrippina had to die.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Nero wanted to be free of her influence; • he felt that he could not be fully in command of Roman politics whilst she was still alive; • Agrippina was ruthless – he may have even feared for his own life; • Agrippina was getting too powerful in her own right (note Tiridates' incident). 	<p>[5]</p> <p>AO1:5</p>
7	<p>Study the coins below, and answer the questions which follow.</p> <p>Coin showing Agrippina and Claudius Coin showing Agrippina and Nero</p>	
7(a)	<p>With reference to these coins, outline and explain the reasons why Agrippina was significant in Roman politics.</p> <p>Answers should make reference to the coins and include that Agrippina was:</p> <ul style="list-style-type: none"> • wife of Claudius; • mother of Nero ; <p>They may also include:</p> <ul style="list-style-type: none"> • recall of Seneca; • murder of Britannicus; • influential in the appointment of imperial positions under Nero; • incident with Tiridates and show of power. <p>Any other relevant detail from the coins should also be rewarded.</p> <p>Answers should show an understanding of the elements of Agrippina's power and significance within Roman politics, including:</p> <ul style="list-style-type: none"> • her role in the recall of Seneca and his influence on Nero; • her role in the appointment of Nero and the murder of Britannicus; • her attempts to gain influence and be seen to do so. <p>Answers might also consider the difference between her legitimate power and her attempts influence things through others.</p> <p>Discussion of the importance of appointments in the imperial household should also be rewarded.</p>	<p>[8]</p> <p>AO1:4</p> <p>AO2:4</p>

Section A: Option 2: Agrippina the Younger and her influence on Roman politics, AD 41–59		
Question Number	Answer	Max Mark
7(b)	<p>How fully do you think these coins reflected her position?</p> <p>Answers should interpret and evaluate the coins as evidence for Agrippina’s position. They should:</p> <ul style="list-style-type: none"> • show an understanding of Agrippina’s position in relation to Claudius and Nero as depicted on the coins. • include significance of the emperor’s head being shown on a coin, and the addition of her head. <p>Answers may also consider ‘fully’ – and discuss other elements of her power (e.g. through Seneca etc.) not reflected by the coins; discussion of her official position as opposed to her de facto power should be discussed.</p>	<p>[5]</p> <p>AO3:5</p>
8	<p>Read the following passage from Tacitus, and answer the questions which follow.</p> <p><i>Nevertheless, Agrippina did not yet venture to make her supreme attempt until she could remove the commander of the Guard, Lusius Geta and Rufrius Crispinus, whom she regarded as loyal to the memory of Messalina and to the cause of Messalina’s children. So Agrippina asserted to Claudius that the Guard was split by their rivalry and that unified control would mean stricter discipline. Thereupon the command was transferred to Sextus Afranius Burrus, who was a distinguished soldier but fully aware whose initiative was behind his appointment. Agrippina also enhanced her own status. She entered the Capitol in a ceremonial carriage. This distinction, traditionally reserved for priests and sacred emblems, increased the reverence felt for a woman who to this day remains unique as the daughter of a great commander and the sister, wife, and mother of emperors.</i></p> <p style="text-align: right;">Tacitus, <i>Annals</i>, 12.42</p>	
8(a)	<p>How typical of Agrippina’s behaviour are the actions which she takes in this passage? You must refer to both this passage and other examples.</p> <p>Answers should include relevant factual knowledge drawn from the passage, including:</p> <ul style="list-style-type: none"> • the appointment of Burrus; • Agrippina entering the Capitol in a ceremonial carriage. <p>Further examples such as the Tiridates’ incident or the recall of Seneca should also be included.</p> <p>Any other relevant knowledge on Agrippina’s actions should be rewarded.</p> <p>Answers should show understanding of her behaviour as shown in this passage, and set it in the wider context of her attempts to gain power.</p>	<p>[14]</p> <p>AO1:4</p>

Section A: Option 2: Agrippina the Younger and her Influence on Roman politics, AD 41–59		
Question Number	Answer	Max Mark
8(a) cont'd	<p>Answers should:</p> <ul style="list-style-type: none"> distinguish between public shows of power; and a private, manipulative way to gain power; (both shown in the passage). <p>Answers might also demonstrate understanding of her influence over Nero, which is not apparent in this passage.</p> <p>Answers should evaluate the passage as evidence for Agrippina's behaviour. This might include:</p> <ul style="list-style-type: none"> evaluating the passage to show that it is an accurate reflection of the sources which we have in that it shows her as manipulative and powerful, questioning the accuracy of these sources; this might include consideration of Tacitus' views on this period; and wider Roman views on women in politics, creating a negative picture. 	AO2:5 AO3:5
8(b)	<p>Explain how far you think Suetonius and Tacitus give an accurate account of Agrippina's character? You should refer to both this passage and other ancient sources which you have studied.</p> <p>Answers should include factual details of Agrippina's character drawn from the sources, which might include:</p> <ul style="list-style-type: none"> manipulative; ruthless; courageous; scheming; determined to have power, through her son. <p>Answers should include some incidents which show her character such as the murder of Britannicus or the occasion of her death.</p> <p>Answers should demonstrate understanding:</p> <ul style="list-style-type: none"> of the aspects of her character developed from the incidents described; of her position within these texts; they are biographies of the emperors/history and may not view her as an individual; but rather more as dominating the emperor in an evil way. 	[18] AO1:5 AO2:5

Section A: Option 2: Agrippina the Younger and her influence on Roman politics, AD 41–59		
Question Number	Answer	Max Mark
8(b) cont'd	<p>Answers should evaluate Tacitus and Suetonius in order to assess how far they give an accurate account of Agrippina's character. This might include:</p> <ul style="list-style-type: none"> • evaluation and interpretation of the sources in the light of the understanding above; • focus on 'how far' and may use their understanding to come to any reasonable conclusion; • comparison of Suetonius with Tacitus, noting the more personal interests of Suetonius and the political views of Tacitus to aid their interpretation; • comparison of Suetonius and Tacitus with other ancient sources, such as the evidence of coins. 	AO3:8
Section A: Total: 50		

Section B: Option 2: Agrippina the Younger and her influence on Roman politics, AD 41–59		
Question Number	Answer	Max Mark
	<p>The Section B marking grids should be used to mark questions 9 and 10.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the Section B marking grids.</p>	
9	<p>‘For a period Agrippina was the most powerful person in Rome.’ To what extent do you agree with this view?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give a brief account of what Agrippina did in the Imperial court in the reigns of Claudius and Nero; • explain the extent of the power which this gave her; • show knowledge of relevant sections of the sources; • consider how reliable you think these sources are. <p>Answers should include details of what Agrippina did in Rome under Claudius and then under Nero. This might include:</p> <ul style="list-style-type: none"> • details of the appointment of key people, such as Seneca and Burrus; • her management of the accession of Nero; • her influence over freedmen; • her connections with foreign rulers. <p>Details of the power and actions of other figures, such as Claudius, Nero and the Senate should also be rewarded where they are relevant.</p> <p>Answers should demonstrate understanding of the power of Agrippina, which might include:</p> <ul style="list-style-type: none"> • understanding of both what she did; • and how she did it; • her public presentation of her power; • and her power within the court. <p>Understanding of the power of other elements of the political hierarchy, such as the emperor, freedmen, senate and army should also be rewarded, if used appropriately.</p> <p>Answers should assess the extent to which Agrippina was the ‘most powerful person’. This might include:</p> <ul style="list-style-type: none"> • questioning of ‘most powerful person’, especially in relation to the time period; • considering whether Agrippina really was powerful or just influential; • the argument that her final death showed that she was not that powerful after all. <p>Careful evaluation of the sources should also be included, to question whether or not Tacitus and Suetonius are just including a ‘good story’ and increasing the power of Agrippina for this reason, and because of their own bias against women having power in Roman society.</p> <p>Careful consideration of incidents where Tacitus suggests something without evidence should be well rewarded.</p>	<p>[30]</p> <p>AO1:10</p> <p>AO2:10</p> <p>AO3: 10</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 17.	SPaG [6]

Section B: Option 2: Agrippina the Younger and her Influence on Roman Politics, AD 41–AD 59		
Question Number	Answer	Max Mark
10	<p>‘Agrippina died as she did because she could no longer control Nero.’ How far do you agree with this view?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give an account of how and why the sources tell us Agrippina was killed; • explain why you think she was killed; • show knowledge of relevant sections of the sources; • consider how reliable you think these sources are. <p>Answers should include factual details of the events running up to Agrippina’s death. These might include:</p> <ul style="list-style-type: none"> • some details of Agrippina’s death; • what we know of Nero’s motivations in organising this; • including the folding boat and other attempts to kill her; • before her final demise. <p>Answers might also include examples of Agrippina trying to control Nero (such as the death of Britannicus), and knowledge of the removal of other key members of Nero’s early administration, particularly Seneca and Burrus.</p> <p>Wider knowledge of Nero’s plans and his attempts to take control should also be rewarded where they are relevant.</p> <p>Answers should demonstrate understanding of:</p> <ul style="list-style-type: none"> • Agrippina’s position in relation to Nero; • how Nero must have seen this; • his attempts to throw off these influences during the course of his reign; • other factors which might have led to Agrippina’s death, such as the feeling that she had become too powerful in her own right, so that she needed to be removed. <p>Evaluation of how far Agrippina died because she could no longer control Nero should include assessment of the sources as part of the conclusion as to how far the statement is true.</p> <p>This might include:</p> <ul style="list-style-type: none"> • whether the sources we have allow us to judge how far the statement is true; • both Suetonius and Tacitus clearly do not like Agrippina’s involvement in politics; • they also wish to show both Claudius and Nero in a negative light. 	<p>[30]</p> <p>AO1:10</p> <p>AO2:10</p> <p>AO3:10</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 17.	SPaG [6]
Section B: Total: 36		

Spelling, punctuation and grammar (SPaG) assessment grid

High performance 5-6 marks
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
Intermediate performance 3-4 marks
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
Threshold performance 1-2 marks
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Assessment Objectives Grid (includes QWC)**Option 1**

Question	AO1	AO2	AO3	SPaG	Total
1	5				5
2(a)	4	4			8
2(b)			5		5
3(a)	4	5	5		14
3(b)	5	5	8		18
4	10	10	10	6	36
5	10	10	10	6	36
Totals	28	24	28	6	86

Option 2

Question	AO1	AO2	AO3	SPaG	Total
6	5				5
7(a)	4	4			8
7(b)			5		5
8(a)	4	5	5		14
8(b)	5	5	8		18
9	10	10	10	6	36
10	10	10	10	6	36
Totals	28	24	28	6	86

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