

Ancient History (JACT)

Advanced GCE **2463**

Source-based Study 2: Roman History

Mark Scheme for June 2010

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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.

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 in the top right box.

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

Section A		
Roman History, 81-44 BC		
Question	Answer	Max Mark
1	To what extent did Sulla's actions and reforms have a serious impact on political activity in the period 81-63 BC?	
AO1	<p>Answers should include the major political events of the period – some of the following including detail for higher marks:</p> <ul style="list-style-type: none"> • 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, the use of force and the army –Pompey's consulship; command in Spain, v. pirates, in the East; • violence; • factional rivalry (populares and optimates) (senators and equestrians). <p>Some detail of Sulla's actions and reforms should be rewarded but a focus on them and their repeal should not score above band 4.</p>	[15]
AO2	<p>The discussion should address the following to some extent, although not necessarily all equally</p> <ul style="list-style-type: none"> • The political activity outlined should be related to the reforms of Sulla; • how far the actions and reforms had an impact: 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 political activity was due to Sulla and his actions/failure. <p>The discussion should not primarily focus on the reforms or the repeal of them but the effect this had upon subsequent events.</p>	[15]
AO3	<p>Support from the sources in:</p> <ul style="list-style-type: none"> • Cicero's speeches eg Verres 1.1-2 : corruption in the courts (1.137; Verres 5 175-7 monopoly of nobles – tyrannical; Sallust Histories: <i>Lepidus speech on the tribunate</i> (Lactor 7); • Sallust Cat. 36-7 : Power of generals - <i>Sulla first to flatter soldiers – power of generals was his fault</i>; Sallust Cat 12-3 moral corruption, wastefulness, excessive wealth etc; • Plutarch <i>Lives</i>: Plut. Pompey 21.5 - Pompey restored tribune because it gave him popularity; more information on his career and other politicians during this period. • Suetonius <i>JC</i> : <i>Sulla did not know his political ABC</i>. <p>Evaluation of the sources is worth band 1 or 2 depending upon the range and detail.</p>	[15]

Question	Answer	Max Mark
2	Assess the extent to which Cicero's letters contribute to our understanding of the nature of political activity during this period.	
	AO1 Answers should make reference to sources which are specific and precise and for information on events relating to selected sources. Detail of Cicero's career, involvement in events, his views, which may be relevant to judgments about value, should be rewarded here. Bands 1 and 2 for a range of events.	[15]
	AO2 Answers must consider the issue of their contribution as evidence and for higher marks focus on specific examples; no more than half marks for general discussions of the letters. Reward answers which indicate that sometimes they are and sometimes they are not – eg Cicero has different opinions in his letters depending on the recipient. Answers should compare the source opinions in order to provide balanced judgements based on the evidence and use factual knowledge as far as possible for bands 3 and above	[15]
	AO3 As 01: use of sources must be specific for high marks; general references should be worth no more than band 4; high marks for relating the letters to specific events. Plutarch, Caesar, Appian, Sallust may be used to compare with the information in the Letters. bands 1 and 2 for answers which show understanding of the variable nature of the letters, differences of value at different times and with different recipients.	[15]

Question	Answer	Max Mark
3	<p>'The tribunes of this period were simply agents of more powerful politicians; they themselves had little impact on the course of events.' How far would you agree with this view of the importance of the tribunes?</p>	
	<p>AO1 Answers should show knowledge of powers of the tribune – important for marks in band 1; answers for bands 3 and above should provide specific information on politicians and their actions in relation to the tribunate: reform for popularity eg Lepidus, Cotta, Pompey and Crassus in 70 BC; information also on the popularity of the magistracy, its restoration and the agitation for it among tribunes and others in the 70s. Detail of the powers Sulla removed is also relevant (and possibly why he did so). Action of tribunes during the period are relevant eg</p> <ul style="list-style-type: none"> • Gabinius, Manilius, Rullus, Flavius in 60s among others; • Clodius, Curio, Antony etc in 50s; • role in the dictatorship of Caesar. 	[15]
	<p>AO2 Answers should focus (a) on extent to which tribunes were used and the aims of politicians:</p> <ul style="list-style-type: none"> • personal ambition – those who wished to be tribunes and why; those who wished to use the tribunes and their purposes; • public interest- importance of the tribunate, role for the plebs etc; • opposition to Sulla and the optimates; • popularity of being the one to restore it <p>and (b) the importance/impact this had.</p> <p>Support from the sources for these is needed for higher bands (3 and above); also some balance in judgements showing individuals may have more than one personal and public aim.</p>	[15]
	<p>AO3 Support from Plutarch, Cicero, Appian, Dio for the period can be used. Answers should use sources (a) for the events (b) for the impact; Sallust Histories for the importance of the tribunate; Sallust Cat 36-9 for the effect and Pompey's subsequent use of the tribunes; cf Cicero, Plutarch (Pompey 25 for Lex Gabinia). Appian CV.1.11-2 on Sulla's laws; sources on tribunes' powers also relevant. Cicero's letters for Clodius in 58 BC; Dio Cassius 38.12 Clodius' laws cf. Velleius 2.45.1 on Cicero's exile; Appian CW 2.33 Curio and Antony in 49 BC.</p>	[15]

Question	Answer	Max Mark
4	To what extent are the sources fair in their treatment of Caesar?	
	AO1 There is overlap with 03: 01 marks for reference to sources which are specific and precise and for information on Caesar's career. Cicero, Plutarch and Caesar himself are the most obvious, but material is available in Appian, Sallust and Suetonius.	[15]
	AO2 Answers should focus on the question of fairness and provide balanced judgements for higher bands. Good answers might consider <ul style="list-style-type: none"> the bias of contemporary sources; the problems with later sources such as Plutarch and Suetonius or Dio; the depiction of events and his motives comparing versions eg Cicero or Plutarch with Caesar on the outbreak of war in 49 BC. 	[15]
	AO3 Bands 1-3 should interpret the sources for views on Caesar/support the judgements in 02: Plutarch Caesar 58f gives some idea of the motives due to Caesar's actions; Cicero's letter 11.27 argues in favour of the assassination cf On duties 3.21; Matius' letter Cicero (Ad Fam 11.28) is the reply; Plutarch 57 on the idea of 'rex'; Cicero on his action in electing a consul for 6 hours (Cic Ad Fam 7); Suet. DJ 77 –the view that the Republic was nothing- a mere name; cf Plutarch, (30) the belief among some, Cicero included, that he was obsessed with power. Suetonius DJ 80 (on his unpopularity). (30) on his views about the Civil War; Caesar CW 1.1 for his version of the events.	[15]

Question	Answer	Max Mark
5	To what extent did politicians during this period exploit violence to achieve their aims?	
	<p>AO1 Answers should include reference to specific examples of political use of violent actions:</p> <ul style="list-style-type: none"> • use of armies/civil war; • riots in Rome; food riots in 70s; • gang warfare; • disruption of events; • against individuals (assassination for example); eg Caesar's election and consulship; Clodius' tribunate, career and death; the problems during elections etc; the attack on magistrates; the riots in 49-8 BC; death of Caesar etc. <p>AO2 Answers should provide some discussion of some of the following:</p> <ul style="list-style-type: none"> • extent of use; • various forms of violence; • the significance ranging from indicating the disruptive element (average) to showing its use as part of the weapons of a politician/involvement of urban populace; • extent to which it was successful for politicians, including subsequent effect on their careers and image. <p>High marks for answers which deal critically with the effects.</p> <p>AO3 Support from sources needs to be critically used; evaluation is needed for high marks (Band 1-2) (Cicero on Clodius, the 50s, Plutarch Crassus, Sulla, Pompey etc)- general reference is Band 4 only. Appian/ Suetonius/Plutarch deal with Caesar's consulship; Cicero Pro Milone on gang warfare, as well as his letters; Sallust on Catiline's aims to use arson (cf. In Cat II); Murena's trial broken up in 60s; threats against individuals – Bibulus, Cato; against Cicero himself; Pompey threatened by Clodius: in Cicero's letters to Atticus.</p>	<p>[15]</p> <p>[15]</p> <p>[15]</p>

Section B			
The Age of Augustus 31 BC – AD 14			
Question	Answer		Max Mark
6		How far do the sources allow us accurately to assess Augustus' power and position during this period?	
	AO1	Answers will need to provide detail of the position of Augustus (settlements of 27, 23 19 BC) and indicate the powers, privileges, rights and positions Augustus had in addition. Also information about the sources, the genres, authors etc – Res Gestae, Tacitus, Dio Cassius, Suetonius, Velleius – and the information they supply in order to assess accuracy.	[15]
	AO2	Answers should <ul style="list-style-type: none"> • compare the information in the sources; • assess accuracy; • relevant issues include the nature of powers and privileges, how they worked, the difference of views and assessments, the reliability of the evidence (also 03). 	[15]
	AO3	As in 01 sources should be specific to his constitutional position and use of powers: <ul style="list-style-type: none"> • high marks for specific detail where comparing accounts or information; • less marks for general statements of source-views; • Contrasting views might include Tacitus and Velleius or Res Gestae and Dio; • The bias/perspective of the authors should be taken into account for high marks, and some assessment of the nature of the evidence. 	[15]

Question	Answer	Max Mark
7	In what ways and to what extent did Augustus successfully counter opposition to his regime?	
	<p>AO1 Evidence of opposition is needed for high marks:</p> <ul style="list-style-type: none"> • opposition of plebs to certain actions – riots over corn, recall of Julia (DIO 55.13.1), refusal of consulship; Riots in Rome in 22 - demand for dictatorship; • refusal of Crassus to have the crown for killing enemy chief; refusal for Statilius to enter consulship when elected in 29 BC; • Trial of Primus gov. of Macedonia for moving army without permission; death of Egypt governor Gallus; resignation of Messalla as praefectus of the city; Augustus' illness; • Rufus executed (DIO); • Conspiracy of Caepio - difficult to date to 23/22 BC - Suetonius 65-6– Julia/ Salvidienus Rufus, Gallus; Dio 54.3 puts trial of Primus in 22 BC; Suet. Aug 19 – 5 plots Lepidus, Murena, Caepio, Egnatius, Plautus Rufus, Paulus (husband of Julia), Audasias, Asinus, Telephus a slave; • real problems of threats from within family: Julia: Iulius Antonius killed 2BC (Pliny NH 7.147-50): Tac 3.24 Julia- AD 8 m. Aemilius Paulus, adultery with Junius Silanus (exiled); <p>Epicadus – plan to rescue A. Postumus and Julia (Suet. 19).</p> <p>AO2 Answers should discuss the ways in which Aug. sought to minimise opposition as well as how effectively he dealt with it –</p> <ul style="list-style-type: none"> • control of military, propaganda; control of political patronage through nomination of magistrates and recommendation; • maintained a respect for senate - creation of council (amici) of senators - advisory group of consuls + 15 senators kept them informed and in some sense part of decision making; senate grants powers and renews them; • avoids outright dictatorship ; maintain a sense of temporary nature; • clemency – after Actium- claim that he killed no one who asked for life to be spared RG 3 ; • freedom of speech : Messalla (26BC – laid down office of praefectus urbi; Pollio ; Labeo supported Lepidus for senate in 18 BC; but books burnt – Labienus; Cassius Severus- condemned for maiestas, banished to Crete (12 BC) (Tac Ann 1.72). <p>Different motives for opposition with different groups and how A. might defuse them.</p> <p>Nobility largely destroyed in wars - no challenge to him on legality; no challenger in popular terms with army.</p>	<p>[15]</p> <p>[15]</p>

Question	Answer	Max Mark
A03	<p>Tacitus Annals 1.1-4 lack of opposition; Tac. Ann 1 centralisation of power/ abrogation of responsibility by senate</p> <ul style="list-style-type: none"> • Tac. Ann 3.75 on Labeo's fame for opposition; • Horace, Velleius, Res Gestae play down any opposition; • Suetonius 65-6 lacks precision on 5 conspiracies; Seneca on Clemency 1.9.10 ref to Cinna Magnus plot; Suet. Tib 8 T. prosecutes Caepio and Murena; • problems with dating of Caepio plot etc; • Tac. Annals 1.10 hints about Livia. <p>Dio 53.16 control of army and money.</p>	[15]

Question	Answer	Max Mark
8	How far does the evidence support the view that Augustus was regarded as divine during his lifetime?	
	<p>AO1 Answers need to provide some of the evidence for worship: temples to Augustus and Roma etc,</p> <ul style="list-style-type: none"> • dedications to his divine spirit; associations of Augustus with divine elements etc.; • creation of the Augustales; in 7 BC he reorganised the cults of the 265 wards (vici) of the city of Rome; these then spread to the Romanised communities of the west; • sacrifice offered to <i>genius</i> of Augustus -a bull; • Oaths were sworn by the emperor's genius and perjury - a form of treason; • examples of ref. to Augustus as a god in literature (Horace, Virgil), bringer of a golden age; • provincial assemblies (<i>koina</i>): establish cults of Roma and Augustus: at Pergamum and in Bithynia at Nicomedia in 29 BC; • Ancyra was the center of the cult in Galatia, The honour of holding the rites became a much sought distinction among the eastern cities. • Assemblies in more recently conquered western provinces had cults of the living Augustus and Roma (Three Gauls at Lugdunum (Lyons), 12 BC; Germany near Cologne (Colonia Agrippinensis, 8-7 BC?); these centred on altars and had <i>sacerdotes</i> not <i>flamines</i>; <p>Associations of worshippers of Augustus (Tac. <i>Ann.</i> 1.73), who will mainly have been the slaves and freedmen of the house.</p> <p>AO2 Answers should include (a) some discussion of issues eg</p> <ul style="list-style-type: none"> • the difference in Rome and the provinces; • the attitudes of different groups; • that there is a certain amount of blurring of the lines; • the use by Augustus of divine associations; • private and public approaches. <p>(b) assessment of the evidence for its value for high marks in 02 and 03.</p> <p>AO3</p> <ol style="list-style-type: none"> 1 Horace Odes 1.2, Hor. Odes 3. 5. 2 : A. a god; 3.14.1-2 : like Hercules; 4.5 Sprung from kindly gods; 2 Virgil Aeneid 6 and 8, etc; deification; ass. with Apollo in Aeneid 8; 3 inscriptions on worship of Aug.; dedi. By Narbonensis 12/13 AD; Lepcis Magna AD 11-2 ded. To divine spirit of Augustus; Egyptian ass. for divine Augustus (6 BC)- president Primus, slave of Caesar; 4 2 BC Ahenobarbus set up altar to Aug. on bank of Elbe (Dio 55.10a); Included in [public hymns as gods- wear crown at all festivals (Dio 51.20); 5 the cult of the family; 6 significance of pictorial representations; <p>Some of this evidence should be assessed to answer the question for bands 1 and 2.</p>	<p>[15]</p> <p>[15]</p> <p>[15]</p>

Question	Answer	Max Mark
9	To what extent did Augustus achieve the aims of his social and moral legislation?	
	<p>AO1 Detailed information for higher bands on</p> <ul style="list-style-type: none"> (1) the social and moral legislation (marriage, divorce, slaves and freedmen etc); (2) the effects of it; (3) the way it was received and its success. <p>Detailed information on the legislation alone is worth band 3 only.</p> <p>AO2 Answers should assess the extent of achievement using evidence to support the views; assertion and unsupported judgements worth no more than band 4.</p> <p>Some of the following may be made:</p> <ul style="list-style-type: none"> • 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; • Suet Aug 34 : equites demonstrated against marriage laws; • Horace Odes 4. 15: <i>has wiped away our sins and revived the ancient virtues</i>; Ode 3.6: <i>our times have spoiled first the marriage bed</i> etc; Virgil Aeneid 6 753ff: Augustan and the golden age; Livy prologue: on decline of morality in his age cf Livy 7. 25. 8-9 ; Pliny NH 14. 1 5-6 effect of wealth; • Juvenal 2. 37 called the laws dormant; • Propertius 2.7: legislation re. adultery and marriage rejected. <p>AO3 Detailed use and evaluation of some of the above evidence needed for bands 1 and 2; further support may be used from:</p> <ul style="list-style-type: none"> • RG 5 offered role as ‘supervisor of public morals’ three times (in 19,18, and 11) ; RG 8 brought back into use many exemplary practices of ancestors; • Suet 27 : control of morals and laws; Dio 54. 36 laws on marriage; • Tac Ann 3. 25 : ref to Lex Pappia Poppaea – the attractions of childless state was too powerful to be changed by this ; 3.28: produced loads of informers; • 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’. 	<p>[15]</p> <p>[15]</p> <p>[15]</p>

Question	Answer	Max Mark
10	To what extent did the ordinary people of Rome benefit from Augustus' regime?	
	<p>AO1 There are a number of aspects which can be covered and answers need not cover all to answer the questions:</p> <ul style="list-style-type: none"> • buildings, temples and the Roman Forum; his own Forum; monuments in Campus Martius; Theatre of Marcellus (Suet. Aug. 43); Baths of Agrippa; • regulations for safety and so on; • water supply – aqueducts, sewers, prevention of flood; • vigiles created- police force and fire-brigade; reduction in crime? Augustales; • regular grain supply – fleet of transports; • piracy ended, peace and security, prosperity and employment; improved communications; trade; • legislation which impacted on status – marriage, freedmen and so on. 	[15]
	<p>AO2 Discussion of effect on citizens and non-citizens : For Band 1 and 2 answers should address the extent of the benefit, less for answers which argue for benefits alone;</p> <ul style="list-style-type: none"> • amenities – baths, entertainments, parks (Campus Martius – exercising) and gardens; • better organisation of Rome – easier to deal with problems eg fire and floods; • the effects of the Pax Romana, end of civil war, increased trade, settlement of veterans, more control on governors and administration. <p>Reward with higher bands in 02 and 03 discussion of the problems with the evidence eg authors do not focus on the ordinary people; limited information on the effects of his measures etc.</p>	[15]
	<p>AO3 Suetonius <i>Augustus</i> 30: division of city into wards with magistrates and supervisors; organised fire stations; repair of roads; 28 mentions the need to protect against fire and floods; 56/29 Forum to allow for increased business; 43 shows; 32 anti-social practices dealt with; 34 marriage laws;</p> <ul style="list-style-type: none"> • Dio 49.43.1-4 Agrippa – aedile – repaired buildings, streets, sewers; distributed oil and salt; free baths; festivals; tickets to theatre; • Strabo 5.236 on Campus Martius for exercise etc. <p>Res Gestae provides some information – grain hand-outs, pacification etc.</p>	[15]

Section C			
Roman History AD 14 - 68			
Question		Answer	Max Mark
11		How useful is Suetonius for our understanding of the characters of the emperors of this period?	
	AO1	Candidates may choose their own selection from the texts to argue their case; bands 1 and 2 for precise and detailed information on the biographies, genre, events, references from the texts (awarded in 03 also).	[15]
	AO2	Answers for bands 1-3 should consider to some extent these issues <ul style="list-style-type: none"> • accuracy of the accounts chosen; • the extent of bias in the authors' interpretations of characters; • the validity of the presentation and interpretation; • usefulness of the portrayal for understanding. 	[15]
	AO3	Candidates will choose their own selection: bands 1 and 2 where evaluation takes place (02 also) on specific examples; general evaluation should not score highly; examples must be specific to the argument to be rewarded in band 3 or above.	[15]

Question	Answer	Max Mark
12	To what extent do the sources allow us to make an accurate assessment of the reign of Tiberius?	
	<p>AO1 Good answers should provide information from the evidence in support the discussion - (Tacitus Annals 6.18; Annals 4.32-3 for a pessimistic view) (also 03) Tacitus Annals 4.6 when the rule began to deteriorate. Examples are needed for specific material of his reign eg</p> <ul style="list-style-type: none"> • specific trials eg AD 23-6 20+ cases and 1/3 acquitted; Pollio's son, Vincianus, survived; • the activities of the senate, Sejanus and others such as Germanicus, Agrippina, Livia which affected the reign; • the events outside of Rome and the administration of the Empire; • financial management; • his retirement to Capri and its effects. <p>AO2 Answer may provide an argument for one side or the other with evidence; generalizations about Tiberius' actions, the extent of trials or his reputation should be rewarded with lower marks; higher marks for a balanced discussion of the evidence. Answer should focus on the question of accuracy for higher bands.</p> <p>AO3 For higher bands answers should offer some discussion of the sources' prejudice : eg</p> <ul style="list-style-type: none"> • 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 attributes this to his solidifying his position before revealing 'his true nature'; • good aspects of admin in the sources also; eg Dio 57.10 comment on excessive taxation; • Velleius on the cities of Asia and the provinces; • Tacitus records good acts – relief after the Caelian Fire, for the cities of Asia etc. <p>Reward use of material other than literary sources.</p>	<p>[15]</p> <p>[15]</p> <p>[15]</p>

Question	Answer	Max Mark
13	'Claudius was manipulated throughout his reign by those around him, especially his wives and freedmen.' How far would you agree with this view?	
	<p>AO1 Specific information on the roles of wives, freedmen, and others for higher bands:</p> <ul style="list-style-type: none"> • Agrippina; Messalina; Pallas; Narcissus. • reference may be made to other individuals eg Herod, Praetorian commanders, other members of the family <p>There should be detail of their involvement in events and decisions (low bands for lack of detail) and information on how far they manipulated Claudius into decisions.</p> <p>AO2 Discussion should focus on the extent of manipulation in response to the quotation and assess on the extent of this. Issues to be considered:</p> <ul style="list-style-type: none"> • the evidence and its reliability; • the prejudices of the sources; • the accuracy of the information; • the problems with the information on how decisions were made. <p>Good answers should use the sources critically for bands 1 and 2.</p> <p>AO3 There is a wide range of material to be used and assessed in terms of prejudice and genre:</p> <ul style="list-style-type: none"> • Dio 61.32.1-3 <i>As soon as Agrippina had come to live in the palace she gained complete control over Claudius. She accomplished these ends partly by getting the freed men to persuade Claudius and partly by arranging beforehand that the Senate, the populace, and the soldiers should join together in shouting their approval of her demands on every occasion;</i> cf Tacitus, <i>Annals</i>, 12.7; Tacitus <i>Annals</i> 12. 59-60 • Suetonius Claudius 28 : ref to freedmen and use of knights • Suetonius Claudius 29 <i>he fell so deeply under the influence of these freedmen and wives that he seemed to be their servant;</i> <p>list of executions influenced by others : Appius Silanus, Julia (his niece); Gnaeus Pompeius (husband of daughter); Silanus (betrothed to Octavia); Seneca Apoc. 14.1 executed 35 senators and 321 knights;</p> <ul style="list-style-type: none"> • Dio 60.24.7 <i>It was not so much these physical disabilities that caused deterioration in Claudius as the freedmen and women with whom he was associated;</i> • Dio 60 17.8 Messalina and freedmen peddling citizenship, military commands, procuratorships and governorships; Catonius Justus, Julia killed cf Suet. Claudius 29. 	<p>[15]</p> <p>[15]</p> <p>[15]</p>

Question	Answer	Max Mark
14	How effective was the Senate in opposing the emperors of this period?	
	<p>AO1 Answers should include specific detail of involvement in opposition, both effective and ineffective, for bands 1-2: most obvious might be -</p> <ul style="list-style-type: none"> • Sejanus' possible plot against Tiberius (with senatorial backing); Piso's plot AD 65; Scribonianus plot AD 41 and other plots against Claudius (Suet. Cl. 13); murder of Gaius; Thrasea Paetus; treason trials might be used to indicate rivals to emperors; • specific examples where the senate opposed or went along with ideas of emperors or were manipulated by the emperor. <p>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.</p> <p>AO2 Answers should discuss issues of effectiveness and nature of the opposition in the imperial system for higher bands: reasons –</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>AO3 The views of the sources should be included as evidence/ bias evaluated for higher bands:</p> <ul style="list-style-type: none"> • Tacitus is critical eg <i>The senate now wallowed in the most abject appeals</i>. Tacitus Annals 1.11 <i>The emperor became tyrannical or gave power to tyrannical men</i> Tacitus Annals 4.1 ; <i>Thraseda's independence made others less servile</i>; Tacitus Annals 14.48; <i>Men fit to be slaves</i>: (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. Suet. Cl 13 on plots against Claudius; his account of Gaius' assassination (cf. Dio) and Claudius' accession. 	<p>[15]</p> <p>[15]</p> <p>[15]</p>

Question	Answer	Max Mark
15	To what extent did the ordinary citizens benefit from the policies of the emperors during this period?	
	<p>AO1 Answers should detail a variety of ways:</p> <ul style="list-style-type: none"> entertainment - Claudius' use of gladiatorial shows, celebrations after conquests, Nero and chariot-racing or theatrical performances, his spectacle at Tiridates' arrival, Caligula's shows, Nero's festivals (Neronia) with details of examples; employment – building-programmes; amenities: food supply; water; bath houses; protection from disasters eg fire, flood etc; protection through laws eg freedmen as partial citizens; better living conditions – safer regulations for buildings, movement in Rome, policing etc; Gifts : money: Claudius frequent (Suet Cl 21) ; Caligula – 1000 HS to guard; 500 HS to urban cohorts. <p>Answers depend on emperors chosen but there should be very specific examples of action by emperors for band 3 and above; generalised accounts indicating emperors provided entertainment, food etc are worth no more than band 5. Reward answers which differentiate between men and women, free and freed.</p> <p>AO2 Answers should discuss some of the following issues with regard to different groups:</p> <ul style="list-style-type: none"> extent of benefit; whether they were intended to benefit or had other purposes; differences in approaches and means between emperors; different types of benefits and their effects. <p>Answers for high bands should show evidence to support arguments for and against benefits and the extent of them and/or show that different groups benefited in different ways and to different extents.</p> <p>AO3 Good answers should consider the problems with the sources and the limitations of the information in assessing benefits:</p> <ul style="list-style-type: none"> Juvenal 10 78-81 bread and circuses; Fronto: <i>Roman people above all held fast by two things, grain supply and shows</i>; Suet Cl. 18 <i>always gave care to supply of grain</i>- pelted with abuse once; Tac Ann 6.13.1-2 the excessive price of grain led practically to insurrection AD 32; Dio Cassius – money distributed on accession by Claudius; Tac Annals 15. 38 Fire of Rome; Strabo Geog 5.3.8 <i>veritable rivers flow through the city; almost every house has cisterns, pipes</i>; guards appointed to prevent illegal use; Claudius: inscription AD 46 dug channels from Tiber to the sea, freed city from danger of floods. 	<p>[15]</p> <p>[15]</p> <p>[15]</p>

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
1	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 AO1b

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 AO1b.

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