

# **Ancient History (JACT)**

Advanced GCE **2466**

Thematic 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			
The Growth and Government of the Roman Empire 133–30 BC			
Question		Answer	Max Mark
1		How effective were the controls placed on governors during this period?	
	AO1	<p>Answers should show some knowledge of the Gracchan legislation, Sulla's reforms, Caesar's laws, Pompey's law, maiestas and extortion laws, the use of courts and military force, internal restrictions on governors in the provinces, role of publicani. Information on governor's role and duties should be rewarded, as should details of the sort of staff a governor had.</p> <p>The answers should provide some examples of the workings of these attempts at control, eg</p> <p>Sulla and Marius; Caesar in Spain and Gaul; Verres in Sicily; Cicero in Sicily and Cilicia, Pompey in Spain and the East; Appius in Cilicia; Octavian and Antony.</p> <p>Trials of governors are relevant.</p> <p>Specific detail is needed for higher bands. Answers limited to part of the period should score no higher than band 3.</p>	[10]
	AO2	<p>Answers should focus on the issue of effectiveness for higher bands; reward balanced answers which show success and failure to control governors eg successful prosecutions of governors/instances where controls did not affect governors' actions;</p>	[20]
	AO3	<p>Publicani: Cicero tries not to annoy them (Cic ad Fam 13. 9) de Imp Cn. Pom 22. 64 hated for greed and violence;</p> <ul style="list-style-type: none"> <li>Juv. Sat 1 47-50: 100 BC Marius Priscus convicted in Africa and kept money in exile;</li> <li>Corruption of court (Cic. Ver 1 1-13) <i>discredit attached to court; these courts will never convict any man if he has money</i>; Verres 3.89 all provinces are in mourning.. complaining of greed and injustice;</li> <li>Cicero AD Att. 6.3.3. I have rescued cities, satisfied tax gatherers, I have offended no one;</li> <li>Cotta exceeded authority under Lucullus – convicted in 67 BC (Memnon Hist. of Heraclea Fr. 59); Gabinius;</li> <li>restrictions on contributions prov. made to governors (Cic Ad Att 5.16);</li> <li>Cilician Letters: references to Cicero's staff and their behaviour and his attempts to control them.</li> </ul>	[15]

Question	Answer	Max Mark
2	<b>To what extent was the Senate in control of the decisions regarding the growth of the empire throughout this period?</b>	
	<p><b>AO1</b> Answers should provide information on expansion and how decisions were made during this period; higher bands will be given to those who give examples from across the time period:</p> <ul style="list-style-type: none"> <li>• Pergamum and role of Gracchus; Cyrene (to some extent forced on Rome); Bithynia (74), due to Mithridatic War and pirate activity in 80s, 70s and 60s; Pontus, (Mithridates), Cilicia, Cyrene (96 –74 BC), Cyprus: Cato sent out of Rome; annexation of kingdoms for various reasons;</li> <li>• Egypt;– maneuvering over land in 60s – Crassus, Rullus, Caesar v. senate, Cicero (Lex de Alex); Pompey, Lentulus- Cic ad Fam 1.13; 1.2.1; final annexation by Octavian;</li> <li>• commands of Pompey: reorganisation of the East;</li> <li>• 120 BC Gallia Transpadana; 90 BC Cisalpine Gaul organised into a province;</li> <li>• 70s Sertorius in Spain;</li> <li>• Africa, Numidia, Mauretania: Marius – a quick end to war not annexation;</li> <li>• Gaul and Britain, German tribes. eg Gallia Narbonensis in context of Cimbri invasions and Caesar’s conquest.</li> </ul> <p><b>AO2</b> Answers should discuss the ‘extent’ to which these expansions were due to the Senate’s decisions or to other factors eg</p> <ul style="list-style-type: none"> <li>• general’s desire for glory, internal political rivalry;</li> <li>• desire/need for income; role of equestrians;</li> <li>• unavoidable strategic reasons;</li> <li>• weaknesses of senate in face of the generals; Pompey’s reorganisation. Octavian’s strategy for Spain and North East etc.</li> </ul> <p>Good answers should cover a range of examples from the whole period.</p> <p><b>AO3</b> Answers should support the discussion with evidence of decisions and the motives of those involved:</p> <ul style="list-style-type: none"> <li>• Dio.38.34 – glory and power- quotes a defeat to be avenged (Carbo);</li> <li>• Sallust BJ 41.2: selfish advantage; spoils of war seized; Hist 4. 69 <i>deep seated desire for power and riches</i> (Mithridates to Arsaces of Parthia asking for help);</li> <li>• Plut Marius 31: he went to Asia hoping to stir up the kings there to get a command of a war (98-7 BC);</li> <li>• Plut Sulla 5 : to check Mithridates.</li> </ul> <p>Detail of expansion can be found in Suetonius <i>Caesar</i> and <i>Augustus</i> for expansion after 60 BC – Caesar’s personal ambitions ignoring the law and the senate; Octavian virtually independent of the Senate during 30s.</p>	<p><b>[10]</b></p> <p><b>[20]</b></p> <p><b>[15]</b></p>

Question	Answer	Max Mark
3	<b>To what extent are Cicero's Cilician <i>Letters</i> useful for our understanding of the ways in which provinces were administered and governed during this period?</b>	
	<p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Military ad Att 5.16 – army base at Philomelium; 5.18; ad Fam 15.1</li> <li>• Judicial, ad Fam 15.4 to Cato: dealt with cruel usury and fraudulent; debts; Ad Att. 5.21 Scaevola and Brutus; 6.2.4 assizes' 6.2.5 corruption of locals;</li> <li>• Economic, Att 5.16 – ref to exactions of Appius and state of the province; ad Fam 8.9 Caelius recommends Feridius, eques, request to free cities from tax so that F's profits might be larger! AD Fam 3.2 stops delegates going to Rome to eulogise Appius on grounds of economy;</li> <li>• social or religious Att 5.21 ; gets corn for famine areas in Asia;</li> <li>• relations with kings – Deiotarus Att 5.16; 6.1 ; Ariobarzanes Att 5.18, ad Fam 15.2– Senate put him under protection of Cicero;</li> </ul> <p>Other governors; Marius and Jugurtha; Pompey and eastern kings; Caesar and Mandubracius in Britain; Antony and Cleopatra; ad Fam 15. 1 Antiochus of Commagene.</p> <p><b>AO2</b> Answers should discuss the range of duties and roles of governors and their staffs using a range of evidence for higher bands and providing some balanced judgements about the <i>Letters</i>. Answer must address 'useful' for band 3 and above; general discussions of the <i>Letters</i> is worth no more than band 4.</p> <p><b>AO3</b> There is a range of other evidence available: Cicero : Verrine speeches, speeches on Pompey's commands; Sallust on Marius and Sulla; Cicero Letter to Quintus; Plutarch Biographies for Pompey and Caesar in provinces; Caesar on his governorship of Gaul; Suetonius for Octavian's administration of provinces. Higher band answers should compare the evidence of Cicero with other evidence. Cicero AD Att. 6.3.3. I have rescued cities, satisfied tax gatherers, I have offended no one; I have achieved military success – idea of a 'good' gov. 6.1 follow edict of Scaevola in his edicts and civil cases.</p>	<p><b>[15]</b></p> <p><b>[10]</b></p> <p><b>[20]</b></p>

Question	Answer	Max Mark
4	<b>How far do Cicero's Cilician <i>Letters</i> show him to be a particularly successful governor in comparison with others during this period?</b>	
	<p><b>AO1</b> Answers should provide information on Cicero's governorship using the <i>Letters</i> as evidence - his roles and duties and his performance of them - defend the province, judge important cases, maintain the law, sweep out corruption, win over provincials and client kings. Higher band answers should compare him with other governors:</p> <ul style="list-style-type: none"> <li>• Rutilius Rufus and Scaevola; Appius and Verres, Sulla in Greece, Lucullus in the East, Catiline in Africa;</li> <li>• Cato in Cyprus for corruption and the administration of law.</li> </ul> <p>Marius, Caesar, Pompey, Crassus, Antony for military success or failure.</p> <p><b>AO2</b> Discussion should focus on</p> <ul style="list-style-type: none"> <li>• success: he did all of this very well; in terms of winning over provincials, defending the province and sweeping out corruption, much better than his predecessor Appius;</li> <li>• the evidence of his <i>Letters</i> and evaluation of them;</li> <li>• the success or failure of others and the evidence for this.</li> </ul> <p>Possible points to note : 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.</p> <p><b>AO3</b> Answers should provide specific detail of both the <i>Letters</i> and other evidence for highest bands; detail of the evidence should be evaluated for bands 1 and 2; general evaluation worth no more than band 4 if related to the evidence specifically.</p>	<p><b>[15]</b></p> <p><b>[10]</b></p> <p><b>[20]</b></p>

Section B			
The City of Rome 30 BC–AD 117			
Question	Answer		Max Mark
5	<b>To what extent was there a consistent approach by emperors towards public building during this period?</b>		
	<b>AO1</b>	<p>Detailed information on range of building programmes which cover the period is needed for higher bands:</p> <ul style="list-style-type: none"> <li>• Augustus' temple building and restoration, building/restoration of political buildings (Senate house, saepta, rostra), buildings in the fora;</li> <li>• Buildings for him and his family (Mausoleum);</li> <li>• Tiberius' alleged neglect;</li> <li>• Caligula's alleged eccentricities in his buildings;</li> <li>• Claudius: aqueducts and Ostia. Claudius: inscription AD 46 dug channels from Tiber to the sea, freed city from danger of floods; Aqua Claudia, Anio Novus;</li> <li>• Nero's Golden House and policies following the fire;</li> <li>• Vespasian: Colosseum and other carefully judged projects;</li> <li>• Domitian's grand palace;</li> <li>• Trajan : sewer and Tiber work against floods ; canal built – AD 101-3 Pliny 8.17 only partially successful; Aqua Traiana; shops and forum, with libraries.</li> </ul>	<b>[10]</b>
	<b>AO2</b>	<p>Answers should focus on consistency for higher bands: different aims and purposes of emperors should be considered; good answers should have arrange of factors:]</p> <ul style="list-style-type: none"> <li>• religious – a number of different aspects;</li> <li>• military successes in some not others; reminder that the power of the emperor and of the city depended on military success;</li> <li>• Trajan provision of more than business centre in his forum.</li> <li>• entertainment – Colosseum;</li> <li>• pietas in the Augustan and Flavian ages (commemoration of Caesar's and Titus' triumphs by Augustus and Domitian);</li> <li>• legitimisation of the regime with Augustus, Claudius and Vespasian and perhaps Trajan.</li> </ul> <p>Not every emperor needs to be considered, but those who dwell too exclusively on Augustus are clearly not answering the question.</p>	<b>[20]</b>
	<b>AO3</b>	<p>Good answers should have detail of the buildings (not just the name) and some idea of its decoration, purpose, etc:</p> <ul style="list-style-type: none"> <li>• propaganda in monuments, Suet Aug 28-30; arch of Titus; Trajan's column; Fora, temples (religious support for regime); Imperial cult?</li> <li>• Arch of Titus + other buildings to mark military successes (Suet Dom 13.2);</li> <li>• Ara Pacis RG 12.2 return fro Gaul and Spain organized by Senate-13 BC;</li> <li>• entertainment – Theatre of Marcellus, Colosseum etc.</li> </ul>	<b>[15]</b>



Question	Answer	Max Mark
6	<b>How far were emperors able to secure the approval of the people of the city of Rome during this period?</b>	
	<p><b>AO1</b> Detail of emperors' programmes for securing approval is needed for higher bands; good answers should cover the period using examples from a number of emperors:</p> <ul style="list-style-type: none"> <li>• provision of games and places of entertainments, Augustus: Theatre of Marcellus, Forum; Vespasian – Colosseum; Trajan – 123 days in 107 AD;</li> <li>• grain supply: Augustus' organisation; Claudius: ensuring supply from Egypt - cura annonae imperial prefect – harbour at Ostia AD 42; 20,000, 000 modii p.a.; benefits to ship builders and importers; cf. Trajan;</li> <li>• amenities of different sorts: Suet. Aug 56 <i>he did not evict people or demolish houses to build forum</i>; baths, aqueducts, roads etc; fire-brigade; RG 20 – double capacity of Aqua Marcia; 3 aqueducts added; + admin infrastructure for maintenance; Claudius: inscription AD 46 dug channels from Tiber to the sea; Trajan : sewer and Tiber work against floods ; canal built – AD 101-3 Pliny 8.17 only partially successful; Aqua Traiana;</li> <li>• gifts and donatives; spectacles and festivals etc;</li> <li>• employment.</li> </ul> <p>Trajan – Restored Circus; Nerva, sewers and Tiber work – flooding, Baths on site of Golden House, Aqua Triana, Forum - libraries, Basilica, Column; Titus, Nero – Baths.</p> <p><b>AO2</b> Answers should discuss the extent of the success by emperors and how effective were the measures taken to do this over the period; differences between emperors might be included in the discussion; the evidence for improvement should be evaluated – Juvenal would suggest there was little success compared to other sources such as Suetonius:</p> <ul style="list-style-type: none"> <li>• Tiberius: good administration; financial probity – not popular; lack of games; seen as mean with lack of handouts etc;</li> <li>• Nero: popularity among lower classes (Tacitus 14.14) not upper classes;</li> <li>• Vespasian: grasping (taxes) but generous in building and employment;</li> <li>• Domitian – popular among lower orders/army;</li> <li>• Trajan – conquests.</li> </ul>	<p><b>[10]</b></p> <p><b>[20]</b></p>

Question	Answer	Max Mark
AO3	<p>reference to specific buildings etc is worth rewarding in 03 and 01; specific support from sources for effectiveness or success should be provided for highest bands; some evaluation is needed also:</p> <ul style="list-style-type: none"> <li>• price of grain: Tac Ann 6.13.1-2 the excessive price of grain led practically to insurrection AD 32; Ann 12. shortage in AD 51 – Claudius surrounded, jostled by crowd until guards arrived; 3.54. 6-8 Tiberius asserts it's the duty of an emperor to provide supplies;</li> <li>• Dio 68.15 Trajan games;</li> <li>• Juvenal 10 78-81 bread and circuses; Dio 49.43.1-4 Agrippa gave free theatre tickets; free baths ; free salt and oil, cleaned out sewers; repaired buildings and streets;</li> <li>• Fronto: Roman people above all held fast by two things, grain supply and shows.</li> </ul> <p>Suet Cl. 18 always gave care to supply of grain- pelted with abuse once Suet Aug 57 – degree of affection; 58 Pater Patriae.</p>	[15]

Question	Answer	Max Mark
7	<b>How reliable is Juvenal's <i>Satire</i> 3 as evidence for the attitudes of ordinary people of Rome towards the problems in the city throughout this period?</b>	
	<p><b>AO1</b> Answers should have some information in detail on Roman life relating to points from the authors; general references should gain half marks at most; answers should identify problems and provide examples eg:</p> <ul style="list-style-type: none"> <li>• riots;</li> <li>• the fires in Rome;</li> <li>• crime;</li> <li>• difficulty on movement;</li> <li>• provision of housing, dangers etc;</li> <li>• food, water supply;</li> <li>• unemployment/ population changes etc.</li> </ul> <p>Answers should also include some attitudes towards these problems supported by evidence for highest bands.</p> <p><b>AO2</b> Answers should provide detailed evaluation of the <i>Satire</i> for higher bands making specific reference to extracts and other information for comparison; answers must assess 'reliability' for band 3 and above using specific examples; general discussion of usefulness of the <i>Satire</i> is worth no more than band 4.</p> <p><b>AO3</b> Good answers should be aware of the nature of the genre; the context of the poem and the detail of the text; the extent to which the complaints are literary clichés or genuine; some aspects which might be referred to:</p> <ul style="list-style-type: none"> <li>• Aqueducts are leaking;</li> <li>• sacred groves are full of squatters;</li> <li>• flats are falling or burning down;</li> <li>• violence at night in the streets;</li> <li>• the noise of wagons; lack of peace and quiet;</li> <li>• dependence on patrons;</li> <li>• the lack of suitable employment.</li> </ul>	<p><b>[15]</b></p> <p><b>[10]</b></p> <p><b>[20]</b></p>

Question	Answer	Max Mark
8	<b>How far do Juvenal's <i>Satire</i> 3 and Horace's <i>Satire</i> 2.6 allow us to assess accurately what life was like in Rome throughout this period?</b>	
	<b>AO1</b> Good answers should provide detailed/specific examples from evidence of life in Rome for a range of people – areas that might be covered are: <ul style="list-style-type: none"> <li>• living conditions for poor and rich;</li> <li>• the nature of employment;</li> <li>• moving about the city/ places for business etc;</li> <li>• housing, cost, dangers etc;</li> <li>• supply of food, water, provision by government;</li> <li>• amenities – baths, theatres, roads, entertainments etc.</li> </ul> General descriptions are worth no more than band 4; 01 marks for examples from the texts also.	<b>[15]</b>
	<b>AO2</b> Answers should focus on the aspect of 'accuracy' and how far the texts are accurate representations. Good answers should compare Juvenal and Horace with other evidence such as Petronius, Suetonius, Tacitus, Martial. 02 marks for evaluation of the evidence.	<b>[10]</b>
	<b>AO3</b> Good answers should evaluate the material in Juvenal and Horace to assess accuracy. Answers which provide detail of text uncritically to be placed in band 3. Comparison of Horace and Juvenal as commentators at either end of the period should be rewarded. Good answers should show awareness of the contexts and the genres.	<b>[20]</b>

Section C			
Emperors and Empire AD 14 - 117			
Question	Answer		Max Mark
9	To what extent did the administration of senatorial and imperial provinces differ during this period?		
	<b>AO1</b>	<p>Answers should cover a number of differences and indicate how these changed during the period:</p> <ul style="list-style-type: none"> <li>• legal and administrative differences;</li> <li>• role of the senate and emperor in their administration;</li> <li>• practical examples of differences at work;</li> <li>• imperial interference in senatorial provinces;</li> <li>• examples of governors and provinces - senatorial (Africa, Greece etc) and imperial (Germany, Britain, Syria) governors: Piso, Agricola, Pliny, Corbulo, Suetonius; Felix in Judaea.</li> </ul>	<b>[10]</b>
	<b>AO2</b>	<p>Good answers should focus on the 'extent' of differences giving examples with support from the evidence; answers might consider the role of the emperor in both types of province and whether there was any difference:</p> <ul style="list-style-type: none"> <li>• emperor's imperium maius -Nero over Corbulo and Suetonius; Domitian in Dacia, Trajan over Pliny (a senatorial province);</li> <li>• examples of direct interference; direct and indirect influence on careers: Agricola, Suetonius recalled; advancement of Pliny, Tacitus under Domitian; Vitellius, Vespasian under Claudius, Nero;</li> <li>• the overseer (such as Polyclitus sent to Britain). Visit of official from Trajan in Bithynia; officials elsewhere in the provinces;</li> <li>• emperor's choice of suitably qualified governors Agricola and Pliny for example. Selecting men with appropriate skills for certain tasks – Corbulo, Suetonius: military tasks; Felix by Claudius;</li> <li>• control of military operations (eg Tiberius over Germanicus, Domitian or Trajan personal involvement; Gaius in Germany, Claudius in Britain; Africa under Tiberius).</li> </ul>	<b>[20]</b>
	<b>AO3</b>	<p>Answers should provide evidence of the administration of provinces from the sources eg</p> <p>Pliny in Bithynia or Tacitus <i>Agricola</i> for Britain for direct evidence. Tacitus' accounts of various governors eg Piso in Syria, Corbulo in Germany and Armenia; the issue of Africa under Tiberius; various governors of Britain; the situation in Judaea with Felix; Dio provides information on various provinces under Gaius, Claudius, and later emperors.</p>	<b>[15]</b>

Question	Answer	Max Mark
10	<b>In what ways and to what extent did the equestrians become more important to the effective running of the Empire during this period?</b>	
	<p><b>AO1</b> Detailed information is needed for higher bands on equestrian roles:</p> <ul style="list-style-type: none"> <li>the roles of prefectures and procurators eg Catus and Classicianus in Britain; Maximus, Lycromes etc mentioned in Pliny's <i>Letters</i>; equestrian prefects: (Rhaetia, Noricum, the Mauretaniae, Thrace); Egypt;</li> <li>the procurator performed the financial function of the quaestor in senatorial provinces, collecting revenues and paying the troops; the collection of taxes;</li> <li>officers in the army - Praefect of a cohort. Military tribune. Praefect of an ala ("wing");</li> <li>some examples - L. Vitellius : eques; Baebius Atticus – eques from centurion ranks – eventually gov. of Noricum; Julius Alexander was governor of Egypt;</li> <li>judicial and financial procurators – Catus Decianus, Classicianus, Salvius in Britain; Polyclitus- freedmen and equites; examples of effective and ineffective performance in roles;</li> <li>under Claudius: imperial procurators in all provinces and from AD 53 independent of proconsul; aerarium Saturni - quaestors appointed by Claudius; 3 year office, not 1; special procurator controlled taxes on legacies (5%).</li> </ul> <p><b>AO2</b> Answers should discuss the contribution towards effective administration; specific to the event or individual is needed for higher marks:</p> <ol style="list-style-type: none"> <li>their financial expertise;</li> <li>less political involvement/ more administrative approach and skills;</li> <li>more direct control by emperor;</li> <li>use in certain provinces, not military ones;</li> <li>successes and failures needed for a balanced judgement.</li> </ol> <p><b>AO3</b> Reward use of evidence to support the discussion of enhanced role and effectiveness:</p> <ul style="list-style-type: none"> <li>Suetonius <i>Claudius</i> 24 on promotion of equites ; procurators appointed with civil jurisdiction (<i>Suet</i> 12; <i>Annals</i> 12.60) tax collectors (Suet. 12); Procurators from equites : Dio 60.9.6 <i>Pliny Letters</i>;</li> <li>Tacitus <i>Annals</i> 12. 59 on Claudius' use of equites. Mauretania; Iudaea, Judaea (Tac Ann 12.23);</li> <li>Dio, Tacitus (<i>Annals</i> 14. 30 ff) on Catus, Classicianus v. Suetonius; ref. to Polyclitus.</li> </ul> <p>Inscriptions eg Inscriptions: Gaius Herennius Capito; Vergilius Gallus Lusius; Gaius Baebius Atticus.</p>	<p><b>[10]</b></p> <p><b>[20]</b></p> <p><b>[15]</b></p>

Question	Answer	Max Mark
11	<b>How useful are the letters between Pliny and Trajan for our understanding of the relations between the governor of a province and the authorities in Rome throughout this period?</b>	
	<p><b>AO1</b> Answers should provide some from elsewhere about the relations between a governor and Rome which would help to assess the accuracy and extent of the information from Pliny; eg</p> <ul style="list-style-type: none"> <li>• Agricola in Britain; Piso in Syria; Corbulo in Germany and Armenia; etc;</li> <li>• Pliny's situation is special given a specific task by Trajan - the context needs to be described and used when assessing what he tells about the relations in general;</li> <li>• detail on the authorities in Rome and their roles should be offered.</li> </ul> <p><b>AO2</b> Answers should consider the question of 'how useful' Pliny's letters are in this respect;</p> <ul style="list-style-type: none"> <li>• the detail of his correspondence should be used to support the argument;</li> <li>• the discussion should be based upon the information in Pliny and from other sources;</li> <li>• general assertions without detailed support should not receive more than band 4;</li> <li>• Some assessment of Pliny's role and position should be made in relation to the authorities in Rome.</li> </ul> <p><b>AO3</b> Answers should provide detail of a range of ways and contexts in which Pliny asks for advice/help or information from the authorities and either waits for reply or acts. eg</p> <ul style="list-style-type: none"> <li>• the Christians he has begun to act before making his request;</li> <li>• with the fire-brigade he waits;</li> <li>• with the King Sauromates (10. 64) he acts quickly.</li> </ul> <p>Good answers should provide support for a number of aspects of the relationship. Reward answers which evaluate the letters as evidence of typical behaviour by governors both in Pliny's time and at other points in the period.</p> <p>Details of Pliny letters should be rewarded in band 3 provided they are clearly referenced if uncritical.</p>	<p><b>[15]</b></p> <p><b>[10]</b></p> <p><b>[20]</b></p>

Question	Answer	Max Mark
12	<b>How useful are the letters between Pliny and Trajan in helping to assess corruption and inefficiency in the provinces during this period?</b>	
	<b>AO1</b> Answers should give examples of corruption and inefficiency/efficiency from the <i>Letters</i> with specific details and precise references for higher bands eg: <ul style="list-style-type: none"> <li>• his examination of the accounts of Nicaea, Nicomedia</li> <li>• his examination of town building projects;</li> <li>• oversight of the army recruits (who appear to be slaves);</li> <li>• looking into the records of civil servants who ought to be serving sentences in the mines;</li> <li>• abuses of the postal service;</li> <li>• arbitrating between cities and between cities and the emperor.</li> </ul> Answers should provide both sides in order to answer the question of assessment.	<b>[15]</b>
	<b>AO2</b> Answers should focus on: <ol style="list-style-type: none"> <li>(a) the usefulness of the <i>Letters</i> using other evidence for a balanced answer;</li> <li>(b) the extent of corruption and inefficiency during the period;</li> <li>(c) Better answers should provide more information than Pliny gives for comparison.</li> </ol>	<b>[10]</b>
	<b>AO3</b> Details of Pliny letters should be rewarded in band 3 provided they are clearly referenced. Higher bands for answers which consider the value of the <i>letters</i> as evidence for the whole period; reward use of other sources in comparison highly. eg Tacitus' <i>Agricola</i> ; corruption detailed in Judaea; overtaxing in Egypt (Dio) under Tiberius; problems in Gaul with revolt in AD 21 due to taxes and among the Frisii in AD 29 (both in Tacitus) etc.	<b>[20]</b>



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

<b>Band</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>1</b>	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 <b>and</b> 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 <b>and</b> – where appropriate – an awareness of conflicting views in or about evidence
<b>2</b>	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 <b>and</b> use of evidence	12-13 Fairly detailed use of appropriate source(s) with some interpretation of the source material relevant to the question <b>and/or</b> some understanding of the value of source(s) as evidence <b>and/or</b> – where appropriate – an awareness of conflicting views in or about evidence
<b>3</b>	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; <b>and/or</b> balanced judgements mostly supported by relevant factual knowledge <b>and</b> use of evidence	10-11 Detailed use of one source <b>or</b> less detailed use of more than one source with interpretation of the source material relevant to the question
<b>4</b>	5 Some factual knowledge, relevant to the question <b>and/or</b> 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 <b>and/or</b> use of evidence	7-9 Specific references to relevant sources with limited interpretation in the context of the question
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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)**

<b>Band</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>1</b>	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 <b>and</b> 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 <b>and</b> – where appropriate – an awareness of conflicting views in or about evidence
<b>2</b>	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; <b>and/or</b> balanced judgements mostly supported by relevant factual knowledge <b>and</b> 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 <b>and/or</b> where appropriate – an awareness of conflicting views in or about evidence
<b>3</b>	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; <b>and</b> balanced judgements in places mostly supported by relevant factual knowledge <b>and/or</b> use of evidence	13-15 Occasionally detailed use of appropriate source material with interpretation of the source material relevant to the question
<b>4</b>	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 <b>or</b> use of evidence	10-12 Some references to relevant sources with limited interpretation in the context of the question
<b>5</b>	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
<b>6</b>	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
<b>7</b>	1 Little knowledge related to the question.	1 Superficial and general discussion	1-3 General, unclear reference to source material.

**AO1b for all components**

<b>Band</b>	<b>AO1b</b>
<b>1</b>	10 Accurate, clear and concise communication throughout the answer. Accurate use of appropriate terminology and vocabulary specific to the question throughout the answer.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	7 Some clear and concise communication in the answer. Some accurate use of appropriate terminology and vocabulary specific to the question.
<b>5</b>	5-6 Clear and concise communication in the answer; occasionally accurate use of appropriate terminology and vocabulary specific to the question.
<b>6</b>	3-4 Occasionally clear communication. Rarely accurate use of appropriate terminology and vocabulary specific to the question, with errors.
<b>7</b>	2 Rare clear and concise communication. Unclear and inaccurate use of appropriate terminology and vocabulary specific to the question in most of the answer.
<b>9</b>	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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