

Ancient History

Advanced GCE **A2 7809**

Advanced Subsidiary GCE **AS 3809**

Mark Schemes for the Units

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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2450 Document Study 1: Greek History

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.

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

Section A

Herodotus on Persia

- 1 The *daiva-inscription* (LACTOR 16, no. 191)
 - (a) What does this passage tell us about the way this Persian king wanted to present himself?

AO3 (20) Candidates should draw from the passage the relationship between Xerxes as King and Ahura Mazda; the king as ruler over many countries through divine favour; the king as a member of a ruling dynasty; the king at the centre of the empire; the king as settler of disputes and revolt – king as military leader; king as religious leader.
 - (b) How well can we understand the importance of religion for Persian kings and their subjects?

In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answers should include discussion of the king's religious role as found in the inscriptions and in Herodotus; the importance of religion in decision-making.

AO2 (8) Discussion of the problems of the evidence (how well did Herodotus understand Persian society and religion?)

AO3 (10) Appropriate use of examples from Herodotus (e.g. the involvement of a number of kings in religious matters and the inscriptions).

2 Herodotus, 8.98-100

(a) What does this passage tell us about how the Persian empire was organised?

AO3 (20) Answers should include the details of the courier system on the royal roads, and the priority given to government/royal business; the reaction to Xerxes' first and second dispatches, showing the close involvement of the people and the king's success, including the reference to his personal safety; the blaming of Mardonius; higher band answers may discuss how Herodotus gained this information and how reliable it is.

(b) Do you agree that Herodotus had a good understanding of Persian society? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answers should include some detail for various periods of the structure of Persian society, the roles of different groups within it and the significance of the king; examples should be drawn from at least two kings.

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

AO3 (10) Evidence drawn from Herodotus' account of the relationship between the various groups in Persian society, with some assessment of the reliability of Herodotus' claims and the evidence he might have used.

3 Herodotus, 7.6

(a) What does this passage tell us about the background to Xerxes' decision to invade Greece?

AO3 (20) Answers should include the range of external influences on Xerxes, including Mardonius and the Aleuadae & Pisistratidae as Greek advisers; the importance of oracles; assessment of the reliability of this passage as evidence for higher bands.

(b) To what extent does Herodotus exaggerate the importance of foreigners for the decisions taken by Persian kings? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answers should include detail of the foreigners used by Persian kings, as mentioned here; so also Darius and Histiaeus; the use of local tyrants in Ionia; Cambyses in Egypt.

AO2 (8) Appropriate discussion of the evidence provided by Herodotus & evaluation of examples, considering potential bias and reliability.

AO3 (10) Appropriate examples drawn from Herodotus to the roles of individuals such as Histiaeus, Hippias etc. Some assessment of the possible distortion of the role of Greeks by Herodotus.

Section B

The Athenian Empire 450- 410 BC

4 Thucydides 3, 11.1-7 (LACTOR 1, no. 126)

(a) What does this passage from the speech of the Mytileneans to the Spartans tell us about Athenian imperialism?

AO3 (20) Answers should include: that this is part of a speech (by the Mytileneans to the Spartans and their allies); Athens' control of her allies ('under their thumb'); the distinction between 'equals' and those who had 'submitted' and the pressure on the 'equals'; Athens' gradual approach, dealing first with the weakest and only later coming to the stronger states; the importance of the navy, both Athens' own and any competitor; the importance for an ally of maintaining a decent relationship with Athens.

- (b) To what extent was the Athenian empire run for the benefit of the Athenians rather than their allies during the Archidamian War (431-421 BC)? In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Answers should include discussion of the direct benefits of empire such as the tribute and what it was used for; the original aim of the Delian league against Persia & the change of emphasis after the 'Peace of Callias'; the increasing size of the Athenian navy & opportunities for employment for Athenians (and some allies); decisions taken in Athens; BUT peace in the Aegean, freedom from Persian control, economic prosperity.
- AO2 (8) Answers should assess a range of evidence and present an argument on one side or the other.
- AO3 (10) Answers should assess the detail provided by inscriptions for Athenian control & benefit, including the language of domination; the benefits provided for cities such as Methone; the evidence for interference in local affairs though this could also be seen as a benefit; the increase in the tribute because of the expense of war (evidence of inscriptions); Thucydides' narrative; the terms of the Peace of Nicias.

5 Aristophanes, *Birds* 1035-55 (LACTOR 1, no. 199)

- (a) What does this passage tell us about the relationship between the Athenians and their allies after the Peace of Nicias (421 BC)?

- AO3 (20) Answers should include some discussion of the nature of this passage (from a comedy) and the problems of interpretation; decrees/laws and the allies; the weights & measures decree & its importance (effect on local control, civic pride, Athenian imperial propaganda BUT also usefulness for trade); the roles of individuals (decree-seller) making proposals in Athens & profiting from it amongst the allies; the use of Athenian law courts against those who oppose Athenian demands; the publication of decrees.

- (b) Why did some allies choose to remain loyal in the period 421-410 BC? In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Answers should include: the uncertain situation after the end of the Archidamian War, the uneasy situation in the Peloponnese; the continuing strength of the Athenian navy & the lack of external support for revolt until after the Sicilian expedition; the example of Melos, recalling the fate of Scione; the failure of the Spartans to provide reliable support to those who chose to revolt.
- AO2 (8) Some discussion of the reasons for revolt and suppression in the period, assessment of the relative strengths of Athens and Sparta and how that changed during the period 421-410.
- AO3 (10) There should be discussion of the evidence of Thucydides for the period after the Peace of Nicias, both for Athenian actions and the attitudes of allies.

6 [Xenophon], *Constitution of the Athenians* 1.14-15 (LACTOR 1, no. 121)

- (a) What does this passage tell us about the attitudes of the rich and poor towards each other within the Athenian empire?

- AO3 (20) Answers should include: the divide between rich/poor, ruler/ruled in cities in the empire (& also in Athens); the power of the lawcourts and the use of them by the Athenians; evidence of direct action against the rich (removal of rights, exile, confiscation of property etc); the significance of 'respectable men' for the author and possible bias; the financial importance of the empire for Athenians and the risks of some allies plotting revolt; the implication that rich Athenians support rich individuals in allied states against the interests of the democracy and the poor.

- (b) Do you agree that the poor gained more from the opportunities provided by the empire than the rich? In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Answer should include some discussion of the ways in which the poor benefited from empire (state pay in Athens, opportunities for military service, colonisation, cleruchies) and how these benefits were distributed across the empire (eg colonies such as Thurii); the rich also gained opportunities for displaying their civic pride in Athens (liturgies) and for success in war and trade; the importance of the growth of democracy under the empire.
- AO2 (8) Discussion of the evidence for the promotion of the poor and the possible bias of the majority of sources, such as Thucydides, the Old Oligarch etc.
- AO3 (10) Use of relevant passages of Thucydides, the Old Oligarch & others to show the divide between rich & poor & the opportunities for gain; discussion of bias in the sources.

Section C

The Trial of Socrates

7 Xenophon *Memorabilia* 1.1. 17-2.1

- (a) What does this passage tell us about Socrates' actions and the reasons for his conviction?

- AO3 (20) Answers should include: Socrates' political actions as a member of the *Boule* & his championing of the laws of Athens; but his strong-willed opposition both to the people & to political leaders could be seen as dangerous; Socrates' religious piety; Xenophon's view of Socrates as an influence on the young; the relationship of what Xenophon says here to the charges brought against Socrates at his trial.

- (b) In your opinion, how reliable a guide to Socrates' philosophical beliefs in Xenophon? In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Answers should include some discussion of Socrates' views as they are presented in the *Memorabilia*, with comparisons to the views of Plato (and Aristophanes); discussion of aspects such as his religious views, the importance of human affairs and proper conduct; the *daimonion*; Socrates' mission.
- AO2 (8) Candidates may choose to emphasize different aspects of Xenophon's account, but there must be some assessment of reliability and comparison with the other sources.
- AO3 (10) Appropriate reference to the main sources studied to support the argument: there should be some account of the reasons for/against accepting part/all of Xenophon's account.

8 Plato, *Apology* 25a-c

- (a) What does this passage tell us about the way Plato presents Socrates' defence of himself?

- AO3 (20) Answers should include: his use of 'cross-questioning' of one of his accusers; his use of detailed questioning & precise definition of terms, with parallels from ordinary life, his customary approach in the *agora*; the use of analogy; the possible effect of this on Meletus and the jury; his use of generalisations. Credit discussion of the reliability of Plato (comparisons with other sources).

- (b) To what extent can we trust Plato's account of the way Socrates conducted himself at his trial? In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Answers should include details of Plato's account of the trial with comparisons to other material encountered; the problems of potential bias in Plato; the consistency of the portrait of Socrates emerging from the evidence.
- AO2 (8) Candidates can argue this various ways, but they must base their argument on evidence and discussion of the sources, not just assertion.
- AO3 (10) Discussion of Plato's *Apology*, in particular, but also Xenophon; the problem of bias.

9 Plato, *Apology* 29c-30a

- (a) What does this passage tell us about Socrates' attitude towards philosophical enquiry?

- AO3 (20) Answers should include: Socrates' emphasis on the importance of his obedience to God; the centrality of philosophy to his life and his pursuit of the truth; his insistence that the important things in life are not money, reputation, honour but the 'perfection of your own soul'; Socrates' mission to explain this to others, both non-Athenians but particularly his own fellow citizens; philosophy is more important than the outcome of the trial.

- (b) In your opinion, were the Athenians right to condemn Socrates? In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Answers should detail: the charges against Socrates, any underlying reasons for the prosecution; the quality of the evidence against him for each; his behaviour while on trial as presented by Plato.
- AO2 (8) Answers should assess the arguments for Socrates' guilt both on the charges actually brought against him in court and on any wider, 'political' charges; answers may vary.
- AO3 (10) Detail from Plato (and Xenophon & Aristophanes) should be discussed appropriately; credit discussion of the problems of knowing what happened at the trial and the difficulty of establishing the precise reasons for the decision arrived at.

2451 Document Study 1: Roman History

Section A

The Catilinarian Conspiracy

1 Sallust, *Catiline* 21

- (a) What does this passage tell us about the motives of Catiline and his supporters in organising a conspiracy?

AO3 (20) Good answers in band 3 will provide detail of some of the following: they had little to lose ('nothing good to enjoy' etc); they were attracted by the disturbance of peace; they were interested in what they might gain ('prizes'); Catiline offers a cancellation of debts, proscription of rich, magistracies, priesthoods, plunder – *which suggests what Catiline thought they might want* (interpretation). They are described as 'greedy'. Antonius was 'in desperate straits'; they were 'in needy condition'; they were in danger of prosecution. Highest bands for interpreting these descriptions for their motives eg revolution would remove the danger of prosecution and provide them with a way out of debt.
Reward reference to context: Sallust is reporting Catiline's speech; its accuracy may be questioned; Sallust is generalising etc.

- (b) How far do the sources provide credible explanations for the actions of Catiline? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Factual information needs to include examples of Catiline's actions recorded in the sources eg his behaviour/speech at the meeting at Laeca's house, or in the Senate; his plot to kill Cicero; his leaving Rome; his letter to Catulus; his plotting while still a candidate for consulship; his treatment of supporters; his actions in the final battle. Information could also be supplied concerning Catiline's character and career which supports the argument.

AO2 (8) Discussion need focus on two or three examples in detail for highest bands: answers should consider the explanations for the actions by Cicero/Sallust either in the characterisation or motivation and provide arguments on the credibility based upon the evidence for bands 1/2. Band 3 for discussion of the information in the sources and reference to its credibility.

AO3 (10) Band 3 for discussion of the extract and the explanations it provides for his actions – eg he was threatened with debts, prosecution etc; he felt deprived of the consulship; he felt confident due to the supposed military support.

2 Cicero, *In Catilinam*, 11, 20-21 (LACTOR 7)

- (a) What does this passage tell us about Cicero's views of those who supported the conspiracy?

AO3 (20) The interpretation must focus on Cicero's views for higher bands; detail of the extract worth band 3 at the most without this. Good answers will make reference to some of the descriptions: 'scoundrel Manlius'; 'best and bravest' but led astray by extravagance; arrogant enough to have wasted wealth and hope for another Sulla to cancel debts; 'freebooters and scavengers'; 'motley and seditious crew'; in debt, in trouble with the law, 'not eager soldiers...bad debtors'.
Interpretation: Cicero is derogatory of their motives, and sees them as causing their own problems, misled into supporting Catiline.
Reward reference to context: a speech designed to gain support.

- (b) How widespread was the support for Catiline and his conspiracy? In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Band 3 answers should indicate in brief what sort of support Catiline had and provide a general view of its range; higher bands for specific groups, names individuals etc eg the five captured by Cicero, Curio, Sempronius, Manlius, the list of names in Sallust, some equestrians, Sullan veterans, debtors.
- AO2 (8) The issue of 'how widespread' should be clearly addressed for upper bands; discussion might include (a) the range of classes involved; (b) the extent of Italian support; (c) the reliability of Sallust and Cicero for the information about support; (d) the different support for Catiline personally and the movement against Rome in general; high bands for discussion of two issues with supporting evidence.
- AO3 (10) Band 3 for use of the extract to indicate some of the range of support with limited interpretation of 'how widespread'. Higher bands for more detailed use of sources: Cicero's list [In Catilinam II]; higher bands only if some evaluation of this list is provided eg generalised, no names, vague groupings etc; Sallust Cat. 16 has a list of names; 17 mentions Crassus (see also 48); Cat. 44 mentions the five captured by Cicero. Manlius (Cat. 28ff); the general populace (Cat 48) at least at the start.

3 Sallust, *Catiline* 40

- (a) What does this passage tell us about the seriousness of the dangers facing the Romans during the conspiracy?

- AO3 (20) Good detail of the dangers indicated in the passage is worth band 3 at least; higher for interpretation for 'seriousness'. Examples might include: Catiline plans to disrupt Rome; Lentulus gaining supporters in his task; use of the Allobroges; the extension of the Conspiracy to include provincials; possibly the resentment among provincials who might take advantage of civil war due to 'rapacity of officials'; the Senate's lack of action to neutralise the problem. Sallust describes this in a way to suggest that it was serious – Lentulus was going beyond citizens to gain support; the Gauls were thought to be 'easy to persuade'; they appeared to have no other way out of their problems. Higher bands for some mention of the impression Sallust tries to create.

- (b) How effective was the Senate in dealing with Catiline's conspiracy. In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Band 1 and 2 answers should indicate some of the actions (or failure to act) during the Conspiracy eg Cicero's actions as consul; the Senate's slowness to act initially; then their use of SCU; their decision to execute the conspirators; use of the military forces; the actions of Antonius and/or other magistrates; the approach to various problems eg debt, land issues etc.
- AO2 (8) Effectiveness must be discussed and a judgement formed for the higher bands; at least two actions should be assessed for bands 1 or 2 with evidence to support the views expressed.
- AO3 (10) The issue in the extract of the Gauls/provincial corruption may be used as evidence of ineffective management; the failure to deal with Lentulus and others earlier; evaluation needed for band 3 or above; other sources for bands 1 and 2 eg the praise of Cicero's actions in Sallust; the views of Cato on the government's lack of action (Sallust Cat 52); the reaction to news from Etruria in Sallust (28-9); Sallust 33 - Manlius' letter and the economic situation.

Section B

Augustus and Augustan Propaganda

- 4 Horace Carmen Saeculare 1-28 (LACTOR 17, L 28)
- (a) What does this passage tell us about the ideals and values which Augustus tried to promote?
- AO3 (20) Answers should identify some of the ideals and values from the poem: the renewal of Rome and its traditions; the revitalisation of religion; the importance of marriage and children; the power of Rome and its empire; its destiny ordained by the gods; good answers should interpret the language of the poetry to identify the values; band 3 for answers which largely but accurately repeat the references in the poem.
- (b) To what extent are the writers of the Augustan Age propagandists for the regime? In your answer, you should refer to this passage and to other sources you have studied.
- AO1 (7) Precise examples of events/actions/policies for the regime will be needed for bands 1 and 2; general information on the Augustan ideals and presentation of them for band 3 and below – candidates may choose what ever aspect of the regime they wish depending on the author(s) they discuss. Reward also information on the authors and their aims/context of the work etc – precise references should be placed in high bands.
- AO2 (8) The issue of the works as propaganda must be addressed for bands 1 and 2; discussion of the accuracy of sources in band 3 or below depending upon the detail and extent to which the judgments are supported by fact or sources; reward attempts to define propaganda and distinguish between it and support for the regime. Discussion of poetry as historical evidence and the problems with it should also be highly rewarded where exact reference is used; general discussions of authors in band 4.
- AO3 (10) Candidates may choose any part of the source material to discuss; bands 1 and 2 where the discussion is based on precise and (reasonably) accurate references clearly identified; general evaluation of specific authors in band 3 provided it is related to the content of the texts referred to. General reference of sources in lower bands.
- 5 Augustus, *Res Gestae Divi Augusti* 10.2-12.2 (LACTOR 17, A)
- (a) What does this passage tell us about the aspects of Augustus' regime which he wanted to emphasise?
- AO3 (20) Answers for band 3 and above should refer to some of the following with detail from the passage: his refusal, according to the law, of the post of PM until Lepidus died; contrast with Lepidus who took the role at a time of civil unrest; the support he received when he was appointed; the religious aspects of the honours; the singular honour ('no one except me'); he is given the honours by the senate etc
For bands 1 and 2 interpretation might include the way he places emphasis on following the law/legality of his position; the range of support from plebs to senators; the importance of religion; the fact of the senate's grant of honours rather than he takes them.
- (b) What historical value is there in the *Res Gestae*? In your answer, you should refer to this passage and to other sources you have studied.
- AO1 (7) Answers should identify at least three examples to discuss for bands 1 and 2 with specific use of the event/action and the reference in RG (marks also for 03 here); general references to the RG no higher than band 3 in 01 and 03. Answers might refer to the presentation of the early period before 30 BC or

use the extract for part of the answer or focus on any aspects of his regime they choose. Knowledge of the context and aims of the RG should be rewarded in 01.

AO2 (8) Band 3 or higher for answers which assess the RG using evidence from elsewhere to support the judgements on historical value; general discussion of the RG as evidence are no higher than band 4; discussion of the RG as a source for the period is worth rewarding, higher bands with some support from factual information and/or sources.

AO3 (10) Band 4 for the use of this extract without reference to other evidence in support of an answer; evaluation in detail using other evidence for bands 3 and above; answers might compare the claims of support in this extract with references in Virgil or Horace, or contrast it with what Tacitus tells us; better answers should use other parts of the RG (eg the opening sections and his claims of 'defending the Republic') and alternative views/evidence to evaluate the RG; in addition reward accurate knowledge of the RG and its context, its intended audience, and its value as a record of Augustan ideals in bands 1 or 2.

6 Augustus, *Res Gestae Divi Augusti* 26-27 (LACTOR 17, A)

(a) What does this passage tell us about Augustus' policies towards the provinces and the frontiers?

AO3 (20) Band 3 answers should refer to some of the following actions using examples from the passage: expansion and pacification; war only where necessary and when provoked ('without making war unjustly'); diplomacy in some cases; stabilising boundaries in the north, east and south; establishing Roman control through client kings sometimes but not always (Cyrene); for higher bands answers should focus not only on the acts but on what they imply for policies

Reward answers which mention Augustus is being economical with the truth in places: by AD 14 expansion was no longer a policy; the 'victory' in Ethiopia is questionable; Sicily and Sardinia refers to Sextus Pompeius.

(b) To what extent do other sources support Augustus' presentation of his achievements in the Empire? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Factual information on his achievements – answers need focus on two at least for high marks – bands 1 and 2 where it is specific [dates/individual events/precise actions]: various exploits in Spain, the expansion on the Rhine and Danube; Alpine tribes; Illyria, Arabia etc; the issue of peace, closing of the doors of the temple of Janus, Ara Pacis.

AO2 (8) Answers should discuss this extract and other views of Augustus' achievements for bands 1 and 2 and make some assessment of how far they support his presentation either in this extract or other parts of the RG. Discussion of the accuracy of this extract without use of other sources worth no more than band 3.

AO3 (10) Reference to the extract is worth band 3 where it is used to support the answer to the question; bands 1 and 2 where other sources are used to compare or contrast eg Virgil Aeneid 6. 791-808 or 8. 720-28 on Augustus' success [needs evaluation of the poetic presentation for high marks]; Tacitus Annals 1. 1-2 for his view of Augustus' policy towards the provinces; 1. 3.6-4 mention of Varus; 1.9-1.10 for opposing views of Augustus; Carmen Saeculare refers to the issue of peace etc.

Section C

The Reign of Nero

7 Tacitus, *Annals* 13.10

(a) What does this passage tell us about Nero's style of government early in his reign?

AO3 (20) Answers in band 3 should provide detail on his actions from the passage concerning the style of government: he avoids unnecessary honours voted by the senate (statues, change of the start of the year); he does not allow factional type trials/prosecutions, tries to avoid displays of power (consul's oath); conciliates the Senate through acts of clemency; takes a low profile according to this passage.

Better answers might offer interpretation that Tacitus implies that Seneca and Agrippina have major role in government, and that Nero is more interested in Acte.

(b) How far is this account typical of the sources' portrayal of the early part of his reign? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Answers in band 3 and above will need precise information on some specific actions/events from the early part of the reign eg his gradual removal of Agrippina from power (as indicated in the passage), her possible involvement in a plot orchestrated by Silana and his reaction, his choice of Corbulo and support for him; his treatment of Britannicus; the financial proposals on tax, the treasury etc; provincial arrangements; the Montanus incident; his night-time activities. This is detailed in Tacitus 13.1-34.

AO2 (8) Answers in bands 1 and 2 should be specifically addressing *typical*; answers which make comparisons with accounts or events other than the ones in the passage should be placed in band 3; general discussions of the sources' views on Nero's reign should be rewarded in band 4; band 4 for discussions of Nero's reign/actions without reference to sources.

AO3 (10) Answers higher than band 4 should make some use of a source other than the extract for comparison or to support the factual content of 01 with references to texts which are clearly identifiable; precise and specific references should be rewarded with band 3 and above if assessed as evidence. Answers may compare this extract with other parts of Tacitus *Annals*, or Suetonius *Nero* eg Britannicus incident; Montanus incident; Suetonius' account of his legislation or judicial activities in sections 14-18.

8 Suetonius, *Nero* 25

(a) What does this passage tell us about the importance of these events to Nero?

AO3 (20) Answers for band 3 should identify some of the aspects with reference to importance: Nero makes as much of the spectacle as possible; he starts at Neapolis where he expects a good reception; he emphasises 'victory' in various ways (references from the passage should be given to support this); the comparison with Augustus **and** military victory is made (the chariot, the triumph); the route itself; the statues in commemoration; the issue of a coin. Further interpretation could include the context of the spectacle; the details of the procession and their importance in creating the right image by Nero.

(b) To what extent did Nero's performances on stage and in the Circus affect attitudes towards him during his reign? In your answer, you should refer to this passage and to other sources you have studied.

AO1 (7) Some detail of the performances and/or the reaction of groups and individuals to it: marks also in 03 where attitudes especially are related to clearly identifiable source material – see 03; the first performance at Naples

(Ann. 15. 32ff); his first attempts at chariot racing; his trip to Greece; his involvement in festivals in Rome.

- AO2 (8) Good discussions should relate Nero's activities to some specific attitude(s); bands 1 and 2 where there is clear support from the evidence for *effects* and some reference to *extent*. Band 3 for discussions about attitudes towards his activities without a clear view on 'extent'. General discussion of views about Nero and his reign in band 4 where there is some use of evidence. Answers may discuss effects on different groups eg the plebs liked his involvement, the upper classes (acc. to Tacitus) did not; some did join in however.
- AO3 (10) Various reactions to his performances in Tacitus Annals 14. 14-6; Suetonius 20-25 (including the extract) for information on his 'image' and reactions to it; Annals 15. 67 Flavus' view of his acting; bands 1 and 2 where the views of authors are used critically; band 3 where they are accepted without discussion.

9 Tacitus, *Annals* 14.56-7

- (a)** What does this passage tell us about the dangers to Nero's rule at this point in his reign?

- AO3 (20) Answers should identify the reference to Seneca, Plautus, Sulla Felix and the (possible) problems with the armies for band 4; band 3 answers should refer other points eg the difficulty in controlling events outside of Rome; the suggestions of problems with Faenius, the Gauls etc.
Interpretation for higher marks should note that (for Tacitus) the danger is the advice from Tigellinus, the corruption he brings, and/or that most of these dangers are part of speech from Tigellinus designed to increase Nero's fears and dependence on Tigellinus (acc. to Tacitus).

- (b)** How far, in your view, did Nero's advisors and helpers act in his best interests during his reign? In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Detail of any two advisors or helpers: Agrippina, Seneca, Burrus, Tigellinus, Faenius, Helius etc; bands 1 and 2 where the detail is precise about advice and/or actions. Examples might include Agrippina's action at the start of the reign in removing Silanus, Narcissus, later her support of Britannicus; Seneca's advice and speeches; Burrus' help over the Silana plot; their support during the Agrippina murder and after in his chariot racing; Faenius' involvement in the Piso plot etc.
- AO2 (8) Discussion should consider how far the chosen examples did help or harm Nero; for bands 1 and 2 this should be supported by information/evidence/argument on the effects of the help.
- AO3 (10) Support from the sources either for the actions of advisors or on the effects: Tacitus Annals 13.1-3 the opening of the reign – Agrippina, Seneca and Burrus and the good start; the extract on Tigellinus' influence; Ann 14.10ff on the murder of Agrippina and afterwards; Suetonius provides limited information on other members of the court eg 34 Agrippina's over-watchful eye; 9 reference to Agrippina at the start of the reign.
Bands 1 and 2 only where some critical use is made of the sources – Tacitus' presentation of Tigellinus in the passage; his view of Agrippina, Seneca or Burrus, and how they might colour his version of events, and characterisation of Nero.

2452 Document Study 1: Roman World

Britain through Roman eyes

1 Caesar, *Gallic War* 4.26

- (a) What does this passage tell us about the difficulties Caesar and his army faced during their first landing on the coast of Britain?

AO3 (20) Reward use of the passage to make specific points and comment on their significance as indicated in the mark grid: the difficulty in effecting a landing/ unsuitable craft?/ soldiers unable to form up/ great confusion/ impromptu actions taken and commands given by Caesar/ the effectiveness of the Roman forces once organized/ lack of cavalry.

- (b) Why did the Romans encounter difficulties during their first expedition to Britain in 55 BC? In your answer you should refer to both this passage and to other sources you have studied.

AO1 (7) Reward relevant information based on the background to the expedition and its apparently hasty and ill-timed execution. These may include Caesar's own stated reasons (British support for Gallic tribes) and the immediate political motivations of scoring a propaganda coup. These may be adduced as reasons for the hasty nature of the expedition – a lack of forward planning/ setting off late in the season/ lack of good intelligence beforehand; the limited duration of the expedition, and its small size; but might these be excuses to cover up ineptitude or sheer bad luck? Reward explanations which put the expeditions into a wider context, showing awareness of Caesar's political ambitions and his position in Rome itself.

AO2 (8) Reward arguments developed using the evidence such as that noted in AO1 and AO3, supporting any of the explanations for Caesar's expedition (short-term reconnaissance/ long-term annexation/ propaganda value in Rome etc.). Support from sources for these arguments, such as indications that 'booty' was expected but not found (Strabo), should be rewarded.

AO3 (10) Details from the passage which indicate the limited aims of Caesar's first expedition; lack of preparation, indicating haste; inability to co-ordinate the landing, and lack of cavalry support; this passage may be contrasted by the detail known from Caesar about the second expedition, where lessons learned from the first crossing were put into practice.

2 Tacitus *Annals* 14.29-30

- (a) What does this passage tell us about the importance of the attack on Anglesey (Mona) to the Romans?

AO3 (20) Reward appropriate detail and citation with comment drawn from the passage: Its importance to the Britons: thickly populated/ shelter for refugees (from where?) / centre of Druid-worship; the detail of the 'women like Furies' needs to be explored as illustrating the island's importance- what were they doing there?/ the detail about the religious practices at the end of the passage should be credited if made relevant (and reward critical treatment of it). Its importance to the Romans: the character and ambition of Suetonius needs to be linked to the question – how did capturing Anglesey fulfil his aims?/ Roman attitudes to Druids generally (hostile)/ fulfilment of a wider campaign subduing the British tribes in Wales/ the organized and co-ordinated aspects of the attack, showing planning (hence strategic/ political value) deserve credit if noted.

- (b) How typical are the views expressed in this passage of Roman attitudes to the Britons? In your answer you should refer to both this passage and other sources you have studied.

- AO1 (7) Expect a detailed account of Roman attitudes to Druids – the language here is vivid, not to say over-the-top! There are many passages which show the Britons in a better light - Caratacus being a prime example, but also Boudica. There should be a good appreciation of the range of views expressed by Roman writers for marks in the highest bands. clearly addressed.
- AO2 (8) 'How typical' is the key phrase here: supported judgements rather than assertions are needed for marks in the highest bands (refer to grids). The depiction here is very negative and lurid; other passages show Britons in a much better light; motivation of writers on specific occasions may be adduced to explain the variation in their treatment.
- AO3 (10) Reward use of the passage said and comparisons with any other material which is relevant – most is in Tacitus (Cartimandua, Boudicca, Caratacus, Calgacus) – though other sources which describe the status of the Britons and their obvious military abilities (Caesar) and economic activity (Strabo) should also be credited.

3 Tacitus, *Agricola* 19

- (a) What does this passage tell us about Agricola's abilities as governor?

- AO3 (20) The passage has lots of material and both citation **and** comment/ evaluation in relation to A's abilities must be present for full marks – a mere list of extracts from it is not enough (see grids). Examples include discipline of his staff/ regard for good standards in conduct/ a generous spirit towards minor lapses but taking serious offences seriously. Concern for justice/ dislike of using freedmen and slaves (comments as to WHY this should be important should be rewarded if accurate! – cf. the policies in the imperial court) / fair treatment of the Britons who are being forced to part with corn and tribute. Reward candidates under AO3 who question Tacitus' accuracy, motivation and bias in portraying his father-in-law in such a light.

- (b) To what extent does this passage reflect the attitudes of Roman governors and other officials towards Britons? In your answer you should refer to both this passage and other sources you have studied.

- AO1 (7) The passage needs to be explored in depth, with specific points made about Agricola and therefore by contrast other administrators who had mistreated the Britons; the most obvious episode candidates may refer to is the ill-treatment of the Iceni and Trinovantes in the rebellion of Boudicca. Reward detail such as: imposition of taxes; corruption (the passage continues with useful detail about having to cart corn from one end of the country to the other); brutal treatment of the native population. This may be contrasted with the apparent willingness of other tribes to co-operate/ rapid urbanization and growth of trade, which may indicate reasonable treatment. Reward any detail about the actions of early governors from Tacitus.
- AO2 (8) T's views may be subjected to critical scrutiny in evaluation of attitudes and 'extent' need to be addressed – does he downplay others' achievements in order to glorify Agricola? Comparison and contrast with other administrators should be rewarded.

- AO3 (10) Use of the passage and comparison with other literary sources should be credited as appropriate; there is much in Tacitus to compare this to, including the 'iron fist' which Agricola himself showed in the north. The detailed treatment of the Boudiccan rebellion is the most likely passage which might be mined for contrast; any passages which are relevant to the question should be rewarded as appropriate and in line with the mark grids.

2453 Source Based Study 1: Greek History

Section A

Herodotus and the Conflict of Greece and Persia 499-479 BC

- 1
 - (a) Outline the main events of the Ionian revolt.
 - (b) What can we learn from the sources about the reasons for the failure of the Ionian revolt?
 - (c) To what extent can it be said that the Ionians benefited from the revolt?
 - AO1 (15) Answers should include for (a) the beginnings, the solicitation of mainland help, the withdrawal of the mainland states, the battle of Lade, the final chapter; for (b) detail of the Herodotean account of which can be used to explain the failure, including his assessment of the Ionians before Lade; for (c) peace, removal of tyrannies & substitution of democracies BUT the return of Ionian states into the Empire (Miletus), tribute, the spread of Persian control through the islands of the Aegean & participation in the invasion of Greece.
 - AO2 (15) Answers should include in (b) an evaluation of Herodotus' assessment of the reasons for failure; in (c) discussion of the consequences of the revolt and some assessment of their significance.
 - AO3 (15) Use of the relevant parts of Herodotus, with due evaluation of his accounts of the failure of the Ionians, at Lade and elsewhere, with assessment of any bias.

- 2
 - (a) What military resources were available to the Athenians in 490 BC?
 - (b) What can we learn from the sources about the effectiveness of the Greek forces in 490 BC?
 - (c) How important was the Battle of Marathon for the Greek world?
 - AO1 (15) Answers should include for (a) the hoplite army, the cavalry, military leadership, (lack of navy); for (b) the success of Athenian hoplites against Persian forces, lack of mobile forces (cavalry and navy); quality of leadership; lack of Greek unity, as Athens only had Plataea, Sparta failed to show (reasons); for (c) discussion of the impact of the victory on Greek morale in general and the Athenians in particular, significance in enabling the forming of a coalition against the Persian invasion of 480 BC; but also limited impact on Persia (failure to return immediately explicable by scale of preparations, death of Darius, revolt in Egypt).
 - AO2 (15) Answers should include in (b) some evaluation of Herodotus' account; in (c) analysis of the effect the victory had on the forming of the Hellenic league by giving confidence that there was some chance; nothing was changed for Greek states already under Persian control.
 - AO3 (15) Appropriate use of Herodotus to illustrate the success of the Athenians and its consequences in terms of morale.

- 3
 - (a) What were the main difficulties facing the Persian forces in 480 BC before the Battle of Thermopylae?
 - (b) What can we learn from the sources about the effectiveness of the organisation of the Persian forces in 480 BC?
 - (c) Do you agree that by the end of 480 BC the Persian invasion had failed?
 - AO1 (15) Answers should include for (a) details of the organisation required for so large an army (some discussion of numbers); geographical problems on the march; combined land/sea problems; equipment & fighting style; for (b) there should be discussion of the successful land/sea coordination; success (after a time) at Thermopylae; failure at Artemisium & abject failure at Salamis; for

- (c) details of the situation after Salamis when Xerxes made his decision to withdraw; the effect of Xerxes' withdrawal.
- AO2 (15) Answers should include in (b) & (c) appropriate evaluation of the evidence presented, with assessment of any bias in Herodotus' account.
- AO3 (15) Appropriate use of Herodotus and other sources; evaluation of Herodotus' account of military matters.
- 4 (a) Outline the role of the Spartans in 480-479 BC after the Battle of Thermopylae.
- (b) What can we learn from the sources about the pressures on the Hellenic League in 480-479 BC?
- (c) To what extent was the Greek victory in 480-79 BC brought about by the leadership of the Spartans?
- AO1 (15) Answers should include for (a) the details of the role of the Spartans before and at Salamis; discussions over the winter and Sparta's relationship with Athens; the Plataea campaign; the Mycale campaign; for (b) the roles of Sparta and Athens in particular about the northern frontier and the aftermath of Salamis; Plataea; for (c) answers should include details of the importance of Sparta at Salamis and Plataea, later at Mycale; the actions of Spartan leaders; the importance of Themistocles.
- AO2 (15) Answers should include in (b) evaluation of the evidence presented; in (c) answers can range quite widely but should be based on evidence and argument.
- AO3 (15) Evaluation of Herodotus' account concerning these issues, together with assessment of potential bias, especially with regard to Themistocles.
- 5 (a) Outline the importance of the Persian king in military decision-making during this period.
- (b) What can we learn from the sources about the weaknesses of Xerxes as a military commander?
- (c) To what extent was Xerxes responsible for the failure of the invasion of 480-479 BC?
- AO1 (15) Answers should include for (a) the role of Xerxes in determining the shape of the expedition, his involvement in the organisation of the invasion and his presence at battles in 480 BC [Darius can be used also]; for (b) Xerxes' inconsistent behaviour on the expedition (not all examples need be military if they show inconsistent/damaging behaviour); his role at Thermopylae; his role at Salamis and his attitude towards his own forces; his decision to withdraw himself; for (c) detail of decisions made by Xerxes that may have adversely affected the expedition; consideration of other aspects – weather, geography, Greek morale and fighting forces, Greek leadership.
- AO2 (15) Answers should include in (b) evaluation of the evidence for Xerxes as a commander; in (c) evaluation of the contribution made by others to the eventual result; assessment of the decision to make a partial withdrawal at the end of 480 BC.
- AO3 (15) Appropriate evaluation of Herodotus and his sources, also potential bias.

Section B

Greek History 446 – 413 BC

- 6 (a) What were the main purposes for which the Athenian navy was used in the period 446-432 BC?
- (b) What can we learn from the sources about the importance of the navy to Athens before the outbreak of the Peloponnesian War in 431 BC?
- (c) Was the navy the most significant factor in Athenian successes during the Archidamian War (431-421 BC)?

- AO1 (15) Answers should include for (a) keeping a Greek presence in the Aegean against the Persians (or not, after the Peace of Callias); supporting and controlling members of the Delian League; collecting tribute; carrying out Athenian policy at eg Corcyra; suppression of revolts (eg Samos); controlling piracy and enabling trade; for (b) some discussion of its importance in the aftermath of the 30 Years Peace, the suppression of the revolt of Samos & the siege of Potidaea; for (c) importance in Athenian strategy, as envisaged by Pericles & then developed after his death; Mytilene; Pylos; [the campaign of Delium]; v Brasidas in the north.
- AO2 (15) Answers should include in (b) evaluation of Thucydides' account; in (c) discussion of 'victory'; navy's role in sustaining Athens through the war.
- AO3 (15) Evaluation of Thucydides' account, which sets out a number of Pericles' policies with some bias, together with discussion of the evidence of Plutarch, Aristophanes etc.
- 7 (a) Describe briefly the organisation of the Spartan army.
- (b) What can we learn from the sources about the successes of the Spartan army in the period 446-421 BC?
- (c) Do you agree that the Archidamian War (431-421 BC) revealed the weaknesses of the Spartan army?
- AO1 (15) Answers should include for (a) hoplite forces with training, dedicated system, the *agoge*; for (b) discussion of the main events involving Spartan forces, such as Pleistoanax to Attica 446 BC, [failure to help Samos after the intervention of Corinth]; the outbreak of the Archidamian War; the failure of Sparta to encourage Athenian allies to revolt, Pylos, Delium, Brasidas in the north; for (c) limited effectiveness outside the Peloponnese, lack of naval forces; Spartan self-interest (after Pylos); limited role for allies (Peace of Nicias and aftermath).
- AO2 (15) Answers should include in (b) discussion of particular campaigns which show success (invasions of Attica, Delium, Brasidas in north); in (c) assessment of the lack of navy when dealing with a power such as Athens, issues with control of allies, manpower limitations/concern over the helot threat (Pylos, Brasidas).
- AO3 (15) Discussion of the evidence provided by Thucydides, Herodotus & Plutarch (& others).
- 8 (a) Outline the main problems faced by the Athenians in the Archidamian War between 431 and 425 BC.
- (b) What can we learn from the sources about the impact of the plague on the city of Athens?
- (c) To what extent did the plague affect Athens politically and militarily in the period up to 421 BC?
- AO1 (15) Answers should include for (a) the invasions by the Spartans and the impact on the city of refugees and the cost in morale (fining of Pericles); the cost of a naval war; revolt in the empire; political disagreement about the most effective means to maintain the empire and best strategy for war; for (b) discussion of the evidence of Thucydides for the effect within the city; for (c) short term weaknesses, loss of Pericles but recovery and renewed success after Pylos [but Delium], the rise of demagogues, the impact of Brasidas in the north and the Peace of Nicias.
- AO2 (15) Answers should include in (b) assessment of the effect of the plague on manpower, leadership, morality; in (c) analysis of the years down to the Peace of Nicias; particular emphasis on the political changes after the death of Pericles.

- AO3 (15) Thorough discussion of appropriate passages of Thucydides & other sources.
- 9 (a) Outline the ways in which Sparta responded to pressure from other states between 446 and 431 BC.
- (b) What can we learn from the sources about the changes in Sparta's policy towards Athens between 425 and 413 BC?
- (c) What do you think were the most important factors in Sparta's decision making?
- AO1 (15) Answers should include for (a) Sparta's failure to help Samos in 440 (after pressure from Corinth; slow response to Corinthian pressure in 430s; disagreement between Archidamus & Sthenelaidas in 432 BC; invasion of Attica; Pylos and Spartan response to this; Brasidas in the north; the Peace of Nicias & reaction of Spartan allies; response of Sparta to the Sicilian expedition (Alcibiades); aftermath of the Sicilian expedition; for (b) appropriate examples drawn from sources (eg Pylos, Peace of Nicias, Sicily); for (c) details of the reasons for Sparta's actions in this period.
- AO2 (15) Answers should include in (b) evaluation of the limited evidence & our dependence on Thucydides; in (c) discussion of Sparta's pursuit of self-interest at crucial moments (eg the outbreak of the Peloponnesian War, after Pylos, the Peace of Nicias).
- AO3 (15) Assessment of appropriate sections of Thucydides, Aristophanes etc.
- 10 (a) Outline the main ways in which the Archidamian War (431-421 BC) affected political life in Athens?
- (b) What can we learn from the sources about the conduct of political leaders after the death of Pericles?
- (c) To what extent were political leaders able to control the Assembly (*Ekklesia*) between 425 and 413 BC?
- AO1 (15) Answers should include for (a) details of the concentration of rural dwellers in the city walls; the response of Athenians to the invasion of Attica; the fining of Pericles; the plague & its impact; disagreements between political leaders; rise of the demagogues; for (b) discussion should include the changing nature of political leadership (eg Cleon and other individuals), including their manner of addressing the Assembly, the lack of a single authoritative figure able to guide the Assembly, the rivalry between rivals (eg Nicias and Alcibiades); for (c) answers should include discussion of specific examples (eg the Pylos debate, the Sicilian debate).
- AO2 (15) Answers should include in (b) detail drawn from Thucydides, Aristophanes and the narrative of the period; in (c) appropriate evaluation of examples chosen, with some freedom for candidates to interpret and argue as they wish.
- AO3 (15) Appropriate use of Thucydides, Aristophanes and Plutarch; where appropriate, inscriptions.

Section C

The Culture of Athens 447-399 BC

- 11 (a) Outline the role of the Council (*Boule*) in the democratic system in Athens.
- (b) What can we learn from the sources about the restrictions on the power of the Assembly (*Ekklesia*)?
- (c) Do you agree that political system in Athens was truly democratic?
- AO1 (15) Answers should include for (a) details of the probouleutic function of the *Boule*; the prytany system; day-to-day business; for (b) answer should include the limited control through the agenda, the role of the prytany at an

assembly meeting, the *graphe paranomon*; the law-courts; the role of leaders; for (c) some definition of democracy required, with discussion of who was excluded; the extent to which individuals could participate even as voters; the role of leaders.

- AO2 (15) Answers should include in (b) evaluation of the evidence for the power of the *Boule* (limited); discussion of the evidence of the use of the lawcourts; in (c) candidates can present a variety of views, but must base argument on evidence.
- AO3 (15) Use of passages from sources detailing events at assembly meetings (eg Funeral Speech, Mytilene debate, Pylos debate, Sicilian expedition debate in Thucydides; Trial of Generals in Xenophon).
- 12 (a) Outline the main events of any **two** Athenian religious festivals.
- (b) What can we learn from the sources about the roles of women in the religious life of Athens?
- (c) Do you agree that religion played a central role in the civic life of Athens?
- AO1 (15) Answers should include for (a) outline of **two festivals** (eg Dionysia, Panathenaia, Thesmophoria etc; for (b) details of the religious roles of women at the Thesmophoria etc; priestess of Athena Nike; importance of women in burial; for (c) discussion of the place of religion in theatre, politics; scale of public religious building; flashpoints where tradition challenged (eg mutilation of Hermae, the sophists, Socrates).
- AO2 (15) Discussion and evaluation of the evidence (some of it hostile) for women's roles; in (c), discussion of the significance of the building programme and the opposition to some new ideas towards the end of the 5th century.
- AO3 (15) Details drawn from the evidence of Aristophanes, inscriptions; the building programme, Athena as female deity; the Panathenaic frieze.
- 13 (a) Outline the building programme on the Acropolis during this period.
- (b) What can we learn from the sources about the reasons for the building programme on the Acropolis?
- (c) Do you agree that the reasons for the increase of public building in Athens were primarily political?
- AO1 (15) Answers should include for (a) details of the building programme on the Acropolis, including the Parthenon, Propylaea, Erechtheion; for (b) discussion of the evidence for the political purpose of the building (eg Plutarch, *Life of Pericles*); the religious imagery; for (c) discussion of the increase in wealth in Athens with the development of empire; the Congress decree and the need to restore the temples destroyed by the Persians; the role of Pericles; other building projects beyond the Acropolis (eg *Agora*, Eleusis).
- AO2 (15) Answers should include in (b) evaluation of the sources used; in (c) discussion of the growing power of Athens and her increased wealth.
- AO3 (15) Discussion of the evidence of the Acropolis, buildings in the *Agora* & elsewhere in Athens; Plutarch, *Life of Pericles*; Thucydides Bk 2 (Pericles' Funeral Speech).
- 14 (a) Outline the plots of any **two** plays from the period.
- (b) What can we learn from these plays about the interests of the Athenian audience?
- (c) Do you agree that the study of Athenian drama helps us to understand the challenges facing Athens?
- AO1 (15) Answers should include for (a) the outline of any two plays, tragedy or comedy [plays from outside the period can be credited]; for (b) details drawn from the plays to show what might have been of particular interest to

audience in the plays (credit knowledge of success or otherwise in the competition); for (c) a selection of relevant detail drawn from the two plays in (a) or from others, focused on the challenges facing the state.

AO2 (15) Answers should include in (b) evaluation of the points of interest picked out; in (c), focus on this particular issue – some leeway to be allowed if the plays read provide less help with this particular theme, but must seek to use what they have read to illustrate the topic.

AO3 (15) Discussion of detail based on the plays selected, and from other sources if made relevant to illustrate Athenian interests.

15 (a) Outline the role of political leaders in Athens.

(b) What can we learn from the sources about the relationship between political leaders and the poor in this period?

(c) Why do you think many ancient writers were hostile to the Athenian democracy?

AO1 (15) Answers should include for (a) examples of the actions of political leaders in the Assembly and in the army/navy; for (b) there should be details of the opportunities for participation at deme level and in the Assembly/*Boule*/law courts etc; for (c) examples of writers (eg Thucydides, the Old Oligarch, Aristophanes, Plato, Xenophon, Aristotle (reward details drawn from these under AO3) and some examples of what they found unacceptable: eg inconsistent attitudes/policy (eg Mytilene), poor leadership (eg Cleon), venality, rejection of the 'respectable men'; details of the background of writers.

AO2 (15) Answers should include in (b) some assessment of possible bias in the sources; in (c) some evaluation the background of writers and reasons for their attitude towards the democracy.

AO3 (15) Detail drawn from some of the authors specified under AO1 above; examples showing attitudes; credit also positive attitudes towards democracy.

2454 Source Based Study 1: Roman History

Section A

Roman History 81- 44 BC

- 1
 - (a) Outline the main reforms made by Sulla during his dictatorship.
 - (b) What can we learn from the sources about the problems facing Rome and the empire at that time?
 - (c) In your opinion, how effective were Sulla's reforms in meeting these problems?

AO1 (15) Answers should identify some specific reforms and problems facing Rome and the Empire. Reforms: eg increase in the senate's role; removal of tribune's powers, control of governor's actions, cursus, grain subsidy, courts. Problems: weaknesses of the senate, excessive powers of magistrates, the army and generals, rivalries among factions, the popular assemblies and manipulation by tribunes in particular, corruption and wealth in the courts, exclusiveness of oligarchy etc. Bands 1 and 2 for specific examples.

AO2 (15) Answers should deal with some of the following issues – band 3 and above should show some use of evidence and understanding of the material.

 - a) identify the relationship between the problems and the reforms
 - b) assess the extent of the problems for the state
 - c) consider effectiveness of some reforms with detail of their effects
 - d) assess extent to which reforms met the problems in principle.
 - e) discuss reasons for success or failure

Answers will address some issues in more depth than others for bands 1 and 2; general discussion of the state of Rome and Sulla's solutions with occasional judgements about success or failure is worth band 3; lack of specific support for views lowers the band.

AO3 (15) Sources should relate to the problems in the first instance; use of sources otherwise should be rewarded: Cicero on the courts or the tribunate; Sallust *Histories* and *Catiline* on general problems in Rome; Plutarch *Pompey* for the role of the army etc; bands 1 and 2 should include specific examples and focus for interpretation on the question; references to sources on other issues/ general but accurate knowledge should be rewarded in bands 3 AND 4 depending on the detail. Cic. de lege 3. 22 approves of the tribune laws.
- 2
 - (a) Outline the challenges to the Senate during the 70s BC.
 - (b) What do the sources tell us about the ways in which the Senate reacted to these challenges?
 - (c) How successful do you think the Senate was in dealing with these challenges?

AO1 (15) Details of the challenges: eg reforms by Sulla; Lepidus, Pompey and others – the rivalry among factions; failure to prevent Pompey's rise/ role in helping him; granting of special commands; the corruption of courts; the return of tribunes' powers; Spartacus revolt; Crassus and Pompey's demands; illegality of some actions. Answers in bands 1 and 2 should be specific about the challenges; band 3 may provide an occasional specific example but generally show accurate knowledge of the period. General understanding in band 4 or below.

AO2 (15) Answers might deal with some of the following – well-supported in some places for higher bands:

 - a) assessing **extent of success**: reactions to -Pompey's use of the army to force demands on the Senate/ extent to which Senate had no choice; the agitation for tribunes' restoration/ grain subsidy and extent of Senate's resistance;

- b) assessing extent of corruption/ how far Senate dealt with it;
 - c) considering the rivalries within the Senate and effect upon action.
- One-sided views may be in band 3 if supported by evidence; bands 1 and 2 are likely to discuss relative success and failure. General assessment of senate's role in band 4 or below.

- AO3 (15) Sources should be provided for the challenges to the Senate :
- Cicero on the Senate's reaction to issues: on Verres and corruption Verres 1.39; Pro Roscio – resentment against the proscriptions;
 - Plutarch *Pompey* and *Crassus* and the challenge/demands of individuals and the army;
 - Sallust – Macer's Speech on the tribunate and powerlessness of plebs - Lepidus speech; Cic. for power of individuals and ambition
- reward other sources (eg on the Senate's relationship with individuals, the events of the 70s etc) in band 3 if the issue in the question is not dealt with.

- 3 (a) Describe the main social and economic issues in Rome and Italy during the 60s BC.
 (b) What can we learn from the sources about the actions politicians took to deal with these issues?
 (c) In your view, how successful were politicians in dealing with these issues?

- AO1 (15) Answers might deal with some of the following with appropriate detail eg debts problems, the unemployment in Rome, gap between rich and poor; slave discontent (Aftermath but not the Spartacus revolt), land issues- Etruria, Rullus Land bill, Sullan veterans in Etruria; influx of freed slaves, exclusiveness of the upper class, divisions between Equestrians and Senators, citizenship extension- Transpadane Gaul; effects of the Eastern wars and pirates on Rome and Italy; Pompey's attempts to gain reward for veterans.

- AO2 (15) Answers should consider
- a) the attempts to deal with these problems: Pompey's commands to deal with Mithridates, the Pirates; Crassus' proposal for citizenship extensions; Rullus' Land bill; Catiline's proposal and plot; Cato's corn law, banning of collegia etc.
 - b) the success issue: this might include - Pompey's success over Pirates, the East and effect upon these issues; the rising of Manlius in Etruria, disturbances, riots in Rome, slaves attracted to Catiline's efforts, increase in violence, the use made of the problems by politicians for their own ambitions, corruption and bribery etc.

One issue well-supported is worth band 3 at least.

- AO3 (15) Answers should use a range of sources with higher bands where the writers bias/value is identified and focused on the question of politicians' efforts or lack of them:
- Cicero's opposition to dealing with the problems on Rullus' land bill; Cic. Alex. Law defends the status quo;
 - Cic Cat 2. 17-23 : support from criminals; murderers, debtors; looking for lessening of burdens;
 - Plut Cicero 10 : the whole state is rotten; Etruria and Gaul discontent;
 - Cicero on the Manilian Law – need to protect tax-collectors;
 - Sallust's references: to equestrians in the conspiracy, Italian discontent (Manlius' letter), support from lower classes for Catiline, corruption started with Sulla (36ff), Ch 13 general economic problems Ch 20-1 rich and poor Ch 37-39 and 52.

- 4 (a) Outline the career of Julius Caesar between 61 and 49 BC.
 (b) What do the sources tell us about the differing views of politicians towards Caesar during this period?
 (c) How would you account for the differences in attitudes towards Caesar's career between 61 and 49 BC?
- AO1 (15) Detail of his role in the '1st triumvirate' / relationship with the two others, consulship (and what he does) and governorship of Gaul (very brief detail on his activities here); his renewed governorship in 55 BC, his negotiations for his return and 2nd consulship; his role in the build-up to war; factual information on fellow politicians and their views is also relevant – background might be provided in relations to their attitudes; reward detail of any material in bands 3 and above.
- AO2 (15) Answers for AO2 should discuss some of this in depth for bands 1 and 2:
 a) the motives and ambitions of individuals
 b) their attitudes towards Caesar's actions and success: there should be at least two views expressed for band 3 and the reasons for the differences – Cato, Bibulus, Cicero, Pompey etc against Caesar; support from among his supporters eg Antony, Curio, etc
 c) identify differences
 d) relate these to individual / group ambitions etc
- AO3 (15) Examples might include
- Matus' letter to Cicero on his friendship;
 - Suetonius J. Caesar 80 (on his unpopularity in 44 BC).
 - Cicero records Cato, Bibulus' actions against Caesar and some reasons for their concern at his growing power, Pompey's unwillingness to have a rival;
 - Sallust, Velleius, Suetonius, and Caesar himself detail favourable views;
 - Plutarch Lives and Appian record opposition, Pompey's reaction to a rival;
- band 3 for answers which provide some support for opposing views; higher if the author/bias/ selectiveness of information is discussed.
- 5 (a) Outline the main events in Cicero's career in the period 62-44 BC.
 (b) What can we learn from the sources about the significance of Cicero's contribution to these events?
 (c) To what extent do you think Cicero played an important part in the politics of the period 62-44 BC?
- AO1 (15) Specific detail for bands 1 and 2 / main points for band 3 / one or two details for band 4 and below depending on detail and accuracy: aftermath of the his consulship (but **not** the conspiracy of 63 BC) interventions during the build up to the triumvirate and his claims about involvement / conciliation of Equestrians and Pompey, relations with Crassus and Caesar, Bona Dea trial; lack of role in 59 BC; his exile and return; attempts to break up the triumvirate and failure; support of Pompey, 57-55 BC and semi-retirement; Milo trial; governorship of Cilicia; role in the build-up to Civil War; inactivity during the war and afterwards effectively until death of Caesar.
- AO2 (15) Answers should refer to the following and deal with some in depth for higher marks in bands 3 or above; a focus on one issue or event (eg Catiline) is worth band 5 only.
 a) the extent to which Cicero influences events
 b) or was used by others eg Pompey's help in his recall because of difficulties he was having in Rome with Clodius etc; support of Crassus, Caesar etc when it suited them;

- c) his failures to prevent the civil war, the triumvirate etc.
 - d) successes
 - e) the accuracy of his claims about himself.
- AO3 (15) Band 3 and above for examples referring to his importance either from Cicero or others; Cicero's own accounts should be interpreted/ evaluated for higher marks: speeches- Catilinarian, pro Milone; pro Caelio etc; letters especially on the late 60s and early 50s: eg Ad Att. 1.17, 2.1 on the disagreement of the senate and equestrians.
Dio 38.12 – critical view of Cicero; 38.30 on Cicero's proposal for Pompey's corn command in 57 BC cf Ad Att. 4.1; on the civil war – Ad Att. 7.4, 6, 7, 8, 9; Plutarch's *Cicero* 20-22 on Catiline; 24 – 'the most powerful man in Rome' in 62 BC.

Section B

The Age Of Augustus 31 BC- AD 14

- 6 (a) Outline the position and main powers which Augustus had achieved by the end of his reign in AD 14.
- (b) What do the sources tell us about the basis of his power?
- (c) To what extent do you think Augustus and his contemporaries presented his position accurately?
- AO1 (15) Answers in band 3 should include :
- his *maius imperium*, *tribunica potestas*; control of certain provinces and their armies; (avoids dictatorship twice in 22 and 19); control of treasury; reward specific detail for any of the above
- In addition ref. could be made to some of the following for specific and precise factual content eg
- censorial powers, right to issue edicts, sit between the consuls, nominate or commend candidates, summon the senate, right to speak first in senate, right of appeal; water supply, corn supply.
- AO2 (15) Discussions will need to use information about
- a) views on Augustus' position during his life and after his death
 - b) and compare **the sources** on the **basis** of his power. Bands 1 and 2 only if the focus is clearly on this; band 3 for references to, and comparisons of, source opinions e.g Augustus says the basis of power is '*auctoritas*'; Tacitus (Annals 1.2 and 1.9-10 identifies the army, bribery etc
 - **accuracy** (with 03) must be discussed for high bands.
- AO3 (15) Answers should provide some information on the
- views of Virgil, Horace, Livy, Velleius and Augustus himself on his position. (there is overlap here with 01);
 - At least one of Tacitus, Suetonius and Dio should be used to compare contemporary and later opinions.
 - Band 4 for general references to authors' views clearly identified without citation;
 - Band 3 for more precise indication of views.
- 7 (a) Outline the various administrative roles undertaken by equestrians in the government of Rome and the empire during the reign of Augustus.
- (b) What can we learn from the sources about the reasons for Augustus' use of equestrians in government?

- (c) How far do you think equestrians contributed to more effective government of Rome and the empire?

- AO1 (15) Answers should include some description of the following:
- praefectus Egypti; Judaea; Raetia, Noricum, Moesia, Trebellia, Cyprus, Sardinia (post 6 AD);
 - praefectus praetorianus; commander of the vigils; prefect of the fleet;
 - praefectus alae; centurions became equestrians on discharge; equestrian cursus;
 - procurators - buildings, water, banks of the Tiber, roads, corn supply; fiscus roles : Aerarium Militare; precise examples of their effectiveness should be rewarded.
- AO2 (15) Answers should discuss both
- a) Augustus' reasons and their effectiveness: eg
- Equestrians – less likely to be rivals;
 - some positions of vital importance;
 - financial expertise harnessed to the state rather than profit, success of some areas – water supply, corn supply, finance etc;
 - continuity through long-term office;
 - direct control unlike over Senators; distrust of senators in certain roles; reward with higher bands answers where claims made are supported by examples.
- b) effectiveness in administration/government
- AO3 (15)
- Suet. Aug. 39 – cross examined every eques; punished scandalous ones; degraded others; 38 – inspected troops of equites; 40- A. nominated equites to fill vacant tribune posts;
 - Strabo 3.4.20-equestrian procurators in Spain cf 17.1 12-3 on Egypt;
 - Dio 53. 15 on use of equites;
 - sources might also be used to show Aug's concern over the senate's role and effectiveness and his use of equestrians as alternatives for Egypt, praetorian guard.

- 8 (a) Outline the main ways in which close political allies contributed to Augustus' regime.
 (b) What do the sources tell us about the significance of their contributions?
 (c) In your view, could Augustus have achieved as much as he did without them?

- AO1 (15) Factual information and precise examples of the main ways needed for bands 1 and 2 – there is a lot of detail available, both administrative and military:
- Agrippa: curator of water supply system; final conquest of Spain in 19 BC; Balkan war in 13 BC; provider of successors; building projects-restored 4 aqueducts and built 2 more; gang of slaves became basis of the imperial aqueduct service; repaired drainage system and built a new bridge; Pantheon original
 - Tiberius: conquest up as far as Danube; colleague eventually; son-in-law; Pannonia military success; A's rep in east (20 BC)- Return of Parthian standards; 15 BC with Drusus, command of forces for invasion of Alpine regions; Drusus invaded Germany in 12 BC
 - Balbus dedicated theatre from spoils of Africa; board of three for grain supply; Maecenas control of the city/ patronage of arts;
 - Livia: prevented Gaius being consul before military age (Dio 55.9).
 - A number of generals : Marcus Lollius/ Marcus Vinicius – served on Rhine; Saturninus in Syria and Germany; Ahenobarbus in Germany and Africa; Calpurnius Piso in the East; Varro subdued the Salassi;; Balbus' triumph in Africa – last outside imperial house; Gallus' attack on S. Arabia in 25 BC

- AO2 (15) Answers should consider
- the value of the actions of supporters
 - the extent to which Augustus could have achieved what he did without them,
 - assessment of the views of the sources and the information, either politically or militarily.
- AO3 (15) Answers might use a range of views about support from the sources; bands 3 and above for relevance to the issue of significance; band 3 for detailed references to supporters.
- Importance of family Suet Aug 63-5; HORACE odes 4. 4, 14 – Tiberius and Drusus in Germany; Velleius 2.104, 114 - Tib: best general of age-loved by men; Dio 54.8 – Parthian standards; coins, Prima Porta statue;
 - RG 30 conquest of Pannonia by Tiberius; only point at which he credits anyone else; Velleius 2. 97 records Tiberius' success in Germany
 - Suet Aug 30 : repaired roads of Italy with help
- On the other hand praise of A. alone: Hor. Epistles 2.1.1-4 – you alone protect Italy's concerns of Odes bk 4 – 5, 14,15 on Augustus' role; RG ignores their contributions.
- 9 (a) Describe the varying threats to Augustus and his regime during the period 31 BC to AD 14.
- (b) What can we learn from the sources about the seriousness of these threats to his regime?
- (c) Do you think the sources underestimate the opposition to Augustus during his reign?
- AO1 (15) Answers for bands 1 and 2 should provide specific information for some of:
- Lepidus, Murena and Caepio, Egnatius, Julia and Iullus (2 BC), Plautius Rufus and Aemilius Paullus (Julia AD 8), Audasius and Epicadus mentioned by Suetonius (19), who also mentions assassination attempts.
- Band 3 should give detail of at least one threat and general information on others; bands below may have knowledge with some errors.
- AO2 (15) Answers should assess
- how serious they were as threats,
 - how well they were dealt with to some extent; how Augustus reduced their effect in his dealing with them including consideration of his efforts to lessen jealousy/envy, refusal of dictatorship, use of rewards etc.
 - the context of support for Augustus and how widespread it was; the general situation after civil war etc; the support from the poets (Horace and Virgil);
- the views of sources should be used for A03 also eg Tacitus Annals 1.2 – no opposition since the 'bravest had died in battle'; Suetonius 19; the information, or lack of, in RG; Velleius etc.
- AO3 (15) Answers in bands 3 and above should give some detail of source views:
- Velleius on Egnatius (2.91.3);
 - Suetonius Augustus 63-5 on the Julias, 66 on Murena; Tiberius 8 on Murena;
 - Dio 54.3 and Velleius 2. 91.2 for Murena and Caepio;
 - Appian CW 4.50 for Lepidus;
 - Dio 53.23 and Suet. 66 for Gallus;
 - Tac. Ann 1.10 for general review of opposition; Ovid's exile (AD 8)/ Tac Ann 3. 24 for Augustus' family

- 10 (a) Outline the social and economic problems facing the Roman state during this period.
 (b) What can we learn from the sources about how Augustus attempted to deal with these problems?
 (c) In your opinion, how successful was Augustus in dealing with these problems?

- AO1 (15) Answers can deal with a range of issues about the upper class, state of citizen body, birth rate, corruption, unemployment, land, debt etc– band 1 and 2 only where at least one of **both** economic **and** social problems are addressed; band 3 where one aspect is dealt with in detail; lower for more general information or inaccurate detail.
 Augustus' laws etc need to be detailed for bands 1 and 2
- Lex Fufia-Caninia 2 BC numbers restricted freed by will: 2-10 slaves/free one half; 10-30/free one third; 30-100 /free one quarter;
 - Lex Aelia-Sentia AD 4: numbers freed during lifetime: not by master under twenty; slave had to be thirty; restrict acquisition of citizenship by slaves; (supplemented by Lex Pappia Poppaea AD 9 freedmen with 3 children could exclude patron from inheriting; freeborn woman with 3 children no longer needed a guardian);
 - Lex Julia de adulteriis 18 BC; Lex Julia de maritandis ordinibus 17 BC: forbade senators and families to marry ex-slaves, actors or actors' children;
 - (Suet. Aug. 34); measures also include actions taken such as propaganda, ways of encouraging/discouraging actions/ censuses
 - building works for employment; distribution of money etc; land allocations
- AO2 (15) A variety of attitudes is needed for high marks using the sources precisely; answers might discuss –
- a) evidence of any impact:
 - b) view that it was more for regime's aspirations:
 - c) anxieties about the behaviour of women;
 - d) concern with policing the boundaries between citizens, slaves and freedmen, which may or may not have been inspired by significant changes in society
 - e) how far problems were met
- Answers should deal with both economic and social for higher bands.
- AO3 (15)
- Horace Odes 4. 15: has wiped away our sins and revived the ancient virtues; Ode 3.6 : our times have spoiled first the marriage bed etc; Virgil Aeneid 6 753ff : Augustan and the golden age; Livy prologue: on decline of morality in his age cf Livy 7. 25. 8-9 ; RG 8 brought back into use many exemplary practices of ancestors; Tac Ann 3. 25 : failure of Lex Pappia Poppaea. Propertius 2.7 on laws of 17 BC; Horace Carmen Saeculare.
 - Pliny NH 14. 1 5-6 effect of wealth; Suetonius 34, 40, 65; Res Gestae 8; Cassius Dio 54.16, 56.1-10; Propertius Elegies 2.7; Horace Odes 2.15, 3.6. Corruption- Sumptuary laws Aulus Gellius 2.24.13-14; Pliny NH 14.1; the epigraphic evidence of freedmen assimilating into Roman society.
 Good answers should question the 'Augustan propaganda' on this issue.

Section C

Roman History AD 14-68

- 11 (a) Outline the treatment of Tiberius by Tacitus in the *Annals*.
 (b) How far is Tacitus' opinion of Tiberius supported by other sources for the reign of Tiberius?

(c) How accurate do you consider Tacitus' treatment of Tiberius to be?

- AO1 (15) Examples of Tacitus' account are needed for bands 3 and above; reward factual information which relates to chosen examples; precise references/examples rewarded in bands 1 and 2; general descriptions of T's opinion of Tiberius in bands 4 or below depending upon the relevance and accuracy. Candidates can choose from a wide range eg
- account of Germanicus' treatment and death
 - the relationship with the senate – initial debate etc
 - the relationship with Sejanus, Agrippina etc
 - the trials
 - references to good government (4.6 etc).
- AO2 (15) For higher bands discussion should at least deal with **both**
- a) accuracy
 - b) comparison with other sources
- It may also include balance of views expressed by Tacitus of good and bad points.
Reward in 02 and 03 evaluation of Tacitus – precise detail in bands 1 and 2.
- AO3 (15) Answers have a range of information, but must use at least one other source for bands 2 and above in some form for evaluation of Tacitus
- Tacitus, *Annals*, 4.6 for an assessment of government up to AD23
 - 1.5ff the murder of Agrippa Postumus; 1.11-12 the debate and hypocrisy
 - Cassius Dio 57.10 on taxation
 - Velleius Roman History, 2.126.4 on good government
 - *Annals* 6.18: trials 'frenzied with blood etc'; *Annals* 4.32-3 for the atmosphere of gloom
 - Suetonius Tiberius 48/46 meanness of Tiberius to provinces
 - Tac. *Ann* 3. 16 rumour of Piso's letter.

12 (a) Describe the main challenges to Claudius during his reign.

(b) What can we learn from the sources about the seriousness of these challenges to his reign?

(c) How successfully do you think Claudius dealt with these challenges?

- AO1 (15) Answers should identify a number of different challenges: eg
- Military : Scribonianus' rising; frontier problems, Herod, Alexandria
 - Political : the plots (Suet. Cl.13); the Messalina affair; Agrippina's plotting, the senate's hostility,
 - the need to gain support of people and army,
 - financial: corn supply, wastefulness of Gaius, building programme
- a) administrative: freedmen etc.
- AO2 (15) Answers for bands 3 and above should address
- a) seriousness and the sources' views on this
 - b) success
- Answers which address one in depth are in band 3.
Answers may also consider the accuracy of the sources for 02 and 03 eg the Messalina affair.
- AO3 (15)
- Tacitus : for Messalina and Agrippina (evaluation needed for band 3 and above if the only source used – detail important; general information in band 4)
 - Suetonius 13 : plots etc and how serious they were; 28- freedmen and their power
 - Suetonius gives detail of the corn problems, the buildings, handout to the army and Claudius' actions etc

- Cassius Dio, *Roman History*, 61.34.1-2 Claudius about to get rid of A. and so A. acts against him.

- 13 (a) Describe examples of the roles of the undertaken by senators in Rome and the empire during this period.
- (b) What do the sources tell us about the importance of the senators to the emperors of this period?
- (c) Do you agree that the advantages of being a senator outweighed the disadvantages during this period?

AO1 (15) Answers should consider different roles for higher bands:

- Military and provincial governorships,
- Administrative - membership of commissions, as magistrates and their duties
- judicial
- financial – treasury officials
- advisors to emperor

Answers in bands 3 and above should have some specific examples for some of these.

Answers may provide examples as a group (as a jury for a trial, as a legislative body, decisions made eg on Gallic citizenship, entry to the senate, financial duties, debate on Pedanius Secundus, etc

AO2 (15) Answers in high bands should consider

- a) advantages and disadvantages and provide some assessments
- b) the importance for the emperors in terms of the senate as a supply of officer and generals/ reliance on senators to run the empire.

the bias of the sources

AO3 (15) Sources should be employed to identify importance [this depends on the choice of examples] eg

- Tac. on Corbulo for Claudius and Nero; Suetonius Paulinus in Britain; Seneca for Nero etc
- Dio 60 on the conquest of Britain
- Tacitus Annals for the senate as a court during maiestas trials of Tiberius; 13.4 Nero's claim to give the senate a role; cf Tacitus Annals 13.27 ; Tacitus Annals 14.63 –flattery from the senate; Suetonius Nero 37 ; threat to kill all the senators (cf Dio); records of debates and actions by senators.

Also the view that Claudius needed none or used other means:

- Tacitus Annals 12. 59-60 Now C. handed over to the knights all the powers
- Tacitus Annals 11.4 The emperor's absorption of all judicial and magisterial functions had opened up extensive opportunities for illicit gain.

- 14 (a) Outline the ways in which emperors sought to gain and maintain the loyalty of the army during this period.
- (b) What can we learn from the sources about the importance of the army to the emperors?
- (c) Do you think the emperor's position relied entirely upon the army?

AO1 (15) Answers should detail some of the following

- protection from law : right to be tried in camp, civil cases eg soldiers suspended for length of service
- citizenship – elite status in provinces
- veterans' status : gratuity, income, savings: colonies
- ceremonial on Jan 1st – oath of loyalty

- victories won in name of emperor
- visits to front and expeditions : Germanicus, Drusus, Claudius, Gaius,
- gifts/donatives on accession and other times eg Claudius gifts to soldiers Dio 60 12.4
- control over choice of and removal of generals: Gaius and Gaetulicus; Nero and Corbulo

Answers may include praetorians but not exclusively – band 4 for answers which do

AO2 (15) Answers should consider some of:

- b) the emperors' reliance on the army in Rome and the Empire
- c) the dangers of losing their support eg Gaius, Nero
- d) the importance for their image of military success
- e) the extent to which the army was essential/ other factors which secured an emperor's position

Answers in high bands will discuss army's role in accession and during the reign. Band 4 for discussion of praetorians only.

AO3 (15) Coins of Claudius recognise debt to them / fled to them over Messalina

Tac. Annals 1: Tiberius mutiny; support of army for Germanicus – a problem; Sejanus etc; Annals 6 - Macro's role at Gaius' accession
Suetonius : Gaius/Claudius/Nero – importance of securing loyalty early in reign- military campaigns in Britain (Suet CI 19) Gaius in Germany (Suet, and Dio); Tac. Annals 12/13 for Nero's accession.

- 15 (a) Describe the ways in which emperors of this period used the imperial cult.
(b) What can we learn from the sources about the reactions to the imperial cult in Rome and the empire?
(c) Do you think the imperial cult significantly affected the reign of any of the emperors of this period?

AO1 (15) Answers can deal with a range of information and need not cover all emperors of the period:

- Tiberius' refusal of Spanish request; allowed in the East
 - Gaius' apparent promotion of the policy at start of reign: temples and statues etc
 - signs of Nero's interest: coins and images related to Apollo etc
- Examples in provinces/ resistance in Rome – reactions.

AO2 (15) Answers should deal with at least

- a) differences between two emperors and the significance
- b) the different reactions in Rome and the empire inferred from sources to some extent

They may also consider

- a) the limitations of the sources
- b) extent of the use of the cult and the reasons for its use.

AO3 (15) Answers for bands 3 and above need to interpret sources for reactions primarily but also reward sources which give examples of its use:

- Tiberius : (Annals 4.37-8) – Spanish cites want to develop it
- Gaius: temples to numen (Suet. Gaius 22.1-2; Dio 59. 28.5) ; priesthood - Caesonia and Claudius (Dio 59 .28.5-6); appeared as Apollo, Neptune, Hercules, Bacchus, Juno, Diana, Venus (Dio 59.26.5-10); statues of gods had Gaius' features;
- Claudius – temple in Britain (evidence in coins etc); destruction implies an attitude

Nero: use of radiate crown ass. with deified Augustus only before Nero (coins); Apollo-like features given to Nero (statues); denarii with Nero and

Poppaea depicted radiate on reverse; Colossus of Nero-Apollo statue; inscriptions in empire refer to Nero-Apollo; Nero : coin with Apollo-Citharoedus on reverse (Suet. Nero 25).

2455 Source Based Study 1: Roman World

Roman Britain AD 43 – c.160

- 1
 - (a) According to the sources, what economic links existed between Britain and Rome by the time of the invasion in AD 43?
 - (b) To what extent had Britain been affected politically by Rome by the time of the invasion in AD 43?
 - (c) What political and economic opportunities did Britain present to Rome by the time of the invasion in AD 43?
 - AO1 (15) In (a), possible references to trading: from the Roman world, grave-goods indicating use of Roman produce and manufactures (eg Hengistbury Head, graves at Welwyn, Lexden); from Britain, the evidence of Caesar and Strabo about economic activity and the exports of cattle/ hides/ dogs/ slaves to the Roman world. In (b) political links, such as embassies to Rome sent by British kings, and breaking of agreements/ 'unwilling to come to terms' (Dio); unrest between tribes in Britain, refuge sought by Verica. Reward any examination of the Roman context of the invasion in (c), including remarks about Claudius needing a political success, as a new emperor in a weak position, for which an 'easy invasion' would fit the bill.
 - AO2 (15) Answers should refer to specific examples to support discussion and analysis, eg Verica seeking help in Rome; the clash of differing Tribes in Britain, with pressure being brought to bear on the more pro-Roman ones. Assessment of the extent to which Britain was 'affected politically by Rome' – was this political or cultural or both? – to what extent were protestations of 'loyalty' to Rome by pro-Roman kings of any actual value before AD 43? Evaluation of Strabo's evidence should be rewarded – how much trade was there before AD 43? It is mainly in high-status goods in one direction and low-value bulk commodities in the other - but is his evidence swayed by the political context in which he wrote? Generalized answers which lack specific detail, or narrative which fails to examine extent or develop an argument, should receive no more than half marks in AO2.
 - AO3 (15) Reward references to sources: very limited narrative in Tacitus *Agricola*, *Annals* or *Histories*; a little more in Dio; some detail in Suetonius *Caligula* and Strabo; this may be supplemented with data from the archaeological record, used to show pro-Roman attitudes (grave goods, consumption of imported wine, oil, fish sauce, early 'Roman' buildings such as Fishbourne; also coinage, such as Tincommius stater of the Atrebatas, Verica, Eppilus, with 'classical' motifs and use of the term 'rex'). Answers which demonstrate a critical approach to the sources, with indications of their limitations and different possibilities of interpretation, should be rewarded with high marks.
- 2
 - (a) What reasons did Claudius have for invading Britain in AD 43?
 - (b) According to the sources, how effective was the opposition to the Romans up to AD 51?
 - (c) How far was the success of Rome in Britain before AD 60 due solely to their military superiority?
 - AO1 (15) Reward information deployed to focus on the question. In (a), contacts between Romans and Britons (Verica), Claudius' own political agenda, the need for a quick triumph to secure his position, and to give the army something to do! (cf. Caligula and his problems.) In (b), the speed and decisive nature of the conflict up to AD 47 may be expressed adequately in narrative terms but needs to focus on 'opposition': did the Romans intend

to stop short of Wales? Caratacus managed to rally opposition very effectively and is regarded by the sources as a threat to Rome; (c) requires exploration of co-operation of some British tribes (specifically, Cartimandua handing over Caratacus) and the fragmented nature of the British tribes as well as a discussion of the Roman military machine.

AO2 (15) There should be a clear focus and evaluation of 'reasons' in (a), 'effectiveness' in (b), and an evaluation of the reasons for the Roman army's success in (c), for marks at the very highest levels, with good support from AO1 and AO3 material. Refer to the mark grids for an OVERALL view of the whole answer when awarding marks under this heading.

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

3 (a) According to the sources, what factors caused the rebellion led by Boudicca in AD 60-61?

(b) Why did the rebellion succeed at first, but finally fail to defeat the Romans?

(c) How did the rebellion affect Roman policy towards the Britons?

AO1 (15) Reward any or all explanations according to detail supplied regarding the events leading up to, during, and following the revolt: the disrespectful behaviour shown by the Romans; Prasutagus' attempts to protect his heirs and his Iceni kingdom; opposition in some quarters to 'Romanization'; the financial pressures on the Trinovantes (explicit in Dio; added as an aside in Tacitus); the weakness of Roman defences in the colonia at Camulodunum, and the absence of strong military (away in Anglesey); the failure of procurator Catus and Postumus, then the final victory under Suetonius Paulinus, related in detail in T. *Annals*. Note that the accounts should address all stages of the rebellion, from causes through to its quelling and the aftermath – specifically requested in (c). Marks in the highest bands should be reserved for answers which address all parts with a fairly equal treatment.

AO2 (15) The discussion should cover all three parts of the question for answers to merit marks in the highest bands. No more than half-marks for general discussion without some critical analysis. Credit attempts to compare the bias and purposes of the different authors: Tacitus in the *Agricola* and *Annals*, stressing the greed and turpitude of Roman rule (and the 'fight for freedom' expressed in Boudica's speech in the *Annals*) compared with Dio's more distanced (and less accurate?/ certainly second-hand) account. There should be detailed support for reasons why the revolt had short-term success but was then rapidly crushed – including some reasons not found in the sources (eg lack of support for Boudica from other tribes in Britain).

AO3 (15) There is a wealth of material in the sources here: Tacitus *Agricola* has a truncated account, with much more detail in the *Annals*; also recounted, with differences in perspective and detail, in *Dio*. Reward any mention of burning/ destruction identified in the archaeological record (eg Colchester, Verulamium, London – considerable evidence here from excavations). The socio-political comment in Tacitus may be explored in depth. Reward any mixture of use of sources of any type according to the mark grid.

- 4 (a) What do the sources tell us about the extension of the Roman occupation of Britain to the north by Agricola?
- (b) Why, after Agricola had moved Roman forces so far to the north, was the frontier pulled back?
- (c) To what extent can we regard Tacitus' accounts of Agricola's governorship as accurate and reliable?
- AO1 (15) While being brief, answers should give precise indications of when and where the advance under Agricola took place in (a) and should give supported reasons in (b), where there should be *some* mention of 'opposition from Romans' and the broader political context (withdrawal of troops for fighting elsewhere) for marks in the highest bands. 'Military achievements' will probably have been covered in detail in (a), so should not necessarily be sought again in (c).
- AO2 (15) Reward answers which tackle causes in (b) and 'accurate and reliable' in (c). Reward answers which question whether Agricola over-extended the northern frontier, leading to necessary contraction; was Agricola seen as a threat by Domitian and so recalled before he could get the frontier properly sorted -or just an expansionist general who did not know when to stop? Credit should be given to answers which note the self-proclaimed bias in Tacitus' eulogy of his father-in-law, the anti-Domitian polemic it contains, and the admission that Agricola did not have the full support of his own officers in Britain for the advance to the far north – as well as the regret that Tacitus expresses ('Britain was wholly conquered and at once lost') despite the 'cautious' withdrawal to the Forth-Tyne/ Stanegate line. At the same time answers which regard Tacitus as mainly credible (because outright exaggeration would be spotted by others who had known Agricola) should be credited.
- AO3 (15) Literary evidence will form the bulk of material used by most candidates, focusing naturally on the *Agricola*. Reward any other material from archaeology (eg identification of Agricolan marching-camps or the establishment of the Stanegate frontier after Agricola) as appropriate. Reward the use of other sources than these if they are used to develop an argument in (c), even where they are not specifically related to the timescale or area covered by this question.
- 5 (a) According to the evidence available to us, why was Hadrian's Wall constructed?
- (b) What evidence is there that the design of the wall changed during its construction and occupation?
- (c) Why did Rome abandon Hadrian's Wall and move the frontier further north?
- AO1 (15) Answers should address the question directly, from the establishment of Hadrian's Wall, including its construction and purpose - required in (a) – and detailed knowledge of the wall and its archaeology is specifically requested in (b); a broader approach is possible in (c), explaining the context of the move to the north and likely explanations for it. Reference to the pre-Hadrianic system along the Stanegate is relevant if used as an explanation/platform for discussion in (a).
- AO2 (15) Reward answers which evaluate likely reasons and provide well-argued explanations in all parts of the question. The discussion should be supported by evidence (including the walls themselves) for marks in the highest bands to be awarded. In (b) changes need to be identified and evaluated critically for marks in the highest bands. Discussion should consider the scale of the Hadrianic frontier – the labour involved and the 'statement' the wall made – as well as other considerations (division of the Brigantes, facilitation of imposing and collecting duties, regulation of communication north and south). In (a), there should be discussion about the need for a fixed frontier

under Hadrian, and likely changes in imperial policy after him; (b) and (c) may also identify local requirements – possible inability of troops based along the wall to respond to pressure from the north and the unsuitability of the design of some forts, together with the shorter distance to garrison along the Forth-Clyde line (as noted earlier, perhaps by Agricola in person: Tacitus *Agricola* 23).

- AO3 (15) Credit evidence from the walls themselves, as they are the source which needs to be quarried (no pun intended) in detail – particularly in answers to (b): the presence of gates, the likely function of the garrison forts, opening to the north; some forts built as ‘afterthoughts’; changes in gateway use; Hadrian’s Wall **not** designed as a ‘fighting platform’; the categories of troops stationed on the wall, especially mobile auxiliary units, and even in the Hadrianic period, the establishment of forts to the north of the wall and i the possible shortcomings of Hadrian’s Wall seen in rebuilding and reshaping the forts; in (c) the likely strategic need for a move to the north demonstrated by the move to the Antonine Wall, which itself has forts to the north of it - Bertha/ Strageath/ Ardoch/ and ?Stirling. Credit answers which highlight different ideas about the purpose of the walls, and support them from evidence from the archaeology. Give full credit to **any** reference to the limited literary sources (Pausanias on Antoninus and trouble with the Brigantes; SHA on Hadrian ‘separating the barbarians and Romans’ and on Antoninus ‘built another wall, of turf’.)

2456 Thematic Study 1: Greek History

Section A

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

- 1 (a) Outline the main reasons tyrannies came to an end.
(b) What do the sources tell us about the difficulties faced by tyrants in Athens and Corinth?
(c) Why did so few tyrannies last for a long period?
- AO1 (15) Answers should include for (a) details of at least two tyrannies showing how they came to an end; for (b) some detail about the problems encountered by tyrants in Athens and Corinth; for (c) contrasting examples to support an argument about the reasons for the different lengths of tyrannies.
- AO2 (20) Answers should include in (b) evaluation of the evidence presented – give credit for discussion of specific evidence; in (c) evaluation of specific tyrannies.
- AO3 (10) Appropriate discussion of Herodotus and other sources.
- 2 (a) Outline how tyrants encouraged ordinary people to support them.
(b) What can we learn from the sources about the attitudes of the rich and tyrants towards each other?
(c) To what extent did tyrants dominate and control their states?
- AO1 (15) Answers should include for (a) specific detail drawn from at least two tyrannies, showing how these tyrants kept the people on their side (and managed any opposition; for (b) details of the specific measures taken to manage the well-off – exile, death, confiscation of wealth; in some cases, rich/aristocrats brought within the new regime; Peisistratus had a variety of measures to undermine the power base of the old aristocracy; economic prosperity may have kept some rich people in favour of tyranny; attitudes of rich to tyrants for (c) specific examples where particular tyrants pursued policies of domination/control.
- AO2 (20) Answers should include in (b) some discussion of the range of individuals who were 'rich'; the spread of wealth in a prosperous state; in (c) answers should provide argument based on evidence drawn from a number of states.
- AO3 (10) Appropriate references to Herodotus & others.
- 3 (a) Outline the political consequences of tyranny in Athens.
(b) What do the sources tell us about the economic consequences of tyranny for Athens and other states?
(c) Do you agree that the political consequences of tyranny were more important than the economic developments?
- AO1 (15) Answers should include for (a) details of the changes introduced by Peisistratus to ensure his rule by undermining the aristocrats; the personal animosities under Hippias' rule that led to attempted assassination; the aftermath of the tyranny and the development of democracy; for (b) some details of the economic developments in at least **two** states; for (c) details of both political & economic consequences compared, with reference to at least **one** state.
- AO2 (20) Answers should include in (b) discussion of the benefits of economic development for both rich and poor; in (c) evaluation of the importance of the consequences identified.
- AO3 (10) Appropriate use of Herodotus and others.

- 4 (a) Briefly describe the course of the tyranny on Samos.
(b) What do the sources tell us about the negative aspects of the rule of tyrants?
(c) To what extent can we rely on Herodotus' accounts of Greek tyrants?
- AO1 (15) Answers should include for (a) outline details of the development of the tyranny on Samos; for (b) there should be discussion of the negative aspects of tyranny in at least **two** states – lack of freedom, political repression, cruelty etc; for (c) examples drawn from Herodotus that show bias either in Herodotus' approach or in his sources.
- AO2 (20) Answers should include in (b) some discussion of the negative aspects identified; in (c) discussion/evaluation of the Herodotus' account of at least **two** tyrants.
- AO3 (10) Appropriate passages from Herodotus and others.

Section B

Sparta in the Greek World 520 – 400 BC

- 5 (a) Outline the functions of the Assembly in the Spartan constitution.
(b) What can we learn from the sources about the working of the Spartan constitution?
(c) Do you agree that during this period Sparta's political institutions restricted its military success?
- AO1 (15) Answers should include for (a) some detail of the place of the Assembly in the Spartan constitution, its main functions/limitations; for (b) detail of what we can deduce from the limited evidence (especially contemporary); for (c) details of problems over leadership in Sparta (removal of kings; corruption when abroad; hawks v doves; Sparta's inactivity/slowness to respond to changes & reasons for it).
- AO2 (20) Answers should include in (b) evaluation of the limited contemporary, authoritative evidence for what happened in Sparta; in (c) discussion of problems that are apparent in the sources and others that may be reconstructed.
- AO3 (10) Appropriate use of Herodotus, Thucydides, Xenophon, Aristotle with some discussion on the limitations of the evidence.
- 6 (a) Outline the relationship between the Kings and the Ephors in Sparta.
(b) What can we learn from the sources about Spartan decision making during this period?
(c) In your opinion, was Sparta able to pursue consistent policies during this period?
- AO1 (15) Answers should include for (a) details of the relationship with specific examples (of kings) as well as generalised remarks; for (b) details of the activities of the Pel League & Sparta's role in directing activities (eg in the Persian Wars, in the Pel League); for (c) details of policies pursued by Sparta and/or Pel League with focus on crisis points (eg outbreak of Pel War).
- AO2 (20) Answers should include in (b) evaluation of the evidence for dissent within the league and success in action; in (c) discussion of particular policies over the period that show consistency (or otherwise) in Sparta's actions (eg control of the Peloponnese, control of helots, attitude to Athens, Argos Persia etc.)
- AO3 (10) Discussion of the usual problems about sources for Sparta; use of Xenophon, Thucydides & others.

- 7 (a) Outline how the Peloponnesian League worked during this period.
 (b) What can we learn from the sources about the relationship between Sparta and members of the Peloponnesian League between 479 and 431 BC?
 (c) Do you agree that the Peloponnesian League was essential for Sparta's success throughout the period 520-400 BC?
- AO1 (15) Answers should include for (a) the bicameral nature of the Pel League, with reference to the limited evidence, & comment on the role of important allies (eg Corinth); for (b) specific examples needed, such as Corinth, Megara; evidence for conflict within the Peloponnese; for (c) appropriate detail to support argument, showing how Sparta used Pel forces at critical moment; manpower; the significance of Persia at the end of the period; Sparta's treaties (Thirty Years Peace, Peace of Nicias, treaties with Persia, Argos).
- AO2 (20) Answers should include in (b) discussion of the limited evidence, with analysis of examples; in (c) argument must be based on suitable examples.
- AO3 (10) Appropriate selection of evidence, with discussion of the problems of the sources.
- 8 (a) Outline how Sparta used its armed forces in war.
 (b) What can we learn from the sources about the reasons for Sparta's military success during the period?
 (c) Do you agree that Sparta was able to dominate the Greek world throughout the period?
- AO1 (15) Answers should include for (a) Sparta's own military resources, hoplites, helots, perioeci; can be expanded to Pel League forces also; examples may show Sparta's reluctance to fight at a distance from the Peloponnese (candidates may focus on strategy or tactics or both); for (b) details of Sparta's strategy in Pel War through Archidamian (invasions, limited use of naval power, helots to north with Brasidas), the period after the Peace of Nicias (influence of Alcibiades); Sparta and Persia; for (c) details of actions during the period with focus on what can be considered successes (Persian Wars, Peloponnesian War).
- AO2 (20) Answers should include in (b) discussion of the range of options and difficulty of deciding what Spartan policy was (hawks v doves); in (c) evaluation of a range of examples which show Sparta achieving goals (control of the Peloponnese, isolation of Argos, Persian Wars, Peloponnesian War).
- AO3 (10) Appropriate selections from the sources, especially Herodotus, Thucydides and Xenophon.

Section C

The Development of Athenian Democracy 508-399 BC

- 9 (a) Outline the ways in which ostracism was used within the Athenian democratic system.
 (b) What can we learn from the sources about how the Athenians dealt with political disagreement?
 (c) Do you agree that there was no effective opposition to the democracy throughout this period?
- AO1 (15) Answers should include for (a) examples of ostracisms both pre-Persian wars (potential supporters of the tyrants) and after; some discussion of how ostracism took place but that should not be the focus of answer; for (b) the use ostracism, assembly meetings, political theatre (Aristophanes), violence (Ephialtes, revolution of 400); for (c) details of attitudes to oligarchs in the evidence, the need to work through the institutions of democracy even by those doubtful of the system (Alcibiades), right wings sources (Thucydides,

Plato, ?Aristophanes, Old Oligarch), the revolutions at the end of the fifth century.

AO2 (20) Answers should include in (b) evaluation of the evidence of the sources; in (c) discussion of 'no effective opposition' and assessment of the changes over the period.

AO3 (10) Appropriate selections from Aristotle, Thucydides, Plato, Aristophanes, Old Oligarch, tragedians (eg *Oresteia* and Ephialtes) etc.

10 (a) Outline the main functions of the Assembly (*Ekklesia*).

(b) What do the sources tell us about the nature of Assembly meetings during the period?

(c) To what extent was Athens able to pursue consistent policies during this period?

AO1 (15) Answers should include for (a) the details of what the assembly did in passing new legislation, directing policy, maintaining oversight of business; for (b) discussion of particular examples to show behaviour, mood, consistency etc; for (c) details of decisions made over time and the extent to which there is evidence for chopping & changing; the role of leaders such as Pericles (contrast with Cleon?); credit those who distinguish different types of policy (foreign/domestic).

AO2 (20) In (b) discussion of a number of examples & evaluation of potential bias in the sources; in (c) assessment of the weight of evidence for consistency and the (relatively) small numbers of cases where inconsistency clear.

AO3 (10) Details drawn from Aristophanes, Thucydides etc., with assessment of bias.

11 (a) Outline the contribution of any **two** Athenian leaders to the democratic system.

(b) What can we learn from the sources about the background and status of Athenian political leaders throughout this period?

(c) Do you agree that the Athens was well led throughout this period?

AO1 (15) Answers should include for (a) details of the contributions of at least two leaders (Cleisthenes, Cimon, Ephialtes, Pericles, Cleon, Nicias, Thrasybulus etc).; for (b) details for a number of leaders, showing aristocratic background (or otherwise); for (c) details of a range of political leaders of the assembly, plus details of decisions made by Assembly; consistency over time; demagogues.

AO2 (20) Answers should include in (b) evaluation of the extent to which background mattered (eg for Pericles as opposed to Cleon); in (c) discussion of examples and evaluation of the evidence of Thucydides/Old Oligarch etc.

AO3 (10) Details from Thucydides, Aristophanes, the Old Oligarch, Plato, with assessment of bias.

12 (a) Describe the main benefits of being an Athenian citizen.

(b) What can we learn from the sources about the role of the citizen in public life in Athens during this period?

(c) To what extent did the poor gain greater political power during the period?

AO1 (15) Answers should include for (a) land ownership, freedom of speech, rule of law, participation in the democracy, member of a powerful state, pride; for (b) participation in the political system at local and city level, *Boule*, lawcourts; military service; religious observances at state festivals; for (c) discussion of the growing importance of the assembly and assessment of its ability to formulate policy; political leaders and the control they exercised; restrictions on the decision-making of the assembly & law courts.

- AO2 (20) Answers should include in (b) discussion of the range of activities for ordinary people + rich; in (c) evaluation of the evidence for the relationship suggested.
- AO3 (10) Use of Thucydides, inscriptions, Old Oligarch etc.

2457 Thematic Study 1: Roman History

Section A

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

- 1
 - (a) Outline the ways in which the Roman Empire expanded in the west during this period.
 - (b) According to the sources, why did this expansion take place?
 - (c) To what extent was this expansion the result of the deliberate policy of the Senate in Rome?
 - AO1 (15) Examples should focus on the area specified and cover the whole period, in Gaul from Gallia Transalpina/Narbo, to Caesar's expansion in the later period, and in Spain. 'the ways' should be specified in the highest bands: through military expansion/ personal gain for Caesar, helping an ally in the case of Gallia Transalpina. Information about 'deliberate senatorial policy' in (c) should also be credited under AO1.
 - AO2 (20) Credit clear summaries of 'to what extent' in (c) and supported descriptions of 'why' in (b), using the grids.
 - AO3 (10) Credit as appropriate: sources are fuller for the Caesarian period than the earlier, though there are pieces of information scattered through Suetonius (Nero/ Ahenobarbus) and in Dio, Appian and Plutarch which address the whole period.
- 2
 - (a) Outline the principal changes made to the laws about the conduct of provincial governors during this period.
 - (b) What kinds of behaviour made these changes necessary, according to the sources?
 - (c) How effectively was the Senate able to exercise control over governors during this period?
 - AO1 (15) For marks in the highest bands, expect precisely detailed accounts with correct terminology and dating, and a complete coverage (transfer of de repetundis courts to the equites before 100, changed under Sulla but still enforceable under Cicero, to Pompey's legislation. Accounts which only address part of the period or have substantial omissions should be limited to Bd 3 max.
 - AO2 (20) Addressing 'how effectively' and 'what kinds' will enable the best answers to gain high marks, with adequate support present: refer to grids.
 - AO3 (10) Appian (general detail), Cicero (speeches, eg Verres and letters from Cilicia may be adduced; other comments about Pompey and Caesar in relation to their overseas campaigns), Dio, Plutarch *Sulla* and *Pompey* etc. – reward as appropriate.
- 3
 - (a) Explain, with examples, the terms 'imperium' and 'provincia'.
 - (b) What do the sources tell us about the duties and responsibilities of governors during this period?
 - (c) To what extent did governors depend on the co-operation of non-Romans in their provinces?
 - AO1 (15) Expect detailed and accurate definitions with specific examples (for examples, Pompey's command over the pirates) in support in (a) (reward also under AO2 where arguments are supported with evidence); detailed descriptions and examples of governors in action setting out 'duties and responsibilities' and 'co-operation (or not)' which are used to answer (b) and (c) should also be credited under AO1.

- AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'to what extent' in (c) and examples used to support answers to (b). There should be an evaluation of arguments for and against the propositions with appropriate support.
- AO3 (10) Obvious sources to draw on are Cicero, *Verres* and *Cicilian Letters*, Plutarch *Pompey*, Caesar *Gallic Wars* (Caesar's grip on Gaul being v. tenuous at times); reward all reference to sources as appropriate in all parts of the answer.
- 4 (a) Outline the ways in which Roman rule affected the lives of non-Romans in the Empire.
 (b) What do the sources tell us about the ways in which provincials suffered under Roman rule?
 (c) To what extent do you think that provincials were able to benefit from Roman rule?
- AO1 (15) Different ways in which Roman rule affected provincials need to be spelled out: reward all and any sensible suggestions (imposition of taxes/ laws/ mistreatment by governors vs. trade benefits/ mobility/ protection from warlike neighbours).
- AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'to what extent' in (c) and examples used to support answers to (b). There should be an evaluation of arguments for and against the propositions with appropriate support.
- AO3 (10) Sources: *Verres* may be the obvious choice, but well-informed candidates may refer to all and any examples mentioned either in literary texts or in inscriptions (eg the handing-over of Pergamum by Attalus III, or the obvious impact of Rome on Gaul under Caesar).

Section B

The City of Rome, 33 BC-AD 117

- 5 (a) Describe **three** monuments, each set up by a **different** emperor, to celebrate Rome's victories over her enemies.
 (b) What different messages did emperors seek to convey through their building programmes during this period?
 (c) To what extent do different emperors' building programmes reflect a desire for personal glory rather than the needs of the Roman people?
- AO1 (15) Three examples by different emperors are asked for and must be present for Bd 1 or 2 marks, with appropriate detail as specified in the grids; reward material presented from (b) and (c) as appropriate in this Attainment Objective. Messages in (b) should be linked to building programmes of any kind: personal propaganda/ wealth/ care for the poor/ Rome's military glory etc.
- AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'to what extent' in (c) and examples used to support answers to (b). There should be an evaluation of arguments for and against the propositions with appropriate support.
- AO3 (10) The monuments themselves are the source material for this essay, and accurate detail must be supplied and where appropriate a critical assessment of the sources made. Reward literary sources where used (e.g Suetonius and Tacitus on Nero, Augustus' *Res Gestae*, etc).
- 6 (a) Outline the measures taken during this period to control the supply of food to the urban poor in Rome.
 (b) According to the sources, how important to emperors was the provision of food to the poor during this period?

- (c) How successful were emperors in their efforts to satisfy the needs of the poor? (You may limit your answer to **three** emperors if you wish).

AO1 (15) Food supply needs to be addressed specifically in (a): eg securing trade routes, grain doles, rebuilding of Ostia. In (b) 'importance' may be seen in specific help for the poor, or in limiting the dole/ ignoring their needs (eg Nero allegedly importing sand instead of grain). In (c) allow ANY kind of help for the urban poor: water supply, fire-brigades, etc.

AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'how successful' in (c) and examples used to support answers to 'how important' in (b). There should be an evaluation of arguments for and against the propositions with appropriate support, with a critical assessment of the extent and reliability of the evidence which should also be credited in AO3.

AO3 (10) Material in Suetonius, *Augustus/ Tiberius/ Claudius* etc.; Tacitus; Some in Augustus, *Res Gestae*, and Dio.

- 7 (a) Outline the responsibilities of quaestors and aediles in the city of Rome during this period.

- (b) According to the sources, how far did emperors take a personal interest in the administration of the city of Rome?

- (c) To what extent did the senate play the dominant part in the government of the city during this period?

AO1 (15) Look for detailed delineation of responsibilities of each magistracy in (a), with changes – quaestors responsible for financial matters, but having their responsibilities removed from the aerarium under Augustus, put back by Claudius, removed again by Nero; 2 attached to each consul, 2 new ones created for the emperors as *quaestores Caesaris*/ aediles looking after games, but this too transferred, this time to urban praetors; responsibility for corn supply, moved to the *praefectus annonae* under Augustus; detail of direct imperial involvement in (b) and senatorial involvement in (c) with marks in AO3 if sources noted including failures to do so.

AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'to what extent' in (c) and examples used to support answers to 'how far' in (b). There should be an evaluation of arguments for and against the propositions with appropriate support.

AO3 (10) Information in Suetonius *Lives of the Caesars* / Tacitus *Annals* in particular; expect accurate use of these sources with a critical approach for marks in the highest bands.

- 8 (a) Outline the ways in which emperors during this period promoted traditional Roman religion.

- (b) According to the sources, how did different emperors try to control foreign cults at Rome?

- (c) To what extent did foreign cults appeal to the people of Rome more than traditional Roman religion?

AO1 (15) For (a), construction of temples / participation in traditional festivals and cultic activities; foreign cults in (b) include Christianity/ Judaism, Isis, Cybele – control including positive steps as well as attempts to curb cults. Reward detail about foreign cults and traditional observance in (c) in AO1 also.

AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'extent' in (c) and examples used to support answers to 'how emperors tried to control foreign cults' in (b). There should be an evaluation of arguments for and against the propositions with appropriate support.

AO3 (10) Sources include literary/ inscriptional texts – including the *Res Gestae*, Suetonius *Augustus, Tiberius, Gaius* etc., and some episodes in Tacitus; interest in (a) may also be supported by archaeology – temple building programmes under Augustus, for example.

Section C

Emperors and Empire, AD 14-117

- 9 (a) Outline the ways in which the Empire's frontiers in the north and west changed during this period.
- (b) According to the sources, what difficulties did Rome experience on these frontiers during this period?
- (c) To what extent was Roman rule welcomed in these areas?
- AO1 (15) Specific reference to 'north and west: may include Germany, the Rhine-Danube frontier and Dacia, Britain; reward answers according to grids, according to level of detail and accuracy of geography and chronology. Details of difficulties in (b) should be spelled out with specific examples, and likewise details of ways in which Roman rule may have been seen as welcome in (c) should also be credited under AO1.
- AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'to what extent' in (c) and examples used to support answers to 'difficulties' in (b). There should be an evaluation of arguments for and against the propositions with appropriate support: providing their answers are supported with appropriate evidence, candidates are free to agree or disagree with 'welcomed'.
- AO3 (10) Information will be drawn from Tacitus *Annals* and *Agricola*, with a little information in the *Histories*; Dio Cassius and Suetonius also provide ample material. Credit any use of archaeological material.
- 10 (a) Describe the functions of provincial governors and procurators in the provinces during this period.
- (b) According to the sources, what roles did equestrians take on in the administration of the Empire during this period?
- (c) How effective do you think Roman governors were in carrying out their duties during this period?
- AO1 (15) Functions may include discussions of *imperium* and a review of responsibilities both military and civil; imposing Roman law, ensuring finance is gathered in, protection of trade routes etc, quelling rebellions; seeing that local communities do not over-spend etc. (Pliny, Bithynia – a special case late in the period). Expect a clear distinction between the responsibilities of senatorial governors and the directly-appointed equestrian officials for marks in the highest bands. In (b) note that Egypt and Judaea were specifically equestrian provinces.
- AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'how effective' in (c) and evaluation of roles in (b). There should be an evaluation of arguments for and against the propositions with appropriate support.
- AO3 (10) Pliny *Letters* and relevant details from Tacitus *Annals* and *Agricola*, Dio Cassius provide information on functions in (a) and describe the roles of the emperors' equestrian officials (eg the Classicianus/ Suetonius quarrel in Tacitus).
- 11 (a) Outline the roles of client kings and queens during this period.
- (b) According to the sources, what problems did client kings and queens cause Rome?
- (c) How effectively was Rome able to solve these problems?
- AO1 (15) Importance needs to be illustrated by specific examples - Augustus and Tiberius made use of client kingdoms, Caligula extended this, and Claudius incorporated some (Britain) but established additional ones; under Nero and Trajan, they are replaced, with direct rule imposed in Britain and on the Danube / in the East. Their importance lay in providing support to Rome/

acting as buffer-states/ financial and material contributions. In (b) and (c) expect detail on Boudica, Cartimandua, Herod Agrippa.

AO2 (20) Use grids to allot marks in accordance with 'how effectively' in (c) and evaluation of 'roles' in (a) - there should be some support for conclusions set down. A more narrative approach may be anticipated in (b), but reward any developed and supported arguments here.

AO3 (10) There may be more sources used in (b) than the other parts of the essay, but use grids as appropriate to credit answers; Suetonius and Tacitus contain good information, especially on Britain (treatment of the issue need be by no means exhaustive and high marks may be awarded for detailed use of a few drawn accurately from sources). There is also detail in Dio and SHA.

- 12 (a) Outline the ways in which living and dead emperors were worshipped during this period.
 (b) According to the sources, how willingly was this worship taken up in the provinces?
 (c) How much difference was there between the worship of emperors in the eastern and western provinces of the empire?

AO1 (15) Expect detail including establishment of temples (eg Colchester), development of the imperial cult, military practices associated with the oath of loyalty, and so on; there should be detailed accounts of 'differences' in (c) for marks in the highest bands.

AO2 (20) 'How willingly' in (b) and 'how much' are the keys to awarding marks under AO2; refer to grids for allocation of marks noting that discussion of *some* relevant issues *mainly* well-organized *and/or* with balanced judgements *and* use of evidence will merit marks in Band 2, and better answers in band 1.

AO3 (10) Accounts of emperor worship in Suetonius *passim*, Tacitus *Annals* (Colchester and its effects), some in Dio. Reward according to the descriptions in the grids.

2458 Thematic Study 1: Roman World

The Romanisation of Britain AD 43 – 415

- 1
 - (a) Describe the roles played by women of the British elites up to c. AD 60.
 - (b) How much were the lives of the British elites affected by Roman influences during the first hundred years after the conquest?
 - (c) According to the evidence, in what ways did the lives of British elites change during the last two centuries of the Roman occupation of Britain?

AO1 (15) For the highest bands, expect detailed treatment about the roles of women as rulers – using Cartimandua and Boudica as examples – and there may be other comment on women as priestesses and in Druidic cult (eg at Anglesey) - in (a). (b) may contain comment about cultural developments – introduction of imported goods, use of coinage and so on - and may also discuss the negative influences of Rome (on the Iceni for a start!) supported by Tacitus' comments about their loss of freedom and the imposition of taxes; in (c), the move from the towns to the countryside (villas) is likely to provide focus – reward contextual and background discussion to this move (limitation of Diocletian laws, enforcing tax-collecting/ administration roles on families, increased burdens imposed on towns – decline in some aspects of town life).

AO2 (20) 'How much' should be specifically addressed for (b), and 'ways' identified in (c), where some assessment of the evidence for a move to the countryside and the spending of wealth there rather than in the cities should be mentioned. Reward detailed treatment and supported arguments as indicated in the grids.

AO3 (10) Evidence covering the whole period should be rewarded with high marks when it is used and evaluated in support of the answer. There is a wealth of evidence which candidates might use – Tacitus *Agricola/ Annals* are the obvious literary sources for (a) and (b), while archaeology or general reference to towns and villas is more likely to occur in (c), where weaker answers may struggle to find any supporting evidence and assertion may be expected. Reward any examples cited which demonstrate understanding and critical use in support of the argument.
- 2
 - (a) How varied was religious practice in Britain before AD 100?
 - (b) According to the evidence, what changes in religious practice in Britain were introduced by the Roman army?
 - (c) To what extent did Christianity replace other religions in Britain in the period up to AD 415?

AO1 (15) Discussion in (a) may include discussion of native cults and Druidism as well as the introduction of the imperial cult and the assimilation of many native cults/ their association with Roman deities. The latter should be developed in (b), and will most likely include the introduction of Mithraism and other (more localized?) military cults. There may be discussion of how far these affected native cults. In (c) the most secure answers will examine the extent of Christian practice – its existence alongside other cults, particularly in the countryside where it may have had little impact at all.

- AO2 (20) The focus must be on changes' in (b) and 'to what extent' in (c); there will be more general descriptive writing in (a), but this will allow weaker answers to be developed at length; reward balanced discussion of relevant issues in all parts; the whole period needs to be addressed and supported for marks in bands 1 or 2. There ought also to be explicit discussion on the influence of the army in (b).
- AO3 (10) There is a wide range of literary material from Caesar, Tacitus, Dio, etc. for the early period, particularly on Druids; the Boudica narratives provide evidence of the imperial cult, not welcome in Colchester. Archaeological evidence from military sites and towns will also be deployed, particularly in (b) and (c), and may also be found in (a); reward any material which is used to illustrate points made, particularly in (c), which is notoriously difficult to illustrate (and do not expect even the best AS candidates to have read every point of view!).
- 3 (a) Outline briefly why towns developed in Britain before AD 100.
 (b) How did the development of towns contribute to the Romanisation of Britain?
 (c) According to the evidence, to what extent did the functions of towns change in the period up to AD 415?
- AO1 (15) For the highest bands, expect detailed discussion about the growth of towns for (a), with examples used as support for the discussion and discrimination between centres which were founded for military purposes (*coloniae*), those which grew up for economic reasons (eg London, or smaller centres such as *uici*) and the development of civitas capitals; reward any examples used in relation to the 'first hundred years' in (a) and 'the period up to AD 415' in (c).
- AO2 (20) Reasons 'why' should be specifically addressed for (a), where some assessment of the causes of urban development should be attempted, as well as perhaps an estimation of speed/scale of growth, and an awareness that these developments were not uniform throughout Britain. 'Romanization' and its link with urban life may be defined, and illustrated by using examples of municipal buildings, theatres, bath-houses, and so on, built early on and restored, but later changing in use or being left to decay (this coming in (c); or by noting the transfer of resources from urban sites to 'luxury' villas in the later period.
- AO3 (10) The towns themselves are the sources, and detailed reference to them should be rewarded with or without support from literary sources as well. Examples are too numerous to list, and candidates may draw on specific knowledge of one or two key sites, or local sites, which should be rewarded according to the level of accurate detail employed. Evidence covering the whole period specified in the question should be deployed. 'Romanization' may be illustrated from the archaeological records of the towns themselves, or written evidence such as the passage from *Agricola* may be used.
- 4 (a) What do the sources tell us about the economy of Britain at the start of this period?
 (b) To what extent did agricultural practice in Britain change during this period?
 (c) How important were Roman roads to the development of the economy in Britain?
- AO1 (15) Marks in the highest bands should be reserved for detailed information about key areas identified; the focus should be on the British economy, not on the limited trading with the continent in (a), and development of roads should be instanced and discussed in detail (not mere generalizations) in (b); (c) will again allow good answers to develop detailed changes in food production, methods, deployment of labour, size of agricultural units etc., supported with examples in AO3.

- AO2 (20) Reward discussion of 'developed' in (a), with perhaps critical assessment of the available material and an understanding that the economy of Britain was not homogeneous throughout the province; 'how important' must be attempted in (c), with other factors than the mere building of roads (constructed for military, not economic purposes) also leading to industrial and economic growth; in (b) look for attempts at quantifying 'to what extent' – there may have been changes in the scale of enterprises, but did this necessarily mean increased yields on a truly significant scale? Motive power (human/ bovine) was no more efficient at the end of the period than at the beginning but may have been much better deployed. Understanding and evaluation may be demonstrated by a critical approach to evidence deployed, identifying its shortcomings or different possibilities in interpretation, or its limited nature – no sites provide a 'whole' picture, and it is risky to generalize from single pieces of evidence.
- AO3 (10) Written evidence from Caesar, Strabo and Tacitus is available for the answers to (a), with archaeology predominating in (b) and (c). In (c) look for specific instances of roads, correctly names and located, and a clear and relevant use of the source to support points made. In (b), reward any securely described and interpreted use of information from any villa sites or other sources relating to agricultural activity – there may be some brief mentions of literary sources here too which will deserve credit; refer to the grids for application.

2459 Document Study 2:Greek History

Section A

Herodotus on Persia

- 1 Herodotus 3.89; 96-97
- (a) How accurate and reliable is this passage as a guide to the economic organisation of the Persian Empire in the reigns of Cyrus, Cambyses and Darius?
- AO1(5) Good answers will deal with evidence that kings except Bardiya/Gautama/Smerdis did levy tribute, and that Persians did pay tax (though not, of course, tribute).
- AO2 (5) The melting and storing of the gold gives the impression that Persia is economically backward, not commercially dynamic. Good answers might note that this fits Herodotus' frequent depiction of Persians as being aristocratic cavalymen of old-fashioned virtue, but does not fit well with archaeological evidence.
- AO3 (10) Correspondence of the description of the three Persian kings here with their depiction elsewhere in H. should be explored. Discussion of the problems with Herodotus should be well rewarded.
- (b) On the basis of this passage and your own knowledge and understanding, how well does Herodotus understand the government and administration of the Persian Empire?
- AO1(5) Examples of administration of Empire needed, eg organisation into satrapies, use of native administrators, Royal Road.
- AO2 (10) Good answers will note distortion of Herodotus' view of Persian government because of 'filter' of Greek concerns and ideas.
- AO3 (10) Close reference to debates and other passages in Herodotus should be well rewarded, as should evaluation of Herodotus' understanding. Inscriptional evidence should also be rewarded.
- 2 Herodotus 9.122
- (a) To what extent does this passage help us to understand Cyrus' qualities as a ruler?
- AO1(5) Reference is expected to events of Cyrus' reign, both his conquests and his (alleged) treatment of defeated enemies and advisors, and the (alleged) details of his childhood.
- AO2 (5) Candidates should explore how far Cyrus' answer here helps us to understand how he is portrayed in Herodotus, and how credible that general depiction of him is.
- AO3 (10) To answer the question 'to what extent?' comparison must be made to other passages in Herodotus dealing with Cyrus. Good answers may explore why it is so important to Herodotus to establish Cyrus as the model Persian ruler. Inscriptional evidence should be well rewarded.
- (b) On the basis of this passage and your own knowledge and understanding, how much does the fact that Herodotus ends his book with this story tell us about his aims and reliability as a historian?
- AO1 (5) Details of Herodotus' view of history should be included, with examples which demonstrate the circumstances of Herodotus' writing and performing of the *Histories*. This may include his relationship with Athens, which should be well rewarded.
- AO2 (10) Good answers will explore why the book ends with a moral point without chronological relationship with the events of the preceding chapters.

AO3 (10) Good answers will examine what this final anecdote tells us about what Herodotus' 'message' is. Examples of episodes which demonstrate his aims and reliability should be included and evaluated.

- 3* Herodotus 3.29 and Inscription on the sarcophagus of the Apis bull [LACTOR 16, no. 22]
- (a) How consistent and reliable are these passages as evidence for Cambyses' policy towards non-Persian religions?
- AO1(5) Details of Cambyses policy should be outlined, and other relevant details of Egyptian religion should be rewarded.
- AO2 (5) Consistency and reliability should be addressed.
- AO3 (10) Herodotus seems highly unreliable here (reward discussion of his sources). But the best answers may note that some scepticism regarding passage B is also warranted – how much did Cambyses himself really know or care about the Apis bull?
- (b) On the basis of these passages and your own knowledge and understanding, how tolerant of foreign customs and beliefs were the Persian kings you have studied?
- AO1 (5) Details of non-Persian practices within the empire, such as the flourishing of Ionian Greek culture and philosophy under Persian rule.
- AO2 (10) Again, religious tolerance as policy should be explored. Evaluation of how tolerant: good answers will explore how the tolerance or lack of tolerance of each king fits with his general depiction in Herodotus (Cambyses most intolerant, Xerxes not reliably tolerant).
- AO3 (10) Herodotus' evidence *passim* – LACTOR 16 no.s 19, 20, 21, 24 are relevant. Nabonidus Chronicle and Cyrus Cylinder could be used as evidence for comparison. These should be evaluated appropriately.

Section B

The Athenian Empire, 450-410 BC

- 4 Plutarch, *Perikles* 12.1-3, 5 [LACTOR 1, no. 66]
- (a) How reliable is this passage as evidence for Athenian attitudes towards the use of the allies' tribute money?
- AO1(5) Identification of the 'enemies' (primarily Thucydides the elder) is to be expected, also the 'sacred buildings' referred to here. Reference to Persia in relation to tribute should be explained. Plutarch's late date should be known.
- AO2 (5) Answers should include discussion of the reliability and identification of the attitudes.
- AO3 (10) Factual inaccuracies (eg there were still ship-contributing allies) should be noted, and the extent to which this makes us distrust the source discussed. The best answers may explore whether Plutarch's vision of a city with high unemployment where work (even if unnecessary) must be found reflects 2nd-century AD Rome rather than 5th-century BC Athens. Evaluation of Plutarch as a source should be included. (General evaluation should be awarded marks in band 4 or below).

- (b) On the basis of this passage and your own knowledge and understanding, to what extent did the Athenians exploit their allies?

- AO1 (5) Forms of exploitation should be mentioned; the best answers will make some attempt to say how much of a burden the tribute may have been. What Athenians did in return, and how this may have changed through time, should be mentioned.
- AO2 (10) The extent of exploitation should be considered: issues of independence from Athenian interference versus protection from Persia and Sparta and protection of lower classes from oligarchic domination/exploitation may be explored.
- AO3 (10) 'Old Oligarch' and Thucydides (the younger) are relevant, as is Aristophanes, if used carefully.

5 ML 89 (SEG 39.11) [LACTOR 1, no. 179]

- (a) How useful is this passage in helping us to understand the rewards available to loyal allies of Athens?

- AO1(5) Different types of rewards should be mentioned: prestige, legal and military protection, money (not much in evidence).
- AO2 (5) Good answers will explore how much these various types of reward may have meant to the allies.
- AO3 (10) Good answers will note the date of the inscription and discuss how this affects our assessment of it as evidence for the whole period. Did Athens' desperate situation affect its behaviour? Good answers will note lack of evidence from Athenian allies.

- (b) On the basis of this passage and your own knowledge and understanding, did the advantages of being allied to Athens outweigh the disadvantages throughout this period?

- AO1 (5) Tangible advantages (protection of various kinds) and disadvantages (tribute, settlement) must be mentioned.
- AO2 (10) Good answers will note that the balance will be different for different states, and for different classes within those states. The best will tackle 'throughout this period' and examine the situation at different times.
- AO3 (10) Other inscriptions can be mentioned. Thucydides, Old Oligarch can be used with appropriate caution.

6* Thucydides 4.84, 88 [LACTOR 1, no. 145] and Thucydides 8.7, 8.9.2-3, 8.14.1-2 [LACTOR 1, nos. 165, 166]

- (a) How useful are these passages in helping us to understand how revolts against the Athenians started?

- AO1(5) An awareness of how oligarchic factions linked with Spartans should be shown. Relevant comparison could be made, eg with Mitylene, (more complex) Plataea in 431-29. Secrecy with which revolts had to be started should be noted, along with the impossibility of maintaining that secrecy.
- AO2 (5) Good answers may note the similarities in the two situations in spite of the different dates and strength of Athens at the two times. Evaluation of 'how useful' is central to any answer.
- AO3 (10) The level of detail in Thucydides should be noted, and some discussion made of how Thucydides acquired his information.

- (b) On the basis of these passages and your own knowledge and understanding, how much support for revolts against the Athenians was there among the citizens of the allied states during this period?

AO1 (5) Comparative evidence is needed. The best answers will note that there are exceptions to the pattern here (of small oligarchic factions fomenting revolt while 'the people' are pro-Athenian or neutral) – Scione, Melos, where whole pop was against Athens. Reasons for revolts among different sections of the population should be explored, and whether these changed through time. The times and places of the revolts here (late 420s in Chalcidice and late 410s in eastern Aegean) invite discussion. Good answers may explore stubborn loyalty like that of Samos.

AO2 (10) Discussion of the extent of support.

AO3 (10) Account of empire in other writers – Old Oligarch, Plutarch, Aristophanes – should be explored, along with their biases and particular angles.

Section C

The Trial of Socrates

7 Plato, *Apology* 29c-30a

- (a) How useful is this passage in helping us to understand Socrates' sense of duty and actions undertaken for the state.

AO1(5) Answers should show awareness of Socrates' methods and his philosophical concerns.

AO2 (5) Good answers will contrast Socrates' individualistic approach (dealing with single citizens) with the sense of collective responsibility that underpinned democratic values.

AO3 (10) Answers must deal with the issue of whether the *Apology* can be taken as any kind of evidence for what Socrates actually said at his trial. Answers should bring out how 'Socrates' as presented here believes that his 'philosophizing' is a help to the state of Athens. Good answers may refer to the famous 'gadfly' simile that comes very soon after this passage, and show how Socrates here tries to persuade the jury that by 'indicating the truth' to individuals he is helping the whole state.

- (b) On the basis of this passage and your own knowledge and understanding, to what extent do you think that the Athenians regarded Socrates as a good citizen of Athens?

AO1 (5) Answers should show knowledge of Socrates' actions for the state, and details of what might have been expected of a citizen including ordinary democratic citizens' conception of 'duty to the state' (military and jury service, involvement in political and administrative responsibilities) and contrast it with Socrates' conception here, and elsewhere in the *Apology*. Very good answers may explore the issue of the jury as representing the *demos*.

AO2 (10) Evaluation of the idea of a good citizen in relation to Socrates' actions.

AO3 (10) Socrates' admission of, and explanation of, his failure to participate in public life, should be explored, as should his lecturing of the jury on their responsibilities. Answers may cite Xenophon on the trial of the generals and Socrates' role (with an analysis of Xenophon's biases), and Socrates' argument concerning the laws of Athens in *Crito*.

8 Xenophon, *Memorabilia* 1.2

- (a) How useful is this passage in helping to assess whether Socrates corrupted the young?

AO1(5) Knowledge should be shown of who Alcibiades was, and of the wording of the charges against Socrates.

- AO2 (5) Answers should deal with the issue of what 'corrupting the young' may have meant to the prosecutors and to the jury. Better answers may relate this issue to the issues of whether, and in what sense, Socrates was a teacher and what he taught his students, and should note that Alcibiades' method here, of inviting a definition and then challenging Pericles by showing him that his responses contradict one another, is typical of Socrates' own methods. The best answers will note the significance of the subject under discussion being *nomos* and of Alcibiades' intellectual challenge to democracy.
- AO3 (10) The fact that Pericles deserves respect as being a father figure both to Alcibiades (his guardian) and to the state as a whole ('head of state' in the contentious phrase used here) should be brought out. Good answers should note that Xenophon does not vouch in any way for the authenticity of the story ('there is a story that...'). The passage may be seen as Xenophon shooting himself in the foot: by showing Alcibiades as being so proficient in Socratic methods of questioning, and having Socratic contempt for traditional claims to authority, he actually seems to prove the point that Socrates had a 'corrupting' influence on the young.
- (b) On the basis of this passage and your own knowledge and understanding, discuss how far the Athenians' views of those who associated with Socrates affected Socrates own reputation?
- AO1 (5) Knowledge should be shown of Alcibiades' political and military career and of the relations between him and the democracy; also of the history of the 'Thirty Tyrants' and of Socrates' relationship to Critias and others of the 'Tyrants'. The strong feelings at the time of Socrates' trial, only a few years after the restoration of democracy, should be brought out.
- AO2 (10) Evaluation of how far the Athenians' views of those who associated with Socrates affected Socrates own reputation.
- AO3 (10) The *Clouds* gives a picture of a Socrates whose adherents follow his every word and idea blindly. Elsewhere in *Mem.* 1.2 Xenophon vigorously but with very debatable success tries to argue that Socrates should not be blamed for the later wickednesses of Alcibiades and Critias, using among other things the analogy of the physical trainer. Chaerephon, famous enough to have been a character in the *Clouds*, is explicitly mentioned in the *Apology* as a follower of Socrates and also a democrat who fought against the Thirty, but he seems to have been unique among Socratics. Very good answers might note that Plato and Xenophon themselves, both characters unlikely to have endeared themselves to the Athenian *demos*, might be included among those whose association with Socrates did no good to his reputation, as far as generations after his death are concerned.
- 9* Xenophon, *Socrates' Defence* 4 and Plato, *Apology* 40a-c
- (a) How consistent and credible a picture do these two passages give of Socrates communications from 'the divine'?
- AO1(5) Answers should show awareness of how Socrates' claims that 'the divine' was communicating with him differ from normal Greek beliefs about oracles and omens.
- AO2 (5) Evaluation of 'consistent and credible'.
- AO3 (10) It should be brought out that in passage A Socrates says that 'the divine' *has* opposed him, stopping him from making any preparations for his defence, while in passage B Socrates remarks on the *absence* of any message from 'the divine' implying approval from the 'sign' of the way in which he is conducting his defence. Candidates should show proper scepticism of whether either Xenophon or Plato gives us anything close to what Socrates

actually said at his trial, and deal with the evidence on either side; the best answers might indicate that there is more than one aspect to 'credible': firstly, do we believe that this is what Socrates said, and, secondly, do we believe him when he says it?

- (b) On the basis of these passages and your own knowledge and understanding, to what extent do you think Socrates made a serious effort to defend himself against the charges brought against him?

AO1 (5) Detailed knowledge should be shown of the precise wording of the charges and his attempts to defend himself.

AO2 (10) The question of whether Socrates does tackle the charges against him head-on must be addressed, and the differences between Xenophon's *Socrates' Defence* and Plato's *Apology* in this regard must be considered. Good answers are likely to address the question of whether Socrates is offering a general defence of his life and 'work' as opposed to a specific defence against the charges made against him by the prosecutors.

AO3 (10) The issue above relates to the questions of what 'good' Socrates is referring to in passage B, and why that can be seen as being achieved even if Socrates loses the case and is condemned to death. Reference should be made to various passages in both *Socrates' Defence* and the *Apology* and these should be evaluated for their seriousness (and exploration made of what sense 'seriousness' might be understood in).

2460 Document Study 2: Roman History

Section A

The Catilinarian Conspiracy

1 Sallust, *Catiline* 52

- (a) How reliable do you find Cato's view of the individuals he mentions and the situation facing Rome at the time?

AO1(5) Answers must be specific in reference to points eg the characters of the conspirators and the implication for Rome; 'completely encircled' 'serious danger', or 'massacre, arson etc'; information extracted from the passage must distinguish between the situation and Cato's view and factual information to show this should be rewarded. The context of speech for the death penalty is relevant, also information about Cato. Detail of the situation should be rewarded.

AO2 (5) Answers should analyse the extract for information and draw conclusions from it for higher bands; discussion should focus on the two aspects of the questions and provide a judgement on each for bands 1 and 2 with supporting evidence either from the extract or other material.

AO3 (10) Detailed use of the extract needed for bands 3 and above; evaluation of the extent to which the passage (a speech) provides accurate/reliable information on the two aspects [with support from other material] should be rewarded in bands 1 and/or 2; Cicero's *Cat. IV* may be used in support – reward any comparison in band 3 or above.

- (b) On the basis of this passage and your own knowledge and understanding, assess how important a role Cato played in the defeat of the conspiracy?

AO1(5) The evidence of Cato's actions and their effect on support for Catiline and the end of the conspiracy; answers may include detail on any other factor in assessing Cato's role eg Cicero's actions, the actions of the conspirators.

AO2 (10) The importance of the decision to execute the five arrested and Cato's importance in that decision must be discussed clearly for high marks; judgments on his role for band 3 needed; higher bands if given detailed support; answers could assess his role in comparison with other factors and should be highly rewarded.

AO3 (10) Use of one other source to support views places the answer in band 3 or above eg Sallust 57 defections from camp of Catiline; danger of rescue if they were kept alive (50); exaggeration of the danger by Cicero in *Cat. II* and *IV*.

2 Sallust, *Catiline* 48

- (a) How useful is this passage for helping us to understand the importance of Crassus at this time?

AO1(5) Answers should develop the information in the passage in detail; wealth and influence; an man to be conciliated; a number in debt to him; influential man etc; Sallust continues to suggest that the charge was fabricated either by Autronius to help the defendants, or by Cicero (which Sallust says Crassus believed) – some mention of factual support for these point can be rewarded; other evidence for his connections with Catiline.

- AO2 (5) Views could be drawn from the detail about **usefulness**: his power through money; the reaction of the Senate, in conciliating Crassus; the views alleged towards the end of the passage; the reasons for Sallust's inclusion of this detail; marks in 02 for discussion of what can be implied about his importance.
- AO3 (10) Sallust's own attitude might be discussed for band 3. Detailed use of the extract is needed with interpretation for band 3; some evaluation of its accuracy for bands above to aid discussion of usefulness; other parts of Sallust may be used and should be rewarded for comparison. Reward reference to other sources about Crassus (although not required by the spec.)
- (b) On the basis of this passage and your own knowledge and understanding, assess the view that Crassus was involved in supporting Catiline and his followers.
- AO1 (5) Information is needed on some details where Crassus is alleged to have been involved or associated with Catiline and/or other conspirators: aware of the plot (Sallust 17); involved with Piso (18); his support for Catiline in 64 BC; the story of the letters to Cicero; the relationship with Pompey (which Sallust mentions) and Crassus' concern at his return to Rome; any detail of Crassus' career which is made relevant to the questions should be rewarded.
- AO2 (10) Answers should show awareness of the arguments for both his involvement and non-involvement. Answers may discuss (with support) the idea that he was involved at some point, but not at the end. Answers which discuss only one side should be placed in band 3. Answer might assess the reliability of the information in the extract.
- AO3 (10) Sallust (see 01) refers to Crassus 3 times; other sources mention his involvement (eg Suetonius *Julius Caesar*); answers for bands 1 and 2 must evaluate the evidence and discuss any bias by Sallust towards Crassus and assess the views he offers (eg concerning the earlier conspiracy or Piso).
- 3*** Cicero, *In Catilinam* II.20-21 and Sallust, *Catiline* 33
- (a) How accurate are these views of the economic situation in Rome at the time?
- AO1(5) Debts issue related to activity in Italy from 79 onwards – Lepidus, Spartacus, etc; effects of piracy, Mithridatic War; (Cicero) debts at their height and a bill proposed in 63 BC for cancellation of debts (not passed); Sallust 36 / 52 suggests large parts of Italy in state of unrest. Decrees might refer to lowering of prices or free corn.
- AO2 (5) Accuracy must be considered for bands 3 and above; answers which focus on the passage and the information and make judgments on its value as evidence are worth band 3; lower bands for limited support from either facts or sources; discussion of the context of both extracts should be rewarded especially if related to accuracy also. Answers need discuss some of the issues only for full marks.
- AO3 (10) Answers might include material to support or contradict the passage: 'poor, needy wretches'; 'moneylenders'; the issue of debt-bondage; 'debts so huge' - answers should identify the contexts and possible exaggeration and/or bias for band 3 with limited interpretation - Cicero's description of the veterans as extravagant, bad debtors, etc; Manlius' letter is one-sided, makes reference to particular issues of legality and the state of the economy; other extracts of Cicero or Sallust can be used.

- (b) On the basis of these passages and your own knowledge and understanding, consider how far the conspirators were motivated by economic issues.
- AO1 (5) Answers should provide detail of examples from the groups or individuals who were involved for economic reasons – the younger generation, Sullan Veterans etc; Lentulus; Cethegus etc and financial involvement. Bands 1 and 2 for detail factual material and indicating connections of the conspiracy to economic problems; answers might include detail of other reasons to assess the **extent** issue. General reference to debts, land reform, poverty/economic distress without reference to specific individuals or groups in band 3 or below.
- AO2 (10) Answers in bands 3 and above must refer to the question of extent and possibly refer to other reasons (desire for power among the politicians; jealousy of success of others (Catiline's speech to the conspirators) etc) in the argument; some economic factors to discuss: large numbers made landless; excessive debt; some debt-bondage not alleviated by law; serious distress among the poor; sections of the poor peasantry were not able to get free from debt by legal means. Reward those who interpret this as implying a vast difference between the rich and the poor creating unrest.
- AO3 (10) Some references in Cicero in Cat. II 19, 22-3; or Sallust Ch.14-16; Sallust on the wastefulness of some Ch 13; general economic problems Ch 20-1 rich and poor; cf Ch 37-9 and 52; reference to Crassus in Sallust 48; band 3 for some interpretation of the **extent** of the problems/ higher for evaluation of the contexts of the citations, or the views of the authors.

Section B

Augustus and Augustan Propaganda

- 4 Tacitus *Annals* 1.9.2-5 [LACTOR 17, F]
- (a) How useful is this passage in helping us to judge the success of Augustan propaganda?
- AO1(5) This passage is the pro-Augustus view (10 provides the anti- version): answers should focus on the information from the extract which shows support for Augustus' actions; information which details the events described in the extract should be rewarded: civil war was unavoidable, acting to avenge his father (pietas), others were worse, very good for Rome and Empire, not a dictator etc. Answers should provide specific detail of at least two events.
- AO2 (5) Focus should be on the extent to which this extract suggest propaganda has been a success and so its **usefulness** in assessing this – discussion of how events have been interpreted to suit Augustus; how far it represents reality (as far as we can tell!); supporting information which relates to the opinions here should be rewarded in 02 and 03. Answers may question the notion of propaganda.
- AO3 (10) Answers should show some understanding of the context (Tacitus is reporting a 'school of thought') and the generalised nature of them; high marks for answers arguing for or against some statements and showing some evaluation of the opinions expressed; reward reference to Tacitus *Annals* 1.10 as the alternative view; possible use of *Res Gestae* is worth some reward; evaluation of the works is needed for bands 1 and 2.
- (b) On the basis of this passage and your own knowledge and understanding, consider the extent to which the sources are consistent in their portrayal of the reign of Augustus.
- AO1 (5) For A01 and A03 answers should provide specific references to other material eg *Annals* I.10 or Horace, Virgil; *Res Gestae*; – the specific detail

should be rewarded highly. Reward answers with any specific examples to identify attitudes eg conspiracies, popularity among plebs, his own defence of actions; reward factual information about authors, contexts of works or reasons for opinions.

AO2 (10) Answers should focus on the consistency issue for full marks; answers should provide a balance of views and consider the views of different groups; band 3 for generalising in discussion but showing understanding that this view was not held by all.

AO3 (10) Band 3 for specific use of sources indicating views of Augustus; higher bands where there is comparison and evaluation of the author's bias, perspective and contexts; reward any discussion of conflicts between the evidence. Candidates may choose their own selection of sources but need not cover every example or every author.

5 Suetonius, *Augustus* 28-30

(a) How useful is this passage in helping us to understand the aims of Augustus in refashioning the city of Rome?

AO1(5) Answers should include information related to some of the building works mentioned in the and specific detail should be rewarded concerning these; information concerning Augustus' aims is relevant where it supports the extract – answers in band 3 and above should provide detail of the three temples and/or the reorganisation of the city; some references to the individuals mentioned should also be rewarded.

AO2 (5) Discussion should focus on
(a) the usefulness of the account (its accuracy, bias if any etc)
the aims as interpreted from the extract with some support from other evidence where appropriate for higher bands – eg the fulfilment of his vows, displaying his piety (avenging Julius Caesar's assassination), propaganda for his achievements and family; popularity; making Rome safe etc.

AO3 (10) Answers should interpret the extract for aims for bands 3 and above – the more detailed and precise, the higher the band; general interpretation of Augustus' works mentioned in the passage should be in band 4; *Res Gestae* provides further detail; Virgil *Aeneid* 8 can also be used for aims and examples of buildings. Specific reference to the buildings with interpretation is worth marks in 03.

(b) On the basis of this passage and your own knowledge and understanding, consider how successfully Augustus used art and architecture to promote the ideals and values of his regime?

AO1 (5) Details of architecture needed; reward highly reference to other works/ more detail than mentioned in the extract related to ideals and values; information on these is also needed for band 1 e.g the importance of religion, Roman traditional values of family, marriage children etc, the importance of Rome as the capital of the Empire, law and order, Republicanism.

AO2 (10) Discussion and judgements should related to **success** for bands 1 and 2; discussion of ideals should be placed in band 3 supported by reference to works; general discussion of Augustus' aims and intentions are in band 5; answers should relate some, not all, ideals/aims/values to the works for bands 1-3.

AO3 (10) Reference to the **detail** of building works should be rewarded in band 3 with interpretation for ideas and values; evaluation of art/architecture as evidence is worth more marks; use of the extract and other literary sources should also be rewarded in band 4; band 3 for relevance or either ideals or success. RG lists more buildings with a biased view of their success with the Romans;

Virgil and Horace make reference to the works and suggest success in gaining support for Augustan ideals, but again references need to be evaluated for bands 1 and 2.

- 6* Augustus *Res Gestae Divi Augusti* 7.3 [LACTOR 17, A] and Suetonius *Augustus* 31
- (a) How accurately, in your view, do these extracts represent the importance Augustus attached to religion during his reign?
- AO1(5) Detail some of the following: Augustus' policy towards religion; explanation of the various priesthoods and what they refer to including Pontifex Maximus; use of traditional religion, attempts to revive ancestral tradition; the evidence for a lack of support for state religion; knowledge of the context of both extracts.
- AO2 (5) Answers should focus on what can be learnt about his concerns from this extract: importance of religion when he takes on so many priesthoods and includes them in the RG; the decline in support for religion; the need to re-organize it; the upper class lack of concern; the ways to employ religion to support his regime. Bands 1 and 2 where accuracy is addressed by reference to evidence of this.
- AO3 (10) Answers should interpret the extract in some detail for bands 1 to 3; comparison of the two is worth at least band 3; evaluation might concern the contexts of both passages and authors' agendas, the question of accuracy, the consistency with other sources or between the two extracts.
- (b) On the basis of these passages and your own knowledge and understanding, discuss the success of Augustus' religious policies.
- AO1 (5) Augustus' policies should be outlined with some precision for bands 1 and 2 with specific reference to some actions; band 3 for answers which show an overall knowledge of his actions and aims; band 5 for a general understanding of the importance of religion to the regime and some ways in which it was used (eg building temples, reviving practices). Equally information about **success** should be rewarded.
- AO2 (10) Answers should focus on success for full marks; effects in terms of revived practices, renewed temples, support from others should be rewarded at least in band 3; general discussion of the nature of the policies and effectiveness without precise examples of actions/effects should be in band 4. Lower bands for discussion about religion under Augustus in general terms.
- AO3 (10) Sources related to issue of success should be highly rewarded at least in band 3; some evaluation of the evidence is worth higher bands eg *Res Gestae* as propaganda; Virgil *Aeneid* 8 as poetry not factual. Information extracted from the passages should be rewarded if interpreted for success in band 3. References to buildings eg temples, authors' views without specific references are in band 4.

Section C

The Reign Of Nero

- 7 Tacitus, *Annals* 13.17-18
- (a) What does this passage suggest about Tacitus' view of the behaviour of Nero and the others described here?
- AO1(5) Good answers will include some of the following: Tacitus' approach to the subject, his background and bias, the events and actions described, their context, and the individuals identified for background – answers need to show understanding of the material for high bands.

- AO2 (5) Answers should focus on the view Tacitus takes by analysing what he says and the way he says it for higher bands; good discussion might include some consideration of Tacitus' overall portrait of Nero in this context, and analyse the language used by Tacitus to suggest his view. Band 3 marks for answers which show general understanding of the disapproval for Nero and others which he expresses through choice of words and phrases. Band 4 or below for answers which identify his viewpoint generally.
- AO3 (10) Good answers in bands 1 and 2 should note Tacitus' reference to his sources in providing the rumour of corruption and that he reports what Nero is alleged to have said as part of the evaluation of his view. Interpretation of his view is needed for bands 3 and above; less for answers which refer to the passage without some discussion
- (b) On the basis of this passage and your own knowledge and understanding, discuss the extent to which Nero was successful in gaining and maintaining support in Rome.
- AO1 (5) Examples of his generosity to people and army; his use of shows and spectacles; political use of the senate; alienation of some through his acting; success in Armenia – detail of specific examples needed for band 1.
- AO2 (10) **Extent** of success should be the focus for bands 1 and 2; good detail in support should be rewarded; answers might focus on early success from his speeches, support from senate (as in the extract) and later over Agrippina; popularity when racing (Tacitus *Annals* 14.14); bands 1 and 2 answers should indicate the contrast with later part of reign and loss of support among the elite and the army to answer **extent**. Band 3 for answers which deal with examples of popularity or lack of it; Band 4 where the answer focuses on success or failure but not both in general terms.
- AO3 (10) Tacitus *Annals* 14. 10; 14.14; 15. 67; the extract; Dio 63 Vindex' speech provide examples of reactions to Nero and his behaviour; evidence of support after his death; the reaction in the East etc; answers should show awareness of the problems with some evidence for bands 1 and 2; use of sources to support the argument is worth band 3 if clearly relevant and identifiable eg the extract.
- 8 Cassius Dio 63. 26.3-27.1 [LACTOR 15, D7]
- (a) What can we learn from this extract about Dio's view of Nero as emperor?
- AO1(5) Good answers will include some of the following: Dio's approach to the subject, the events and actions described, their context, and the individuals identified for background – answers need to show understanding of the material for high bands.
- AO2 (5) Good answers in bands 1 and 2 should extract information about Dio's opinion from the content **and** the style and language – Nero will find any reason to behave badly, he acts without concern for others, he does not take the situation seriously, he ignores warning signs, he panics and changes mood quickly- 'very much as usual', 'rejoiced', 'very much afraid' 'little jokes' (water organ).
- AO3 (10) Good analysis of the passage is worth band 3 at least; discussion of Dio's bias and/or aims and style which evaluates the extract as evidence is worth higher marks; support for these views from other parts of Dio again should be rewarded highly.
- (b) On the basis of this passage and your own knowledge and understanding, consider how far Dio's opinion of Nero is shared by the other sources.
- AO1 (5) Band 3 and above for detail of other source examples (reward also in 03 highly if accurate and specific): Suetonius provides detail of the same context and Nero's behaviour at this point; factual detail of Nero's behaviour

– eg apparent lack of concern over Britannicus' death; his behaviour during the Fire of Rome (Tacitus 15); his attitude towards the Piso plot (Tacitus 15); his greater interest in music etc than serious state affairs; confiscations of property (greed); treatment of the senate etc

- AO2 (10) Comparison in detail with one other source needed for bands 3 and above; use of more can be rewarded if less detailed; comparison must clearly focus on the **extent** to which Dio and others agree or disagree for bands 1 and 2. General comparisons of sources in band 4 or below.
- AO3 (10) Detail of at least two specific examples from sources compared for bands 1 and 2; general comparison of sources is worth band 3 provided it is relevant and accurate; detailed use of the extract generally compared with other material is worth band 3; band 4 for discussion of general views of Nero without reference to specific texts.

9* Suetonius, *Nero* 9-10 and Tacitus, *Annals* 13.4

- (a) How accurate and consistent, in your view, are these accounts of the start of Nero's reign?

- AO1(5) Information relevant includes the accession of Nero; the similarities and differences regarding the events in the passages; whatever Nero is referring to in his speech; the context of the extracts and the authors' perspectives;; answers require some detail concerning the context and content of the extracts for bands 1 and 2.
- AO2 (5) Discussion should focus on the extent of accuracy for bands 1 and 2; interpretation of the extracts is needed for higher bands; discussion of the image presented of Nero is worth band 3, lower if a generalised view not specifically related to the start of the reign; good discussions should consider what is implied by what he is alleged to have said eg following Augustus, avoiding feuds, private judgements etc.
- AO3 (10) The extracts should be clearly interpreted for band 3 and above, using the passages for evidence of the accuracy; bands 1 and 2 where the sources are evaluated in terms of genre or author bias or accuracy. Reward use of the other sources in band 3 and above. Band 4 and below for extracting information without developing the implications.

- (b) On the basis of these passages and your own knowledge and understanding, consider how far Nero lived up to the promises he made at the start of his reign.

- AO1 (5) Detail of the intentions he expressed either in the extracts or from his early actions; answers need provide specific and precise detail of only some examples for bands 1 and 2 of what he promised and how he acted later – the candidate may choose from a number of possibilities.
- AO2 (10) Discussion for bands 1 and 2 must focus on the **extent** to which his intentions were fulfilled – the promise to follow Augustus, avoid private judgments, favouritism, keeping state and private affairs separate, giving the senate some responsibility; answers which compare promises and actions should be placed in band 3 if accurate; bands 4 and below for lack of detail or generalised discussions.
- AO3 (10) High bands for use of sources which provide evidence of his actions in relation to his promises; Tacitus declares promises were kept (13.5); he gives examples of a 'free country' and the senate's involvement, and Nero's attempts to be just. He also gives detail of the family quarrels (feuds?), the use of favourites; Suetonius gives details of his better acts in laws and in court, his generosity as well as his more atrocious behaviour, and failure with the senate (36-7).

2461 Document Study 2: Roman World

Britain Through Roman Eyes

1 Caesar, *Gallic War* 4.22-23

- (a) How useful is this passage in helping us to assess how prepared Caesar's forces were to undertake the first expedition to Britain?

- AO1(5) Answers may note the detailed and specific information about the expedition, precise timing (but an odd one!?) in the first part; then the unfolding of problems in the second part, as the fleet is divided and the 'welcoming committee' makes its presence felt.
- AO2 (5) 'How reliable' is the key here: is Caesar's action at the end of the passage deliberate or a cover-up because he had no plan B? Is he likely to be telling the 'unvarnished truth' in this account?
- AO3 (10) Reward use of the passage to make specific points and comment on their importance as indicated in the mark grid: note prominence Caesar gives to himself: specific detail in the narrative should be handled critically (written with hindsight/ is it masking something else?)

- (b) On the basis of this passage and your own knowledge and understanding, consider how reliable are Caesar's own accounts of his plans for invading Britain in 55 and 54 BC.

- AO1(5) Reward relevant points made about the reasons for launching the two expeditions, including Caesar's own (British support for Gallic tribes); propaganda value of an expedition to Britain, not mentioned in Caesar; the desire to gain renown at Rome balanced against the stated purposes in Caesar to find out about the island and its inhabitants. What evidence of forward planning is there? Points in support of immediacy might include: lack of good intelligence beforehand; the limited duration of the expedition, and its small size; but might these be excuses to cover up ineptitude or sheer bad luck? Or were there political reasons for such a risky undertaking? Reward explanations which put the expeditions into a wider context, showing awareness of Caesar's political ambitions and his position in Rome itself. **NB** given the time limitations for this part-question full marks may be rewarded for an appropriately comprehensive answer which (inevitably) omits some details.
- AO2 (10) Reward arguments developed using the evidence such as that noted in AO1 and AO3, supporting any of the explanations for Caesar's expeditions (short-term reconnaissance/ long-term annexation/ propaganda value in Rome etc.). Support from sources for these arguments, such as indications that 'booty' was expected but not found (Strabo, Quintus Cicero), should be rewarded.
- AO3 (10) 'Reliable' should be explored in relation to this passage and to other information/ sources, which may focus on Caesar's own accounts, to reach marks at the top bands if handled critically and in detail: the differing nature of the two expeditions is indicated by the detailed reference to careful planning during the winter of 55/54 which Caesar himself supplies in *BG* 5.

- 2** Tacitus, *Annals* 14.38
- (a)** How useful is this passage in explaining Roman policy in Britain following the Boudiccan rebellion?
- AO1(5) Reward appropriate detail and citation with comment drawn from the passage: the army re-equipped and strengthened, harsh discipline (kept under canvas till the job was done – that must have given the troops some incentive!) and harsh measures taken against the British.
- AO2 (5) Reward assessment of the British reaction, and good answers which are perceptive may note the need felt at the centre to sort out differences of opinion between ‘governor’ and ‘agent’ – were the differences of opinion personal or political?
- AO3 (10) Detail from the passage should be interpreted: what information does the passage contain? How accurate is it likely to be? What sources can T. be drawing on? Refer to the grids for appropriate marking.
- (b)** On the basis of this passage and your own knowledge and understanding, how reliable do you consider Tacitus’ accounts of the relations between Romans and Britons?
- AO1 (5) Expect detailed accounts of Tacitus’ treatments of Britons, eg Caratacus, Boudica, but these must be selected and deployed with care in order to allow for sufficient argument to be developed in AO2.
- AO2 (10) Tacitus is writing from a Roman point of view yet stresses the Britons’ independence: ‘for them, freedom still lived’. Reward answers which come to a supported and coherent conclusion about ‘how reliable’; look out for mere assertions or sweeping statements which are *not* supported, or allegation of ‘bias’.
- AO3 (10) Credit any detailed use of material is in Tacitus – though other sources may be used to contrast his views on relation of Romans and Britons as well. In T. himself there is a wealth of material – it needs to be carefully selected (ie ‘relations between Britons and Romans’) and analysed critically, with reference to ‘how reliable’; reward candidates who note that T. gives prominence to rebels for the most part, and where he does mention Britons who are on good terms with Romans (eg the un-named leading families in *Agricola* 21, he regards them in a very poor light!)
- 3*** Caesar *Gallic War* 5.16 and Dio, 76.12.3-4 [LACTOR 11]
- (a)** To what extent do these two accounts vary in their presentation of the military qualities of Britons?
- AO1(5) Reward appropriate detail and citation with comment drawn from the passages: own knowledge of combat techniques/ military qualities should also be rewarded.
- AO2 (5) ‘To what extent’ needs to be addressed, and a careful comparison of the two passages made.
- AO3 (10) An awareness that the passages deal with two very different areas/ periods/ tribes should be credited; reward appropriate use of the two passages with comment, according to the grids (NB use of only one passage should limit marks to max. Band 3).
- (b)** On the basis of these passages and your own knowledge and understanding, consider how reliable are the accounts of the Britons’ military practices in Greek and Roman sources.
- AO1 (5) The passages need to be explored in depth, with specific points made about descriptions of the Britons and their social and military organization; detailed in Caesar, romanticized and frankly far-fetched in Dio (copied by Herodian!) ‘Reliability’ may be judged against other factual knowledge.

- AO2 (10) 'How reliable' must be addressed using supported information for bands 1-2; general discussion of the reliability of Roman writers on Britain/ Britons without this focus limits to Band 3 max.
- AO3 (10) Use of the passages and comparison with other literary sources, which are ample in quantity, should be credited as appropriate; likewise the lack of evidence to allow a clearly convincing conclusion may be noted – as no British writers have commented on their Roman companions, how can we say 'how reliable' they are? Motivation for writing with a particular slant (to deliberately exaggerate or downplay the Britons' abilities) should be rewarded if critically addressed.

2462 Source Based Study 2: Greek History

Section A

Herodotus and the conflict of Greece and Persia, 499-479 BC

- 1 Does Herodotus' account of the causes of the Ionian revolt lay too much emphasis on the role of individuals?
 - AO1 (15) Accurate information about the role of Histiaeus, Aristagoras and others. Accurate information about the course of the revolt, where relevant, should be rewarded.
 - AO2 (15) Argument about the wider causes of the rebellion: economic and social, and whether in this culture individuals had the power ascribed to them by Herodotus. For the higher bands essays should not concentrate solely on either causes or individuals, but will be expected to deal with both.
 - AO3 (15) Assessment of whether Herodotus' sources are likely to have caused him to give individuals undue weight, and whether the details he gives are adequate historical explanations will receive the highest marks.
- 2 Assess the importance of the Battle of Marathon for both Athenians and other Greeks.
 - AO1 (15) Accurate information about the course of the battle and its effects, including growing Athenian confidence and its effects on Sparta.
 - AO2 (15) Discussion of how accurately we can know the effects and assessment of its importance for Athens and as a city-state and Hellas as a whole. Reference both to the later attacks by Xerxes and the development of the Delian League/ Athenian Empire would be welcome.
 - AO3 (15) Accurate use of Herodotus and questions about his sources leading into an inquiry about how he saw the battle and how accurately he could assess its significance will be given good marks. The best answers may also refer to archaeological evidence in Athens and the battle's comparative absence in other sources.
- 3 To what extent was Xerxes continuing the work of his father by invading Greece?
 - AO1 (15) Accurate information about the campaigns waged by Xerxes, with reference to that of Darius. Careful recall of Darius' motives and those of Xerxes, as given by Herodotus.
 - AO2 (15) The question of 'to what extent' must be addressed for higher bands. Differentiation between the overall aim of Persian expansion and Darius' specific motives for attacking Athens (as given by Herodotus) will be well rewarded. Intelligent consideration of what Xerxes campaign itself can tell us about his motives should also be well rewarded.
 - AO3 (15) Discussion of how fully Herodotus/ Aeschylus could know the motives of the Persian commanders, with special reference to when Herodotus was writing and his use of sources.
- 4 Was the Hellenic League of greater benefit to smaller or larger states?
 - AO1 (15) Accurate recall of what is known about the Hellenic League, with knowledge of its aims and strategy at the time of its inception. Consideration of the relationship between the League and the Delian League/ Athenian Empire will be well rewarded, as will recall of the role of key individuals in this process.

- AO2 (15) A clear distinction between the large states – Sparta, Athens and Corinth – and smaller ones will be well rewarded. The best answers may draw a distinction between states in positions of leadership – Athens and Sparta – and other large states, such as Thebes, who were not involved. Consideration might be given to Plataea in particular. Question of what is meant by benefit, especially long or short term, should be well rewarded.
- AO3 (15) Discussion of Herodotus (and in the best answers some Thucydides), and questioning his assessment of the situation. Use of Plutarch on Themistocles would also be welcome, with questions raised about his sources and how accurately he could assess the situation.

5 How complete is Herodotus' picture of Greek relations with Persia in this period?

- AO1 (15) Accurate recall of Herodotus' treatment of relations with Persia. Answers which focus solely on the battles, without treatment of the background, should not receive the highest marks.
- AO2 (15) Assessment of how complete a picture might be possible. The best answers will raise questions about the identity of the Greeks, and consider the differences between different states – medising and non-medising.
- AO3 (15) Careful consideration of how full a picture Herodotus could have given, and his use of sources in considering this will be well rewarded; likewise knowledge and appropriate use of his personal circumstances and their effect on his writing. Simple assertions of his 'Greekness' and its effect on his writing will be adequate for the lower bands, while questioning of his relationship with Athens will yield higher marks.

Section B

Greek History, 446-413 BC

6 To what extent do the sources allow us to have an accurate picture of the Athenians' relations with the cities in their empire in this period.

- AO1 (15) Accurate recall of the treatment of some of the rebellions in this period, and other incidents in which Athens interacted with members of the league/empire, are required. Further questions about trade and the collection of tribute (including the Great Dionysia) should be rewarded.
- AO2 (15) Questioning of what an accurate picture might be and how we could judge this will be well rewarded. Discussion of the lack of evidence from other states and its effects on the argument should be well rewarded.
- AO3 (15) Discussion of the nature of the sources, most especially contrasting inscriptional evidence of tribute paid with statements from Thucydides, Herodotus and Plutarch will be well rewarded. Simple assertions of the Athenian bias of the sources will be accepted for the lower bands, but for the higher bands answers must look at the effects of this, and show how they relate to other evidence.

7 How complete a picture do the sources give us of the political and economic importance of the helots in this period?

- AO1 (15) Clear and accurate facts about the helots and their role in relation to the wider structure of Spartan society will be well rewarded. Details of the wider political structure and aims of Sparta could be included and/or discussion of the nature of Spartan 'foreign' policy, with special reference to the helot rebellion of 464-460 BC and relations with Athens at that time. Their origins and role in the *krypteia* might also form the basis of an answer. Use of the Sphacteria in Thucydides would be welcome.

- AO2 (15) Discussion of 'how complete' and from whose perspective this is to be judged. Questions about how accurately Spartan history can be assessed would be welcome.
- AO3 (15) Thucydides, Herodotus and Plutarch could all be used in varying degrees. The lack of evidence should be discussed, and assertions of the Athenocentric nature of the sources will need to be applied in constructive argument for the higher bands.

8 In what ways, if at all, was the plague of 429 BC in Athens a turning point for the Athenians?

- AO1 (15) Details of the effects of the plague, and most particularly its connection with the death of Pericles, are required. Pericles strategy before the plague, and the effect of the public perception of their leader and subsequent changes in Athenian policy, should form the basis of an argument.
- AO2 (15) The argument may focus on 'in what ways' by looking at different aspects of Athenian policy, and the relationship between the Athenians and their leaders. The best answers may raise questions about the division between city and country, and how the plague may have galvanised Athenian opinion. They may also look at whether it was the plague or Pericles' death which proved the greater turning point.
- AO3 (15) Thorough use of both Thucydides and Aristophanes is essential for answers to achieve marks in the top bands. Assessment of Thucydides as a historian, contrasted with Aristophanes as a comic playwright would be most welcome. Simple assertions of their 'bias' should not be well rewarded, but detailed treatment of their differing approaches to the plague, with explanations based on their viewpoints should be. General assertions – eg Aristophanes was a comic poet who based his comedy on exaggeration...- are only a starting point, and the evaluation needs to be specific for the middle bands, while higher bands require appropriate historical analysis. Accurate information from Plutarch, with questions about his validity as a source, should also be credited.

9 To what extent does Thucydides give a balanced account of the contribution of Alcibiades to the Sicilian Expedition?

- AO1 (15) Accurate recall of the events described in Thucydides is essential, especially where the events involve Alcibiades. The best answers will be selective, and treat some episodes in greater details than others. An accurate treatment of the expedition in outline, with focus on some details of Alcibiades' actions will be suitable for the highest marks. The roles of Nicias, Demosthenes, and Gylippus must be well considered and may be contrasted with that of Alcibiades.
- AO2 (15) The question of 'to what extent' should be debated in relation to the lack of source material for the period. The best answers will also raise the question of what a biased account might be, and how we can assess this.
- AO3 (15) Thucydides should be well covered. Answers should consider what sources Thucydides may have been able to use, and how his personal situation may have affected his account of these events. The best answers will consider the structure of Thucydides narrative and how Thucydides viewed the expedition in relation to the progress of the whole war. They may also refer to the quick recovery of Athens after the expedition. Some use may be made of Plutarch, with the usual questions raised about him as a source. Reference to Aristophanes and Plato may also be valid.

- 10** Do the sources fail to acknowledge the importance of metics and slaves in Athenian society in this period?
- AO1 (15) Accurate recall of the role of metics and slaves in the Athenian economy may form the basis of the answer.
- AO2 (15) The best answers may consider the question of whether the ancient authors had any interest in such a question, and hence they do not appear. Answers may look at the roles played by citizens, and show how these were supported by metics/slaves.
- AO3 (15) Sources may include: Herodotus, Thucydides, Plato, Lysias, Plutarch, Xenophon, Aristotle, Aristophanes and tragedy. Some answers may also refer to pottery. Each of these should be questioned in relation to the standpoint of its author, and his relationship to metics/slaves.

Section C

The Culture of Athens, 447-399 BC

- 11** Did the Athenian Assembly give individual citizens any effective political power?
- AO1 (15) Accurate recall of the role of individual citizens in the Assembly, and the role of the Assembly in decision-making are required. Answers should make reference to specific incidents in the period, probably based on Thucydides, and use these as the basis for an answer. Accurate recall of the roles of key individuals – Pericles, Cleon, Alcibiades et al. – should be well rewarded.
- AO2 (15) The best answers will draw a clear distinction between the average citizen-farmer and the difficulties which he might have faced in speaking in the Assembly and the politicians of the day. The question of ‘effective political power’ could be discussed both as an abstract concept for individuals and in how it might have been applied in specific cases.
- AO3 (15) Answers will focus on Thucydides and Aristophanes, although some may also make reference to the Old Oligarch and Euripides or the orators.
- 12** In what ways were the dramatic festivals and the plays performed there part of the democratic process in Athens? (You may limit yourself to discussing two plays).
- AO1 (15) Accurate recall of details from two plays, combined with knowledge of the programme at the Great Dionysia should be awarded the highest marks. Salient details from plays relevant to the question rather than mere recall of the mere recall in outline of a whole plot will be required for the higher bands. Relevant knowledge of the democratic processes outside the theatre, and the importance of the citizen body at the theatre should also be rewarded.
- AO2 (15) The best answers will question what is meant by the ‘democratic process’ and look at how it relates to specific events of the theatrical festivals, both tragic and comic, and more widely in the culture of debate which emerges in both forms of drama. Consideration of the role of kings tragedy and specific politicians in comedy should be rewarded.
- AO3 (15) Any two plays from this period, treated with adequate caution about what they can tell us about contemporary views should be well rewarded. Answers must use the plays as a historical source, and assess what they tell us about contemporary thought. Relevant reference to Thucydides, Plato or Aristotle on wider questions of Athenian democracy should also be rewarded.

- 13** In what ways do the public buildings of this period reflect Pericles aim that Athens become 'an education to Greece' (Thucydides 2.41)?
- AO1 (15) Answers may focus on details of sculpture and/or the building programme as a whole, looking at the nature of the buildings and their locations. Accurate details on these are required.
- AO2 (15) Answers should question what is meant by 'an education to Greece' and then consider the buildings in relation to what this message might have been. The glorification of the city as a whole or the detailed messages given by the sculpture will both be equally valid for the basis of an argument.
- AO3 (15) The best answers will consider how we can interpret the archaeological evidence accurately, and how we can assess the aims of the Athenians in having these buildings built. They may make use of Plutarch on the building programme, and make reference to its absence in Thucydides and Herodotus. Treatment of the comments in the Funeral Oration in this regard should be well rewarded.
- 14** To what extent do the sources offer a full and accurate picture of the importance of religion in Athenian culture?
- AO1 (15) Accurate recall of some of the religious festivals – Great Dionysia or Thesmophoria – is required. Answers should also include details of historical events – eg the affair of the *Hermae* – where religion played a part, and may also consider the religious building of the period and its significance. The best answers may make reference to the questioning of religious belief in this period.
- AO2 (15) The question of 'full and accurate' needs to be debated with close reference to the nature of the sources. Particular reference could be made to the difference between the public and private spheres, and whether we can have an accurate picture in relation to the 'culture'. The best answers will broaden the modern sense of 'political' to something larger.
- AO3 (15) Use of Herodotus, Thucydides, Aristophanes, Euripides, Sophocles and Plato would all be valid. Answers may also refer to archaeological evidence from the period. For the higher bands, however, questions about the nature of the source and how accurate it can be taken to be – eg Thucydides' exclusion of religious motives – should be considered. Answers may also note the paucity of sources in many areas, especially in relation to women's role in and views of religion.
- 15** Do the sources enable us to assess accurately whether the sophists' behaviour and ideas posed a threat to Athens?
- AO1 (15) Accurate recall of Socrates' activities and some of his beliefs is required. The best answers will consider his involvement with Alcibiades and Critias, his period as *epistates* and, perhaps, his actions at Delium. Accurate and full consideration of the content of one work and its significance may also be adequate for the higher bands. Consideration of Socrates' relationship with leading Athenians both philosophically and politically should be rewarded. Reference to the charges brought against him, and their nature should also be well rewarded.
- AO2 (15) Discussion around the word 'accurately' should be well rewarded. Likewise, consideration of the word 'threat', with careful questioning of what sort of threat he might have been. The best answers may draw a distinction between being a threat to Athens as a state, and a threat to the individual leading citizens.

- AO3 (15) Plato and Xenophon, as well as Aristophanes, are essential sources. Simple assertions of the bias of Plato and Xenophon, if not used in argument, should not be well rewarded. However a treatment of their work as a defence of Socrates and his views and the consequential questioning of their reliability should be well rewarded. The nature of Aristophanes' play and its context should also be rewarded if applied to the question. The best answers may include when the sources were written and apply this in their argument.

2463 Source Based Study 2: Roman History

Section A

Roman History 81-44 BC

- 1 'It was Pompey's ambition and self-interest in the 70s BC which destroyed Sulla's genuine attempt to save the Republic'. How far would you agree with this view?

AO1 (15) Answers should show factual knowledge of Sulla's reforms in relation to the activities of Pompey for higher bands; narratives of reforms and/or Pompey's career can be rewarded in 01:

- the tribunate; the ambitious politician/general; the political use of courts; popularity sought through use of state resources; provincial and army power.
- Pompey's behaviour – his demand for a triumph; further commands throughout the 70s, his demand for consulship etc
- Also relevant is some information in relation to the failure of his efforts – breakdown of his reforms in 70s.
- actions of others affecting the reforms

Answers are not going to deal with everything in bands 1 and 2 but information should be focused on the question.

AO2 (15) Answers might deal with some of these:

- a) an assessment of the view: the view of Pompey's aims
- b) the effect of Pompey's actions
- c) how 'genuine' were the reforms
- d) other factors than Pompey.

Reward answers which assess the sources also.

AO3 (15) Sources might provide views on success/failure of his reforms eg

- Suet. DJ 77 – Sulla was a dunce for resigning;
- Cicero de legibus 3. 22 : good idea to curtail the tribunate; reform of courts a mistake (Verres speeches);
- Sallust Cat 36-7 disastrous situation due to Sulla/Sulla's use of army (11); Sallust Histories – speech of Macer on the tribunate;
- Plutarch Sulla on his aims (33); Life of Pompey 21.5 - Pompey restored tribune because it gave him popularity
- Lactor 13 for sources on the reforms themselves.

Reward sources in higher bands (*appropriate*) which focus on the assessment of Pompey and his effect on the reforms; general references to Plutarch *Pompey* are placed in band 4 if clearly identified.

- 2 Was Cicero ever an important figure in the politics of this period?

AO1 (15) Answers should include major points in his career where they relate to events of some importance:

- Roscius trial (Sulla),
- Verres trial (70 BC),
- consulship (Catiline and return of Pompey),
- role in events of late 60s and early 50s until exile,
- governorship of Cilicia,
- civil war, Caesar's death.

AO2 (15) Answers should discuss any of these:

- a) the scale of his involvement in events and not just describe his career
- b) how far he influenced events, decisions, actions of others;
- c) how far he directed events or developed issues, provided solutions;

- d) where his actions changed the course of events;
- e) how far his account of the events exaggerates his contribution (03 also);
- f) how far he himself was the issue.

Reward highly answers which deal with any of these in depth or a number of issues in less detail.

AO3 (15) Sources as evidence eg

- Cicero's own view of his defeat of Catiline compared with Sallust or Plutarch;
- his assessment of himself, his actions and the issues in his letters and speeches (Verres for example);
- evidence of his treatment by others – letters to him/ accounts in Plutarch and Appian

Reward in bands 1 and 2 comparison of sources/ identification of differences.

- 3** 'The contemporary sources are too biased and selective to be of use to the historian of this period.' Is this a fair assessment in your view? You should limit yourself to discussing two sources.

AO1 (15) All the following are relevant: reward good detail – candidates may select their own sources and/or events from the period:

- Information about the sources, authors, context etc is relevant
- references to source material – the more precise the higher the band (03 also)
- factual information on events referred to in the sources.

AO2 (15) Answers should deal with some aspects of the following:

- a) the bias in a source and its effect upon accuracy/credibility
- b) the selectiveness of the information
- c) the value of the chosen sources – some argument for/against their usefulness.

AO3 (15) Answers in higher bands may focus on two sources at the most; there should be some evaluation for bands 3 and above; comparison of precise source-examples and their information should be placed in bands 1 and 2 depending on the detail; general discussion of sources and value is in band 4 without specific citation.

- 4** Who, in your view, was most responsible for the outbreak of war in 49 BC?

AO1 (15) Answers in band 3 might provide a narrative of the events leading up to the war in 49 BC; higher bands for specific information on the responsibility for actions from different individuals/groups – at least two dealt with in depth, but not all for high bands; focus on one aspect in band 3; general, unspecific, but accurate narratives in band 4.

AO2 (15) Answers must focus on responsibility for bands 1-3 and discuss a number of options for high bands:

- a) actions of the optimates and effect on others
- b) the effect of individuals – Pompey, Caesar, Cato etc
- c) the underlying situation/context.

Answers in bands 1-3 should come to judgement about the responsibility based on the specific evidence and discussion; general references to actions and effects in band 3; band 4 for a focus on one aspect.

AO3 (15) There is a fair range of source material to use on the outbreak of the war:

- Caesar – defence of the tribune etc
- Plutarch: Lives: ambitions of politicians/ rivalries
- Suetonius Julius Caesar,
- Appian : the issues
- Cicero- his view of Caesar and Pompey

Answers in higher bands should provide at least limited interpretation of

- the value of the source opinion and the perspective of the author,
- the genre of the work etc.

There should be some specific contrast and comparison for highest marks.

5 How successfully did politicians of this period use religion to achieve their political aims?

AO1 (15) Answers should provide detail of a variety of ways in which politicians used religion:

- use of omens (eg Bibulus in 59 BC),
- position as priests, especially chief priest,
- building of temples etc,
- worship of individuals outside of Rome, association with the divine (eg Caesar's ancestry),
- provision of festivals, feasts at festivals, funeral games (eg Caesar's in 65 BC).

AO2 (15) Answers in band 3 and above should discuss

- a) the extent to which actions such as these were acts of manipulation and were to further their own purposes rather than for religious reasons or as part of their normal practice;
- b) reasons eg Bibulus' aim to prevent Caesar passing laws; use of omens to support aims, gain popularity, advertise wealth and/or status, and others.
- c) issue of success: eg Bibulus failed to stop Caesar

AO3 (15) Sources as evidence should be provided eg

- detail of 59 BC in Appian or Plutarch,
- evidence in Suetonius of Caesar's use of religion; role as chief priest; buildings
- Cicero On Div. 2. 32.70 – usefulness of religion;
- Cicero Ad Att 2.16 – Egypt; Dio 39.15.1 Egypt and oracles; Cic. Ad Fam to Lentulus 1.1
- Plutarch Cato 42. 1 : 55 BC
- Crassus and Syria – Plut Crassus 16 – Ateius tribune; Appian BC 2.18.65 unfavourable omens.

Section B

The Age Of Augustus 31 BC- AD 14

6 To what extent did Augustus overcome the hostility to the idea of a dynasty ruling Rome?

AO1 (15) Factual information might cover:

- the succession and the various methods used by Augustus to present successors to the public
- the means by which the imperial family and succession was promoted.
- the means used to persuade groups and individuals of the benefits of the principate/ dynasty.

- AO2 (15) The focus of the answers in bands 3 and above should be the extent to which opinion supported/accepted Augustus and the dynasty. Issues might include
- a) the success of the propaganda on the successors
 - b) success of the succession practices
 - c) the extent of acquiescence in Augustus' view of the principate and the succession
 - d) the amount of opposition
 - e) the value of the evidence for views about Augustus.
- AO3 (15) Answers in bands 3 and above should interpret the sources for views about Augustus, the imperial family, the succession etc; bands 1 and 2 should compare specific views and evaluate them eg
- Tacitus' view of despotism (Annals 1.3-4); the two views presented in Annals 1.9-10
 - Suetonius Aug. 29 / 62-5 family
 - Velleius' view of republic restored
 - Poets' presentation of Augustus and successors – Virgil, Horace
 - Dio's view of the principate as monarchy
 - art/architecture images of Augustus and family.
- 7** 'Augustus did not care for the Republic; all he was interested in was power for himself.' Do you think Augustus' actions in the period 31 BC to AD 14 support this view?
- AO1 (15) Answers should provide detail of **actions** Augustus took during the reign which indicate concern for the Republic or not: eg trial of Primus, Caepio, Murena; Cyrene edicts; Egnatius affair; succession issue; narratives of his settlements/ powers if accurate in band 3 only.
Answers might include
- the settlements of 27, 23, 19 BC in detail
 - the various powers he held eg right to speak first, edicts as law, censorship powers, control of amenities (corn, water, vigiles etc);
 - reference to republican precedents eg Pompey's consulship and proconsulship, the tribunate, various offices and posts, decrees of the senate, title of princeps senatus etc.
- AO2 (15) Answers might discuss:
- a) the extent of republican tradition Augustus used and his reasons for using them
 - b) the extent of innovation/ unrepublican practice
 - c) the nature of the evidence from source material
 - d) implications in Augustus' actions which indicate his power/position.
- Bands 1-2 where the discussion indicates different points of view and the evidence for them (either modern or ancient).
- AO3 (15) Bands 1-2 for answers which provide conflicting views, with interpretation and evaluation; no higher than band 3 for reference without either of these.
- Res Gestae 34 and other passages;
 - Velleius Paterculus 2.89,
 - Appian CW 5. 130 and poets support the idea of restoration;
 - Tacitus 1.2, 1.9-10 for contrasting views;
 - Suet. Aug. 28,
 - Dio Cassius' view point on a monarchy:); Dio 53.16 control of army and money - Dio 52 .1. - autocracy from 27 BC;
 - Cyrene edicts for example of use of power.

- 8** How successful were Augustus' measures to ensure the loyalty of the army?
- AO1 (15) Specific knowledge of some of the financial and structural re-organisation in terms of a 'full-time' professional army places the answer in a higher band;
- detail of precise changes to the number of legions,
 - command structure, distribution, the position of veterans and release from service.
 - oath of loyalty,
 - pay, the military treasury, and donatives
 - Julian connection etc;
 - the role of military success
- Other possible areas of information: the state of the army at his accession and the problems with command structure, the relationship of the legions to the generals, their loyalties.
- AO2 (15) Answers should consider
- a) the extent of success
 - b) how important a factor the army was to Augustus: its role in the problems of civil war, reduction of opposition, employment, peace and security of Italy and Empire,
 - c) use by rivals
 - d) the effect on his position at least; the importance of military support; the control of command.
- AO3 (15) Support from sources: especially RG,
- Tac. Annals on 'seducing the legions',
 - Suetonius 19,
 - Dio 55. 23-4,
 - Tacitus Annals 1. 17, 21, 25 on mutinies after his death.
- His success should be measured against what he and others say for higher bands to evaluate the information.
- 9** In what ways and with what effect did the role of the Senate change with the creation of the Principate?
- AO1 (15) Answers might give details of the various roles of senators:
- legislation, the mint; public executions, minor judges;
 - providing curators viarum, aquarum, riparum Tiberis, courts, records, temples, public works,
 - 10 centuries of senators and equites elect magistrates (Lex Valeria 5 BC);
 - 4 BC repetundae held before senate in prelim hearing;
 - met envoys of kings etc;
 - right to choose emperor (possibly);
 - imperial administration – senatorial provinces.
- Answers should include precise examples for the high marks
- AO2 (15) Answers should provide balanced discussions for bands 3 and above
- a) the extent of change
 - b) the effect on the Senate of the principate:
 - c) change in political activity for senators - no longer could gain power; independence lessened; it does more under Augustus in administration; use of administrative rather than executive role.
- Answers which argue only that it lost power etc in bands 4 or below depending upon the detail.

- AO3 (15) Source material for the role of the senate and/or change needed for higher marks; reward specific comparisons and assessments of value in bands 1-2:
- Suet. Aug. 54, 35, 37 on independence, council, new offices- public works, buildings, roads, aqueducts, Tiber, grain dole;
 - Velleius 2. 89 its authority;
 - Dio 53.21.7 the senate continued to sit in judgment, transacted business with embassies;
 - RG 34 grants of powers and honours by the senate;
 - Tacitus 1.1-2, 19-10 sees it as servile and powerless etc.

10

How successful were Augustus' policies for controlling the urban population?

- AO1 (15) Answers should include some of the following means of keeping the urban plebs under control/ contented:

- supply of corn and improved trade, fleet of transports; piracy ended, peace maintained etc;
- water supply – aqueducts, sewers, prevention of flood; rebuilding of aqueducts, baths,
- provision of entertainments;
- praetorians/ vigiles; lawlessness controlled; suppression of riots; dissolved workmans' guilds;
- employment on buildings;
- use of colonies to lower Roman population: 120, 000 veterans settled by 30 BC; 28 colonies (RG);
- laws on slaves and freedmen slaves;
- propaganda

There is a wide range of material – high bands for specific examples of some of these.

- AO2 (15) Answers for bands 1-2 should consider both sides of the issue:

- a) the extent of success
- b) how the measures lessened the problem: increase in trade and mobility ; protection against fires and flood; employment on buildings and opportunities for jobs; some control over numbers in Rome and access to citizenship; less criminal activity

not always successful:

- c) food supply and fire; policing not perfect; riots in 19 BC; fires and flooding.

- AO3 (15)
- Suet. 43 4 shows in his own name and 23 in names of city magistrates; Suet. 38 acts against lawlessness; 40 restrictions on creation of new citizens; 48 distribution of Egyptian loot; frequent largesse to the people; cheap or free grain in times of shortage; 30 division of city into wards with magistrates and supervisors; organized fire stations; repair of roads; 28-9 buildings
 - Dio 49.43.1-4 Agrippa – aedile – repaired buildings, streets, sewers; distributed oil and salt; free baths; festivals; tickets to theatre;
 - Hor Odes 4.5.19 seas made peaceful;
 - RG has a number of examples of his 'improvements'
 - Tac Ann 2. 59 / Dio 51.17. 1 difficulties with the population; grain supply.

Section C

Roman History AD 14-68

11 How effective an emperor, in your view, was Tiberius?

AO1 (15) Factual knowledge on a number of aspects of administration:

- the City of Rome and amenities eg water supply, grain supply etc,
- financial issues, taxing the provinces,
- corruption, control of agents and magistrates,
- the courts;

precise examples needed for higher marks –

- changing electoral system in favour of the senate,
- control entertainments,
- long governorships (Poppaeus Sabinus in Moesia);
- some problems in provinces due to treatment (Gaul, Africa);
- lack of spending slowed down the economy; failure to control use of courts.

AO2 (15) Balanced discussions for highest marks with evidence; generalizations about Tiberius' actions, the extent of trials or his reputation should be rewarded band 4; Issues involve eg

- a) his lack of innovation,
- b) over-cautiousness;
- c) sound financial administration;
- d) control of corruption etc.

Judgements needed for higher bands either for or against Tiberius.

AO3 (15) A wide range of source material is available eg

- 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';
- Dio 57.10 comment on excessive taxation of Strabo;
- Velleius on the cities of Asia and the provinces.
- Tacitus Annals 4.6 when the rule began to deteriorate.
- corn supply maintained (Suet 37, Tac. 4.27), control of flooding, actions over fires in 16, 27, 36.

Reward comparison of source views in bands 1 and 2/ use of material other than literary sources.

12 Do you agree with Nero's view that Claudius had been 'a doddering old idiot' (Suetonius, *Nero* 33)?

AO1 (15) Answers should include a range of examples of Claudius' actions and/or character as emperor: specific examples might range from

- military (Britain, ending of the Scribonianus mutiny, activities in Germany, relations with army or praetorians),
- administrative (reorganisation of secretariat, use of equestrians, freedmen),
- social (inclusion of Gauls, reforms of slave laws),
- economic (actions to improve trade, grain supply etc),
- political (relations with senate, control over wives and freedmen etc);
- his characteristics/ behaviour – especially the image in the sources : drunkard, womaniser, forgetful, bloodthirsty etc

Answers in bands 1 or 2 need not deal with all but enough to show well-organised and supported judgements on Claudius.

Answers might focus on his character rather than his actions as emperor.

Information on the context of the quote should be rewarded/ Nero's intention etc

NB This is not a question about wives and freedmen – they form only a small part of the answer.

- AO2 (15) Answers should deal with Nero's opinion for bands 3 and above: higher bands depending upon the detail of government discussed. Answers might deal with
- the generally dismissive view of the sources: the image they present
 - the value of Nero's view.
 - the contrast between the factual information and the judgments in the sources.
- AO3 (15)
- Tacitus Annals for the second half of his reign –Gauls, problems with Messalina and Agrippina/ his lack of control but also good decisions regarding frontiers and imperial admin.;
 - Suetonius for most of the reign for examples of his legislation, actions and reforms, dealing with plots – above band 4 there should be some awareness of his genre, and selection and lack of judgement in places (eg Britain);
 - Dio Cassius for invasion of Britain, dependence on freedmen, laws etc
- The general criticism of his blood-thirstiness, cruelty, control by wives and freedmen should be dealt with and not accepted as fact for bands 3 and above.
- 13** How useful are the sources for our understanding of the development of the imperial cult during this period?
- AO1 (15) For high bands information from two areas is needed
- Examples of development of the cult (or rejections of attempts to worship)
 - Tiberius' attitude to requests from Baetica and Asia;
 - Gaius' acceptance of the role, appearance as various gods;
 - Claudius use in provinces (eg Britain);
 - Nero as Apollo on coins and statues etc;
 - examples of sources to support the factual information (03 marks also).
- AO2 (15) Answers must for bands 3 and above;
- interpret the evidence/ evaluate and develop the idea of development: issues might include –
 - the difference between Rome and the provinces,
 - between the classes of Romans and non-Romans,
 - attitudes among emperors towards the cult;
 - the value of the source-material as evidence – a stereotypical criticism of bad emperors?
- Discussion of the cult during the period in band 4.
- AO3 (15) Examples of evidence in literary sources:
- Tac Ann 4. 38 Tiberius' misgivings about cult; 4.37 Baetica cult refused;
 - Dio 57. 9 went ahead anyway;
 - Gaius : (Gaius 22.1-2; Dio 59. 28.5) ; priesthood - Caesonia
 - Claudius (Dio 59.28.5-6); Tac. Ann. 14 Boudicca and temple
 - Nero: coin with Apollo-Citharoedus on reverse (Suet. Nero 25).
- Reward ref. to inscriptions, dedications and structures indicating worship which are interpreted sensibly in band 3 or above.

- 14 How successful were the emperors in gaining and maintaining the support of the ordinary citizens of Rome? You may limit yourself to discussing two emperors if you wish.

AO1 (15) Answers should detail a variety of ways:

- entertainments-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;
- food supply; water; bath houses;
- protection from disasters eg fire, flood etc; better living conditions – safer regulations for buildings, movement in Rome,
- policing etc; protection through laws eg freedmen as partial citizens.
- Gifts : money: Claudius frequent (Suet Cl 21) ; Caligula – 1000 HS to guard; 500 HS to urban cohorts;

answers depend on emperors chosen but there should be specific examples of action by emperors for band 3 and above; generalised accounts indicating emperors provided entertainments, food etc are worth no more than band 4. Reward answers which differentiate between men and women, free and freed.

AO2 (15) Answers in bands 3 and above should discuss the following with regard to different groups:

- a) the **extent** of success in **both** gaining **and** maintaining support
They might also consider:
- b) different effects among different groups ;
- c) differences in approaches and means between emperors.

Answers which discuss the means/ effects of measures in band 4 if they do not assess success.

- AO3 (15)
- Juvenal 10 78-81 bread and circuses; Fronto Roman people above all held fast by two things, grain supply and shows;
 - Suet Cl. 18 always gave care to supply of grain- 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 veritable rivers flow through the city; almost every house has cisterns, pipes; guards appointed to prevent illegal use;
 - Claudius: inscription AD 46 dug channels from Tiber to the sea, freed city from danger of floods.

Good use of sources interpreted for the issue of support.

- 15 'It is surprising, in view of its record of failure, that the Julio-Claudian dynasty survived as long as it did.' How far would you agree with this view?

AO1 (15) Specific detail of the successes or failures of some of the emperors needed for the answer in bands 3 and above: candidates may choose to discuss either or both;

- Tiberius' problems with Germanicus, trials, Sejanus, the Senate; financial success etc
- Gaius' inconsistency, wastefulness, alienation of senate and army
- Claudius' invasion of Britain, successes in administration, alienation of upper classes
- Nero's good 'five years' ; obsession with acting etc, trip to Greece, failure to deal with threats.

- AO2 (15) Discussion for higher bands should present a balance and a judgement on the question; a focus on specific factors keeping them in power should be rewarded;
- a) importance of the support of the army
 - b) the relative weakness of the opposition
 - c) success of emperors' policies in gaining support
 - d) how far successes outweigh failures
- etc.
General overview of the period, focus on either successes or failures, lack of balance in band 4.
- AO3 (15) Sources vary in their views of the emperors:
- Tacitus' presentation of Tiberius' reign/ Nero's reign as reigns of terror and disasters.
 - Suetonius focuses on character but identifies both good and bad aspects.
 - Velleius: generally favourable to Tiberius
 - Dio: some balance in Tiberius and Claudius.
- Candidates will need to provide specific examples, evaluated for bands 1 and 2; general descriptions of sources' views in band 3 if accurate.

2464 Source Based Study 2: Roman World

Roman Britain AD 43 – c.160

- 1 To what extent did events in Britain itself lead to Claudius' decision to invade in AD 43?
- AO1 (15) Reward information deployed to focus on the question. There should be a clear appreciation of events and political change in Britain, with specific information and examples, for high marks to be awarded in AO1: eg tribal rivalries, the spread of Catuvellauni influence; death of Cunobelinus, the importance of Verica seeking direct support from Claudius following the death of Cunobelinus, reinforced by knowledge of pro-Roman or at least co-operative British régimes prior to Verica's direct appeal. Information should focus on the demands of the question, and the British situation should be compared with the other reasons offered by Claudius, eg the need for a quick triumph to secure his position, and to give the army something to do (danger of mutiny – or proposal of yet another emperor); the need to restore credibility to the imperial system: cf. Caligula and his problems.) Resources and possible revenue. NB the focus of the question is clearly on motivation/ causation; accounts which go beyond AD 43 and the decision itself need to use this material in a way relevant to the terms of the question.
- AO2 (15) There should be a clear focus on the stated and underlying reasons for the invasion, with a supported and clearly defined judgement on 'to what extent'. Answers which simply list factors without arriving at a clear conclusion however limited should not be rewarded above Band 4. Refer to the mark grids for an OVERALL view of the whole answer when awarding marks under this heading.
- AO3 (15) Literary or archaeological support should be deployed in all parts of the answer: the archaeological elements may be more to the fore in some aspects (eg coin evidence demonstrating Romanization of southern tribes/ burial goods showing links with Roman traders), but Tacitus *Agricola* and Dio are the principal sources about the event itself, with Suetonius offering some other detail, and Strabo providing evidence about economic advantage – reward the use of any sources provided it is used to indicate the plausibility of factors cited as required, and especially if treated critically – eg the possible unreliability of Dio, the survival of pro-Claudian material in official records available to Suetonius, and so forth.
- 2 What factors best explain the rapid growth of towns in Roman Britain before c. AD 100?
- AO1 (15) There should be a clear appreciation of the scale of the growth of urban life and the reasons for its growth, with specific information and examples, for high marks to be awarded in AO1: eg the importance of client kingdoms and the pro-Roman attitudes of some sectors of British elites; the presence of the military, leaving behind settlements (Isca) and the presence of colonies; the growth of trade, leading to London (not originally provincial capital, but probably becoming so after AD 60-61). Information should be included on the whole period specified; answers which are imbalanced or which focus only on one or two sites should be rewarded with marks in bands 4 or 3 only.
- AO2 (15) There should be a clear focus on the terms and scope of the question, setting out reasons for the growth of towns; the different factors need to be addressed and compared, with a supported conclusion explicitly made, for

marks in the highest bands. Give credit to candidates who try to address 'rapid growth', using support from specific towns.

- AO3 (15) Evidence from the sources should be deployed critically and used to support the arguments. Written evidence (eg *Agricola* and the accounts of Boudica's wave of destruction) may be used, and expect reference to the substantial available archaeology (provided it concentrates on urban life – not villas!) – there may be some thoughtful use of 'new' material or local sites which will need careful consideration, perhaps highlighting the 'spurts' in growth which occurred in some places, or contrasting the rise of settlements which grow up around military installations, which may be contrasted with towns properly considered (eg Wroxeter, London – numerous examples possible).

- 3 'The Romans had no choice but to change their policy in Britain after Boudica's revolt.' How reasonable an assessment do you think this is of Roman policy after AD 60-61?

- AO1 (15) This is a broad question and the best answers will include details of policies both before *and* after the revolt. Weaker attempts may get bogged down in lengthy narrative of the revolt itself. The early period may highlight differences in policy between the various governors and will place them in a firm context, showing different policies exercised by each; these may be based on the brief account in *Agricola*, expanded for 47-52 (eg Aulus Plautius followed by pro-active Ostorius Scapula, and then the elderly Aulus Didius' holding operation. After Boudica the more conciliatory policies (notes in *Agricola* for that governor but likely to have commenced sooner in some places) should be noted.

- AO2 (15) The best answers will highlight the differences in policy and approaches of the pre-and post-revolt periods. Narrative discursions which do not specifically focus on differences in policy should not be rewarded above Band 4. There should be specific support and reference to the activities carried out in each period as exemplified in AO1/ AO3.

- AO3 (15) There is a wealth of source material to choose from which should be deployed judiciously to illustrate policies at different times. There should be a critical appreciation of the sources, especially the panegyric/ laudatory focus on *Agricola* in the work of that name, with the possibility that here Tacitus deliberately understates the achievements of other governors; elsewhere, tensions between governor and procurator may be highlighted (Tacitus *Annals* 14:38, Dio 62:2); if these are used they should be set in the context of policies and attitudes of governors. There should be some clear evaluation of the differing approaches of governors – some harsh and hostile (Paulinus – fairly neutral in Dio, displaying determination but bad tactics in Tacitus), some dilatory (Gallus, Turpilianus) and one even afraid of his own army (Trebellius Maximus). Clear and accurate use of sources is needed for marks in the highest bands.

- 4 How trustworthy are Tacitus' accounts of *Agricola*'s achievements in Britain?

- AO1 (15) Good answers will demonstrate a secure knowledge of the relevant events in *Agricola*'s spell(s) in Britain – perhaps detailed comment on *Agricola* 21, or discussions of his portrayal in positive terms as a military leader (with credit under AO3 where detailed use is made of the source); better answers will focus on selected events, allowing room for detailed discussion (and marks in AO2). There may also be some appreciation of T's own position as a writer and the expressions of his own frustration during the rule of Domitian which is recorded in *Agricola*.

- AO2 (15) The best answers will evaluate 'trustworthy' and may compare and contrast T's views in the *Agricola* with some of his other material and with other writers; also discussion comparing admiration of his father-in-law with other governors who are given a less positive presentation. Weaker answers may struggle to develop supported conclusions and limit their responses to narration. For marks in higher bands there should be specific support and reference to each event, as exemplified in AO1/ AO3.
- AO3 (15) High bands in this AO will require careful and accurate treatment of Tacitus' works and/ or other authors; there should be a critical appreciation of the sources, perhaps noting that in the *Agricola* Tacitus deliberately understates the achievements of other governors (ie personal position, not just politics at Rome may shape his selection and presentation of material!). Credit may be given to candidates able to deploy archaeological material (London, St Albans eg) which indicates that Romanization began earlier than Agricola's governorship -or (for example) Carlisle, where dendrochronological evidence shows an advance to the north before the account in *Agricola* – though this needs to be weighed carefully and placed in context.

5 Why, in the period c. AD 96 – c.160, did the Romans move the northern frontier so often?

- AO1 (15) The best responses will have to address a considerable period of time, with three main locations for the frontier clearly identified, and explanations for the first two being good choices at one time and then being superseded. Detailed treatment should be expected of the Tyne-Solway line, with the eventual establishment of the line of forts along Stane Street; the final decision to (literally) set the frontier line in stone by Hadrian, with discussion about the development of the wall itself; then the further changes in circumstance and policy in the time of Antoninus Pius. Answers which focus only on the wall(s), and do not attempt to address the whole period, should not be rewarded with marks above band 3. Conversely, answers which explore the likely causes for the establishment of the frontier positions – geographical, political, logistic – from a theoretical perspective must be rewarded appropriately in this category.
- AO2 (15) The likely *reasons* which lie behind the movement of the frontier need to be weighed and evaluated appropriately; reward all judgements and examples of causation appropriately applied according to the mark grids. Reward conclusions reached with clear supporting evidence from the walls and/ or their context. The ways in which they may be used to draw up conclusions about imperial policy, and links with other sources, should be examined in answers which merit marks at the highest levels. Poorer answers may focus on one wall only; these, and simple juxtapositions of descriptions of the walls should be limited to lower bands (4 and below) in AO3.
- AO3 (15) There is limited literary source material for this topic, and it should be mined as far as possible; there is a copious amount of archaeology, and this needs to be used selectively, with an appreciation that its interpretation is not always clear (despite occasional assertions to the contrary). Reward comments which illustrate ambiguities in the evidence, as well as the short-term changes which have been identified from parts of Hadrian's Wall (gatehouses, provision of vallum, etc.) Purposes should be identified from the construction of each; provision of forts; gatehouses; the delineation of a 'military zone' behind Hadrian's Wall; likely garrisons; the nature of the peoples in whose territory they were planted and their attitudes to Rome (friendly/ hostile/ plundering); forts positioned in advance of each wall; reward identification in changes of imperial policy from the literary evidence.

2465 Thematic Study 2: Greek History

Section A

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

- 1 Discuss the various reasons for the ending of tyrants' rules in different cities during this period.
 - AO1 (10) Hippias should be mentioned, along with other examples such as Psammetichus, Polycrates and Aristagoras.
 - AO2 (20) Good answers will explore a variety of reasons: political (new rich, lower classes gaining in confidence, disenfranchised aristocrats), personal failings of individual aristocrats, military (with Sparta against Hippias, Corinth against Polycrates). Answers which note that tyranny could be said to contain the seeds of its own destruction in its beginnings, as it establishes the precedent that the people can overthrow a ruling family, should be rewarded.
 - AO3 (15) Possible points: Herodotus puts emphasis on the supernatural and on foreign intervention rather than internal discontent. Aristotle, naturally, focuses more on constitutional matters.

- 2 How much did tyrants contribute to the economic and political development within the Greek world in general throughout this period?
 - AO1 (10) Public building works such as the diolkos and Samian engineering projects. City festivals such as Athens' Panathenaia and Great Dionysia. Cultural developments: Cleisthenes' of Sicyon's dramatic festivals, Pisistratus' dramatic festivals and recension of Homer. Competitive displays of power and wealth to other Greek cities, especially at Delphi. Expect a range of examples and tyrants.
 - AO2 (20) Economic: encouragement of commerce. Political: erosion of nobles' monopoly on power, increasing power of new rich, beginnings of power of lower classes as importance of ships increases. Emphasis (especially in religion and culture) on the city as a whole, and the urban area as the centre of the states. Very good answers may discuss development of stronger sense of Greek world as a whole.
 - AO3 (15) Herodotus has very little to say on positives (acknowledgement that Pisistratus had his good points, but achievements of Cypselus and Periander are ignored). Aristotle arguably more even-handed.

- 3 How useful are the sources in helping us to understand how tyrants came to power in various cities throughout this period?
 - AO1 (15) Some detail should be expected of Pisistratus' manoeuvrings. There must be other examples for good marks, eg Cypselus, Polycrates (not mentioned in the parts of Herodotus prescribed in 5.16.1.2, but knowledge of him, and of what H. says about him, can be expected given the content prescriptions in 5.16.1.1).
 - AO2 (10) Answers should explore a range of issues: weaknesses in the existing regimes, ability of aspiring tyrants to gather supporters because of political/military discontent, military and financial support from other states, successful use of propaganda, exploitation by aspiring tyrants of high reputation from their earlier achievements.
 - AO3 (20) H. focuses on use of propaganda, manoeuvrings among individual politicians and families, and foreign support. Very good answers might note the prominence of Megacles the Alcmaeonid and the support of Thebes in

his account of Pisistratus' rise to power, and discuss the reasons for this. Aristotle gives much more of the economic background to the rise of tyrannies, especially in Athens.

- 4 How reliable are Herodotus' accounts of the ways in which various tyrants tried to keep hold of power during this period.
- AO1 (15) Mention of Pisistratus, Cypselus and Periander is essential; some mention of Cleisthenes of Sicyon and Thrasybulus of Miletus may be expected; good answers may also mention Polycrates.
- AO2 (10) At least some of the following: persuasion/coercion (eg taking of hostages), exploitation of political/ethnic rivalries, veneer of constitutional respectability, satisfaction of economic/political expectations of their supporters, use of religion for political ends.
- AO3 (20) H. puts great emphasis on what might be considered negative methods: taking hostages, Pisistratus' exploitation of his bodyguard, murder of relatives and sheer luck (Polycrates), ruthless suppression of aristocrats through killings, confiscations and exile, getting rid of all potential rivals (the Thrasybulus anecdote). Good answers will note that more positive ways tyrants kept themselves in power (by military success and successful economic measures) hardly figure.

Section B

Sparta in the Greek World, 520-400 BC

- 5 How did the balance of power between Ephors and Kings change during this period?
- AO1 (10) A thorough account of the ephors' and kings' constitutional powers should be expected. Good answers will note that, given the state of the evidence, we know very little of the chronology of any changes.
- AO2 (20) The relationship between the power of ephors and those of the kings should be explored, perhaps especially in relation to the reigns of Cleomenes, Pleistonax, Archidamus and Agis and the regency of Pausanias. Candidates may be rewarded for making comparison between ephors and Roman tribunes, provided that this comparison is not pushed further than the evidence can support.
- AO3 (15) Herodotus does not offer much, though some very good answers might note that the story of Cleomenes rebuffing Aristagoras contradicts other evidence that foreigners reported first to the ephors. Thucydides' account of the debate on going to war in Sparta should be mentioned, and critical analysis of how Thucydides uses speeches is to be expected. Plutarch (eg the 'not kings but kinglets' anecdote) and Xenophon can be usefully brought in.
- 6 To what extent was the Spartan educational system responsible for Sparta's position within the Greek world throughout this period?
- AO1 (10) Detail given of the educational system and its peculiarities will be rewarded, as will knowledge of relevant historical events. Candidates should show a clear sense of what counts as part of the 'educational system' and what (eg messes) does not.
- AO2 (20) Better answers will note that the question allows candidates to argue that Spartan education could hold Sparta back as well as confer advantages. Positives might include discipline and endurance, negatives inflexibility and lack of diplomatic skills. Good answers will discuss the meaning of 'position' in this context.

- AO3 (15) Xenophon and Plutarch offer more than the prescribed H. and T., with X., through his two sons, getting closer to inside knowledge than anyone else writing about Sparta. H. on Spartan qualities shown at Thermopylae may be useful. Good answers will make use of the Corinthians' criticisms of Sparta in T. and T.'s view of Brasidas as untypical, with implied criticism of gaps in Spartans' education ('he was not a bad speaker, for a Spartan') – cf. Funeral Speech.
- 7** How useful are Herodotus and Thucydides in helping us to understand the changing relations between Sparta and Corinth throughout this period?
- AO1 (15) Relevant events include Corinth's refusal to reinstate Hippias, tensions over Aegina before Xerxes' invasion, First Peloponnesian War and Thirty Years' Peace, Samian revolt, events leading to the Peloponnesian War, fall-out over Peace of Nicias, Gylippus in Sicily.
- AO2 (10) Candidates should show an awareness of how the Peloponnesian League worked and relevant factors in the relationship, eg Spartan dependence on Corinth's naval power and wealth.
- AO3 (20) Possible points: does H. exaggerate Corinth's idealism over Sparta's attempt to reinstate Hippias, and their influence (was Demaratus' dissension more important in the failure of the expedition?). Does T. exaggerate Corinthian influence on Sparta?
- 8** How reliable are Herodotus' and Thucydides' accounts of Sparta's strategy in the Persian and Peloponnesian Wars?
- AO1 (15) Both Persian Wars and Peloponnesian War should be discussed in reasonable detail, rather than one in depth and one in passing.
- AO2 (10) Variation in strategy should be explored, eg combined land/sea operations in the Persian War, Brasidas' campaigns taking the war to Athens and using more light-armed troops.
- AO3 (20) Possible points: does H. emphasise Spartans' moral qualities rather than their tactics? Does he exaggerate the influence of Athenians on decision-making in the Persian War while playing down Sparta's role as overall leader? Does T. have a special insight into battle tactics because he had been a general? Does he (for his own reasons) exaggerate the difference and superiority of Brasidas as compared to other Spartan generals? Does he have an Athenian's bias?

Section C

The Development of Athenian Democracy, 508-399 BC

- 9** How much change was there in the power exercised by the Assembly (*Ekklesia*) within the Athenian political system during this period?
- AO1 (10) The constitutional position of the Assembly should be mentioned, in particular its relationship to the Council. It is essential for answers to mention Ephialtes' reforms and the Arginusae trial for high marks.
- AO2 (20) The best answers will deal with the contrast between *de iure* and *de facto* power, noting that the constitutional position of the Assembly does not change over the period, except for Ephialtes giving it some of the Areopagus' powers in the late 460s, and exploring how far at different times the Assembly asserted its constitutional superiority over other institutions and over individuals. The relationship between the Assembly as a whole and the speakers who addressed it should be explored (with the introduction of the *graphe paranomon* as a check on proposers of bills, and a discussion of whether, and how, this could be seen as replacing ostracism). The checks introduced after restoration following the Thirty Tyrants should be explored for high marks.

- AO3 (15) ARD section on Assembly and 325 (Xenophon on the generals' trial). Political views of Thuc, Xen, etc. must be addressed for high marks.
- 10** How far did the rights and responsibilities of the ordinary Athenian citizen change during this period?
- AO1 (10) Should be mentioned: changes to Council under Cleisthenes, reforms of Ephialtes, administrative boards, jury service, payment for various duties introduced at different times, military service, opening up of archonship (expect knowledge of the property classes).
- AO2 (20) Examination of Pericles' citizenship law and its relevance should be rewarded. Answers should examine closely just how much of their time and energy citizens were expected to expend on political duties.
- AO3 (15) The extracts from *Athenian Constitution* in ARD are key texts; the Funeral Speech and the *Apology* are also useful. A critical attitude towards the authors' 'agendas' is to be expected for high marks.
- 11** '[The common people of Athens] do not allow public ridicule or abuse of the common people... [but] they encourage [ridicule of] individuals' ('Old Oligarch'). To what extent do the sources support this view?
- AO1 (15) Some knowledge of the expectations of what comic playwrights might say at the festivals is to be expected, and awareness of Athenians' litigiousness, in relation to abuse of individuals.
- AO2 (10) Attitudes to 'The People' among Athenians should be explored.
- AO3 (20) Although credit should be given to those who make clever and relevant use of Thuc. and of the O.O. himself in their answers, the obvious text to explore is *The Knights*. Is the democracy mocked, or just individuals, as the O.O. suggests? The scene between Demosthenes and the Sausage Seller should be examined, and the scene where the Sausage Seller reports his duping of the Council. Candidates cannot be expected to examine the ending of the play (it is not prescribed), but should be rewarded if they do.
- 12** To what extent is Thucydides' account of the decline of political leadership after the death of Pericles accurate and justified?
- AO1 (15) Candidates should deal with not just Cleon but also others such as Nicias, Alcibiades, Hyperbolus and Cleophon, and compare their political and military records in detail with Pericles and earlier politicians, for high marks.
- AO2 (10) Candidates should challenge T.'s judgements on a range of issues. Was Pericles really so politically invulnerable (what about trials of Phidias and Aspasia)? Would Pericles himself not have changed his strategy to a more aggressive one as time went on? Were political, rather than military, errors really responsible for the failure of the Sicilian expedition? But evidence in support of T.'s contentions should also be examined, eg the trial of the generals.
- AO3 (20) T.'s general attitude to democracy and to social class needs to be examined. The best answers might note that the desire to blame politicians rather than generals for defeat in the war may not be unrelated to the fact that T. was a general. Mention of sources that support T.'s overall view, such as Aristophanes (to some extent, though he also mocks Pericles in *Peace*), Xenophon and Plutarch, can be rewarded, though account should be taken of their own biases, and, in the case of the latter two, the fact that they may be directly influenced by Thucydides. The best answers may note the lack of surviving comic, satirical writing on Pericles, aside from brief mentions in Aristophanes and a few fragments.

2466 Thematic Study 2: Roman History

Section A

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

- 1 Explain why the empire expanded more quickly at some times than at others during this period.
 - AO1 (10) Answers should demonstrate a secure grasp of relevant dates to achieve high marks. Relatively slow expansion up to 74BC and rapid expansion from then on at least until the late 50s must be addressed.
 - AO2 (20) A variety of possible explanations should be explored for higher marks: ambitions of individual senators; search for security against pirates and Mithridates; willingness of equestrians and People to push decisions through the Assembly in defiance of the Senate (and of tribunes, pursuing their own or others' political agendas, to take proposals to them). Civil war slowed down expansion at the end.
 - AO3 (15) Plutarch and Suetonius on individuals' ambitions (the best answers will explore their lack of interest in other factors); Caesar's Gallic War both reveals his personal ambition as a cause of expansion and tries to suggest other reasons for the attack on the Gauls. Cicero's letters.

- 2 How easy was it for provincials to obtain justice throughout this period?
 - AO1 (10) Certainly running of the courts in Rome and composition of the juries must be mentioned, with some specific cases for high marks (eg Rutilius Rufus, Verres). *Imperium* should be defined in relation to governors' position. Tax collection systems should be mentioned. The best answers will explore the different statuses of different communities and therefore of different provincials.
 - AO2 (20) In the courts in Rome, senators could look after their own, equestrians could protect the interests of the *publicani*. Governors could not be prosecuted while in office; prosecutions had to take place in Rome, and a Roman lawyer willing to take the case on had to be found. Even a successful prosecution might lead to just a luxurious exile for the guilty governor (eg Verres), though that could have been a real deterrent for a politically ambitious man. There was no court for *publicani*. Good answers will note that control of much of the legal system within the provinces did remain in provincials' hands; when Roman citizens were involved things were trickier.
 - AO3 (15) Cicero is the most obvious source, both the speeches (particularly the Verrines) and the *Cilician Letters*. Credit those who are able to cite other relevant sources (eg bits of Plutarch, Sallust).

- 3 How far do Cicero's *Cilician Letters* help us to understand how Roman rule affected the provincials financially throughout this period?
 - AO1 (15) There is much in the letters about billeting, governors' and staffs' expenses, *publicani* (though little directly about tax rates), loans at high rates of interest (connected with Roman rule because made by Romans and Roman power brought to bear in enforcing collection). Caesar's legislation attempting to limit governors' financial expenses/exactions should be mentioned.

- AO2 (10) Candidates should consider how much all the issues above affected most individual provincials. The best answers will look at evidence for how typical and complete a picture the letters (concerning Cicero's twelve-month governorship) give of conditions throughout the period in the whole empire.
- AO3 (20) Cicero's presentation of himself as unusually thrifty (with the implication that usually provincials suffered much more financially from Roman rule) needs to be examined carefully, as does his handling of the Brutus/Scaptius issue. Sallust could be cited.

4 How useful are Cicero's *Cilician Letters* in helping us to assess how much power governors had throughout this period?

- AO1 (15) Governors had *imperium*, but Sulla and Caesar's legislation should be mentioned. A clear account of governors' military, judicial and financial powers (the last very limited) is to be expected.
- AO2 (10) Governors needed to inform Senate of military activities. Had to keep client kings, *publicani* on side. Made many legal decisions, but some communities had considerable independence. Governors often constrained by need to please their *amici* back in Rome.
- AO3 (20) All the above points are well illustrated in the letters. Brutus/Scaptius affair shows the competing pressures on a governor. The best answers will explore how typical this governorship was: Cicero had limited military resources; was this famous lawyer given more cases to judge than other governors?

Section B

The City of Rome 33 BC –AD 117

5 Assess the differences between the building programmes of the emperors throughout this period.

- AO1 (10) Augustus' temple building and restoration, building/restoration of political buildings (Senate house, *saeptra*, *rostra*), buildings in the fora. Buildings for him and his family (Mausoleum). Tiberius' alleged neglect. Caligula's alleged eccentricities in his buildings. Claudius: aqueducts and Ostia. Nero's Golden House and policies following the fire. Vespasian: Colosseum and other carefully judged projects. Domitian's grand palace. Trajan's shops and forum, with libraries.
- AO2 (20) Was there less emphasis on religion as time went on? Extent of commemoration of military successes seems to vary. Trajan perhaps brings both learning and commerce more openly to the fore. Not every emperor needs to be considered, but those who dwell too exclusively on Augustus are clearly not answering the question.
- AO3 (15) *Res Gestae*; Suetonius (praise for Augustus, Claudius and Vespasian, criticism of others). Details of buildings themselves.

6 To what extent is it possible to divide the rulers of this period into good and bad emperors by examining their policies concerning the city of Rome?

- Policies on buildings, water supply, food and money distribution, entertainment, religion in Rome and law and order need to be mentioned.
- AO1 (10)
- AO2 (20) Motives for various policies need to be examined, along with emperors' own use of propaganda and 'spin'.

AO3 (15) *Res Gestae*, Suetonius, Tacitus. The question invites critical use of the sources. Was the Golden House just built for selfish reasons? Were some emperors really so much more luxury-loving and unconcerned about the people's desires and needs than others?

7 How much does Juvenal's *Satires* 3 help us to understand tensions between different ethnic groups within Rome throughout this period?

AO1 (15) References to buildings such as synagogues and temples of Isis in Rome (and archaeological evidence from Ostia and Pompeii), along with the NT and mention of Christians in Tacitus, show that there was much immigration, as you would expect in a large trading city.

AO2 (10) We don't hear of riots such as those in Alexandria, but with all the poverty there must have been tension. The visceral dislike of powerful freedmen in Tacitus and Petronius may have an ethnic dimension (such freedmen were usually Greek-speakers).

AO3 (20) It should be noted that there is no obvious condemnation of the Jewish squatters in the old spring (the point seems rather to be the Romans' neglect of their own sacred places); it's the unpleasant bully, not Juvenal or Umbricius, who sneers 'What synagogue do you doss in?' As always, it should be noted that it is 'Umbricius', not Juvenal, who launches into the diatribe against the Greeks or Greek-speakers – are these Juvenal's own attitudes? What does he expect his audience's attitudes to be?

8 How useful and reliable are Juvenal's *Satires* 3 and Horace's *Satires* 2.6 as evidence of how powerless the people of Rome were throughout this period?

AO1 (15) There were no more elections after Augustus. People collectively could only make their feelings known by chanting at the games or rioting. An individual would have had great difficulty making clear his views (if it was *her* views, a hundred times more so); there were really no channels for doing so. Vast gap between rich and poor.

AO2 (10) Patron-client system meant that there were people standing between ordinary people and the most powerful (so, in Horace, people pester him because he's the client of a client of the emperor – he's the most powerful person they have a chance of seeing, but he's at least two steps away from the real power). Poverty led to helplessness and dependence. The best answers will consider whether the lack of constitutional power really meant that the people had no influence.

AO3 (20) No-one will listen to a poor client, says Umbricius. Money is the only thing that counts, and those without it do not count with anyone. Juvenal exaggerates for effect; did he know how ordinary Romans felt? Horace is making himself look important. Good answers will note that the writers come from the two ends of the time period.

Section C

Emperors and Empire AD 14-117

9 How different from one another were the emperors of this period in their attitudes towards the expansion of the empire?

AO1 (10) Tiberius did not expand. Caligula tried to. Claudius did, but also continued to use client kings. Nero settled for diplomacy in the East. Vespasian and Domitian expanded in the Rhine/Danube area. Trajan expanded across the Danube and in Mesopotamia. Caligula in the north-west, Nero in the East and Domitian in Dacia were thwarted. Trajan was not expansionist in Britain.

- AO2 (20) The best answers will evaluate differences between emperors based on the material 01 and 03.
- AO3 (15) Tacitus, Suetonius, SHA, used critically. Triumphal arches.
- 10** How Romanised did the provincials throughout the empire become during this period?
- AO1 (10) Trade, public entertainment, use of Latin, clothing, religion, coinage could all be examined. Emperor worship.
- AO2 (20) It should be noted that we know much more about 'elite' lifestyles than those of ordinary people, because of the nature of our sources both written and archaeological. Some points that may be considered in the best answers: diffusion of goods over empire does not necessarily prove a blending of cultures. Did Latin replace local languages or was it used alongside and only for certain purposes (compare the use of English in Raj India)? Emperor worship is ambiguous: it shows provincials thinking of their ruler in Rome, but the forms the worship took were often Hellenistic and pre-Roman.
- AO3 (15) Tacitus (the best answers will examine critically his claims about the Romanisation of Britain under Agricola). Pliny's letters; inscriptions.
- 11** How useful are the letters between Pliny and Trajan in helping us to assess Roman politicians' tolerance of other cultures and religions throughout this period?
- AO1 (15) Knowledge should be shown of attitude of Romans to other cultures and religions at other times and places, eg Judaea; Christians in Rome in Nero's reign; attitudes to Druids.
- AO2 (10) Candidates should carefully examine both examples of tolerance and the limits of that tolerance. For example, what caused relations between Romans and Jews to break down?
- AO3 (20) There is a willingness to leave the 'Greeks' of Bithynia to their own cultural pursuits, if expressed in a rather patronising way ('these Greeks love their games'). Naturally the letters regarding the Christians offer particular insight: Christians should not be hunted out, but open refusal to do homage to the emperor cannot be tolerated, being taken as political rebellion. As always, the best answers will address Pliny's particular circumstances, in this case especially the location of the province in the 'civilised' Greek-speaking East.
- 12** How useful are the letters between Pliny and Trajan in helping us to understand the role and responsibilities of governors throughout the empire during this period?
- AO1 (15) The judicial and military responsibilities of governors need to be stated. The best answers will make clear the limits of the governors' responsibilities, eg the quaestor or procurator handled finance.
- AO2 (10) As always, the special history of Bithynia, special nature of Pliny's position, and Trajan's tendency to micromanage must be emphasised in judging how typical a picture Book 10 gives us. On the one hand, Pliny's military responsibilities were all but non-existent. On the other, he had been sent on a special mission to root out corruption, so he looked very closely at some matters that may elsewhere have been left to local councils.
- AO3 (20) There should be a good range of letters relating to decisions Pliny has to take about, for example, the building of a stadium, employment of slaves, treatment of those convicted of crimes in the past, formation of a fire service. The best answers may note that there must be very many decisions he took that he does not mention.

2467 Thematic Study 2: Roman World

The Romanisation of Britain AD 43 – 415

- 1 For what reasons and to what extent did economic activity in Britain change during this period?
- AO1 (10) Good answers will deploy information addressing the whole period AD 43-415. 'Economic activity' is open to all kinds of relevant discussion, from trade and growth of towns to industry and (pottery, iron) and agriculture. Discussion should be supported by exemplification and attempts at exploring both reasons and quantifying the change (rewarded in AO2 and AO3, see below).
- AO2 (20) The key criteria to be explored are that of causation and change over time, and both should be addressed – perhaps not equally – for marks in the highest bands of AO2. Earliest changes from pre-Roman activities to the development of more widespread activity should be credited where it is supported (ie argument not assertion). 'Reasons' may include changes in taste/ social structures; development of a money economy; move to a more peaceful existence in the south; presence of the army; urban life through colonia and development of civitas capitals.
- AO3 (15) Answers should make use of specific sources to illustrate points made – eg in ironworking, the development of the Weald (in connection with the Classis Britannica), or pottery (Black burnished ware/ Alice Holt types, found at numerous sites/ presence of imported wares from the continent); specific towns or villas may be cited from the wide range available to show how economic activity developed and then declined towards the end of the period (Silchester/ Wroxeter basilicas turned into industrial units, for example – is this a 'decline' or merely a 'change of use' – it certainly shows continuing activity of some kind).
- 2 To what extent was Romanisation in Britain due to the presence of the Roman army?
- AO1 (10) Credit answers which evaluate a number of examples carefully: there should be clear appreciation of what constituted 'Romanisation'. This might include dress, diet, artistic taste, religion, language, careers – any aspects which are securely founded and explored should be credited. Inscriptions (not just of soldiers, but of camps, fortresses, and other evidence from the built environment) indicate the impact of the military in all areas, but particularly in the northern areas around the legionary and auxiliary bases; other evidence, eg from civilian settlements might suggest that the military presence was not a sole or indeed the overriding factor.
- AO2 (20) The key words are 'Romanisation' and 'extent'. At the highest levels there should be a clear judgment about the extent to which the available evidence supports the idea that Romanisation penetrated all levels of society – there should be judgements about which parts of Roman Britain (geographical or seen as high vs. low status, or urban and villa dwelling vs. rural peasantry) were really touched by a change in material culture. 'Extent' must be clearly addressed, with credit given to both use of and understanding limitations of available evidence, which tends to emphasise military involvement – other causation (taste/ the need to impress/ fashion) may equally be cited. The impact which the army actually had may be explored in a wide variety of ways, in terms of Romanisation generally, demographic change and immigration, development of industry and other economic supply of the military, growth of vicus- settlements, veterans, trade etc. Credit any conclusions which are well developed and supported by evaluated evidence.

Reward attempts to set 'military impact' in context: they were perhaps 2% of the population? Location of the main army bases (away from the south) may also be noted.

- AO3 (15) Material cited must be evaluated, showing critical judgment and thoughtful attempt to 'mine' it to show effects on Romano-British society – these may include changes in religion etc. as noted in AO1. There is a wealth of material which could be used to illustrate points – refer to grids for allocation of marks.

3 What can we learn from inscriptions about developments in religious belief and practice in Roman Britain during this period?

- AO1 (15) Answers may provide information on religion in its broadest sense, including altars and votive inscriptions or curse tablets (LACTOR 4 section VIII) or the numerous dedicatory or funerary inscriptions found elsewhere. The focus should be on inscriptions – general narrative which makes no use of them should be limited to band 4 or below. Reward any aspects of religion or cult practice, with answers which address a wide range of *developments* in religious beliefs and practices receiving good credit in the highest bands.
- AO2 (10) Very good answers will give a clear supported response to the term development, using detail such as that indicated in AO1 and AO3. Credit answers which also explore the limitations of epigraphic evidence, both in terms of the amount which survives/ may survive, and the limited sections of society who made use of it – expensive inscriptions on stone are likely to be limited to a higher strata of society, whereas curse tablets may come from lower status members of Roman British society; what actual changes were there in widespread religious cult at the lowest levels (ie in the bulk of the population) and was this the same throughout the province? Reward discussions of fusion of religious ideas, and discussion of the one specific change made by the Romans in stamping out Druidism.
- AO3 (20) Reward all evaluated comment which is based on inscriptions and related to the topic, whether directly or indirectly: this may include inscriptions on manufactured items, epigraphic records recording individuals with a religious aspect (funerary monuments, votive offerings, official inscriptions which include mention of the imperial cult or the genius of individuals), curse tablets and so on.

4 How much can be learned from inscriptions about provincial administration in Roman Britain during this period?

- AO1 (15) Information should relate to 'functions' and there should be some attempt to identify these; there should be familiarity with the structures of town government and the technical terminology associated with it; functions included raising money, maintenance of public buildings, law and order, maintaining cults (including the imperial cult); mention of other activities such as building theatres (eg Brough-on Humber) or temples should be credited.
- AO2 (10) 'How much' must be clearly addressed, with credit given to both use of and understanding limitations of epigraphic evidence, especially as regards precise dating, and the limited number of inscriptions which survive, as well as the limited part of society they present. Reward answers which draw on literary sources to support/ contradict the evidence of inscriptions.
- AO3 (20) Answers may be based on any relevant inscriptional evidence and should show clear evaluation and understanding relating to the terms of the question. The range of development in urban life is seen particularly in dedicatory inscriptions or notes on rebuilding/ restoration, altars, much of it

in LACTOR 4 recorded in the north – candidates might reasonably ask how much information has been lost in heavily redeveloped sites, or how much remains undiscovered. There is a wealth of information in section VI (b) of LACTOR 4 on local government which is more widespread throughout the province.

Marking Grids

AS DOCUMENT STUDY

(a) Total available: 20 marks

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

Marking Grids

June 2008

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

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

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

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

AS THEMATIC GRID

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

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

Question (a) (20 marks)

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

Marking Grids

June 2008

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

Marking Grids

June 2008

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.

Marking Grids

June 2008

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

Marking Grids

June 2008

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.

Grade Thresholds

Advanced GCE (Ancient History) (3809 7809)
June 2008 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
2450	Raw	100	73	64	55	46	37	0
	UMS	100	80	70	60	50	40	0
2451	Raw	100	79	70	61	52	44	0
	UMS	100	80	70	60	50	40	0
2452	Raw	100	79	70	61	52	43	0
	UMS	100	80	70	60	50	40	0
2453	Raw	100	77	67	57	47	37	0
	UMS	100	80	70	60	50	40	0
2454	Raw	100	74	66	58	50	42	0
	UMS	100	80	70	60	50	40	0
2455	Raw	100	80	70	60	50	40	0
	UMS	100	80	70	60	50	40	0
2456	Raw	100	76	68	60	52	44	0
	UMS	100	80	70	60	50	40	0
2457	Raw	100	81	72	63	54	46	0
	UMS	100	80	70	60	50	40	0
2458	Raw	100	80	71	62	54	46	0
	UMS	100	80	70	60	50	40	0
2459	Raw	100	74	66	58	50	42	0
	UMS	100	80	70	60	50	40	0
2460	Raw	100	80	70	60	51	42	0
	UMS	100	80	70	60	50	40	0
2461	Raw	100	81	71	61	52	43	0
	UMS	100	80	70	60	50	40	0
2462	Raw	100	75	66	57	48	40	0
	UMS	100	80	70	60	50	40	0
2463	Raw	100	80	70	60	51	42	0
	UMS	100	80	70	60	50	40	0
2464	Raw	100	78	69	61	53	45	0
	UMS	100	80	70	60	50	40	0
2465	Raw	100	78	69	61	53	45	0
	UMS	100	80	70	60	50	40	0
2466	Raw	100	78	70	62	54	47	0
	UMS	100	80	70	60	50	40	0
2467	Raw	100	75	66	57	48	40	0
	UMS	100	80	70	60	50	40	0
2468	Raw	100	84	73	62	52	42	0
	UMS	100	80	70	60	50	40	0
2469	Raw	100	84	73	62	52	42	0
	UMS	100	80	70	60	50	40	0
2470	Raw	100	84	73	62	52	42	0
	UMS	100	80	70	60	50	40	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

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

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

	A	B	C	D	E	U	Total Number of Candidates
3809	15.6	39.3	63.8	81.9	93.7	100.0	1082
7809	19.0	45.0	75.3	91.8	99.2	100.0	674

1756 candidates aggregated this series.

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

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14 – 19 Qualifications (General)
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