



Oxford Cambridge and RSA

**GCE**

**Ancient History**

**H407/22: The Eleven Caesars**

Advanced GCE

**2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**Annotations**

<b>Annotation</b>	<b>Meaning</b>
	Blank Page
	Omission
	Noted
	AO1
	AO2
	AO3
	AO4
	Irrelevant
	Correct point
	Knowledge and understanding
	Evaluation

**Subject specific guidance**

The Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question.

The weightings of the assessment objectives remain consistent throughout the levels. For example, if the maximum marks are 5 AO1, 10 AO2 and 15 AO3, then the AO1/AO2/AO3 ratio will be 1/2/3 throughout the levels.

When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.

### Section A: The Julio-Claudian Emperors, 31 BC–AD 68

<b>Question 1*</b>		<b>How useful is the evidence for our understanding of attitudes towards the Imperial Cult during this period? [30 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of 'how useful'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the range of information provided by literary and material evidence for the Imperial Cult. They should consider the value or usefulness of the evidence in a range of examples but also will be expected to compare the various genres of evidence in order to interpret, analyse and evaluate them. Candidates will be expected to cover the period but not every emperor or reign needs to be dealt with in detail for a full response to the question. They should consider the reasons for use or non-use of the Cult by emperors and others. They should consider the differences and similarities between reigns during the period and between the evidence both contemporary and non-contemporary.</p> <p>Responses are likely to include aspects of the Imperial cult, for example:</p>

Level 4	19–24	<ul style="list-style-type: none"> <li>• Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>• The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>• The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p>	<ul style="list-style-type: none"> <li>• Deification of imperial family members;</li> <li>• Specific actions, enactments and statements by emperors in relation to the Imperial Cult and their differing attitudes towards worship;</li> <li>• The different ways in which the emperors and their families could be worshipped including indirect means e.g. Genius, numen</li> <li>• Buildings, altars, reliefs, etc related to the Cult or worship of the imperial family;</li> <li>• The various attitudes of citizens, non-citizens and provincials towards the Cult;</li> <li>• The political aspects of the Imperial cult.</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• Deification of Augustus Tac. <i>Ann.</i> 1.10.8 temple and cult; sestertius of Tiberius AD 34/5 statue of Divus Augustus; Claudius – aureus AD 54, Suet. <i>Claudius</i> 45; Tac <i>Ann.</i> 12.69; Livia - Suet <i>Claudius</i> 11; Nero’s daughter, Poppaea; Seneca <i>On consl.to Polybius</i> Drusilla deified by Gaius;</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>• The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>• The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<ul style="list-style-type: none"> <li>• Tac. <i>Ann.</i> 1.10.6 Augustus; Claudius letter to Alexandrians; Suet. <i>Tib.</i> 26 vetoes temples cf Gytheion; Nero vetoes temple Tac. <i>Ann.</i> 15.74; Gaius- divine honours Jos. <i>JA</i> 19.4,11; Dio 59. 28.1 precinct at Miletus; Suet. Gaius 22, Dio 59.28.2-6 temple at Rome to <i>numen</i>, priests, sacrifices; 59.28.5 alters temple to Dioscuri (reversed by Claudius (Dio 60.6.8); Palatine connected to Capitol (Suet. Gaius 22); Tac. <i>Ann.</i> 15.74 Cerialis proposed temple to Nero;</li> <li>• Genius of Augustus etc: inscription ILS 112 Altar at Narbonne AD 12-13 to <i>numen</i> of A.; Augustan Lares -inscription ILS 3612 ?7 BC; Ovid <i>Fasti</i> 5.140 Lares Compitales and Genius of A.; divi filius on coins e.g. aureus 28 BC, aureus 15-12 BC triumphal branches; denarius 27 BC Egypt captured; AS AD 62 Nero as Apollo</li> </ul>

Level 2	7–12	<ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</p>	<ul style="list-style-type: none"> <li>Strabo <i>Geog.</i> 4.3.2 Altar/Temple to Augustus at Lyon, 60 tribes involved; Tac. <i>Ann.</i> 4.37 Temple at Pergamum to A. and Rome; temple to J. Caesar; Suet. <i>Tib.</i> 47 temple of Augustus in Rome cf Velleius 2.130; Gytheion inscription AD 15; ILS 6080 Inscription to <i>Genius</i> of Tiberius in Rome AD 27;</li> <li>Virgil <i>Aeneid</i> 8. Augustus among gods; Horace <i>Odes</i> 4.15 association with Venus; Ovid <i>Fasti</i> 2.119ff associated with Jupiter; denarius 16 BC vows for Augustus' safety; Gaius: Dio 59.26.5-6 pretended he was various gods cf 28.5; Suet. <i>Gaius</i> 22.1 treated as a god; pretended to be Jupiter Latiaris; Dio 59.26.5 Gaius called demi-god; 26.9 mocked by a Gaul; Suet. <i>Gaius</i> 22 citizens become priests of Gaius;</li> <li>Suet. <i>Aug.</i> 31 traditional Roman religion; 93 respect for ancient foreign rites; denarius 16 BC 4 priesthoods of Augustus; Suet <i>Claudius</i> 45 Nero neglects and cancels deification of Claudius.</li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<p><b>Although not expected, candidates may include non-prescribed material which should be credited. For example:</b>  <b>Augustus:</b> AD 9-14 Lyon altar; Dio 51.20 Pergamum; Suet. <i>Aug.</i> 52 opposed temples unless Rome included, and any temple in Rome; Horace <i>Odes</i> 4.5. 32-34 A. worshipped as a god cf 3.5; <b>Tiberius:</b> Tac. <i>Ann.</i> 4.15 temple in Asia to Tiberius, Livia and the senate. Tac. <i>Ann.</i> 4.37-38 Spain asks for temple to Tiberius and Livia- 'I am human'.  <b>Gaius:</b> Inscription from Didyma, temple at Miletus (Smallwood 127) cf Suet. <i>Gaius</i> 21; <b>Claudius:</b> Temple to Claudius at Colchester (Tac.<i>Ann.</i> 14.32); dupondius AD 41-50 Livia deified; <b>Nero:</b> daughter deified Tac. <i>Ann.</i> 16.5, Poppaea 16.20; Sebasteion at Aphrodisias.</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>the genres, agendas and contexts of the evidence and how these affect the value of the information for the Imperial Cult, its importance and attitudes towards it.</li> </ul>

	0	No response or no response worthy of credit	<ul style="list-style-type: none"><li>• The nature of the sources: history, biography, epigraphic, numismatic etc.</li><li>• The limitation of the evidence for attitudes and the actions of the emperors and others.</li><li>• The differences and similarities between sources contemporary and non-contemporary, and different genres.</li></ul>
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Question 2*		'Claudius was a more effective and successful emperor than Tiberius.' To what extent is this a fair assessment? [30 marks]	
Assessment Objectives		<p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
Additional guidance		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issues of effectiveness and <b>success</b> in comparing the two emperors and the <b>fairness</b> of the assessment. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the range of information provided by literary and material evidence for the reigns of Tiberius and Claudius. They should detail the actions, policies and aims of Tiberius and Claudius; they should consider the consequences of these for the extent of success for each emperor; they should use detailed information to compare their reigns in terms of the question. Candidates will be expected to cover the reigns but not every act, policy or aim needs to be dealt with in detail for a full response to the question. They may consider the differences and similarities between reigns and consider the reasons and contexts for these. They should consider the value or usefulness of the evidence, both contemporary and non-contemporary, in a range of examples but also will be</p>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically</li> </ul>	



		<p>reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <li>• The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>• The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p>	<p>expected to compare the various genres of evidence in order to interpret, analyse and evaluate them. There should be a discussion of the fairness of the assessment and some conclusion to this issue.</p> <p>Responses are likely to include some of the following aspects of the reigns of Tiberius and Claudius:</p> <ul style="list-style-type: none"> <li>• their relations with the Senate and individual senators, the equestrians and the ordinary citizens of Rome and the Empire; the extent of their success in gaining good relations;</li> <li>• extent of success in the administration of the city and its functioning;</li> <li>• the provinces and security; attitudes towards expansion and resistance;</li> <li>• income and expenditure;</li> <li>• their relations with members of the imperial family and the succession;</li> <li>• their relations with the army, including the Praetorian Guard;</li> <li>• their reactions to opposition in Rome and elsewhere;</li> <li>• the presentation of themselves and the attitudes of the citizens.</li> </ul> <p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>• Acts etc: <b>Tiberius</b> e.g. Tac. <i>Ann.</i> 1.6 Postumus; mutinies Tac. <i>Ann.</i> 1.46-7; Velleius 2.125; 2.126/129 achievements; cf Suet <i>Tib.</i> 32.2; Suet <i>Tib.</i> 48.2 generosity cf Velleius 2.130; Dio 58.8 Sejanus; retirement Tac. <i>Ann.</i> 4.41; greed Tac. <i>Ann.</i> 6.19 deaths - terror; <b>Claudius e.g.</b> Dio 60 3.1-7 accession cf Jos. <i>JA</i> 19.158ff, Suet. <i>Cl.</i> 11; Tac. <i>Ann.</i> 11.24 Gauls; Fucine lake Pliny <i>NH</i> 36.124; aqueduct Pliny <i>NH</i> 36.122-3 cf Suet <i>Cl.</i> 20 and Ostia (ILS 207, procurator inscrp.); Pomerium: ILS 213.</li> <li>• Administration: <b>Tiberius:</b> Velleius 2.130 buildings; Tac <i>Ann.</i> 4.2 Praetorian camp; Suet <i>Tib.</i> 47 buildings; shows; surplus in treasury- Suet <i>Gaius</i> 37 2,700 m HS; <b>Claudius:</b> Dio 60.1ff gifts, confiscations, various regulations; corn supply Seneca. <i>Shortness of life</i> 18.5 cf Suet <i>Cl.</i> 18, dupondius Ceres; upkeep of city, Arch of Tiberius (11), Theatre of Pompey (21); 25 slave laws;</li> <li>• Provinces: <b>Tiberius:</b> Sacrovir – Velleius 2.129; Tacfarinas Tac. <i>Ann.</i> 2,52, 3.20, 3.32, 3.73-4; Frisii Tac. <i>Ann.</i> 4.74; Gytheion inscrp.; Suet <i>Tib.</i></li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>• The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>• The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<ul style="list-style-type: none"> <li>• Acts etc: <b>Tiberius</b> e.g. Tac. <i>Ann.</i> 1.6 Postumus; mutinies Tac. <i>Ann.</i> 1.46-7; Velleius 2.125; 2.126/129 achievements; cf Suet <i>Tib.</i> 32.2; Suet <i>Tib.</i> 48.2 generosity cf Velleius 2.130; Dio 58.8 Sejanus; retirement Tac. <i>Ann.</i> 4.41; greed Tac. <i>Ann.</i> 6.19 deaths - terror; <b>Claudius e.g.</b> Dio 60 3.1-7 accession cf Jos. <i>JA</i> 19.158ff, Suet. <i>Cl.</i> 11; Tac. <i>Ann.</i> 11.24 Gauls; Fucine lake Pliny <i>NH</i> 36.124; aqueduct Pliny <i>NH</i> 36.122-3 cf Suet <i>Cl.</i> 20 and Ostia (ILS 207, procurator inscrp.); Pomerium: ILS 213.</li> <li>• Administration: <b>Tiberius:</b> Velleius 2.130 buildings; Tac <i>Ann.</i> 4.2 Praetorian camp; Suet <i>Tib.</i> 47 buildings; shows; surplus in treasury- Suet <i>Gaius</i> 37 2,700 m HS; <b>Claudius:</b> Dio 60.1ff gifts, confiscations, various regulations; corn supply Seneca. <i>Shortness of life</i> 18.5 cf Suet <i>Cl.</i> 18, dupondius Ceres; upkeep of city, Arch of Tiberius (11), Theatre of Pompey (21); 25 slave laws;</li> <li>• Provinces: <b>Tiberius:</b> Sacrovir – Velleius 2.129; Tacfarinas Tac. <i>Ann.</i> 2,52, 3.20, 3.32, 3.73-4; Frisii Tac. <i>Ann.</i> 4.74; Gytheion inscrp.; Suet <i>Tib.</i></li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> </ul>	<ul style="list-style-type: none"> <li>• Administration: <b>Tiberius:</b> Velleius 2.130 buildings; Tac <i>Ann.</i> 4.2 Praetorian camp; Suet <i>Tib.</i> 47 buildings; shows; surplus in treasury- Suet <i>Gaius</i> 37 2,700 m HS; <b>Claudius:</b> Dio 60.1ff gifts, confiscations, various regulations; corn supply Seneca. <i>Shortness of life</i> 18.5 cf Suet <i>Cl.</i> 18, dupondius Ceres; upkeep of city, Arch of Tiberius (11), Theatre of Pompey (21); 25 slave laws;</li> <li>• Provinces: <b>Tiberius:</b> Sacrovir – Velleius 2.129; Tacfarinas Tac. <i>Ann.</i> 2,52, 3.20, 3.32, 3.73-4; Frisii Tac. <i>Ann.</i> 4.74; Gytheion inscrp.; Suet <i>Tib.</i></li> </ul>

		<ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</p>	<p>26.1 rejects temples; Suet <i>Tib.</i> 32 taxes; 36 cults and Jews; <b>Claudius:</b> Suet. <i>Cl.</i> 17 Britain, cf aureus AD 46-7 arch; 25 changes;</p> <ul style="list-style-type: none"> <li>Relations: <b>Tiberius:</b> Tac. <i>Ann.</i> 1.11-12 accession cf Suet <i>Tib.</i> 23-4; Tac. <i>Annals</i> 1.7.6 Germanicus, cf 1.52 distrust; 7.7 pretence of hesitancy; Velleius 129 generous; 127 Sejanus praise– contrast Tac <i>Ann.</i> 4.2.3, Dio 58.4.1-4, 5 Tib. offshore monarch, 8 fall of Sejanus; Tac. <i>Ann.</i> 1.39 mistrust among soldiers; <b>Senate</b> : Tac. <i>Ann.</i> 3.65 men fit to be slaves; Suet <i>Tib.</i> 29 respect; 30 appearance of liberty; 47 helped financially; 48 mean; <b>Claudius:</b> Suet. <i>Cl.</i> 10 support of ordinary citizens; 12 rumour of death causes riot; 21 largesse, games, Secular Games; 12 respect for senate; praetorians – Aureus AD 41-2, Suet.<i>Cl</i> 10; 25 equites;</li> <li>Opposition: <b>Tiberius:</b> trials- Seneca <i>On Benefits</i> 3.26.1 national madness; Tac. <i>Ann.</i> 1.72 maiestas; 3.50 Clutorius Priscus (executed); Suet <i>Tib.</i> 41 Capri. <b>Claudius:</b> Dio 60.15 plots: Vinicianus, Scribonianus cf Suet. <i>Cl.</i>13; 60.16.1 deaths cf Suet. <i>Cl.</i> 29 35 senators, 300 equites;</li> <li>Imperial family: <b>Tiberius:</b> Velleius 2.130.4 Agrippina, Tac. <i>Ann.</i> 4.39-40 animosity; <b>Claudius:</b> Tac. <i>Ann.</i> 12.24-5 Nero and Britannicus cf 12.41; Agrippina’s power; 12.66ff plots cf Jos. <i>JA</i> 20.151, Suet. <i>Cl.</i> 44; Messalina Suet. <i>Cl.</i> 36</li> <li><b>Tiberius:</b> Suet <i>Tib.</i> 26-7 rejects worship; modest, Gytheion; <b>Claudius:</b> Alexandrians letter; 25 Jews/Druids;</li> </ul> <p><b>Views of the emperors expressed in the sources:</b>  <b>Tiberius:</b> Tac. <i>Ann.</i> 1. 10.7 succession; 11 obscure, ambiguous; 1.46 hypocritical over mutinies; 1.47/52 deceitful, hiding true feelings; 1.72 cruelty, arrogance; 4.1 T. let violence loose (Sejanus); 3.65 Tiberius’ freedom’s enemy’; 6.19 frenzied with bloodshed;  Velleius 2.99 our greatest general; 123.1 A. leaving state in safe hands.  Suetonius: <i>Tib.</i> 41 let affairs slide; 48 mean; 61 cruel; 63 hated; state of terror; 75 joy on his death;  <b>Claudius:</b> Dio 60.1.1 acted in proper manner; 60.6.1 exemplary actions; 60.15 no longer confident hopes in C.; 60.14 controlled by wives and freedmen cf Suet. <i>Cl.</i> 25/29; 60.18.2-3 Claudius unaware of others crimes; terrified by plots Suet <i>Cl.</i> 36;</p>
Level 1	1–6	<ul style="list-style-type: none"> <li>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

			<p><b>Although not expected, candidates may include non-prescribed material which should be credited. e.g.:</b> Tac <i>Ann.</i> 2.47f earthquakes in Asia; 4.64 Caelian fire; 6.45 Aventine fire; 4.6 Tib.'s good administration; Tac. <i>Ann.</i> 4.57 retirement to Capri- reasons speculated; Gaius succession Tac. <i>Ann.</i> 4.46, 48; Suet <i>Tib.</i> 76</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"><li>• the genres, agendas and contexts of the evidence and how these affect the value of the information on both emperors and views of them;</li><li>• The nature of the sources: history, biography, epigraphic, numismatic;</li><li>• The limitation of the evidence for attitudes towards the emperors and their actions.</li><li>• The differences and similarities between sources, contemporary and non-contemporary, and different genres.</li></ul>
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<b>Question 3</b>		<b>How convincing do you find Wallace-Hadrill's interpretation that Augustus gave Rome 'a new version of an old constitution'?</b>	
		<b>[20 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO4</b> = 15 marks = Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p>	
<b>Additional guidance</b>		<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>Please note that interpretations can be evaluated in the context of the wider historical debate connected with the issue or of the historical context about which the historian was writing. There is no expectation that the interpretation will be evaluated in the context of the methods or approach used by the historian, or how the interpretation may have been affected by the time in which they were writing, though credit can be given for this approach to evaluation if done in a way which is relevant to the question.</p> <p>A learner's knowledge and understanding of the historical period, including the ancient sources may be credited, but only where it is presented in a way which is relevant and intrinsically linked to the analysis/evaluation/use of the interpretation, it should not be credited in isolation.</p>	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 5	17–20	<ul style="list-style-type: none"> <li>Response has a very through and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either agreeing or disagreeing with the modern historians' interpretation, or anywhere between providing the response has addressed the issue of 'how convincing'. Responses should be marked in-line with the level descriptors.</p> <p>Answers should evaluate both the interpretation locating it within the wider historical debate about the issue and using their own knowledge of the ancient sources and events and periods to reach a judgement about how convincing they find the argument.</p> <p>In locating the interpretation within the wider historical debate, candidates should</p> <ul style="list-style-type: none"> <li>discuss the specific aspects of the restoration of the Republic in this passage;</li> <li>consider the specific actions of Augustus after 31 BC regarding the Roman constitution;</li> <li>assess whether there was change and/or continuity;</li> <li>discuss the significance of Augustus' actions for the functioning of the Republic;</li> <li>consider how far Augustus created a 'new version' or a new constitution.</li> </ul>
Level 4	13–16	<ul style="list-style-type: none"> <li>Response has a through and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. (AO4)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>	

Level 3	9–12	<ul style="list-style-type: none"> <li>• Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. (AO4)</li> <li>• The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> </ul>	<p>In evaluating the interpretation, answers might argue that this view is not convincing, pointing towards the following information / ancient sources:</p> <ul style="list-style-type: none"> <li>• views taken in sources: Tac. <i>Ann.</i> 1.2 took function of magistrates, 4.1, revolution complete, 10 assessment; Suet <i>Aug.</i> 28 twice did not restore Republic, ‘best possible constitution’; Dio 53.16 complete control, 17 monarchy, Augustus’ appearance of republicanism 53.12-13;</li> <li>• powers and roles of Augustus: the settlements of 27 BC, 23 BC and 19 BC; the nature of his imperium: Edicts of Cyrene (Lactor 17 M20); tribunicia potestas Tac. <i>Ann.</i> 3.56; the provincial commands: Egypt Tac. <i>Ann.</i> 2.59, Denarius Aegypta Capta; Strabo 17.3.25; censor RG 8, Suet <i>Aug.</i> 35 (Senate), supervisor of morals RG 6, Suet <i>Aug.</i> 34;</li> <li>• control of magistrates and the senate; the ‘consilium’; new posts Suet <i>Aug.</i> 37</li> <li>• opposition and challenges Velleius 2.88 Lepidus Velleius 2.91 Murena and Caepio</li> <li>• creation of dynasty Tac. <i>Ann.</i> 1.3; succession etc: Velleius 2.90, 2.99, 2.123.2; Aureus 2 BC -AD 11 Gaius/Lucius;</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>• Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. (AO4)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> </ul>	<p>In evaluating the interpretation, answers might argue that this view is convincing, drawing on the following information / ancient sources:</p> <ul style="list-style-type: none"> <li>• views taken in sources: Velleius 2.89; RG 34, 1.1,5.1, 6.1 declines unconstitutional roles, dictatorship RG 5; Aureus 28 BC and 12 BC; Tac. <i>Ann.</i> 1.9 ‘first citizen’;</li> <li>• the <i>auctoritas</i>, patronage – a traditional feature of Roman political life; RG 34, 15-16;</li> <li>• the records of independent actions, legislation etc, functioning of traditional republican aspects Tac <i>Ann.</i> 3.7, 9; powers granted by the senate RG 6;</li> <li>• attitude to tradition: <i>Res Gestae</i> 7 priesthoods (denarius 16 BC), 6, 8 respect for tradition; Pontifex Maximus Suet <i>Aug.</i> 31; buildings displaying history of Rome – the Forum, Arch; Horace <i>Odes</i> 4.15;</li> <li>• involvement of aristocratic families: City Prefect Tac. <i>Ann.</i> 6.10;</li> <li>• use of republican precedents by Augustus - constitutional continuity in use of the forms of the Republic; limited time-scales on grants of powers;</li> </ul>
Level 1	1–4	<ul style="list-style-type: none"> <li>• Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. (AO4)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> </ul>	
	0	No response or no response worthy of credit	

## Section B: The Flavians, AD 68-96

<b>Question 4</b>		<b>How useful is this source for our understanding of the position and power of Vespasian?</b>		<b>[12 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO3</b> = 6 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</p>		
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>	
Level 6	11–12	<ul style="list-style-type: none"> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either way as to the source's usefulness to understanding the issue in question providing the response has addressed the issue of 'how useful'. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information in relation to contents of the source:</p> <ul style="list-style-type: none"> <li>1<sup>st</sup> Paragraph provides control of the senate and its procedures for legitimising Vespasian's acts; it effectively lessens the senate's ability to obstruct Vespasian;</li> <li>2<sup>nd</sup> paragraph provides control of elections through his recommendations;</li> <li>3<sup>rd</sup> paragraph allows Vespasian to add to city boundary;</li> <li>4<sup>th</sup> paragraph effectively makes any action of Vespasian lawful 'in the state's interest';</li> <li>5<sup>th</sup> paragraph legalises any action by Vespasian and supporters before the law was passed;</li> <li>the law associates Vespasian with the 'good' emperors, Augustus, Tiberius and Claudius and grants in law him the powers they had by their position; this provides</li> </ul>	
Level 5	9–10	<ul style="list-style-type: none"> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>		
Level 4	7–8	<ul style="list-style-type: none"> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>		

Level 3	5–6	<ul style="list-style-type: none"> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> <li>Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<ul style="list-style-type: none"> <li>precedents for the powers being granted and suggests he is their successor;</li> <li>the context of the law as the first enactment which formalises the position of the emperor in this way and passed by the senate;</li> <li>candidates may make some reference to ‘the majesty of things divine and human’; given his background, Vespasian may feel the need to have legal backing since he lacked the auctoritas of the Julio-Claudians;</li> <li>candidates may consider the vague terms used (e.g. state’s advantage) and that it does not refer to specific powers (e.g. tribunician power, maius imperium); also that only part of the inscription remains;</li> <li>it is unclear whether it expands or limits the power, given its fragmentary nature.</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. (AO3)</li> </ul>	<p>The usefulness of this passage in comparison/contrast to other sources which make reference to Vespasian’s position and power e.g.:</p> <ul style="list-style-type: none"> <li>Lactor 20 H56 (inscription MW51) –the pomerium.</li> <li>Dio.66.10 Vespasian good relations with the senate.</li> <li>Dio 66.12-13 opposition among senators and others (e.g. Priscus) cf Suet. <i>Vesp.</i> 15.</li> <li>coins: Lactor 20 H25 aureus Roma Resurgens; H46 sestertius V. restores freedom (early coins); H35 (AD 70) Aureus lists his various powers/roles –his use of the consulship for himself and sons.</li> <li>Suetonius <i>Vesp.</i> 12 V claims Trib. Pot very late (really 21<sup>st</sup> Dec. AD 69); omits the grant of power.</li> </ul>
Level 1	1–2	<ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> <li>Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. (AO3)</li> </ul>	<p><b>Although not expected, candidates may include non-prescribed material which should be credited.</b>  <i>Tac. Hist.</i> 4.3 refers to the senate’s grant of powers ‘usual imperial titles’, his respect for the senate. Cf 4.6</p>
	0	No response or no response worthy of credit	

Question 5*		<b>‘The actions Vespasian took to maintain the support of the ordinary people of Rome and the Empire were successful, while those of Domitian failed’. How far do you agree with this view? [36 marks]</b>	
Assessment Objectives		<p><b>AO3</b> = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
Additional guidance		The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
Level	Marks	Level descriptors	Indicative content
Level 6	31–36	<ul style="list-style-type: none"> <li>Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of success or failure. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider the significance for the emperors of good relations with the ordinary citizens of Rome and the Empire; they should consider the different and similar ways in which the two emperors sought to keep good relations and how far these changed over the period. They should consider the extent to which these measures succeeded or failed. They may examine the reasons for emperors in attempting to gain good relations and the consequences of success or failure. Candidates are expected to provide detailed examples, supported by evidence, from both emperors but need not cover the reigns entirely for a full response to the question. They should also consider the different views by the sources both contemporary and non-contemporary and their perspectives on the relations with the ordinary people. They should provide some conclusion on the validity of the statement.</p>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> </ul>	<p>Answers are likely to include information on some of the following:</p>



		<ul style="list-style-type: none"> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<ul style="list-style-type: none"> <li>provision of entertainments;</li> <li>improvements to administration; the food supply; water supply; security and safety in Rome; amenities – baths, temples, markets, roads;</li> <li>security in the provinces, the borders of the Empire, control of governors and other officials in their treatment of provincials, tax and finance; army;</li> <li>employment; improvement in economy and opportunities;</li> <li>presentation of the emperors and their achievements;</li> <li>religion- imperial cult, promotion of alternatives to Roman religion, involvement and roles in traditional religion;</li> <li>attitudes and reactions of people towards the emperors;</li> <li>assessments of both emperors in the sources.</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Supporting source details may include:</p> <ul style="list-style-type: none"> <li>character: Suet. <i>Vesp.</i> 12, 17 praised, Dio 66.10; Suet. <i>Vesp.</i> 18 refusal of mechanical device; Suet. <i>Dom.</i> 9, 10.4 Initially moderate etc; Dio 66.10; Dio 67.1 - treacherous, cunning etc;</li> <li>Games: <b>Vespasian</b> - Dio 66.10; Suet. <i>Vesp.</i> 19; <b>Domitian</b> – Dio 67.1; chariots races Dio 67.4.4; Dio 67.8 naval battle, etc-cruelty; Suet. <i>Dom.</i> 4 extravagant,</li> <li>Food: <b>Vespasian's</b> gifts Zonaras 66.10a; corn supply Tac. <i>Hist.</i> 4.38/52; <b>Domitian</b>: corn supply- Dupondius AD 85, Suet. <i>Dom.</i> 7 cancelled grain distributions; Chronicle of 354: Domitian's 3 donatives cf Dio 67.4.4, Suet. <i>Dom.</i> 4; Claudian aqueduct – Inscription MW408;</li> <li>Buildings: <b>Vespasian</b>: Suet. <i>Vesp.</i> 9.19, Dio 66.15.1 (cf Jos. <i>JW</i> 7.148ff), Colosseum Suet. <i>Vesp.</i> 9; <b>Domitian</b>: aureus – stadium of Domitian: temple of Flavian gens Suet. <i>Dom.</i> 1, Martial <i>Ep.</i> 9.1; Suet <i>Dom.</i> 5; Chronicle of 354; sestertius AD 95/96 Arch</li> <li>Administration: <b>Vespasian</b> - Jews (Jos. <i>JW</i>); peace and stability – Rome and Empire Jos. <i>JW</i> 7.63-74; Suet. <i>Vesp.</i> 8; legions Tac <i>Hist.</i> 2.79; <b>Domitian</b> Chatti and Dacia Suet.</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	

Level 2	7–12	<ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	<p><i>Dom.</i> 6, Dio 67.4, 6, sestertius AD 85 Germania Capta; Suet <i>Dom.</i> 8 standard of magistrates/ justice;</p> <ul style="list-style-type: none"> <li>Finance and tax: <b>Vespasian's</b> avarice Suet. <i>Vesp.</i> 16; 23.3, Dio 66.14.5, greedy procurators Suet. <i>Vesp.</i> 16; taxes Suet. <i>Vesp.</i> 16, 23, Dio 66.8.3, 14.5; generosity Dio 66.10;</li> <li><b>Domitian:</b> Suet. <i>Dom.</i> 12. 2 Jewish tax etc; vines Suet. <i>Dom.</i> 7, 14;</li> <li>Presentation: coins: <b>Vespasian</b> - Roma Resurgens (L20 H25, PAX (H35), Libertas (H46); aureus AD 70 Pax; aureus AD 71 Jewish triumph; <b>Domitian:</b> altar AD84 (K10); equus maximus (K35 AD 95/6); Dupondius (K85 AD 85) corn supply; N25 Germania</li> <li>Religion: <b>Vespasian:</b> Denarius AD 71 4 priesthoods; Isis (sestertius AD 71) Suet. <i>Vesp.</i> 5, 7 various omen cf Tac. <i>Hist.</i> 4.81; <b>Domitian:</b> Suet. <i>Dom.</i> 13 Dominus et Deus (cf Dio 67.4.7); festivals (Dio 66.10); Secular Games Tac. <i>Hist.</i> 11.11.1 cf AS AD 88, Suet. <i>Dom.</i> 4 Minerva;</li> <li>Attitudes: <b>Vespasian:</b> benefits of success Jos. <i>JW</i> 7.63ff; Suet. <i>Vesp.</i> 19 Alexandrians' opinion; <b>Domitian:</b> Dio 67.4 popular with mob; actions on frontiers Tac <i>Agr.</i> 41.2-3; AS AD 84 altar to well-being of Domitian; joke about arches Suet. <i>Dom.</i> 13; hated and feared Suet. <i>Dom.</i> 14; public indifferent to death Suet. <i>Dom.</i> 23.</li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	<p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>The nature of the sources; their limitations in the portrayals of both emperors;</li> <li>Contexts and preconceptions of the authors and the effect its value as historical evidence both contemporary and non-contemporary, literary, epigraphical and numismatic evidence.</li> </ul>
	0	No response or no response worthy of credit	<ul style="list-style-type: none"> <li>The similarities and differences in the ways events, issues and personalities are portrayed; how this affects our understanding of these events and issues.</li> </ul>

<b>Question 6*</b>		<b>To what extent do the sources, literary and material, provide an adequate account of the reigns of the Flavians? [36 marks]</b>	
<b>Assessment Objectives</b>		<p><b>AO3</b> = 18 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 12 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO1</b> = 6 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptors</b>	<b>Indicative content</b>
Level 6	31–36	<ul style="list-style-type: none"> <li>Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. (AO2)</li> <li>The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should consider at the range of source material on the Flavians and provide a selection in order to assess '<b>adequate account</b>'; they should consider the different and similar ways in which the emperors are presented. Candidates should compare the source material in order to interpret, analyse and evaluate the information and views of the emperors in the sources and evidence. They should consider the extent to which the sources are reliable including their agendas, genres and contexts. Candidates will be expected to cover some elements of the emperors' reigns but need not provide a full account of any of the emperors for a full response to the question. They should examine the differences and similarities between emperors in the evidence both contemporary and non-contemporary and may consider the reasons for actions and attitudes.</p>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> </ul>	<p>Answers are likely to include a selection of sources from the reigns of the Flavians describing some of the following bullet points:</p>

		<ul style="list-style-type: none"> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements. (AO2)</li> <li>The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a well-developed line of reasoning which is clear and logically structured. The information is relevant and in the most part substantiated.</p>	<ul style="list-style-type: none"> <li>their significant actions, and reforms;</li> <li>their aims, policies and the reasons for their actions;</li> <li>their successes/failures in Rome and the Empire;</li> <li>the challenges to them and their reactions to these;</li> <li>relations with groups of citizens and non-citizens;</li> <li>the events of their reigns and their reactions to them;</li> <li>the nature and significance of their reigns, their strengths and weaknesses;</li> <li>their accessions and the ends of their reigns.</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p>There is a line of reasoning with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>Supporting source details may include:</p> <p><b>Tacitus:</b> <i>Hist.</i> 4.3 (grant of powers – Lex de Imperio); moderate lifestyle <i>Ann.</i> 3.55; corn supply <i>Hist.</i> 4.38/52; <i>Hlst.</i> 2.5 Vespasian and Mucianus; <i>Hlst.</i> 5.1; <i>Hist.</i> 4.81 miracles Tac. <i>Hist.</i> 5.1; assessment of Titus; <i>Hlst.</i> 2.1-2 Titus' decision not to go to Rome; <i>Hist.</i> 4.85-86 Domitian's character and actions; <i>Agricola</i> 2.3 repression; 39.1-3 criticism of Domitian; 44-45 deaths; <i>Ann.</i> 11.11 Secular Games;</p> <p><b>Suetonius: Vespasian</b> <i>Vesp.</i> 7 miracles; 12 Modest, lenient; Pater Patriae, Trib. Pot. late in life; 13 patience with critics; 15 No innocent party ever executed, Priscus; 16 avarice; urinal tax (23.3) greedy procurators; 9 reform of orders; plots <i>Vesp.</i> 25;</p> <p><b>Titus:</b> Caecina plot <i>Titus</i> 6; Vespasian's sons as successors <i>Vesp.</i> 25; <i>Titus</i> 7 character; 8 disasters; informers; <b>Domitian:</b> Suet. <i>Dom.</i> 1 general behaviour, (cf 3 contradictory), 9 self-restraint and generosity, 10.4 Initially moderate; <i>Dom.</i> 10-11 murders, cruelty, censor; 8 Vestals; 8 standard of magistrates/ justice; 12. 2 Jewish tax and administration; philosophers; Domitian's death <i>Dom.</i> 17;</p> <p><b>Dio Cassius: Vespasian:</b> 66.8 Omens and miracles; Priscus 66.12; Vespasian's sons 66.12; <b>Titus</b> - Dio 66.18 reform of character; Dio's judgment on his short reign, (18.4); 66.21 Vesuvius, 24 Fire in Rome; Vespasian accessibility Pliny <i>NH</i></p>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul>	

		The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	33.41; <b>Domitian's</b> behaviour 67.1; plots 67.12; Vestals 67.3.3; philosophers 67.13.4; death 67.15-17;
Level 2	7–12	<ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p>The information has some relevance but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	<p><b>Josephus:</b> <i>JW</i> 7.63-74 Reaction to V's arrival in Rome; 4.601-607 reluctance to become emperor;</p> <p>Epit. de Caesaribus 11.6-8 Domitian's acts; Chronicle 354: summary of reigns</p> <p><b>Poetry:</b> Juvenal <i>Satire</i> 4 Domitian's council; Martial <i>Epig.</i> 9.1 Flavian temple; <i>Epig.</i> 8.49 celebrations for Dom.'s victories; Silius Italicus Punic Wars 3.593ff praise of Flavian successes;</p> <p><b>Inscriptions:</b> ILS 244 Lex de Imperio; MW51 Pomerium; MW408 Claudian aqueduct;</p> <p><b>Coins:</b> Aureus AD 69/70 Roma Resurgens; Aureus AD 70 Pax, Nemesis- Vespasian Trib. Pot, PM; Aureus AD 71 Jewish Triumph; sestertius AD 71 Libertas Restituta; AS AD 84 Altar to well-being of emperor; sestertius AD 95/96 Domitian Arch; censor for life; Dupondius AD 85 corn supply; AS AD 88 Secular Games; sestertius AD 85 Germania Capta</p> <p><b>Although not expected, candidates may include non-prescribed material which should be credited. e.g.:</b> Vespasian's life-style Suet. <i>Vesp.</i> 21; Suet. <i>Titus.</i> 1.1, object of universal love and adoration; Domitian's character Suet. <i>Dom.</i> 19, 22;</p> <p>Analysis of the sources might focus on:</p> <ul style="list-style-type: none"> <li>the genres, agendas and contexts of the evidence and how these affect the value of the information for specific emperors and their actions and aims.</li> <li>The nature of the sources: their limitations in the portrayals of each emperor and the reasons for their actions.</li> <li>The differences and similarities between sources, contemporary and non-contemporary, and different genres and how this affects our understanding of events and issues.</li> </ul>
Level 1	1–6	<ul style="list-style-type: none"> <li>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>	
	0	No response or no response worthy of credit	

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