



GCE

Classics: Ancient History

Unit **F392**: Roman History from original sources

Advanced Subsidiary GCE

Mark Scheme for June 2018

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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 used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
BP	Blank page – this annotation must be used on all blank pages within an answer booklet (structured and unstructured) and on each page of an additional object where there is no candidate response.
A1	AO1
A2	AO2
EVAL	Evaluation
^	Area of partial knowledge
IRRL	Significant amount of material which doesn't answer the question
SEEN	Indication that an examiner has seen and given due credit for material on a separate page or where it is out of sequence

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1a	<p>AO1 Answers might include:</p> <p>Caesar's amicitia with Crassus and Pompey and the lack of cohesion with the optimates including his co-consul;</p> <p>initial actions to help the poor: <i>'the allotment and redistribution of land'</i>;</p> <p>the unconsular nature of proposing such: <i>'measures that would have come better from some revolutionary tribune of the people than from a consul.'</i>;</p> <p>his use of the Assembly of the People to achieve his political aims rather than the Senate;</p> <p>general demagogic behaviour throughout the passage;</p> <p>incitement to violence.</p>	[10]	<p>Reward answers to [What does this passage tell us about how Caesar achieved what he wanted during his consulship?] in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Reward all interpretation of the passage with respect to the approach and attitude of Caesar to the early part of his consulship.</p>	<p>As shown in grids:</p> <p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
1b	AO1 Reward use of appropriate sources commenting on violent episodes in the politics of the period.		Answers should not include discussion of the passage printed on the paper.	<p>AO1 – 10 AO2 - 10</p> <p>As shown in grids:</p> <p>Level 5: 9-10 Level 4: 7-8 Level 3: 5-6 Level 2: 3-4 Level 1: 1-2</p>

	<p>Sources could include:</p> <p>Pro Sestio, 75-79: night attack by opponents to Cicero's recall from exile including the attack of a tribune. Cicero's comment that 'river Tiber was filled with the bodies of citizens, how the sewers were choked, and how the blood was wiped up from the forum with sponges'. Acknowledgment by Cicero too that violence has always been used in politics 'a riot often starts when a tribune imposes his veto';</p> <p>Suetonius, DJ 20: Caesar drives out Bibulus from the Forum 'by force of arms'; aggression towards Cato by Caesar during a filibuster;</p> <p>The Catilinarian conspiracy for use of violence especially the account in Plutarch, Cicero, 14 and 16. Lots of detail in Cicero, in Cat and Sallust;</p> <p>Cicero's letters show widespread use of violence: Letter 8: threat of gangs; Letter 15: Clodius' threats against Cicero; Letter 16 refers to 'the danger of violence' of the triumvirate;</p> <p>Plutarch, Caesar 16 on Bibulus' fears of assassination and the forum 'filled with armed men' by Pompey.</p> <p>AO2 marks for interpretation of</p>		<p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [What can we learn from other sources about political violence in the late Republic?].</p> <p>AO2 Candidates should discuss the context of episodes of political violence.</p>	
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	<p>the sources – range and detailed understanding, with a clear conclusion to discussion about ‘what can we learn from’ clearly explained and structured.</p>		<p>Although not necessary, reward all attempts to evaluate the evidence for accuracy and reliability.</p>	
1c	<p>AO1 Reward use of appropriate sources commenting on the support given by Pompey to certain individuals or success achieved by politicians without the support of Pompey.</p> <p>Other sources could include:</p> <p>Plutarch, Pompey, 47: Pompey’s marriage to Julia to effect an even stronger alliance between Caesar and Pompey;</p> <p>much in Cicero, <i>Letters</i>: 3, to Atticus, asking for support from ‘the other phalanx . . . I mean our friend Pompey’ in the election campaign of 64;</p> <p>obviously 7, to Pompey himself, in 62, wanting to be ‘a not much lesser Laelius to a far greater Africanus’ but also complaining that Pompey’s letter ‘evinces but little of your friendly sentiments towards me’ and made no mention of his achievements in 63 BC; the desire to gain Pompey’s support is evident here;</p>		<p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [On the basis of this passage and other sources you have studied, how important was it for politicians of the late Republic to have the support of Pompey?]</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

	<p>letter 15: mentions his confidence in having the support of Pompey against hostility of Clodius;</p> <p>Pompey features in the Comm Pet as being somebody who was incredibly influential and who Cicero needed to have on side: 'we might have the man with the greatest influence either as an amicus or, at any rate, not as an opponent', Com pet 5;</p> <p>'more, people must be made to realise that the goodwill of Pompey towards you is immense and that for you to gain the office which you are seeking fits in perfectly with his plans' Com pet 51;</p> <p>Plutarch <i>Cicero</i> 10 describes how Cicero spoke out in defence of Manilius 'for the sake of Pompey', and against the 'oligarchical party and all those who were jealous of Pompey';</p> <p>Pompey's unstable relationship with Cicero, frosty relationship after 63, Cicero's opposition to 1st triumvirate a contributory factor in his exile, which Pompey did not oppose; but recall is aided by Pompey;</p> <p>Sallust mentions how the populares lost ground to the optimates when Pompey was in the east;</p> <p>Plutarch, <i>Caesar</i> 13 on how Caesar</p>			
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	<p>needed Crassus and Pompey's support to achieve his political aims.</p> <p>AO2</p> <p>Answers should: evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgements on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence.</p>		<p>For highest levels in AO2 there should be supported discussion of 'how important' with a clear attempt to look at both sides of the argument, namely, those who benefit from Pompey's support and those who achieve without it.</p>	
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2a	<p>AO1</p> <p>Answers might include:</p> <p>interpretation of the term 'best citizens'</p> <p>the importance of these individuals for the stability of the state and Senate;</p> <p>wide range of optimates in Rome and outside: 'living in the municipia or in the country areas';</p> <p>brief definition by Cicero in the passage: all are optimates who are not criminals, not naturally unprincipled, not wild revolutionaries or embarrassed by</p>	[10]	<p>Reward answers to [What does this passage tell us about Cicero's view of optimates?] in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Reward all interpretation of the passage with shows understanding of Cicero's definition of optimates in this passage.</p> <p>There is a wealth of information in this passage and candidates do not need to cover everything for full marks.</p>	<p>As shown in grids:</p> <p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>
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	<p>financial difficulties;</p> <p>the character of optimates: everyone who is honest, sound in mind, and financially secure.</p>		<p>Answers in the highest bands though should show clear understanding of Cicero's definition.</p>	
2b	<p>AO1 Reward use of appropriate sources illustrating the distinction between optimates and populares.</p> <p>Sources could include:</p> <p>a wealth of information in other parts of the Pro Sestio on broad distinction between optimates and populares including objectives of both factions;</p> <p>Plutarch, Pompey 47 on Caesar's popularis approach to the consulship;</p> <p>In Catilinam IV.9 for a clear understanding of a popularis from an optimate's point of view;</p> <p>Commentariolum Petitionis – 'stress optimate credentials, downplay popularis credentials.' 'If we seem to have anything characteristic of a popularis, we did so with the intention of winning Pompey to our side.' Implies distinction not so clear always;</p> <p>Sallust, Cat. 36-39 for differences and similarities between politicians;</p> <p>Candidates may use specific examples</p>	[20]	<p>Answers should not include discussion of the passage printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [What can we learn from other sources about the distinction between optimates and populares in the late Republic?]</p>	<p>AO1 – 10 AO2 - 10</p> <p>As shown in grids:</p> <p>Level 5: 9-10 Level 4: 7-8 Level 3: 5-6 Level 2: 3-4 Level 1: 1-2</p>

	<p>of individuals behaving in a popularis or optimate fashion.</p> <p>AO2 marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about ‘what can we learn from’</p> <p>Answers should include good, clear definitions of optimates and populares from the candidate’s own knowledge though this discussion needs to be underpinned by diligent use of the source material, which should be the focus of all the discussion,</p> <p>There may be a historical approach using Sallust <i>Catiline</i> 7-13 for a background to the roles of the optimates and populares and the ways in which popularis politicians exploited popular opinion may be illustrated from Suetonius <i>Deified Julius</i> 10, and Plutarch, <i>Pompey</i>47.</p>		<p>AO2 Candidates should discuss what the sources tell us about the distinction between optimates and populares.</p> <p>Although not necessary, reward all attempts to evaluate the evidence for accuracy and reliability.</p>	
2c	<p>AO1 Reward use of appropriate sources illustrating the rivalry and struggles of political groups.</p> <p>Other sources include:</p> <p>Sallust 20 on the optimates with all the influence;</p>	[25]	<p>Reward answers to the question [On the basis of this passage and other sources you have studied, to what extent was the politics of the late Republic a struggle between different political groups?] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

	<p>Suetonius, DJ, 19-20 on tensions between the two factions during consulship of Caesar and Bibulus in 59BC;</p> <p>Plutarch, Caesar, 14 on Caesar's frustrations with the optimates and optimates' offence at Pompey's actions;</p> <p>Cicero Letters 9 on Pompey's relationship with the optimates and then Cicero with Pompey and Crassus;</p> <p>Plutarch Cicero 10 on optimates and populares both working together in support of Cicero's consulship 'Both parties, however - that of the nobility and that of the people - combined together to raise him to the consulship';</p> <p>much discussion in the <i>Commentariolum Petitionis</i> 13-24;</p> <p>Sallust 37 Moreover, all the factions opposed to the Senate would rather see the state embroiled than accept their own exclusion from political power;</p> <p>Letter 15 Caesar wants Cicero on his staff but overtly negative about the triumvirate referred to as 'infamous, disgraceful and uniformly odious';</p> <p>Plutarch, Pompey, 47: 'Cato too was ready to support Bibulus with all his might. Caesar therefore brought Pompey</p>		<p>background and context.</p> <p>Answers should mention passages in some detail for high bands in AO1, with their contexts and some specific content, and relevant knowledge of the issues.</p>	<p>AO2 = 15</p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>
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	<p>out openly in front of the people on the speaker's platform in the forum and asked him whether he approved of the new laws. Pompey said that he did';</p> <p>optimates & populares – major discussion in Cicero <i>Pro Sestio</i> 96-105 but couched in Cicero's own terms;</p> <p>Cicero <i>Letters</i> 14, 16 – comment on the supremacy of the 'popular' groups;</p> <p>The triumvirate as a 'political group';</p> <p>Candidates may cite debate on what to do with Catiline's conspirators – Cato v Caesar in Sallust <i>Catiline</i>;</p> <p>AO2</p> <p>Answers should:</p> <ul style="list-style-type: none"> - evaluate the factual information in the sources and the potential for bias, given the background of our sources; - make judgements on the value of the examples as historical evidence; - show understanding of how to interpret ancient evidence. <p>Expect a detailed treatment and some analysis of the various factions which developed at Rome: optimates vs. populares and the various definitions of</p>		<p>AO2</p> <p>For highest levels in AO2 there should be supported discussion of 'to what extent' with a clear attempt to assess thoroughly the statement whether the politics of the late Republic be seen as a struggle between different political groups and factions</p> <p>The question invites candidates to assess political rivalry in a wider sense than just optimates and</p>	
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	<p>what these mean (e.g. in Cicero, who himself claims to be a popularis but in a quite different sense from that of others, e.g. Caesar); factions which developed around a 'personality' (Crassus, Caesar, Clodius – Catiline may also be cited as an example as leader of a kind of 'faction' the distressed poor) and the rivalry between individuals which develops into 'factions' or 'parties', eg the 'First Triumvirate' or the coalition which led both to Cicero's exile and his return.</p>		<p>populares. The triumvirate, Catiline and his followers could also be used for discussion. The nature of the question also allows candidates to argue that the politics of the late Republic was more than just factional strife so expect a wide range of arguments, all of which should receive credit if relevant and supported by the sources.</p>	
3	<p>AO1 Candidates in the highest bands should look to provide detailed information from Cicero himself on the conspiracy but also from Sallust and Plutarch</p> <p>Candidates may wish to examine the question looking at a range of issues put forward by the sources. Namely, Cicero's role in suppressing the conspiracy, the nature of Catiline and his supporters, the moral and economic state of the republic at the time of the conspiracy, the punishment of the conspirators and the justification of it.</p> <p>There is a wealth of material which candidates could use including:</p>	[45]	<p>Reward in the higher levels of AO1 some specific instances of rivalry in response to the question [How convincing an account of the Catilinarian Conspiracy do we get from the sources?]</p>	<p>AO1 = 20 Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p>AO2 = 25 Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

	<p>Cicero In Cat II. 17-23; IV. 7-10; IV. 20-22; Cicero Letters; Sallust Catiline 7 – 13, 20, 36 – 39, 51-52; Plutarch Cicero 9 – 23;</p> <p>.</p> <p>AO2</p> <p>The AO2 marks may be awarded for the overall construction and assessment of the material, leading to a supported and balanced judgement addressing the terms useful and relationships; there may be some generalisation and assertion which can be awarded according to the grids.</p> <p>For marks in the highest levels, answers should provide critical assessments of the sources used.</p>		<p>The bullet-point prompt to evaluate the sources used allows marks to be awarded under AO2; here, weaker answers may address this point in generic paragraphs, while more pertinent discussion will address the specific passages from sources used to support the discussion and build up the narrative in the essay.</p> <p>Candidates may wish to discuss the motive for Cicero to exaggerate his role in suppressing the conspiracy and the later consequences for him personally in terms of his exile and political obscurity.</p> <p>Generalization and assertion – level 3.</p>	
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4	<p>AO1</p> <p>Candidates in the highest band should look to provide specific examples of the actions of individuals and the response (or lack of) from the senate as a body.</p> <p>Candidates may set out some definitions or detail about the workings of the Senate – procedures, voting, roles of the consuls and the <i>cursus honorum</i>.</p> <p>Candidates may also cite the actions of key individuals whose power and influence may be seen to have exceeded the senate namely: Catiline, Cicero, Clodius and the triumvirs</p> <p>Sources could include:</p> <p>Letters 14 and 16 illustrate Cicero's views on how traditional republican government has been compromised by the power of the triumvirate;</p> <p>Letters 9 and 10 show that the senate still had significant influence and authority: 'the Senate is quite an Areopagus';</p> <p>Plutarch, Caesar 13: Caesar's behaviour in 59BC in using the assembly as he could not achieve political aims in the senate;</p>	[45]	<p>In response to the question ['Some politicians had more power and influence than the Senate'. How fair an assessment of the politics of the late Republic is this statement?]</p> <p>reward detailed use of specific sources.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>
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	<p>Plutarch, Caesar 14: 'out of the whole number of senators, only a very few used to attend the meetings presided over by Caesar' and the subsequent story of Considius;</p> <p>Lots of material in Plutarch, Cicero and Cicero <i>In Cat</i> on the senate's role in the condemnation of the conspirators, the SCU and details of the debate itself in Sallust;</p> <p>Sallust and others on individual's use of tribunes to side-line the senate and achieve political aims;</p> <p>Suetonius, DJ and Plutarch on the triumvirate;</p> <p>AO2</p> <p>The AO2 marks may be awarded for the overall construction and assessment of the material, leading to a supported and balanced judgement addressing the terms useful and relationships; there may be some generalisation and assertion which can be awarded according to the grids.</p> <p>Candidates should look to assess the extent to which the senate loses prestige and power during the period. Candidates may look at alliances,</p>		<p>The bullet-point prompt to evaluate the evidence allows marks to be awarded under AO2; here, weaker answers may address this point in generic paragraphs, while more pertinent discussion will address the specific passages from sources used to support the discussion and build up the narrative in the essay.</p> <p>Generalization and assertion – level 3.</p>	
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	<p>especially the triumvirate, as being evidence of the inability of certain powerful leaders to go it alone and needing to form alliances to effectively neuter the senate.</p> <p>Clearly the senate in 63BC is characterised as a lot more effective and powerful than in 59BC.</p>			
5a	<p>AO1 Answers might include:</p> <p>division into imperial and senatorial provinces: 'one he assigned to himself, the other to the people of Rome';</p> <p>nature of imperial provinces as warlike, prone to rebellion, in need of a permanent garrison, supported with references to the passage;</p> <p>nature of senatorial provinces as peaceful, manageable, no need for legionary forces;</p> <p>terms used by Strabo: Caesar's and the People's;</p> <p>different approaches to government with Imperial provinces 'organising their administration in different ways at different times according to circumstances';</p>	[10]	<p>Reward answers to the question [What does this passage tell us about how the provinces were governed during the reign of Augustus?] in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Reward all interpretation of the passage with respect to provincial administration.</p>	<p>As shown in grids:</p> <p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

	candidates may also make mention of the fact that the provinces were divided in this way from the first settlement.			
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5b	<p>AO1 Reward use of appropriate sources commenting on the attitude of provincials to Augustus' reign.</p> <p>Sources could include:</p> <p>RG 25 – oath of allegiance of Gaul, Spain, Africa, Sicily and Sardinia at Actium;</p> <p>Quintilian on people of Tarraco's attempt to impress Augustus;</p> <p>Strabo 10.5.3 mitigation of tax sought by fishermen in the Cyclades;</p> <p>Tacitus 1.2.2 a sweeping statement about the provinces willingness to accept the regime of Augustus because of abuses from governors in the republic;</p> <p>Tacitus 4.37 on a temple dedication to Augustus and Rome by Asia and Bithynia-Pontus;</p> <p>Altar inscription from Narbonne dedicated to numen of Augustus. Details of worship by the provincials to Augustus and his family;</p> <p>Decree from Asia in 9BC on new calendar based on Augustus' birthday with a wealth of statements showing appreciation of his reign.</p>	[20]	<p>Answers should not include discussion of the passage on the question paper.</p> <p>There should be a range of examples chosen from the sources in response to the question [What can we learn from other sources about the attitudes of the provincials to Augustus?]</p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Give appropriate credit to the use of any sources outside those set for the specification.</p>	<p>AO1 – 10 AO2 - 10</p> <p>As shown in grids:</p> <p>Level 5: 9-10 Level 4: 7-8 Level 3: 5-6 Level 2: 3-4 Level 1: 1-2</p>
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	AO2 marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about how other sources portray the attitude of the provincials to Augustus' reign.		Although not required, any discussion of reliability of the sources in connection with 'what we can learn' may also be rewarded.	
5c	<p>AO1 Reward use of appropriate sources illustrating the importance of the provinces to Augustus.</p> <p>Candidates may mention the passage cited and in general the emphasis on the division of provinces into senatorial and imperial after 27BC.</p> <p>Other sources include:</p> <p>various provincial tours mentioned in the Res Gestae 11 and 12, during the latter, Augustus claims to have 'settled affairs in Spain and Gaul';</p> <p>RG 15, 16, 28 using colonies in provinces for settling veterans; RG24, renewal and restoration of temples in Asia; RG25, provinces swear an oath of loyalty; RG 26 on extending the boundaries of the provinces;</p> <p>Suetonius, DA, 18 on Egypt's importance for the grain supply;</p> <p>Suetonius, DA, 47 on provincial</p>	[25]	<p>Reward answers to the question [On the basis of this passage and other sources you have studied, how important were the provinces to Augustus?] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Give appropriate credit to the use of any sources outside those set for the specification.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

	<p>administration including rebuilding and debt relief and extensive nature of provincial tours: 'I believe there is no province, excepting only Africa and Sardinia, which he did not visit';</p> <p>Suetonius, DA, 49 on attempts made by Augustus to improve communication with the provinces;</p> <p>Velleius Paterculus 92.1 on Augustus in the East in 19BC 'bringing the world at large the blessings of his peace.'</p> <p>The propaganda in Horace Odes, 4.15, 4.14, 3.5 for successes in the provinces;</p> <p>AO2</p> <p>Answers should: evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgements on the value of the examples as historical evidence; show understanding of how to interpret the ancient evidence used.</p>		<p>For highest levels in AO2 there should be supported discussion of 'how important'.</p> <p>Candidates may also mention the importance of provinces to spread propaganda for example the foundation of Nikopolis after Actium and indeed to posit the Res Gestae eventually.</p> <p>There may be some discussion of the importance of the provinces economically to Augustus.</p> <p>Equally there may be discussion of the general idea of peace throughout</p>	
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			the empire and how Augustus used this idea as propaganda for the success of his reign.	
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<p>6a</p>	<p>AO1 Answers might include:</p> <p><i>RG 34:</i></p> <p>Augustus' view of his own constitutional position: 'being master of everything by the consent of all'; I excelled all in authority, but I had no more power than others who were my colleagues in each magistracy;</p> <p>restoration of the republic: 'I transferred the republic from my power to the control of the senate and the Roman people';</p> <p>the benefits of the settlement for him: 'I was called Augustus, and the door-posts of my house were screened with laurel at public expense, and a civic crown was fixed above my door and a golden shield was set up in the Julian Senate-house with an inscription attesting that the senate and the Roman people gave it to me because of my courage, clemency, justice and piety';</p> <p><i>Aureus:</i></p> <p>Description of Augustus on the coin and the obvious republican sentiment of sitting on a sella curulis with a scrinium;</p> <p>The inscription on the reverse makes the</p>	<p>[10]</p>	<p>Reward answers to the question [What do these sources tell us about Augustus' view of the constitutional settlement of 28-27BC?] in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>There should be clear interpretation of the sources with respect to the events of the first settlement.</p> <p>Both sources must be used for the higher levels.</p>	<p>As shown in grids:</p> <p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
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	coin the numismatic version of RG 34: 'restoring the rights and laws to the people';			
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6b	<p>AO1 A wealth of material in the Res Gestae including 4 on triumphs and fifty-five supplications; 9 consular vows for Augustus' welfare every five years; 11 altar of Fortuna Redux in 19BC and corresponding aureus from 19BC; 12 Ara Pacis in 13BC; RG 35 and Suetonius, DA, 58: Pater Patriae; Civic Crown aureus 27BC SC; Public vows for Augustus' safety denarius from 16BC SC: 'through him the state is in a more expansive and peaceful condition'; Inscription from 13BC in Rome illustrating a senatorial decree for votive games to celebrate Augustus' return. The behaviour of the Senate after Augustus' death in Tacitus 1.8</p> <p>AO2 marks for interpretation of the sources, range and depth, as well as structure of a supported argument leading to a conclusion answering 'what can we learn from . . .' – refer to grids.</p>	[20]	<p>Answers should not include discussion of the passages printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [What can we learn from other sources about the ways the Senate honoured Augustus during his reign?]</p> <p>Answers should focus on specific votives from the senate to Augustus throughout his reign.</p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Although not required, any discussion of reliability of the sources in connection with 'what we can learn' should also be rewarded in AO2.</p>	<p>AO1 – 10 AO2 - 10</p> <p>As shown in grids:</p> <p>Level 5: 9-10 Level 4: 7-8 Level 3: 5-6 Level 2: 3-4 Level 1: 1-2</p>
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6c	<p>AO1</p> <p>Candidates may make limited use of the RG 34 and the aureus printed Other sources include: there is a wealth of material in Res Gestae including 1 on championing the liberty of the republic and triumvir for 'setting the republic in order'; 5 on turning down the dictatorship and consulship in perpetuity; 7 as princeps senatus; 8 on reviving ancestral tradition; 19 rebuilding the Senate-house; Tacitus on the reasons for the success of the façade: 1.1.1 state 'exhausted by civil war'; 1.2.1 use of tribunician power and lack of motivation of any remaining senators to expose his despotic rule; 1.9.4 'he ordered the republic not as a kingdom, nor as a dictatorship, but under the name of princeps'; Velleius 89.3 'majesty restored to the senate'; Suetonius, DA, 26,27 on very aggressive behaviour to the senate in the triumviral period; Suetonius, DA, 28: the edict on the constitution 'twice thought of restoring the republic' and the conclusion by Suetonius that he 'made every effort to prevent any</p>	[25]	<p>Reward answers to the question [On the basis of this passage and other sources you have studied, how successful was Augustus in presenting himself as a traditional republican?] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p>	<p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15 Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>
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	<p>dissatisfaction with the new regime'. Suetonius, DA, 58 Augustus' words after being bestowed with the title of Pater Patriae in the Senate : 'having attained my highest hopes, Fathers of the Senate, what more have I to ask of the immortal gods than that I may retain this same unanimous approval of yours to the very end of my life';</p> <p>AO2</p> <p>For highest levels in AO2 there should be supported discussion of the nature of 'how successful'. Refer to grids and reward clear interpretation of sources used.</p> <p>Answers should: evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgements on the value of the examples as historical evidence; show understanding of how to interpret the ancient evidence used.</p> <p>The question invites the candidate to examine the evidence as to whether there was indeed any attempt by Augustus to present himself as a republican and assess his success.</p> <p>Candidates may note how Augustus'</p>		<p>Marks are available for evaluation and discussion of sources, some of which may be generic. Discussion of reliability and assessment of the level of detailed content in sources will also merit marks under AO2.</p> <p>Look for a clear and supported conclusion to the question with adequate material and balanced judgements; refer to grids.</p>	
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	<p>approach to politics and his relationship with the senate changes after Actium, whereas in his youth he was oligarchic at best.</p> <p>What was the effect of the multiple revisions to the senatorial roll? How can Augustus be maintaining a republican façade at the same time as trying to establish a dynasty?</p> <p>Candidates may also wish to discuss Augustus' use of the term 'princeps' and the nature of the first settlement.</p>			
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7	<p>AO1</p> <p>Candidates in the highest band should look to provide detailed information from a range of sources on the importance of Agrippa to the principate.</p> <p>Examples might include:</p> <p>Agrippa had a long and varied career supporting Augustus but his main role should be seen as general. Candidates may discuss Agrippa's military role in Augustus successes with reference to Illyricum in 34BC and Actium in 31BC, Virgil, Aeneid 8, both resulting in triumphs for Augustus, Velleius 89.1, as well as his involvement in other campaigns most notably in Gaul in 20BC and Spain in 19BC. From 16-13BC, he helps Augustus settle affairs in the East before his final campaign in Pannonia. Agrippa was awarded the naval crown in 36BC for victory over Sextus Pompey, depicted on the aureus of 13BC and alluded to in Aeneid 8;</p> <p>Agrippa is given a special command in the East by Augustus but according to Velleius 93.2 this was a pretext for Agrippa's wish to leave Rome due to hostility for the promotion of Marcellus;</p> <p>Other political roles occupied by Agrippa include consul with Augustus in 28 and</p>	[45]	<p>In response to the question [How important were Agrippa and Tiberius to Augustus' success?] reward detailed use of specific sources in AO1.</p> <p>Candidates may be aware of Agrippa's role in restoring the aqueducts as aedile in 33BC. Credit this information if detailed and supported by the sources.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>
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	<p>27BC, Tacitus, Annals, 1.3.1 as well as participating as censor in 28BC, RG 8 and revising the senate, Velleius 89.4;</p> <p>Agrippa has an important part to play in the establishment of the Julio-Claudian dynasty in that he marries Julia in 21BC, Tacitus, Annals 1.3.1 and fathers three boys and two girls;</p> <p>Augustus clearly sees him as second-in-command during the first half of the principate as Agrippa receives tribunican power in 18BC and 13BC, Tacitus, Annals 3.56, aureus and denarius of 13BC and is de facto in charge of Rome when Augustus is on his provincial tours;</p> <p>Agrippa was partially responsible for the organisation of the Centennial Games in 17BC as quindecimvir sacris faciundis, RG 22;</p> <p>Velleius 93.1 refers to the fact that the general assumption, in the mid to late twenties BC, is that if Augustus had died Marcellus not Agrippa would succeed him.</p> <p>Tiberius:</p> <p>Like Agrippa, Tiberius' main role is military and he is seen by the sources as the preeminent general after Agrippa's death. Sources include:</p>			
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	<p>RG 8 lustrum with Tiberius in AD14; RG 30.1 'I conquered the Pannonian people through Tiberius';</p> <p>Tiberius tested in a 'war of considerable importance' with decisive victories against the Raeti and Vindelici in 15BC (Velleius, 2.95.1);</p> <p>Horace Ode 4.14 on achievements of Tiberius in defeating the Raetians in 15BC cf aureus, 15-12BC depicting Augustus receiving triumphal branches from Tiberius and Dursus in commemoration of the conquest of Raetia;</p> <p>Tiberius in the East 20-19BC sent to reorganise the provinces/ appointment of Tigranes as King of Armenia (Velleius, 2.94.4);</p> <p>Velleius, 2.99. details Tiberius' triumphs and consulships up to the period of 6BC; claims that with the award of Tribunician power in 6BC, Tiberius had been made the 'equal of Augustus'. Refers to Tiberius as a 'second guiding light and leader of our nation';</p> <p>Importance of Tiberius is implied by Velleius 100.1 when discussing the military problems in the Empire after Tiberius had retired to Rhodes in 6BC;</p> <p>Tiberius about to settle affairs for Augustus in Illyricum in AD14 when</p>		<p>The bullet-point prompt 'to evaluate' the evidence' allows marks to be awarded under AO2; here, weaker answers may address this point in generic paragraphs, while more pertinent discussion will address the specific passages from sources used to support the discussion and build up the narrative in the essay.</p> <p>Generalization and assertion – level 3.</p> <p>Candidates in the highest bands will discuss the role Agrippa had in helping the Principate be established, develop and succeed. There may be some answers which focus on the importance of other members of Augustus' inner-circle but this should be done relative to Agrippa.</p> <p>Candidates may mention how the source material often omits Agrippa's role in the key successes of the early Principate to focus on Augustus. Res Gestae focuses (unsurprisingly) on Augustus himself and Velleius Paterculus on Tiberius.</p>	
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	<p>recalled by the latter on his deathbed;</p> <p>Tacitus, Ann, 1.3 on Tiberius receiving 'imperial titles';</p> <p>Tacitus, Ann, 1.4: from youth Tiberius had been 'loaded with consulships and triumphs';</p> <p>Tacitus 3.65 Tiberius summoned by Augustus to accept 'similar responsibility' (Tribunician power); cf Aureus from AD 13-14 (not a set sources);</p> <p>Suet, Tib, 8.1 on Tiberius' prosecution of Fannius Caepio in 22BC;</p> <p>Tiberius as quaestor solving the food crisis of 23BC (Velleius, 2.94.1);</p> <p>As consul in 13BC when Augustus is in Spain and Gaul evidenced by Tiberius' name in inscription dedicating games for Augustus' return (ILS 88).</p> <p>AO2</p> <p>Look for a clear assessment of 'how important', with appropriate levels of support from factual knowledge and discussion of the reliability of the sources; there should be discussion of</p>		<p>The issue of succession is only tangential to this question. Candidates who discuss Augustus' establishment of a dynasty can receive credit so long as they discuss the importance of the roles of Agrippa and Tiberius in helping Augustus achieve success which thus either identifies them as a potential successor or the reverse.</p> <p>Candidates may discuss: the fact that Agrippa dies midway through the Principate and Augustus seems to achieve a lot without him after that time; the difficulty in separating Agrippa from Augustus in the sources; whether Agrippa was used for his own merits by Augustus or was he merely a useful supporter who he could trust and control.</p>	
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	<p>the nature of sources and how far we can actually understand the importance of Agrippa's role.</p> <p>There should be some assessment of the non-military importance of Agrippa and Tiberius for marks in the higher bands.</p> <p>The sources are not very detailed on the first ten years of Tiberius' career. Tacitus focussed on Tiberius' character rather than assessing his merits or career achievements.</p>			
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8	<p>AO1 Reward use of appropriate factual information and sources showing the actions and achievements of Augustus post 27BC.</p> <p>Candidates may discuss any aspects of Augustus' leadership of the state. For example, Augustus as a religious leader, military commander or generally as a politician.</p> <p>Military:</p> <p>the portrayal of Augustus as an effective military commander in the poetry concerning his victory at Actium. Horace, Ep,9 claims there has never been a better general in Roman history; Horace, Ode 1.37 emphasises Augustus' comprehensive defeat of Cleopatra with two similes; Virgil, Aeneid 8 depicts Augustus as a leader of the senate, people, Italians and gods in a great war;</p> <p>Plenty of information in the Res Gestae: RG 4, imperator 21 times; catalogue of military victories mentioned in RG 26-27, 30; colonies in RG28;</p> <p>Unprecedented Triple triumph: Aeneid 8 and Velleius, 89.1. Denarius 29-27BC depicts Augustus' triumph for Actium;</p> <p>Velleius, 89.6 on Augustus as victorious commander and his 'innumerable'</p>	[45]	<p>In response to the question [How effective an emperor was Augustus?] reward detailed use of specific sources in AO1.</p> <p>Award interpretation of archaeology such as Prima Porta and Via Labicana statues, the Ara Pacis and the Forum Augustum.</p>	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>
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	<p>achievements;</p> <p>Relationship with army: oath of allegiance, RG3; military reforms including establishment of a new military treasury, Suet, DA, 49; Tacitus, 1.2.1 on bribery of the troops, supported in RG15 and RG16;</p> <p>Supreme commander of all armies and generals after 23BC: Augustus given the credit for victories in the Alps by Drusus and Tiberius, Horace, Odes 4.14. Aureus of 15-12BC showing Augustus receiving triumphal branches for the conquest of Raetia;</p> <p>Pliny, NH, 7 on mutinies in the army and shortage of funds; mutinies also mentioned in Suetonius, DA, 17.</p> <p>Religious:</p> <p>Augustus as Pontifex Maximus:RG 7 and 10; Ovid, Fasti, 3.415-428;</p> <p>Restorer of 82 temples (RG 20);</p> <p>Bringing back an age of peace and prosperity: Virgil, Aen 6; Horace, Odes 4.15; Horace, CS; RG 13 on the gates of the temple of Janus;</p> <p>Tac, Ann, 10.6: 'there were no honours left for the gods';</p>			
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	<p>Political:</p> <p>Denarius 16BC which depicts public vows for Augustus' safety, obv: 'through him the state is in a more expansive and peaceful condition;</p> <p>General beautification of the city of Rome: Suet, Aug, 28: brick and marble; RG, 19-21;</p> <p>Successful actions during the food crisis of 23BC: RG, 5;</p> <p>Panem et circenses: RG, 15, 17, 22, 23;</p> <p>Revival of obsolete rites: Suet, Aug, 31; RG 8;</p> <p>As Pater Patriae: Suet, Aug, 58; RG, 35;</p> <p>Velleius' description of Augustus' return to Rome to celebrate triple triumph 28BC (VP, 2.89)</p> <p>Tacitus 1.1: 'under the name of princeps, took the whole state, exhausted by civil discords, into his rule'.</p> <p>Augustus' effectiveness clearly seen in Tac, Ann, 1.2 (seducing and arrogating) and Tac, Ann, 1.4 'the revolution was complete.'</p> <p>Tac, Ann, 1.9: 'he ordered the republic, not as a kingdom, not as a dictatorship,</p>		<p>Evaluation of sources with regard to reliability should also be given appropriate reward under AO2.</p> <p>Candidates may discuss the part played by others in bringing success to the principate but the focus should still be on the effectiveness of Augustus.</p> <p>Candidates may choose to discuss Augustus' relationships with key groups such as the soldiers, the Senate and the people. This is an acceptable way of tackling this question but the focus still must be on 'how effective'</p>	
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	<p>but under the name of princeps'; coordinated administration.</p> <p>Revolts and conspiracies indicate lack of success: Suet, Aug, 19; Pliny, NH 7147-150, VP, 2.93;</p> <p>AO2</p> <p>Look for a clear assessment of 'how effective', with appropriate levels of support from factual knowledge and discussion of the reliability of the sources; there should be discussion of the nature of the sources and how far we can actually evaluate Augustus' leadership in a military context.</p>			
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9a	<p>AO1 Answers might include:</p> <p>Volusenus' role in making 'a general reconnaissance' before the 'risk' of expedition and later on in 'reconnoitring the coast';</p> <p>Caesar's strategy in preparing the fleet in Morini territory;</p> <p>Unsuccessful in a clandestine operation as traders alert the Britons as to Caesar's plan, subsequent audience by Caesar;</p> <p>Use of Commius as a native 'to visit as many tribes as possible, to urge them to entrust themselves to the protection of Rome, and to announce his impending arrival.'</p>	[10]	<ul style="list-style-type: none"> ○ Reward answers to the question [What does this passage tell us about Caesar's preparations for his initial invasion of 55BC?] in line with descriptors in the grid – for both use of passage and comment, and context. ○ ○ Reward all interpretation of the passage with respect to Caesar's preparation for the initial invasion. 	<p>As shown in grids:</p> <p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
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9b	<p>In AO1, reward use of appropriate sources commenting on the specific tactics adopted by Caesar against the Britons and how effective these were including:</p> <p>general aim of the reconnaissance explained in BG, IV.20 to determine lay of the land, fighting customs in advance of arrival; choice of appropriate landing eventually in BG, IV,23; use of warships rather than transports in BG, IV, 25 which cause the Britons to retreat; BG, IV, 35 on destruction of British buildings, pursuit and massacre of fugitives from the battle and use of Commius' cavalry;</p> <p>increase in legions (two to five) for campaign of 54BC; BG, V,9 on choice of camp and garrison left on the coast to guard the fleet and subsequent siege in the woods by the 7th legion; rout of Britons using legionaries and cavalry described in BG, V, 17-18;</p> <p>final battles against Cassivellaunus in BG, V, 21-22 after receiving the submission of other British tribes.</p> <p>Clearly evidence that not all tactics</p>	[20]	<p>Answers should not include discussion of the passage printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, to the question [What can we learn from other sources about the tactics adopted by Caesar against the Britons?]</p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Naturally 'other sources' mean other parts of Caesar, Gallic War.</p>	<p>AO1 – 10 AO2 - 10</p> <p>As shown in grids:</p> <p>Level 5: 9-10 Level 4: 7-8 Level 3: 5-6 Level 2: 3-4 Level 1: 1-2</p>
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	<p>were effective as Britons repeatedly use their knowledge of the terrain to employ guerrilla attacks on the Romans.</p> <p>AO2 marks for interpretation of the sources – range and detailed understanding, with a clear conclusion to discussion about ‘what can we learn from . . .’ and analysis of possible reasons for various ‘attitudes’, ‘clearly explained and structured.</p>		<p>Although not required, any discussion of reliability of the sources in connection with ‘what we can learn’ may also be rewarded.</p> <p>Discussion of the effectiveness or not of Caesar’s tactics against the Britons should be rewarded appropriately in AO2.</p>	
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<p>9c</p>	<p>AO1</p> <p>Reward use of appropriate sources commenting on the view that the invasions of Caesar were a complete failure.</p> <p>Other sources could include:</p> <p>Caesar’s accounts themselves provide plenty of detail on the setbacks and problems but also military success and long term gains in terms of hostages, tribute and alliances especially BG, V, 20-22;</p> <p>Tacitus, Agricola, 13 mentions that Caesar ‘intimidated the natives and secured a grip on the coast’ but failed in that he ‘merely drew attention’ to Britain;</p> <p>The speech of ‘Boudicca’ in Tacitus, Agricola, 15 refers to Caesar’s ‘failures’;</p> <p>Strabo claims that ‘Caesar came back in haste, without accomplishing much’. But does admit that he won a number of victories and brought back hostages, slaves and booty. Equally in 2.5.8, he claims that the Romans (presumably Caesar) could have possessed Britain but saw no potential gains;</p>	<p>[25]</p>	<ul style="list-style-type: none"> ○ Reward answers to the question [On the basis of this passage and other sources you have studied, to what extent can Caesar’s invasions be seen as a complete failure?] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context. ○ ○ 	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>
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	<p>Suetonius, DJ: 'exacted sums of money and took hostages';</p> <p>Cicero, ad Atticum 4.18.5: 'hostages have been taken and a tribute has been levied';</p> <p>Numismatic evidence in the form of the gold stater of Tincomarus, from the Atrebatas tribe, 20-10BC and the gold stater of Verica from just before the Claudian invasion suggest that Commius' descendants enjoyed the protection of the Romans from the alliances originally set up by Caesar.</p> <p>AO2</p> <p>Reward supported discussion leading to conclusions. In using sources, answers should: evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgements on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence.</p> <p>There needs to be a good discussion of to what extent the invasions could be considered to be a failure for marks in the highest bands for AO2.</p>		<p>Marks are available for evaluation and discussion of sources, some of which may be generic. Discussion of reliability and assessment of the level of detailed content in sources will also merit marks under AO2.</p>	
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	<p>The obvious discussion point is a failure in the eyes of whom. The accounts of Caesar whilst illustrating that both invasions had set backs, conclude that overall they can be seen as successful both in gaining hostages and a tribute. Candidates may also argue that there were not invasions per se but an expedition or scouting mission and in this case they can be seen as successful. Certainly, there was more success in 54Bc than in 55BC.</p> <p>Candidates may focus on problems with the reliability of Caesar's accounts.</p>		<p>Look for a clear and supported conclusion to the question with adequate material and balanced judgements; refer to grids.</p> <p>Candidates may mention how Caesar used his invasions of Britain to increase his reputation as a military leader back in Rome.</p>	
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<p>10a</p>	<p>AO1 Answers might include:</p> <p>implication that maltreatment from the Romans was widespread: ‘began to canvass the woes of slavery, to compare their wrongs’, ‘the Romans have nothing but greed and self-indulgence’;</p> <p>description of the governor and procurator: ‘we used to have one king at a time; now two are set over us - the governor to wreak his fury on our life-blood; the procurator, on our property’;</p> <p>list of specific complaints: ‘greed and lust’, ‘seize our homes, kidnap our children, and conscript our men’;</p> <p>belief that the Romans can be ousted from Britain due to significant numerical advantage of the Britons: ‘what a mere handful our invaders are, if we reckon up our own numbers’, ‘back they will go, as their deified Julius went back, if we will but emulate the valour of our fathers.</p>	<p>[10]</p>	<p>Reward answers to the question [What does this passage tell us about British views of Roman rule?] in line with descriptors in the grid – for both use of passage and comment, and context.</p> <p>Candidates should focus on specific information in the source which illustrates what the ‘speaker’ thinks about life under Roman rule.</p>	<p>As shown in grids:</p> <p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
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10b	<p>AO1 Reward use of appropriate sources commenting on the behaviour of the Romans in Britain during the period 43-61AD. Including: general aggression in the early conquest period as described by Tacitus and Dio as well as tombstones of auxiliaries and archaeology; reference to diplomacy of Claudius in Dio, 60.21.4 evidenced by submission of 11 British kings from the arch of Claudius; the disarmament of certain tribes by Scapula and the subsequent establishment of the colonia at Camulodunum, Tacitus, Ann, 12.31;</p> <p>establishment of client kingdoms including Cartimandua, Tac, Ann, 12.36 and statement that Venutius ‘for a long time enjoyed the protection of Roman arms’, Tac, Ann, 12.40</p> <p>pardon of Caratacus by Claudius, Tac, Ann, 12.37;</p> <p>brutality of the II Legion Augusta under Vespasian, Suetonius, Vespasian, 4.1: conquered two of the ‘strongest tribes’;</p>	[20]	<p>Answers should not include discussion of the passages printed on the paper.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail, in response to the question [What can we learn from other sources about the way the Romans treated the Britons by during the period 43-61AD?].</p> <p>Reward answers in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p>	<p>AO1 – 10 AO2 - 10</p> <p>As shown in grids:</p> <p>Level 5: 9-10 Level 4: 7-8 Level 3: 5-6 Level 2: 3-4 Level 1: 1-2</p>
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	<p>Expect the main focus of the answer to be on the causes of the Boudiccan Rebellion: Tac, Ann, 14.31 on appalling behaviour of the Romans after the death of Prasutagus and the behaviour of the veterans in the colony; detail of atrocities in Boudicca's speeches, Tac, Ann, 14.35 and Dio, 62.3.1-62.3.4; retribution of Suetonius against tribes either involved directly in the rebellion or even those who simply 'wavered in allegiance' contrasted with more lenient approach adopted by Classicianus, Tac, Ann, 14.38; recalling of loans by Catus, Dio, 62.2.1.</p> <p>AO2</p> <p>Reward interpretation of sources and appropriate supported argument and conclusions about 'what we can learn from'. Refer to grids for appropriate levels.</p>		<p>Although not required, any discussion of reliability of the sources in connection with 'what we can learn' may also be rewarded.</p>	
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10c	<p>AO1</p> <p>Reward use of appropriate sources showing any potential advantages or disadvantages of Roman rule.</p> <p>Other sources could include:</p> <p>Tac, Agricola, 21 on Romanisation of the South by the governor but Tacitus' indictment of the policy as being too successful at the end of the chapter;</p> <p>speech of Calgacus before Mons Graupius, Tac, Agr, 30-32 illustrates the negative aspect of Roman Rule at least in the North!;</p> <p>Forum at Verulamium inscription;</p> <p>the quid pro quo relationship of client kingdoms. The success of which is evident by Roman intervention during the civil war against Venutius (Tacitus, Histories, 3.45) and Togidubnus indicates longer-term relationships between certain tribes and Rome as evidenced by the Chichester dedication slab (not a set source) and Agricola, 14 – 'unswerving loyalty right down to our own times';</p> <p>Tacitus and Dio provide lots of information on apparent 'disadvantages' of Roman rule in their narratives of the</p>	[25]	<p>Reward answers to the question [On the basis of this passage and other sources you have studied, to what extent did the Britons benefit from Roman rule?] in line with descriptors in the grid – for both use of sources in detail and with appropriate comment, and general background and context.</p> <p>Reward appropriate use of archaeological evidence outside the specification as appropriate.</p> <p>Marks in AO2 should be awarded for supported comment and discussion about the issue; also for evaluation of use and reliability of source material, which should be present.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>
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	<p>Boudiccan Rebellion, including the passage set.</p> <p>AO2 Reward supported discussion leading to conclusions. In using sources, answers should: evaluate the factual information in the sources and the potential for bias, given the background of our sources; make judgements on the value of the examples as historical evidence; show understanding of how to interpret ancient evidence.</p> <p>There should be a clear attempt to assess how the natives benefited or suffered at the hands of the Romans and the extent to which overall the invasion resulted in a better life for the Britons.</p> <p>Answers may discuss: urbanisation, infrastructure, trade, client kingdoms, being part of the empire, greater protection against hostile tribes, compared with general brutality and exploitation.</p>		<p>Reward answers according to the descriptors for each level on the marking grids. Evidence used should be clearly interpreted with clear judgements made about 'to what extent' for highest levels. Reward any discussion of the reliability of the evidence according to the grids.</p>	
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11	<p>AO1 Reward use of appropriate factual information and sources showing the achievements of Agricola and other previous governors of Britain, including:</p> <p>Tacitus, Agricola 18: Completed conquest of North Wales (defeated Ordovices) and conquest of Anglesey, compare with failed attempts by Scapula and Suetonius Paulinus;</p> <p>Chester lead water pipe inscription evidence for Agricola's role in establishing a fortress at Chester, started by Frontinus;</p> <p>Tacitus, Agricola 19-21: Schemes of social betterment in the south supported by the Verulamium forum inscription, would the governors of the early conquest period have been able to adopt such an approach and did Agricola simply inherit a province subdued due to their achievements;</p> <p>Tacitus, Agricola 22: Military campaign against the Caledonians – Stanegate and Dere Street built. Major infrastructure set up by Plautius and Scapula;</p> <p>Tacitus, Agricola 23-24: Consolidate Forth-Clyde Isthmus with forts (Bar</p>	[45]	<p>In response to the question ['Agricola achieved more than any previous governor of Britain'. To what extent do the sources support this view?] reward detailed use of specific sources in AO1.</p>	<p>AO1 = 20 Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p>AO2 = 25 Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>
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	<p>Hill, Croy Hill etc.);</p> <p>Tacitus, Agricola 25-28: Culmination of campaign in Caledonia with defeat of Calgacus at Mons Graupius. A wealth of material here, vividly described by Tacitus. Was Agricola's victory any greater than Plautius in 43AD, Scapula against the Welsh tribes or Suetonius in putting down the rebellion in 61AD?;</p> <p>Britain now almost totally conquered, fort built at Inchtuthil, evidenced by archaeology;</p> <p>Tacitus, Agricola 39-40: Reaction of Domitian and award of triumph implies significant achievement.</p> <p>AO2</p> <p>Look for a clear assessment of 'to what extent' with appropriate levels of support from factual knowledge and discussion of the reliability of the sources especially as most of the evidence of Agricola's achievements comes from Tacitus' eulogy.</p> <p>Candidates may argue that Agricola had longer to achieve success in</p>		<p>The bullet-point prompt to evaluate the evidence allows marks to be awarded under AO2; here, weaker answers may address this point in generic paragraphs, while more pertinent discussion will address the specific passages from sources used to support the discussion and build up the narrative in the essay.</p>	
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	<p>Britain and by the time he became governor, most of the province had been well conquered and stabilised due to his predecessors.</p> <p>Plautius' successes were recognised in Rome by an ovation, Dio, 60.30.2 and Ostorius' with triumphal ornaments, Tac, 12.38. Veranius claimed that he was only two years from 'bringing the province under the control of Rome', Tac, Ann, 14.29.</p>		<p>There needs to be a reasonable coverage of Agricola's whole career as governor of Britain, contrasted with at least two other governors for marks in the highest bands.</p> <p>Generalization and assertion – level 3.</p>	
12	<p>AO1 Reward detailed factual knowledge and sources in line with AO1 grids:</p> <ul style="list-style-type: none"> • Caesar, BG, V, 12: Tin, iron, copper, timber and BG, IV, 32: corn; • Cicero, Ad Att: no silver or booty except slaves; • Strabo 2.5.8; negative coasting of occupation; 4.5.2, corn, cattle, gold, silver iron, slaves, dogs, hides; • Tacitus, Agricola, 12: good crops, gold, silver, and other metals 'to make it worth conquering', pearls?; • Pearls in Suetonius, 	[45]	<p>In response to the question [How useful is the evidence for our understanding of the economic benefits of Britain to the Romans?] reward detailed use of specific sources in AO1.</p> <p>There is a wealth of archaeological evidence on the British economy in the first century BC and AD, which if used, candidates should receive credit as appropriate. For example: Hengistbury Head, Welwyn burial etc. for the early period; development of civilian centres such as Calleva Atrebatum, Londinium, Verulamium. Corinium in the later period; development of roads and trade routes throughout the first century AD; demand made by the military stimulating production and taking it over.</p>	<p>AO1 = 20 Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p>AO2 = 25 Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

	<p>DJ, 47;</p> <ul style="list-style-type: none"> • Mendip lead pig of AD49; • Urbanisation: Forum at Verulamium inscription; <p>LPRIA gold, silver and bronze coins.</p> <p>AO2 Look for a clear assessment of 'how useful' with appropriate levels of support from factual knowledge and discussion of the reliability of the evidence.</p> <p>There should be critical evaluation of source material selected to support an evaluated and focused answer addressing 'useful' – in particular, the accounts in Caesar and Strabo about the backward nature of inland Britain are flatly contradicted by archaeology! Reward any evaluation of archaeology or numismatic material which indicates dispute over its interpretation, or the level of reliability of literary sources.</p>		<p>This bullet point of the specification is the most free to teach so expect to see a wide range of archaeology to support the candidates' arguments from all over the province at different times.</p> <p>AO2 The bullet-point prompt 'to evaluate the evidence' allows marks to be awarded under AO2; here, weaker answers may address this point in generic paragraphs, while more pertinent discussion will address the specific passages from sources used to support the discussion and build up the narrative in the essay.</p> <p>Generalization and assertion – level 3.</p>	
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