

GCE

Ancient History

H007/02: The Julio-Claudian Emperors 31 BC - AD 68

Advanced Subsidiary GCE

Mark Scheme for November 2020

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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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MARKING INSTRUCTIONS**Annotations**

Annotation	Meaning
	Blank Page
	Highlight/factual error
	Evaluation
	Knowledge and Understanding
	Omission
	Context
	Noted but no credit given/ irrelevant
	AO1
	AO2
	AO3

Subject Specific Marking Instructions

Question 1		How influential were the Julio-Claudian women on the succession of this period?	[10 marks]
Assessment Objectives		<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO2 = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</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 descriptor	Indicative content
Level 5	9–10	<p>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)</p> <p>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 about the historical issue in the question. (AO2)</p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion agreeing, disagreeing or anywhere between providing the response has addressed the issue of influence. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information on the influence of the Julio-Claudian women on the politics of this period:</p> <ul style="list-style-type: none"> • The actions of Livia, Julia, Agrippina the Elder, Agrippina the Younger, Livilla and Messalina in the succession. • The role of Julia in her multiple marriages, Livia as mother of Tiberius and Agrippina the Younger
Level 4	7–8	<p>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)</p> <p>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements about the historical issue in the question, though these are not consistently developed. (AO2)</p>	

Level 3	5–6	<p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</p> <p>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made about the historical issue in the question, though the way in which the analysis supports the judgements may not always be made fully explicit. (AO2)</p>	<p>as mother of Nero;</p> <ul style="list-style-type: none"> • The control of Claudius by Messalina and Agrippina the Younger; • The role of Agrippina the Younger in the suspected poisoning of Claudius and her influence on the early years of Nero's reign; • Livilla's relationship with Sejanus and removal of those in the Tiberian succession.
Level 2	3–4	<p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</p> <p>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 about the historical issue in the question, though the way in which the judgements are supported is not made explicit. (AO2)</p>	
Level 1	1–2	<p>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods relating to the historical issue in the question. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p>	
	0	No response or no response worthy of credit	

Question 2	On the basis of these passages and other sources you have studied, how far do you agree with Suetonius' assessment that Gaius' reign should be divided into two parts: Gaius the Emperor and Gaius the Monster? [20 marks]		
Assessment Objectives	<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO3 = 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"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 		
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 descriptor	Indicative content
Level 5	17–20	<p>Response uses a good range of appropriate examples from the set source(s) and other 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)</p> <p>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)</p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion agreeing, disagreeing or anywhere between providing the response has addressed how far the candidate agrees with the statement in the question.</p> <p>For the top level, candidates need to use the source material to come to a judgement and conclusion regarding whether Gaius' reign should be divided by Gaius the Emperor and Gaius the Monster.</p>

Level 4	13–16	<p>Response uses a range of appropriate examples from set source(s) and other 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)</p> <p>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)</p>	<p>Information from the first passage which shows:</p> <ul style="list-style-type: none"> • The early optimism that Gaius' accession brought after the reign of Tiberius; • Gaius' connection to another beloved Roman in Germanicus; • The support Gaius received from the outset from the provincials, soldiers and ordinary citizens of Rome;
Level 3	9–12	<p>Response uses some appropriate examples from the set source(s) and other 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)</p> <p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</p>	<p>Information from the first passage which shows:</p> <ul style="list-style-type: none"> • The various titles including an illusion to Jupiter Optimus Maximus; • His exchange with the foreign ambassadors and then almost assuming of a royal diadem; • Sycophancy of the courtiers; • His removal of the heads of famous statues to be replaced with his own including that of Jupiter at Olympia.
Level 2	5–8	<p>Response uses a limited selection of appropriate examples from the set source(s) and other 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)</p> <p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</p>	<p>Details from other sources could include:</p> <ul style="list-style-type: none"> • Other stories from Josephus and Dio showing Gaius' behavior including episodes of cruelty, divine pretension and madness: Dio: 59:3.1–5.5, 9.4–7, 16.1–11, 26.5–27.1, 28.1–11, 29.1–30.3 • Josephus, Jewish Antiquities 19.1–3 , 4–11 , 17–27 ,

Level 1	1–4	<p>Response uses only a very limited selection of appropriate examples from the set source(s) and/or ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</p>	<p>100–114;</p> <ul style="list-style-type: none"> • Various coins from Lactor 19 • Perhaps a discussion of the reasons put forward in Suetonius, Josephus and Dio as to motive for Gaius's assassination. • Other parts of Suetonius can also be used including the set passages: Suetonius Gaius, 13–14, 18–20, 22, 27–33, 37, 56–59; Dio: 59:3.1–5.5, 9.4–7, 16.1–11, 26.5–27.1, 28.1–11, 29.1–30.3. <p>Candidates may mention the shortness of Gaius' reign and the limitations of the evidence especially in lacking any account from Tacitus.</p>
	0	No response or no response worthy of credit	

Question 3*		‘Augustus did not restore the Republic; he destroyed it.’ How far do the sources support this view? [30 marks]	
Assessment Objectives		<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO3 = 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"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	
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 descriptor	Indicative content
Level 5	25–30	<p>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)</p> <p>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)</p> <p>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)</p> <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 a conclusion agreeing, disagreeing or anywhere between providing the response has addressed how far the sources support the view in the question.</p> <p>Candidates may look at:</p> <ul style="list-style-type: none"> The powers and privileges which Augustus acquired throughout his reign and how far these made Augustus an autocrat; how far a façade of a republic was maintained; the roles and responsibilities of the senators and how these changed throughout Augustus’ principate; the nature of succession as an unrepudican idea; the implication of the first and second settlement on the politics of the period; how far the sources support the view that the republic was destroyed by Augustus.
Level 4	19–24	Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned	

		<p>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)</p> <p>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)</p> <p>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)</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p>	<p>Supporting source details may include:</p> <p>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;</p> <p>Tacitus on the reasons for the success of the republican 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';</p>
Level 3	13–18	<p>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)</p> <p>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)</p> <p>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)</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	<p>Velleius 89.3 'majesty restored to the senate';</p> <p>Suetonius, DA, 28: the edict on the constitution and the conclusion by Suetonius that he 'made every effort to prevent any dissatisfaction with the new regime'.</p> <p>The aureus of 28BC which shows Augustus resorting the 'laws and rights'.</p> <p>Credit all relevant source material.</p> <p>Answers could focus on:</p> <ul style="list-style-type: none"> • how the ancient sources portray the principate of Augustus and his claim to have restored the Republic; • an assessment of factors which affect reliability the principate of Augustus and his claim to have restored the Republic; • evaluation and interpretation of the evidence (archaeological and literary); • an overall judgment of 'how far the sources support'
Level 2	7–12	<p>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way,</p>	

		<p>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)</p> <p>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)</p> <p>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)</p> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	
Level 1	1–6	<p>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</p> <p><i>The information is basic and communicated in an unstructured way. The information is supported</i></p>	

	0	No response or no response worthy of credit	
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Question 4*	How far do you agree that it was Nero's total mismanagement of the challenges he faced which brought about the end of the Julio-Claudian dynasty? [30 marks]		
Assessment Objectives	<p>AO1 = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO2 = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p>AO3 = 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"> historical events and historical periods studied how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 		
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 descriptor	Indicative content
Level 5	25–30	<p>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)</p> <p>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)</p> <p>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)</p> <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 a conclusion agreeing, disagreeing or anywhere between providing the response has addressed how far the candidate agrees with the statement in the question.</p> <p>Candidates may look at:</p> <ul style="list-style-type: none"> Nero's relationship with the senators, soldiers, ordinary people and the provincials and how this relationship changed over time; how Nero's personality and character changed after the deaths of Seneca and Agrippina the Younger; how effectively Nero dealt with problems in the empire such as the revolt of Vindex and Galba;

Level 4	19–24	<p>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)</p> <p>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)</p> <p>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)</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p>	<ul style="list-style-type: none"> • Nero's response to the Great Fire of Rome in AD 64; • The lack of a succession plan; • The nature of opposition to Nero including conspiracies and challenges to his reign. <p>Supporting source details may include:</p> <ul style="list-style-type: none"> • Suetonius Nero, 10–11 (his positive early reign including lavish entertainments and his popularity), 20–23 (games, athletic contests and the Neronia), 26–27 (his emerging vices and cruelties as his reign progressed), 31–32 (the Domus Aurea and Nero's general wastefulness), 34 (the removal of Agrippina), 38 (the Great Fire of Rome), 40–49 (the rebellion of Vindex and accession of Galba; the events of AD 68 including Nero's suicide), • Tacitus Annals 14.1–16 (the murder of Agrippina), 15.37–44 (extravagance, the Great Fire and the building of the Domus Aurea), 15.48–74 (the Piso conspiracy); • Dio Cassius, Roman History 63.22.1–26.1, 63.26.3–27.1, 63.27.2–29.3; • Pliny, Natural History 34.45–46, 36.111. <p>Credit all relevant source material.</p> <p>Answers could focus on:</p> <ul style="list-style-type: none"> • how the ancient sources portray the principate of Nero and how he, as an emperor, effectively responded to challenges during his reign;
Level 3	13–18	<p>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)</p> <p>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)</p> <p>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)</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	

Level 2	7–12	<p>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)</p> <p>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)</p> <p>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)</p> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<ul style="list-style-type: none"> • an assessment of factors which affect reliability of the reign of Nero and the major events which caused his downfall; • evaluation and interpretation of the evidence (archaeological and literary); • an overall judgment of 'how far you agree that it was Nero's total mismanagement of the challenges he faced which brought about the end of the Julio-Claudian dynasty the sources show' .
Level 1	1–6	<p>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</p> <p><i>The information is basic and communicated in an unstructured way. The information is supported .</i></p>	

	0	No response or no response worthy of credit	
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