



Oxford Cambridge and RSA

Accredited

**AS Level Ancient History**  
**H007/02: The Julio-Claudians**  
**Sample Question Paper**

Version 4.1

**Date – Morning/Afternoon**

Time allowed: 1 hour 30 minutes

**You must have:**

- the OCR 12-page Answer Booklet  
(OCR12 sent with general stationery)

**Other materials required:**

- None

**INSTRUCTIONS**

- Use black ink.
- Complete the boxes on the front of the Answer Booklet.
- Answer **all** the questions in **Section A** and **one** question in **Section B**.
- Write the number of each question clearly in the margin.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

**INFORMATION**

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

## Section A

Answer **all** the questions in this section.

1 Explain who had the better claim to be Claudius' successor, Nero or Britannicus. [10]

2 Read the following passage.

They remarked also on the number of his consulships, which matched the combined totals of Valerius Corvus and Gaius Marius; on the thirty-seven consecutive years of his tribunician power; on the title of *imperator* gained on twenty-one occasions; and on the other honours, multiple or novel ... One school of thought argued that duty to his father and the needs of the republic, in which there was then no place for law, had driven him to civil war, a course which none could prepare for or execute by honourable means. While seeking vengeance on his father's murderers, he had indeed made many concessions to Antony, many to Lepidus. Once the latter had lapsed into the inertia of senility and the former become corrupted by his own vices, there remained no other solution to the discords of the fatherland than that it should be ruled by one man. Yet he had ordered the republic not as a kingdom, nor as a dictatorship, but under the name of *princeps*, the boundaries of the empire were now defended by the Ocean and by mighty rivers; legions, provinces, fleets, and the general administration were all now co-ordinated; towards citizens the law was observed, restraint towards allies. The city itself was now magnificently adorned; only on a few occasions had force been used, to guarantee peace and quiet for the rest.

Tacitus, *Annals* 1.9.2–5

On the basis of this passage and other sources you have studied, how consistent a view do we get of Augustus' motives and justifications for his sole rule? [20]

**Section B**

Answer **one** question from this section.

- 3\*** To what extent was there discontent with the emperors during this period?

You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. **[30]**

- 4\*** How important a role did imperial women play during the reigns of Claudius and Nero?

You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. **[30]**

## Summary of updates

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Date	Version	Details
May 2022	4.1	Updated copyright acknowledgements.

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...day June 20XX – Morning/Afternoon

**AS Level Ancient History**

**H007/02 The Julio-Claudians**

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK                  60**

**SPECIMEN**

**This document consists of 20 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

12. **Annotations**

Annotation	Meaning



### 13. Subject-specific Marking Instructions

#### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

#### USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
- 4 Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. The weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 5 AO1, 10 AO2 and 15 AO3, then the AO1/AO2/AO3 ratio will be 1/2/3 throughout the levels. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.

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<b>Question 1</b>		Explain who had the better claim to be Claudius' successor, Nero or Britannicus. <b>[10 marks]</b>	
<b>Assessment Objectives</b>		<b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. <b>AO2</b> = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	9–10	<ul style="list-style-type: none"> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> <li>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)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion either arguing either Britannicus or Nero's claim to the throne was greater. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information on Britannicus' claim to be Claudius' successor:</p> <ul style="list-style-type: none"> <li>He was the son of Claudius.</li> <li>He seemed to be Claudius' preferred choice just before his death.</li> <li>He was popular with the people.</li> </ul> <p>Candidates may discuss the following information on Nero's claim to be Claudius' successor:</p> <ul style="list-style-type: none"> <li>He was adopted by Claudius and was the son of Agrippina.</li> <li>He had the support of the Praetorian Guard.</li> <li>He was a direct descendant to Augustus and Germanicus.</li> <li>He was older.</li> </ul>
Level 4	7–8	<ul style="list-style-type: none"> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> <li>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)</li> </ul>	
Level 3	5–6	<ul style="list-style-type: none"> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> <li>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)</li> </ul>	

Level 2	3–4	<ul style="list-style-type: none"> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>There were questions over Britannicus's legitimacy.</li> </ul>
Level 1	1–2	<ul style="list-style-type: none"> <li>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</li> <li>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)</li> </ul>	
	0	No response or no response worthy of credit	

<b>Question 2</b>	On the basis of this passage and other sources you have studied, how consistent a view do we get of Augustus' motives and justifications for his sole rule? <b>[20 marks]</b>		
<b>Assessment Objectives</b>	<p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p>		
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	17–20	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</li> </ul>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of "how consistent". Responses should be marked in-line with the level descriptors.</p> <p>Information from passage provided on the view of Augustus' motives and justifications for sole rule:</p>
Level 4	13–16	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</li> </ul>	<ul style="list-style-type: none"> <li>The reasons he resorted to civil war.</li> <li>The view of Antony and Lepidus.</li> <li>The inevitability of one-man rule.</li> <li>Benefits to the administration of the empire.</li> <li>Stability of law and order.</li> <li>Embellishments to the city.</li> </ul>

Level 3	9–12	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</li> </ul>	<p>Details from other sources on the nature of Augustus's reign include:</p> <ul style="list-style-type: none"> <li>The alternative view of Augustus as calculated despot put forward by Tacitus in this debate.</li> <li>Other passages from Tacitus which discuss means by which Augustus gained and maintained control.</li> <li>Positive view of the benefits of Augustus's rule in Virgil and Velleius Paterculus.</li> <li>Augustus's presentation of his own reign in the <i>Res Gestae</i>.</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</li> </ul>	
Level 1	1–4	<ul style="list-style-type: none"> <li>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)</li> <li>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</li> </ul>	
	0	No response or no response worthy of credit	

<b>*Question 3</b>		To what extent was there discontent with the emperors during this period?	<b>[30 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at similarities and differences in the level of discontent between different emperors, and also at the level of discontent within an emperor's reign.</p> <p>Candidates may look at:</p> <ul style="list-style-type: none"> <li>specific opposition to emperors by individuals or groups (including members of imperial family): its seriousness and extent</li> <li>displays of discontent with emperors e.g. riots, popular outbursts against actions, rejection of imperial demands</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</li> </ul>	



		<ul style="list-style-type: none"> <li>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p><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"> <li>displays of support by individuals or groups e.g. senators, equestrians, urban poor</li> <li>the reasons for and context for discontent / support.</li> </ul> <p>Supporting source details may include:  <b>Augustus:</b> Suet 19: riots and conspiracies; 65 – his family; opposition to marriage laws (Suet. 34); Tac. <i>Ann</i> 1.9–10; <i>Res Gestae</i> 5, 10, 34–35 for support; Suet. <i>Aug.</i> 42 complaints, Pliny NH on discontent; Velleius on universal support.  <b>Tiberius:</b> Suet. 75 reaction to death; Tac. <i>Ann</i> 1.11f debate on accession; 1.45f discontent with his actions; 3.3 Germanicus' death and Agrippina's opposition 4.52ff; 3.14–16 Piso; Tac. <i>Annals</i> 6.13 riots.  <b>Gaius:</b> assassination Dio 59.29.1, Suet. 56; plot of Gaetulicus, Lepidus Dio 59.22; Suet 13–14 – popularity; support of the Senate.  <b>Claudius:</b> Suet. 10 – accession – support / opposition; plots: Suet. 13, 36, Dio 60.14; riots 18; executions 29.  <b>Nero:</b> Agrippina Tac. <i>Annals</i> 13.12–14; 14.1f (Thrasea 14. 11); support / discontent over artistic aims <i>Annals</i> 14. 14–15; Burrus <i>Annals</i> 14.51; riots over Octavia <i>Annals</i> 14.61; 15.44; suspicion over the Fire AD 64; Piso plot – Tac. <i>Annals</i> 15.48–50 for those involved.</p>
Level 3	13–18	<ul style="list-style-type: none"> <li>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p><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	<ul style="list-style-type: none"> <li>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	<p>Analysis of the sources should focus on:</p> <ul style="list-style-type: none"> <li>the extent of discontent / support using specific examples from selected parts of the period</li> <li>the assessment of opposition and support</li> <li>the different levels of discontent of individual emperors by different groups</li> <li>the presentation of Tiberius, Gaius, Claudius and Nero compared to Augustus</li> <li>evaluation and interpretation of the evidence (archaeological and literary).</li> </ul>

Level 1	1–6	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p><i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	
	0	No response or no response worthy of credit	

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<b>*Question 4</b>		How important a role did imperial women play during the reigns of Claudius and Nero?		<b>[30 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>Please note that while the descriptors for AO2 and AO3 are given separately in the levels, the analysis and evaluation of sources &amp; historical events and historical periods may be combined in responses.</b></p>		
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>	
Level 5	25–30	<ul style="list-style-type: none"> <li>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</li> <li>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</li> <li>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</li> </ul> <p><i>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent. Responses should be marked in-line with the level descriptors.</p> <p>Candidates should look at the significant of the role women played in the reigns of Claudius and Nero. Candidates are likely to analyse the similarities and difference between different imperial women and also the relationship between these imperial women at different times during both emperor's reigns.</p> <p>Candidates may look at:</p> <ul style="list-style-type: none"> <li>The presentation of Messalina, Octavia, Poppaea and Agrippina the Younger by the sources.</li> <li>The role in controlling the succession.</li> <li>The influence they exerted over the emperor.</li> </ul>	
Level 4	19–24	<ul style="list-style-type: none"> <li>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were</li> </ul>		

		<p>produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <ul style="list-style-type: none"> <li>• The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</li> <li>• The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</li> </ul> <p><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>There is a wealth of material in Tacitus and Suetonius on the intrigues of the women on the imperial house during the reigns of Claudius and Nero. Sources may include:</p> <ul style="list-style-type: none"> <li>• Tac. <i>Ann.</i> 12.3; Suet. <i>Cl.</i> 26.; Dio. 60.31 on seduction of Claudius by Agrippina and subsequent marriage.</li> <li>• Tac. <i>Ann.</i> 12.58; Dio 60.33 the marriage of Nero and Octavia.</li> <li>• Tac. <i>Ann.</i> 12.26, 27; Dio 60.33 honours granted to Agrippina.</li> <li>• Tac. <i>Ann.</i> 13.2; Suet. <i>Ner.</i> 9 Nero's watchword indicating Agrippina's role in bringing about his succession.</li> <li>• Tac. <i>Ann.</i> 13.2 Agrippina's influence over Nero in the early part of his reign.</li> <li>• Tac. <i>Ann.</i> 13.5; Dio 61.3 Agrippina becomes less influential as time goes on.</li> <li>• Suet. <i>Ner.</i> 33-34 Agrippina transfers her affections to Britannicus and eventually leaves the imperial residence.</li> <li>• Suet. <i>Ner.</i> 35.1 The lack of importance of Octavia.</li> <li>• Tac. <i>Ann.</i> 14.1 Poppaea's importance at the expense of Octavia.</li> <li>• Suet. <i>Ner.</i> 34.2-3, 35.2-3 exile and death of Octavia.</li> <li>• Tac. <i>Ann.</i> 11.29. Suet. <i>Cl.</i> 29, 37 on Messalina's influences.</li> <li>• Tac. <i>Ann.</i> 11, 26-38 on Messalina's downfall.</li> </ul> <p>Analysis of the sources should focus on:</p> <ul style="list-style-type: none"> <li>• detailed interpretation and evaluation of the evidence exploring the importance of the roles of the women during the reigns of Claudius and Nero.</li> <li>• the possible motives of the authors in presenting the women in the way they do.</li> <li>• the difference in importance between Agrippina and other women.</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</li> <li>• The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</li> <li>• The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</li> </ul> <p><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	<ul style="list-style-type: none"> <li>• Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</li> <li>• The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</li> <li>• The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</li> </ul>	

		<i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i>	
Level 1	1–6	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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)</li> </ul> <p><i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p>	
	0	No response or no response worthy of credit	

## Assessment Objective Grid

	Distribution of marks for each Assessment Objective		
Section A	AO1	AO2	AO3
Question 1	5	5	–
Question 2	5	–	15
Section B	AO1	AO2	AO3
*Questions 3 & 4	5	10	15
TOTAL	15 (25%)	15 (25%)	30 (50%)

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