

# **Ancient History**

Advanced GCE **A2 7809**

Advanced Subsidiary GCE **AS 3809**

## **Mark Schemes for the Units**

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**June 2009**

**3809/7809/MS/R/09**

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## 2450 Document Study 1: Greek History

### Section A

#### Herodotus on Persia

1 Herodotus, 1. 120

(a) **What does this passage tell us about the role of the king in Persian society?**

AO3 (20) Candidates should draw from the passage the role of the king as described by Astyages with relation to Cyrus; the importance of the family (& the threat posed by outsiders); the relationship between the king and the various groups within the empire such as the Magi, who depend on him for the distribution of 'positions of honour'.

(b) **To what extent does the available evidence enable us to understand the political and religious significance of Persian kings? In your answer, you should refer to this passage and to other sources you have studied.**

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

AO1 (7) Answers should include discussion of the king's political and religious roles, as found in Persian inscriptions and in Herodotus; the structure of society centred around the king.

AO2 (8) Good answers will focus on (i) to what extent & (ii) cover both political and religious aspects, where appropriate noting overlap.

AO3 (10) Discussion of the problems of the evidence (how well did Herodotus understand Persian society and religion? The limited number of Persian inscriptions we can use as a check). Appropriate use of examples from Herodotus (e.g. the involvement of a number of kings in religious & political matters and the inscriptions, which illustrate the importance of the kings in both spheres).

2 Herodotus, 7. 11

(a) **What does this passage tell us about the character and judgment of Xerxes?**

AO3 (20) Answers should include Xerxes' emotional reaction to Artabanus' speech, as well as the importance to him of family & tradition; the over-emphasis of the importance of the Greeks; his determination to get his own way & the centrality of the king in decision-making. Reward discussion of the nature of Herodotus' account & the improbability of access to sources bearing on Persian war planning & the very Greek perspective of much of this passage.

(b) **To what extent does Herodotus present a reliable account of the kings of Persia? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Answers should include some detail for at least **two** kings & analysis for internal consistency & cross-checking where possible with the evidence of Persian inscriptions.

AO2 (8) Answers should assess the reliability of the evidence; good answers will address 'to what extent'.

AO3 (10) Evidence drawn from Herodotus' account of the activity of several kings, with some assessment of the reliability of Herodotus' claims and the evidence he might have used.

3 Herodotus, 7. 81-83

**(a) What does this passage tell us about the social and military organisation of the Persian Empire?**

AO3 (20) Answers should include the reference to the troops of different nations, and the devolved system of control; the use of prominent Persians and family members in positions of authority; the importance of the Immortals; the emphasis on the magnificence of the Persians' dress & their exceptional treatment.

**(b) Does Herodotus provide a convincing account of the organisation of Persian society? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Answers should include detail from Herodotus' account of the elaborate structure of the empire & court; the significance of the King, with examples; the importance of the King's relations both in the military and in government; the relationship between the Persians and other peoples within the empire.

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

AO3 (10) Appropriate examples drawn from Herodotus and comparison with the evidence of the Persian inscriptions.

## Section B

## The Athenian Empire 450- 410 BC

4 ML 52 [LACTOR 1. 78]

- (a) **What does this passage tell us about the attitude of the Athenians towards the Khalkidians?**

AO3 (20) Answers should include: that this is an inscription reflecting a decision of the Athenian people in the Assembly, and that oaths are used to reinforce the continuing importance of the terms for the future, with penalties for both Athenians and Khalkidians if the terms are not carried out; the language of the Athenian oath shows the range of things they might do, but which they will not do arbitrarily; the oath of the Khalkidians shows awareness that Khalkidians may have different objectives; that their continued membership of the empire is important; clear language about the constraints on Khalkis' freedom of action. The context of the inscription is important: after an attempted secession, the attitude of the Athenians is firm.

- (b) **How far do you agree that the Athenians mistreated members of the Athenian Empire during this period? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Answers should include discussion of the positive and negative aspects of the empire: the benefits provided (eg to Methone), the benefits of peace and freedom from Persian control and the activities of pirates; but also the unbalanced nature of the relationship with Athens making the decisions; examples of negative treatment (e.g. Samos after the revolt in 440 BC, the Mytilene debate, Scione (not Melos, but give some credit to discussion of the impact of Melos)); the impact of the Peloponnesian war on relations between Athens and her allies.

AO2 (8) Answers should assess a range of evidence for the treatment of allies & discuss 'how far'.

AO3 (10) Answers should assess some examples from the sources which show how Athens treated her allies (Thucydides' account of the Mytilene debate; inscriptions such as this one or the Methone decree; discussion of the language of decrees; credit discussion of the limited evidence for the views of allies).

5 Plutarch, *Perikles* 28.1-3 [LACTOR 1. 89]

- (a) **What does this passage tell us about how the Athenians maintained control of their allies?**

AO3 (20) Answers should include discussion of Pericles' actions (walls, ships fines); the use of hostages; the issue of cruelty raised explicitly in the source; the execution of Samian trierarchs, with some assessment of Plutarch's analysis of the issues with sources for this period; the involvement of other allies in maintaining control within the empire.

- (b) **How effectively did the Athenians maintain control of their allies in the period 446-421 BC? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Answers should include: the aftermath of the 30 years' peace, the suppression of the revolt of Euboea, the revolt of Samos & its suppression, Potidaea, Mytilene, the impact of Brasidas in the North, the Peace of Nicias; the use of both army and navy; some evaluation based on evidence.

- AO2 (8) Some discussion of the limited number of revolts in the period 446-421 BC, and the impact of the war, particularly when Brasidas adopted a different strategy; evaluation of 'effectiveness' & the reasons for assessment.
- AO3 (10) There should be discussion of the evidence of Thucydides for the period together with appropriate inscriptions.

6 Thucydides 3.27-28.1 [LACTOR 1. 128]

(a) **What does this passage tell us about the difficulties facing the people of Mytilene at this time?**

- AO3 (20) Answers should include: the limited support offered by Sparta to island states (a commander sent, but no fleet); the limited Spartan fleet leaving the Athenians to control the Aegean; factions within states, with differing agenda; the *demos* tending towards supporting Athens, especially if there was no food; the control of the supply routes by Athenians.

(b) **To what extent did the allies of Athens have reason to remain loyal during the Peloponnesian War? In your answer, you should refer to this passage and to other sources you have studied.**

- AO1 (7) Answer should include some discussion of the advantages of staying loyal to Athens (support against enemies, factions within state); the practical issues of revolting alone; the lack of effective aid either from other allied states or from the Spartans; the difference between sea and land based allies; the significant example of Brasidas; the weakness of Athens later in the period after the Sicilian expedition.
- AO2 (8) Discussion of the problem presented by the Athenocentric nature of the evidence; credit clear structuring of the answer to deal with a number of allies and periods during the war, with assessment of the reasons for any changes.
- AO3 (10) Use of relevant passages of Thucydides, the Old Oligarch & inscriptions to show advantages arising from the empire & the difficulty of leaving without external support, until later in the period at least.

## Section C

## The Trial of Socrates

7 Plato, *Apology* 19e-20b

- (a) **What does this passage tell us about the sophists and Socrates' attitude towards them?**

AO3 (20) Answers should include: he thinks they pursue a different course than he does; sophists are educators & charge for it; they charge young men for this education; according to Callias, there is a sophist who is able to perfect the virtues of people. Reward assessment of Socrates' tone here and the distinction he is making about his own behaviour in the context of the trial.

- (b) **Does the evidence show that Socrates was a sophist? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Answers should include some discussion of Socrates' approach to this issue in the *Apology*, together with the evidence of Xenophon & Aristophanes; his public behaviour and the charges brought against him at the trial; candidates may argue either way.

AO2 (8) Candidates may choose to argue either way, but there must be relevant detail and evaluation of the reliability of the evidence.

AO3 (10) Appropriate reference to the main sources studied to support the argument, with appropriate discussion of the reliability of Aristophanes, Xenophon & Plato.

8 Plato, *Apology* 22e-23c

- (a) **What does this passage tell us about the way Socrates lived his life?**

AO3 (20) Answers should include: some discussion of the 'investigations' and what they entailed, and the reaction that this provoked; Socrates' emphasis on his religious/philosophical quest; the importance of the oracle; the stress on obedience to the divine will; his attitude towards politics and his own affairs; his association with young men (from the wealthy families) & their behaviour.

- (b) **In your opinion, why was there so much ill-will towards Socrates at his trial? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Answers should include details of Socrates' behaviour in public and the groups he annoyed; his behaviour at his trial, including his attitude to the initial guilty verdict; the interruptions to his speech, as mentioned in the *Apology*, and the increased verdict for the death penalty after the initial conviction; the religious climate in Athens at the end of the 5<sup>th</sup> century; the political climate in Athens after the end of the Pel. War & Socrates' association with oligarchs.

AO2 (8) Candidates can argue this various ways, but they must base their argument on evidence and discussion of the sources, not just assertion.

AO3 (10) Discussion of Plato's *Apology*, in particular, but also Xenophon; the problem of bias; the significance of Aristophanes.



9 Plato, *Apology* 26b-e

(a) **What does this passage tell us about the charges against Socrates at his trial?**

AO3 (20) Answers should include: the passage focuses on Socrates' religious views & so on the charges of introducing new gods & not believing in the gods in which the Athenians believed; the distinction between atheism and unusual beliefs; the confusion of Socrates' and Anaxagoras' views; there is also the reference to teaching, which brings in corrupting the young.

(b) **To what extent did Aristophanes' presentation of Socrates' religious beliefs in the *Clouds* affect the outcome of the trial? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Answers should detail: the main aspects of the presentation of 'Socrates' in the *Clouds*; the importance of morality in the play (what Socrates teaches undermines traditional values); other factors that might have influenced the outcome (Socrates' behaviour, the political background, Socrates' beliefs).

AO2 (8) Answers should assess the significance of Aristophanes' play, bearing in mind the length of time since its performance & the other more immediate factors; various approaches can be taken.

AO3 (10) Detail from Aristophanes should be discussed appropriately, together with detail from the *Apology* and Xenophon's arguments about Socrates' religious beliefs in *Memorabilia*; credit discussion of the problems of knowing what happened at the trial and the difficulty of establishing the precise reasons for the decision arrived at. Credit discussion of the difficulty of knowing precisely what details from Aristophanes were current in 399 BC.

# 2451 Document Study 1: Roman History

## Section A

### The Catilinarian Conspiracy

1 Sallust, *Catiline* 31-2

(a) **What does this passage tell us about Catiline's aims and intentions at this point in the conspiracy?**

AO3 (20) Sallust gives a reported version of Catiline's speech from which a number of aims/intentions might be interpreted:

- his aim to gain high office;
- to be of service to Rome;
- no intention to ruin Rome;
- to undermine Cicero's opposition;
- to resist his enemies, burn Rome(?).

Sallust then gives us Catiline's thoughts for interpretation: murderous plots, arson, assassination of Cicero, reinforce army, prepare for war, march on Rome, massacres etc.

For band 1 some mention of the difference of the two paragraphs and the reliability of the 'thoughts' of Catiline.

(b) **To what extent is Sallust's presentation of the aims of Catiline and his supporters reliable? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Information about the aims of Catiline **and** his supporters is needed for full marks; reference to Catiline only in band 3. The factual content should focus on aims, although actions from which aims are interpreted should be rewarded:

- Manlius, veterans – desire for revolution, make good their losses;
- murder of Cicero (Cat. 28 by Gaius Cornelius);
- plans for arson, seizing the city; Cat. 24 – Catiline's frenzy.

Mention might be made of the so-called 1<sup>st</sup> Conspiracy (Cat. 18-19).

AO2 (8) **Reliability:** in this passage, Sallust may be interpreting what his intentions are at this point from Catiline's subsequent actions.

Answers should consider specific examples of Sallust's presentation for high marks; general assessments in band 3 or lower if unsupported by reference to the text.

Reference to genre and Sallust's overall aims should be rewarded if supported by use of the text.

AO3 (10) Answers could make use of this passage and evaluate the reliability of the speech and the thoughts of Catiline for 02 and 03.

Some relevant passages:

- Cat. 5 (Catiline's past and character);
- Cat. 15 (corruption);
- Cat. 16 (debt, veterans);
- Cat 20 (speech to supporters – spoils of war etc);
- Cat. 21 (promises of proscriptions, magistracies, cancellation of debts etc);
- Cat. 33 Manlius' letter – poverty of farmers etc cf 28.

Some support for Sallust from Cicero *in* Cat. II.

2 Sallust, *Catiline* 49

(a) **What does this passage tell us about Sallust's view of the politicians mentioned in this passage?**

AO3 (20) For bands 1-2 the focus should be on the view that Sallust takes; band 3 for answers which identify what he says about the four mentioned in the passage. Band 4 if answers concern Caesar only.

Band 1 for answers which mention all politicians and include some reference to Sallust's bias towards Caesar in the passage.

Key words for good answers should include reference to: Catulus and Piso as using, bribes, falsehoods, the rivalries, 'bitter enemies', settling old scores, 'pretended to have heard' etc.; Cicero's refusal; Caesar's 'splendid generosity', 'lavish scale'.

(b) **In your view, was Caesar involved in the Catilinarian Conspiracy? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Information concerning association with Catiline might include:

- Caesar's association with Crassus who was connected to Catiline;
- his popularist activities;
- reference to his activities in 63 BC concerning the SCU, the debate on execution;
- his huge debts (Plutarch says 1300 talents etc);
- dependence on Crassus.

AO2 (8) Some of this information should be discussed and judgements made on the basis of the evidence for and against for higher marks; one-sided views can be highly rewarded if well-supported and organized.

Answers might consider:

- early involvement, but later distancing himself from them;
- other reasons for his actions in support of the conspirators might be included;
- the bias of Sallust towards Caesar which affects his account.

AO3 (10) This passage may be used: Catulus' and Piso's attempts to implicate him; and his proposal on the conspirators (52) and Cicero *in Cat IV* 9 appears to discount any suggestion by implication;

**Reliability** needs to be discussed for bands 1-2; supports Caesar and discounts the idea (49), although he includes the incident of the Equites which probably occurred after the debate and not at this point.

3 Cicero, *In Catilinam* II. 18-19

(a) **What does this passage tell us about the dangers to Rome posed by those who supported Catiline?**

AO3 (20) Bands 1-2 for answers which place the extract in context and/or show how Cicero exaggerates or minimises the danger; band 1 for answers which indicate how Cicero's presentation of the dangers is affected by the context and aim. Interpretation from the passage of the dangers for band 3 and below:

- Cicero indicates two sorts of debtors – one is not to be feared, the other much more dangerous - wanting war;
- but Cicero and the state is ready, along with the gods etc!

The final sentences indicate how dangerous their victory would be.

- (b) How reliable are Cicero's speeches as evidence for seriousness of the Catilinarian Conspiracy? In your answer, you should refer to this passage and to other sources you have studied.

- AO1 (7) Details of specific events should be rewarded related to specific examples from the speeches (and other sources/factual knowledge) for bands 1 and 2; answers must use more than the extract for above band 3; there is information on the number and type of supporters, the threat from Manlius, the plans for Rome itself etc.
- AO2 (8) **Reliability:** answers should discuss this in terms of specific extracts for high marks; general discussions of Cicero's exaggeration etc no higher than band 4; his aims in the different speeches, the audience at the time, his considerations, political and legal might be considered relevant to his presentation. Reward estimation of **seriousness** also. High bands for answers which assess Cicero's views.
- AO3 (10) Specific examples from the passage and elsewhere need to be evaluated for bands 1 and 2.  
Use of the extract only in band 3 with interpretation and assessment.
- *In Cat IV for the debate on execution* compared with Sallust's version of the debate, which reduces Cicero's role; I
  - V 22 for Cicero's view of his success and the dangers;
  - *In Cat II 20-22* for the supporters etc
- These should be assessed against other evidence for full marks: the description of supporters can be compared with Sallust's; Cicero's letters on Catiline's trial.

## Section B

## Augustus and Augustan Propaganda

4 Tacitus, *Annals* 1.2

- (a) **What does this passage tell us about the views of Tacitus concerning Augustus' rise to power?**

AO3 (20) Answers should focus on interpreting his statements for Tacitus' views for bands 1-2: specific examples of his phrasing should be employed for good interpretation; general discussions of his views with some reference in band 3 or below; key phrases include – presented himself, arrogated, seduced, proscriptions; Reward in band 1 or 2 answers which note that Augustus did some good things e.g. deal with corruption in the provinces, reduce the struggle between nobles.

- (b) **To what extent is Tacitus' view of Augustus and his career consistent with the other sources? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Aspects of Augustus' career (as outlined in the passage) can be developed with more detail for 01; also references to other writers and their aims/ content might be included:

- RG 1-3 account of early career emphasising the aspect of saving the republic and acting legally;
- the views of Horace in CS concerning his success;
- Tac. An 1.9 supporting views of Augustus.

AO2 (8) Good answers should include at least one other author employing detailed comparison with Tacitus, either this passage or other sections of the selection.

Answers should focus on '**consistent**' for bands 1 and 2; comparable or contrasting references without discussion in band 3 or below.

AO3 (10) Bands 1 and 2 for answers which evaluate the references in terms of the authors' views, aims, genre etc, as well as accuracy/ reliability – e.g.

- Tacitus writing 100 years later in hindsight;
- 'propaganda' element of contemporary writers.

5 Augustus, *Res Gestae Divi Augusti* 19-20

- (a) **What does this passage tell us about the values which Augustus wished to emphasise in the *Res Gestae*?**

AO3 (20) Answers should focus on interpreting the extract in terms of values for bands 1 and 2; reference to the actions described in the extract in band 3 or below where limited reference is made to values (e.g. religious building, restoration of infrastructure).

Values which can be identified include:

- traditional values of piety;
- duty to community;
- restoration;
- religious values;
- family, etc.

- (b) **'The *Res Gestae* is significant more for what it leaves out than for what it emphasizes.' How far do you agree with this view? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Reference should be made to examples of what is included or played down/left out:

- the conquests in 26-7;
- the building programme (extract),
- the constitutional position in 5-6

Answers might compare these with the lack of mention of disasters (Varus), the omission of imperium maius, the failure to record others' contributions. Bands 1 and 2 for detail of at least two of each type.

- AO2 (8) Bands 1 and 2 for focus on significance including:
- as historical record,
  - as indication of Augustus' intentions, policies etc,
  - as an element of the genre,
  - as an idea of the agenda in the RG.

Judgements should be supported by precise examples of RG and/or other sources.

- AO3 (10) Precise reference to the RG is needed for band 3 and above; evaluation of accuracy for bands 1 and 2; use of other sources to compare or contrast with RG should be provided for discussion of significance; reward use of sources for what is left out – e.g. Tacitus' ref. to Varus and Lollius in *Annals* 1.10.

6 Virgil *Aeneid* 8. 711-731

- (a) **What does this passage tell us about what Romans expected from the Augustan regime?**

- AO3 (20) Expectations which may be interpreted from the text include : conquest; rebuilding of Rome; peace; revival of religion and traditions; etc  
Answers should use detail of the text for bands 1 and 2 and indicate what Virgil might be referring to in his poetry.  
Reward highly attempts to analyse the poetic exaggeration.

- (b) **How reliable is Virgil's portrayal of Augustus and his achievements? In your answer, you should refer to this passage and to other sources you have studied.**

- AO1 (7) Bands 1 and 2 for precise reference to

- (a) Virgil's statements;
- (b) the events they refer to;
- (c) other sources on these events.

Answers should provide precise examples for high marks e.g. reference in the extract to 300 temples (82 in RG etc); the triple triumph, the conquests claimed in the extract; the images of Actium in *Aeneid* 8; portrayal of him in *Aeneid* 6.

- AO2 (8) **Reliability** is the focus: the statements about events in 01 should be examined with reference to other sources; evaluation of Virgil's poetry should be the main element of the discussion; arguments about the aim/genre etc should be rewarded.  
Band 3 for judgements which are not supported by evidence from other sources.

- AO3 (10) *Aeneid* 8 687ff Actium, including gods, portrayal of Augustus etc; *Aeneid* 6. 778ff – age of gold etc.  
In contrast Tacitus 1. 9-10 for alternative views; Carmen Saeculare for similar portrait of Augustus' achievements; RG has some details (e.g. rebuilding of temples).

## Section C

## The Reign of Nero

7 Tacitus, *Annals* 13. 6-7

- (a) **What does this passage tell us about how Nero was viewed at the start of his reign?**

AO3 (20) Answers should detail both views presented in the extract and compare them:

- a youth of seventeen under feminine control and tutors;
- good advisors; same age as Pompey; better than Claudius.

For bands 1 and 2 some interpretation of Tacitus' way of presenting them **and/or** his view of Nero might be discussed.

- (b) **How reliable are the sources in suggesting that the early years of Nero's reign were successful? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Detail of events in the early years (up to AD 60 is acceptable) –

- early success in Armenia;
- the deaths of Britannicus and Agrippina;
- the problems with Agrippina;
- incident with Montanus;
- issues over freedmen, taxes, corruption in provinces, financial arrangements.

AO2 (8) Answers in bands 1 and 2 should identify examples from the early years and discuss their treatment in the sources to assess how far they support the idea of a good five years;

Good answers should note that not everything is good in Tacitus – murders and plots for example;

Band 3 for general discussions of Nero's early years and success.

AO3 (10) Ann. 13. 29 *there were signs of a free country* (about Antistius, finance); 13. 31ff prosecutions; 13.47 removal from Rome of Sulla; 13. 50-2 taxes and provinces; Suet. Nero 10, 15 for good acts.

Bands 1 and 2 for answers which develop the example in terms of its bias/accuracy/ reliability as evidence for the success of the period.

8 Suetonius, *Nero* 35

- (a) **What does the passage tell us about the characterisation of Nero by Suetonius?**

AO3 (20) Answers should extract details from the passage and interpret them for Suetonius' characterisation of Nero – they might include:

- his treatment of his family;
- paranoia about rivals;
- his dishonesty;
- going back on his promises;
- ruthlessness in his treatment of Burrus and Seneca.

References to the passage need to be used not simply quoted for bands 3 and above.

Discussion of what Suetonius is trying to achieve should be rewarded; he presents us with his view of Nero – does it tell us about Nero or how Nero was viewed in Suetonius' time?

- (b) **How reliable is Suetonius' portrayal of Nero and the events of his reign? In your answer, you should refer to this passage and to other sources you have studied.**

AO1 (7) Candidates may choose a selection of examples from Suetonius for discussion; reward some factual knowledge about Suetonius' aims, agenda, his approach, life and times, the genre of biography where relevant to the discussion.

- AO2 (8) Examples chosen should be considered for reliability: e.g.
- the motives suggested in the extract – how far supported by other evidence;
  - the claim about the fire of Rome- ref. to Tacitus' views;
  - the information in 15-17 about his administration.
- Good answers should provide a balance concerning reliability.
- AO3 (10) Bands 1 and 2 for examples assessed with evidence from Suetonius or Tacitus, for example:
- comparing the accounts of Agrippina's death or Britannicus/Octavia;
  - the detail of Nero's desire to ride chariots or perform in Suet. 20ff.
- Band 3 or below where references are not assessed by use of other material.

9 Tacitus, *Annals* 14. 15-16

**(a) What does this passage tell us about the way Nero's activities were viewed by the Romans?**

- AO3 (20) Answers should include some of the following views extracted from the passage:
- Tacitus views it all as a 'disgrace';
  - general view of the corruption in Rome;
  - his description of the stage debut suggests disapproval;
  - volunteers suggests support as does 'gladly';
  - 'compelled' suggests opposition;
  - giving out money might be interpreted as having to persuade some to join in;
  - crowds applaud his performance, Augustiani, while Burrus 'grieving';
  - supporting authors in the final sentence.
- Bands 1 and 2 for detailed interpretation of views; band 3 for references to the passage.

**(b) To what extent do the sources help us to understand the views of Nero held by those who lived during his reign? In your answer, you should refer to this passage and to other sources you have studied.**

- AO1 (7) Examples of views of Romans at the time of Nero from the evidence:
- the extract provides some details;
  - 14.14 offers views of Nero's chariot racing – Seneca and Burrus trying to control it, the people loving it;
  - opposition is voiced during the Octavia incident (Ann 14. 60ff);
  - reaction to Britannicus' death (13.16-17) and Agrippina's (14. 10ff);
  - Suet. Nero 45 – popular resentment;
  - general approval at the start of his reign.
- Factual information about events and how they were viewed can be rewarded in 01.
- AO2 (8) Discussion of the sources (not the popularity or otherwise of Nero) is the focus for bands 1 and 2; evaluation of the material in the extract and other examples; some reference might be made to
- Tacitus' views of Nero, how these affect his accounts;
  - how Suetonius' approach differs, the genre of biography affects his record of the reign.
- AO3 (10) Reward precise references to views about Nero; bands 1 and 2 only if they are discussed in terms of usefulness and assessed.  
Band 3 where examples are interpreted for views.  
Quotes etc which are not interpreted in band 4 or below.



## 2452 Document Study 1: Roman World

### Britain through Roman eyes

1 Caesar, *Gallic Wars* 5.21

- (a) **What does this passage tell us about the effectiveness of British resistance to the Romans during Caesar's second invasion of Britain?**

AO3 (20) Effectiveness is seen in: friendly approach by Trinovantes and co-operation of other tribes – disunity; strength of Cassivellaunus' fortifications given in detail – these should be assessed - and difficulties it posed to the Romans ('nevertheless'); lack of discipline of tribal warriors and their eventual defeat (i.e. un-effective resistance).

- (b) **How far do you agree that Caesar's writings are not very useful in helping us to understand his reasons for returning to Britain in 54 BC? In your answer you should refer to this passage and to other sources you have studied.**

AO1 (7) Overt statements by Caesar explaining his motives (further exploration/ desire to complete the task begun in 55) should be qualified by other material; political ambitions/ reputation enhanced at Rome / greed. Use grids as appropriate.

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

AO3 (10) Obvious sources are Caesar himself; though there is little outright justification for the second invasion save as a completion of the first; brief discussion in Dio, Tacitus, Suetonius (pearls). Reward detailed use of sources in line with the grids.

2 Tacitus *Annals* 12. 31

- (a) **What does this passage tell us about the extent of Roman control over Britain in the early years following the invasion of Claudius?**

AO3 (20) Reward appropriate detail and citation with comment drawn from the passage: the overview of the situation in AD 47 should be noted – 'chaotic' and 'hostile tribes' – control seems far from secure, though there is early recovery by auxiliary units; then comes the rebellion 'first . . . the Iceni' – which is also put down, with limited resources – confident answers will note the position of these tribes at the extremities and a lack of trouble further to the south and east.

- (b) **To what extent did the Roman conquest of Britain before c. AD 60 depend on military superiority? In your answer you should refer to this passage and to other sources you have studied.**

AO1 (7) Military superiority clearly plays a part here but there should be an attempt to put it into a wider picture beginning with AD 43 and proceeding to AD 60 – note Boudicca should not play a part in the discussion, though some may question whether Britain was 'conquered' and this type of argument should be credited in AO2. There may be a brief outline of the conquest in the south and west, including co-operation from some tribes (Verica and his heirs) with a line finally being drawn along the Fosse Way (identifiable in the

passage) and then limited success in south Wales and towards Anglesey up to the end of the period specified.

AO2 (8) There should be an explicit attempt at 'extent' supported by sources and/ or own knowledge for marks in the highest bands; reward attempts at contrasting military prowess with other reasons for success (British welcome?) Even detailed arguments which focus only on how good the Romans were at fighting should be max. Band 3.

AO3 (10) In addition to the passage, narrative history in Dio, Tacitus Annals and Agricola; archaeology from Maiden Castle, Hod Hill, etc; refer to grids for appropriate marking.

### 3 Tacitus, *Agricola* 12

#### (a) What does this passage tell us about Roman views of the economic potential of Britain?

AO3 (20) Note *Roman* views are expressed – dark, dank, gloomy; not suitable for growing Mediterranean crops; longer days but longer ripening times. This is due to its location so far north – reward any comment on any of these points (how did he know? is the material culled from earlier writers or from Agricola's reminiscences?). In the second half of the passage the emphasis is on booty – gold, silver, other and pearls 'to make it worth conquering' – more subtle readers will note that exploitation and not development seems to be the keynote here but at the time of writing Britain had been a province for some 50 years . . . .

#### (b) How reliable an assessment of Britain's economy is presented by Greek and Roman writers? In your answer you should refer to this passage and to other sources you have studied.

AO1 (7) Detail may include the range of products listed in Caesar, Strabo; elsewhere in Tacitus (see AO3). A detailed narrative outline at least should be expected for marks in the highest bands.

AO2 (8) Look for attempts to assess *reliability* by comparing this passage – which is limited in scope – with other knowledge expressed and rewarded under AO1, and a range of source material rewarded under AO3. Refer to the grids for a precise allocation of marks in each and every case.

AO3 (10) There is relevant material in the ethnographical section of Caesar *BG* IV which gives a very limited appreciation but notes native agriculture on the coast and inland ('milk and meat'); list of exports in Strabo (wheat, hides, hunting-dogs, slaves – none mentioned by T.); Strabo is also self-contradictory with regard to British economy; archaeology might include Mendip Lead Pig, Vindolanda tablets, LPRIA coinage and its emblems, extent of agriculture (wheat grown as far north as Fife) – as well as use of sources, check on evaluation when awarding marks – refer to grids.

## 2453 Source Based Study 1: Greek History

### Section A

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

- 1 (a) **Outline Persian involvement with the Greek world between 499 and 490 BC.**  
(b) **What can we learn from the sources about the reasons for the Persian victory over the Ionians?**  
(c) **How far do you agree that those Greek states which surrendered to the Persians before 481 BC were adopting a reasonable approach?**
- AO1 (15) Answers should include for (a) the Persian control of Ionia and the Ionian revolt; the campaign of Marathon; for (b) detail of the Herodotean account, including the power of the Persian military, including their strength by sea & their ability to deal with individual states; the lack of Ionian unity, especially at Lade; failure of mainland support for the Ionian cause; for (c) examples of states who accepted 'earth & water' & those who refused; the problems caused for northern states; local rivalries (such as Sparta-Argos).
- AO2 (15) Answers should include in (b) an evaluation of Herodotus' assessment of the reasons for the victory; in (c) discussion of the consequences of the revolt and the scale of the Persian response, first in 490 BC and then later. Good answers will address 'how far'.
- AO3 (15) Use of the relevant parts of Herodotus, with due evaluation of his accounts of the failure of the Ionian revolt, at Lade and elsewhere, and his discussion of the responses to Persian demands by individual states.
- 2 (a) **What were the main military problems facing the Hellenic League in 481 BC?**  
(b) **What can we learn from the sources about the relationships between Greek states in 481 BC?**  
(c) **How far do you agree that the choice of Sparta as leader of the Hellenic League was the right one?**
- AO1 (15) Answers should include for (a) the need to organise the various Greek states and the problems of leadership (Athens, Argos, Syracuse); the Persian strategy by land and sea & the problems of the geography of Greece; for (b) details from Herodotus' account of the divisions in the Greek world in 481BC; Athens' acceptance of Spartan leadership; protection from Persian attack for northern states; the giving of 'earth & water' by some Greek mainland states (Argos, Thessaly); the presence of Ionian Greeks in the invasion force; for (c) discussion of the problems over Athenian leadership by sea; Sparta's military predominance in the Greek world; her role in 480 BC (Thermopylae) & 479 BC (Plataea).
- AO2 (15) Answers should include in (b) some evaluation of Herodotus' account; in (c) analysis of the achievements of the Spartans as leaders in 480 & 479 BC; good answers will address 'how far'.
- AO3 (15) Appropriate use of Herodotus to illustrate the problems faced by the Greeks and the success of Spartan leadership in the field; evaluation of the stories about the trickery of Themistocles & the reliability of Herodotus' account.

- 3 (a) **Outline the problems facing the Greeks immediately before the Battle of Thermopylae in 480 BC.**  
(b) **What can we learn from the sources about the reasons for the Persian failure at Salamis?**  
(c) **To what extent did the battle of Salamis change the outcome of the Persian invasion?**
- AO1 (15) Answers should include for (a) details of the problems caused by the geography of Greece; the expedition to Tempe; Spartan unwillingness to fight beyond the Peloponnese; attitudes of the northern states, including Thebes and Athens; for (b) there should be discussion of the geography of the battle, the stratagem of Themistocles; Greek v Persian ships; for (c) details of the importance of the role of Athenians in 480 BC & in convincing the Spartans to fight beyond the Peloponnese in 479 BC; the contribution of the Spartans to the war effort, particularly in 479 BC.
- AO2 (15) Answers should include in (b) & (c) appropriate discussion of the evidence presented, with assessment of any bias in Herodotus' account and his explicit judgment on the importance of Salamis and the Athenian contribution there. Good answers will address 'to what extent'.
- AO3 (15) Appropriate use of Herodotus and other sources; evaluation of Herodotus' account of military matters; Herodotus' sources & potential bias.
- 4 (a) **Outline the career of Themistocles.**  
(b) **What can we learn from the sources about the contribution of Athens to the campaigns of 480-479 BC?**  
(c) **How far do you agree that the Spartans were responsible for the Greek victory over Xerxes' forces?**
- AO1 (15) Answers should include for (a) Themistocles' archonship; the development of the Athenian navy; his leadership role in 480-479 BC (details of his later career, loss of influence & ostracism not required but can be credited); for (b) the details of Athenian involvement in the campaigns; the relationship between Athenian commanders (e.g. Themistocles) and others; the role of the Athenian forces at Plataea & Mycale; for (c) answers should include details of Sparta's leadership in the early stages up to Thermopylae; the importance of the Athenian role at Salamis and Herodotus' assessment of it; the significance of the Peloponnesians not withdrawing behind the isthmus wall; the campaign of 479 BC and comparison of the contribution of Spartans, Athenians and others.
- AO2 (15) Answers should include in (b) evaluation of the evidence presented; in (c) answers can range quite widely but should be based on evidence and argument.
- AO3 (15) Evaluation of Herodotus' account concerning these issues, together with assessment of potential bias, especially with regard to Themistocles and Spartan leaders.

- 5 (a) Outline what we know about the sources for Herodotus' *Histories*.  
(b) What can we learn from Herodotus about how well the Greeks understood the Persians?  
(c) How far do you agree that Herodotus provides a credible explanation for the defeat of Persia in 479 BC?

AO1 (15) Answers should include for (a) named sources such as Hecataeus; access to Persian insiders & to the accounts of different Greek states (e.g. the aftermath of the battle of Salamis); Athenian sources such as the Alcmaeonidae; for (b) the role of the Great King; the nature of the Persian court & the reasons for decisions taken; for (c) analysis of the detail provided by Herodotus for the outcomes of the individual battles; the role of luck (storms at Artemisium); Xerxes' withdrawal; the events of 479 BC, especially Plataea.

AO2 (15) Answers should include in (b) evaluation of the evidence for Persian decisions; the contrast between Greeks & Persians in the *Histories*; in (c) evaluation of the analysis of events in 479 BC; answers should address 'how far'.

AO3 (15) Appropriate evaluation of Herodotus and his sources, also potential bias.

**Section B****Greek History 446 – 413 BC**

- 6 (a) Outline the main factors influencing Athenian foreign policy in the period 446-431 BC.**
- (b) What can we learn from the sources about the attitudes of other states towards Athens in this period?**
- (c) How far do you agree that Athens in 431 was well prepared for war?**
- AO1 (15) Answers should include for (a) controlling allies such as cities on Euboea, Samos, Potidaea; demonstrating Athenian power (Pericles' expedition to the Black Sea); facing up to Sparta and the demands of her allies (such as Corinth); maintaining strategic balance (the alliance with Corcyra); supporting allies (Plataea); for (b) some discussion of the attitude of the allies (or better, of groups or factions within states) to Athens (e.g. Samos); the changing attitude of Corinth (at the revolt of Samos; after Corcyra) ; for (c) Athens' military resources, financial resources; the state of the empire; the difficulties facing Sparta in prosecuting a war; Pericles' strategy.
- AO2 (15) Answers should include in (b) evaluation of the sources & the limited evidence for states other than Athens; the factional nature of Greek states; in (c) discussion of the balance of power in Greece & the risks of Pericles' strategy for the war; good answers should address 'how far'.
- AO3 (15) Evaluation of Thucydides' account, which focuses mostly on Athens.
- 7 (a) Outline the changing relationship between Athens and Sparta in the period 446-432 BC.**
- (b) What can we learn from the sources about the reasons for these changes?**
- (c) To what extent was the outbreak of the Peloponnesian War in 431 BC inevitable?**
- AO1 (15) Answers should include for (a) the invasion of 446 leading to the 30 years peace; the role of Pleistoanax and Pericles; the revolt of Samos & Sparta's intentions; Spartan unwillingness to go to war over Corcyra; Corinth and Potidaea; the congress of the Peloponnesian League & the Spartan assembly of 432 BC; for (b) Spartan opportunism; pressure by Peloponnesian league members (e.g. Corinth); Athenian strength or weakness as a trigger for Spartan action; for (c) details of the events leading to war and the attitudes of the two sides, as reflected in their stances reported in the sources.
- AO2 (15) Answers should include in (b) discussion of the perceived weakness of Athens in 446 BC & the change in Corinth's perception of events after the alliance with Corcyra & the Potidaea affair (various interpretations possible); in (c) candidates may choose differing approaches but should base these on the evidence primarily of Thucydides.
- AO3 (15) Discussion of the evidence provided by Thucydides (& others).

- 8 (a) Describe briefly the events at Plataea between 431 and 427 BC.  
 (b) According to the sources, what do those events tell us about the strengths and weaknesses of Athens and Sparta at this time?  
 (c) How far do you agree that the destruction of Plataea achieved little for Sparta?
- AO1 (15) Answers should include for (a) the attack by the Thebans and the subsequent siege under Spartan control; the failure of Athens to support Plataea; the fall of the city and the fate of the inhabitants; for (b) Athens' limited ability to face up to Spartan/allied hoplites on land; the length of sieges and the demands on the troops conducting them; Sparta's failure to engage with Athenian forces; for (c) psychological impact on Athens of the destruction of an old ally; the limited value of this for other allies of Athens because of their location & the fate of the Plataeans; Sparta's failure to take the war to Athens' allies & so threaten the basis of empire (until Brasidas in the north).
- AO2 (15) Answers should include in (b) assessment of the resources & strategies of both sides; in (c) evaluation of the subsequent events – Sparta's failure to take on Athens by sea; the importance of the resources of empire to Athens & her chosen strategy for the war; the impact of changes to Spartan strategy under Brasidas; the limited support for more adventurous policies at home; answers should address 'how far'.
- AO3 (15) Thorough discussion of appropriate passages of Thucydides & other sources, with evaluations of the problems of relying on Thucydides.
- 9 (a) Outline the changes in Athenian strategy between 429 and 421 BC.  
 (b) What can we learn from the sources about the reasons for these changes?  
 (c) How far do you agree that Pericles proposed the best strategy for Athens during the Archidamian War (431-421 BC)?
- AO1 (15) Answers should include for (a) the continuation of Pericles' strategy after his death; the events at Pylos; the role of Cleon; the campaign of Delium; the defence of the northern states against Brasidas; (Sicily); for (b) the cost of the war; Demosthenes at Pylos; ambitions of political leaders such as Cleon; activities of the Spartans under Brasidas; for (c) discussion of the pros and cons; the strengths of Athens; the strengths of Sparta and her allies.
- AO2 (15) Answers should include in (b) evaluation of the limited evidence & our dependence on Thucydides; in (c) candidates can argue either way, but need to assess the cost of the war over time & the likely success of alternative strategies against the Spartans; answers should address 'how far'.
- AO3 (15) Assessment of appropriate sections of Thucydides & other sources.

- 10 (a) **Outline Athens' relationships with other Greek states between 421 and 415 BC?**  
(b) **What can we learn from the sources about the political leaders in Athens between 421 and 415 BC?**  
(c) **How effectively was Athens governed in the period 421 and 413 BC?**

AO1 (15) Answers should include for (a) the Peace of Nicias shows Athenian & Spartan willingness to end the war; lack of consultation of allies; the campaign of Mantinea (Corinth, Argos); the attack on Melos; the Sicilian expedition; for (b) the importance of Nicias; Alcibiades' attempts to gain influence with the Spartans and to champion particular issues (e.g. alliance with Argives, the Sicilian campaign; his involvement in the the Olympic games); Hyperbolos & ostracism; limited control over the assembly for any leader; for (c) answers should include the success of the Peace of Nicias, the uncertain moves into the Peloponnese; the decision to go to Sicily.

AO2 (15) Answers should include in (b) evaluation of the accounts of Thucydides of the various leaders; in (c) appropriate evaluation of examples chosen, with some freedom for candidates to interpret and argue as they wish.

AO3 (15) Appropriate use of Thucydides, Plutarch and other sources.



## Section C

## The Culture of Athens 447-399 BC

- 11 (a) Outline the careers and interests of any two sophists.  
 (b) What can we learn from the sources about the contribution of the sophists as teachers in Athens?  
 (c) How far do you agree that the sophists had a negative impact on Athenian politics?

- AO1 (15) Answers should include for (a) details of two sophist (Gorgias, Protagoras, etc: allowance made for philosophers such as Anaxagoras & particularly Socrates), with some account of what they did & their educational interests; for (b) the specific involvement of sophists in education (specific courses, 'excellence' and public speaking), limited to the wealthier classes by cost (Socrates' contribution & approach, as presented by Aristophanes & Plato/Xenophon); the development of new branches of study (science, language, philosophy, religion); for (c) the changing pattern of democratic leadership in the later 5<sup>th</sup> century, the importance of public speaking; the association of sophists with those of oligarchic or anti-democratic tendency & the revolutions of 411 BC & the Thirty Tyrants.
- AO2 (15) Answers should include in (b) evaluation of the rather limited evidence of the involvement of individual sophists & discussion of the changing attitude evinced towards sophists; in (c) candidates can present a variety of views, but must base argument on evidence; the association of sophistry with the revolutions should be discussed; good answers should address 'how far'.
- AO3 (15) Use of passages from sources detailing individual sophists; Plutarch's *Life of Pericles*; Thucydides; Plato.

- 12 (a) Outline the relationship between the Council (*Boule*) and the Assembly (*Ekklesia*) during this period.  
 (b) What can we learn from the sources about how important decisions were taken in Athens?  
 (c) How far do you agree that the Athenian democracy was an effective political system during this period?

- AO1 (15) Answers should include for (a) the Council's role in preparing the agenda (& the impact of this on the freedom of the Assembly) and dealing with day to day administration; the Assembly's ability to lay down policy for the future (with examples); the role of the *prytaneis* as overseers of the Assembly meetings for (b) details of specific examples of meetings where decisions were taken, drawn from sources listed in (c); the role of political leaders and generals; meetings on a single day (except treaties), voting by show of hands; the opportunities for 'anyone who wishes' to address the assembly; amendments to proposals (evidence of inscriptions); for (c) based on specific examples; detail to show how 'democratic' Athens was & how effective the system was (e.g. Mytilene, Pylos, Sicilian debate); the Sicilian expedition & its aftermath; the revolution of 411 BC.
- AO2 (15) Answers should include in (b) discussion and evaluation of the evidence (some of it hostile) for decision making (in the assembly, with a focus on the mechanics; in (c), discussion of participation by the citizen body and the restrictions on those attending, together with a discussion on how well the system worked; good answers will address 'how far'.
- AO3 (15) Details drawn from the evidence of Aristophanes, inscriptions; specific meetings from Thucydides.

- 13 (a) Describe briefly the sculptural decoration of the Parthenon.  
(b) What can we learn from the Parthenon about Athenian religion during this period?  
(c) How far do you agree that the Parthenon was built more for political than for religious reasons?
- AO1 (15) Answers should include for (a) details of the various types of sculptural decoration on the Parthenon, including the pediments, the frieze, the metope/triglyph frieze & the cult statue; for (b) discussion of the evidence from the Parthenon frieze for the Panathenaia; the cost of the Parthenon (in the context of the rebuilding of the Acropolis); the cult statue; for (c) discussion of the various interpretations of the building program, as presented in Plutarch & others; the wider context of the Athenian empire & the aftermath of the Persian Wars (the 'Peace of Callias').
- AO2 (15) Answers should include in (b) evaluation of specific details from the decoration of the Parthenon as to the light they shed on Athenian religion; the cost and size of the Parthenon; in (c) discussion of various interpretations of the Parthenon's symbolic importance; the context of the building programme with Athens' increasingly dominant role within the Empire & her use of Delian League funds; good answers should address 'how far'.
- AO3 (15) Discussion of the evidence of the Parthenon (and the Acropolis more generally), Plutarch, *Life of Pericles*; Thucydides Bk 2 (Pericles' Funeral Speech).
- 14 (a) Outline the role of the gods in Athenian drama. (You may confine yourself to two plays if you wish).  
(b) What can we learn from these plays about Athenian attitudes towards the gods?  
(c) In what ways did Athenian drama challenge its audience?
- AO1 (15) Answers should include for (a) the outline of the role of the gods in any two plays, tragedy or comedy [plays from outside the period can be credited]; for (b) details drawn from the plays to show Athenian attitudes to the gods, or the attitudes of particular playwrights (e.g. Sophocles, Euripides), with due discussion of genre (tragedy/comedy); for (c) a selection of relevant detail drawn from the plays in (a) or from others.
- AO2 (15) Answers should include in (b) evaluation of the points of interest picked out; in (c), focus on this particular issue – some leeway to be allowed if the plays read provide less help with this particular theme, but must seek to use what they have read to illustrate the topic.
- AO3 (15) Discussion of detail based on the plays selected, and from other sources if made relevant to illustrate Athenian interests or the relationship between the individual and the state (e.g. Pericles' Funeral Speech).

- 15 (a) Outline the ways women are depicted in art during this period.  
(b) What can we learn from the sources about the relationship between men and women in Athens during this period?  
(c) How far do you agree that Athenian women were little better than slaves?

- AO1 (15) Answers should include for (a) examples of depictions of women in art – no requirement for full coverage – with some discussion of different depictions: e.g. women from citizen families, slaves, figures of mythology, figures in plays, cult statues, goddesses, etc.; for (b) there should be details of the institutions of marriage and the family; men and non-citizen women (metics and slaves) for (c) details of women's lives gathered from the sources; some attempt to address the difference between free women and slaves; the restrictions on Athenian women.
- AO2 (15) Answers should include in (b) discussion of the potential bias of the sources and the difficulty of finding the authentic voices of women; in (c) some evaluation of the tendentious nature of the question & the difference between slaves and free (even if they did almost the same range of activities); good answers should address 'how far'.
- AO3 (15) Detail drawn from a range sources with discussion of genre where appropriate (tragedy, comedy, details from history & specific forensic speeches, etc.; the evidence of sculpture, vase painting, architectural sculpture).

## 2454 Source Based Study 1: Roman History

### Section A

#### Roman History 81- 44 BC

- 1 (a) Outline the main problems facing Rome at the beginning of this period.  
 (b) What can we learn from the sources about the extent to which politicians tried to solve these problems between 81 BC and 70 BC?  
 (c) In your opinion, how successful were they in solving these problems?

AO1 (15) Answers should identify **some** specific problems and politicians' treatment of them:

- weaknesses of the senate;
- the role of the Assemblies;
- powers of magistrates, the army;
- rivalries among factions;
- the tribunate and the popular assemblies;
- corruption in Rome and the provinces;
- excessive wealth;
- corruption in the courts;
- exclusiveness of oligarchy,;
- violence, the urban plebs and their demands etc.

Attempts to treat them include Sulla's reforms but for bands 1 and 2 there should be more detail of the rest of the 70s –

e.g. the restoration of the tribunate, the change in the constitution of juries, the re-introduction of the corn dole,

Instances of success or failure –

e.g. Pompey's illegal commands and magistracy ignore the *cursus*;  
 continued corruption in courts, provinces – Verres.

AO2 (15) Bands 1 and 2 for discussions supported by evidence and factual knowledge; issue of **extent** of success over the decade should be the main focus in these bands.  
 Discussion of specific reforms should be placed in band 3 at least with some assessment of success.  
 General discussions of Sulla only in band 4, lower if unsupported by evidence/factual knowledge.

AO3 (15) Sources can be used to show the problems and solutions as well as extent of success:

- Sallust Histories - Speech of Macer on powerlessness of plebs,
- Lepidus speech;
- Cic. Verres 1.39 corruption;
- Plut. Pompey 21.5 - Pompey restored tribune because it gave him popularity for power of individuals and ambition;
- resentment of Sulla's actions in a number of sources- Plut Sulla 3: Sulla broke his own sumptuary laws; Pro Roscio – resentment against the proscriptions; Cic. de lege 3. 22 approves of the tribune laws.

A number of sources can be used for Sulla from Appian to Cicero.

Band 3 for use of a range of sources; bands 1 and 2 where there is comparison /assessment of reliability e.g. Cicero's speeches are biased, Sallust is anti-Sulla.

- 2 (a) Outline the main political conflicts during the 60s BC.  
 (b) What can we learn from the sources about the roles played by individuals in these conflicts?  
 (c) In your view, how damaging were these conflicts to the Republic?

AO1 (15) Conflicts might include:

- the dispute over Pompey's commands (67-66 BC);
- the issue of Egypt, Crassus' censorship;
- the land reform of Rullus;
- election of pontifex maximus – Caesar, Catulus;
- Catiline's conspiracy;
- issues of Pompey's demands, Crassus and Caesar and the triumvirate.

Factual knowledge also of individuals' roles and actions

Bands 1 and 2 only for answers which cover the 60s (not necessarily all of the above).

AO2 (15) The discussion should have a focus on:

- (a) the importance of individuals;
- (b) the damage to the Republic.

Band 3 and above where both are developed – higher for use of support in judgements.

AO3 (15) Sources for the end of the 60s might include;

- Suetonius *Caesar* 17 and /or Plutarch *Caesar* 13, *Crassus* 14;
- *Pompey* 47 for motives of Caesar at least;
- Velleius 2.44 on the aims of Pompey and Crassus;
- Cicero's letters on the situation and individuals;
- the actions which indicate views.

For earlier conflicts:

- Cicero speeches, Plutarch *Lives*, (especially on Pompey's commands;
- Sallust on his activities related to Catiline;
- Plutarch's *Life* for his ambitions, greed (2), wealth (12), love of glory (14);
- Cicero's speeches on issues involving Crassus e.g. Rullus land bill, Catiline's plot. opposition to Pompey.

Some discussion of bias, perspective, accuracy etc for bands 1 and 2.

- 3 (a) Outline the main events of Pompey's career between 62 BC and 50 BC.  
 (b) What can we learn from the sources about Pompey's aims during this period?  
 (c) How far do you think Pompey achieved his aims?

AO1 (15) Answers should include factual information of the late 60s and 50s specifically involving Pompey:

- the actions leading to the triumvirate;
- the problems in 59 BC;
- Cicero's exile and recall;
- Pompey's corn command (57 BC);
- the Egyptian question;
- the activities against Caesar (e.g. Domitius' threat to recall Caesar, prosecute him etc), which led to Lucca.

After **55 BC** - command in Spain, the situation in 52 BC, sole consulship, laws affecting Caesar and Pompey's cooperation with his enemies, the apparent reconciliation with Cato etc, the activities up to 50 BC.

Bands 1 and 2 for answers which cover the decade; band 4 for focus on late 60s only.

- AO2 (15) For band 3 and above, answers should establish his aims (from the sources for higher marks) and assess the extent of achieving them – they might include:
- immediate aims for veterans and the East (achieved in 59 BC but at what cost?);
  - regain his dominance lost due to Clodius etc – Cicero's recall, corn command etc;
  - a further provincial command – 55 BC/ consulship;
  - dictatorship? sole consul etc;
  - aim to out-manoeuvre Caesar, his jealousy, reconciliation with optimates.
- AO3 (15) Answers should provide a range of sources for bands 3 and above; evaluation needed for higher bands:
- Cicero's/Caesar's involvement in some events brings their accounts into question;
  - Plutarch and Suetonius have an emphasis on certain aspects.
- Aims:
- Cicero's letters for the late 60s;
  - Pompey's role in Cicero's recall: Plut. Pompey 48 as a means to ally with the Senate, undermine Clodius (Cic. Pro Sestio 67 –support of the senate);
  - Dio 39.25.1 Pompey's jealousy of Caesar and desire to recall him;
  - Suet. DJ 24.1 – pressure from optimates on Caesar;
  - Appian BC 2.19.70 Pompey's desire to be dictator (53 BC);
  - Plut. Pomp 54.2 Cato's support for Pompey/54.3 sole consulship;
  - Cic. ad Fam 8.11 Pompey supports senate over Caesar's recall.
- 4 (a) Outline the main events and actions of Julius Caesar which you think led to his assassination in 44 BC.**
- (b) What do the sources tell us about the motives of those who were involved in the assassination?**
- (c) In your opinion, how justified were they in assassinating Caesar?**
- AO1 (15) Candidates may focus on what they think caused the assassination and may use as much of Caesar's career as they choose:
- The antagonism caused by events of 59 BC (or before in 63 BC);
  - The illegality of his actions again in 49 BC;
  - his dictatorship and reforms.
- The choice must make it clear that the actions lead to his death to be relevant for band 3 and above.
- AO2 (15) Some discussion on:
- (a) the motives according to the sources (how reliable?)
  - (a) justification issue – answers should present a balance of views for high bands.
- AO3 (15) Examples might include
- Matius' letter to Cicero concerning his view of the motives;
  - Cicero's letter to Atticus 14. 12;
  - Suetonius *J.Caesar* 80 (on his unpopularity) or 85 (on the plebs' reaction at his funeral, his treatment of the tribunes (Plutarch 61);
  - Suet. DJ 40-3 gives list of enactments: and 44 buildings;
  - Cicero ad Fam 7.30 6 hour consulship of Rebilus;
  - Plut. Caesar 57 became hated because of the titles he was given; 60 – passion to be king; did not rise as senators approached (Suet. DJ 78);

- Suet. DJ 77 – the view that the Republic was nothing - a mere name. Cicero letters provide some views on his ambition and desire for power/tyranny of dictatorship as well as views of others (e.g. Brutus).

- 5 (a) **Outline the ways in which the army influenced political events during this period.**  
 (b) **What can we learn from the sources about the extent to which politicians relied upon the army to achieve their aims?**  
 (c) **To what extent do you think support from the army was essential for success in politics during this period?**

AO1 (15) There should be identification of specific instances of the use of the army :  
 • Sulla, Catiline's attempt, Pompey's use of his position in the 70s, and his failure to use it in 62 BC, use of Pompey and Caesar's soldiers in 59 BC and 55 BC, civil war etc).

These should be related to political activity specifically for band 3 and above.

AO2 (15) There should be discussion of the role played by the army in achieving the specific aims of the individual or group, especially discussing if the objectives were achievable without the army.

Answers should deal with the effect military success had on political ambitions:

- Pompey's success in the 70s, Pompey's experiences in the late 60s after his return from Asia;
- Caesar's and Crassus' wish for military success;
- Catiline's use of force;
- the Civil war etc.

(a) Answers could include reference to success without army support e.g. Cicero's career, Cato.

AO3 (15) For the source material:

- Plutarch Pompey 13-4 on Pompey's defiance of Sulla, and 17 over the issue of Sertorius;
- Sallust (11-2), (36-9) reference to Sullan veterans, general corruption of soldiers, or Catiline's/Manlius' army;
- Suetonius *J. Caesar* 20, Plutarch *Crassus* 15 on 55 BC.

Source material should be clearly identified for band 3 and above; general references to sources in band 4 or below where it is not specific to the question.

**Section B****The Age Of Augustus 31 BC- AD 14**

- 6 (a) Outline Augustus' constitutional position in AD 14.**  
**(b) What does the evidence suggest were Augustus' aims and intentions in his reforms of the constitution?**  
**(c) In your view, was Augustus effectively sole ruler by AD 14?**

AO1 (15) Answers should provide a brief summary of the range of powers A. had by AD 14 (no need for a narrative of 27, 23, 19 etc): imperium maius, trib. pot, (these need explaining) right to speak first, edicts, sit between consuls, convene the senate, censor, control of corn supply etc, auctoritas through titles etc (03 marks for sources used to identify these powers).

AO2 (15) Answers should consider :  
 (a) his aims and intentions from the sources;  
 (b) the reliability of some of them;  
 (c) the extent of his power/ issue of monarchy.  
 This should be supported by examples of his use of power for bands 1 and 2.

AO3 (15) Sources for his position are needed:  
 • RG 5-6, 34, Dio, etc  
 • RG provides some suggestions on aims (restoring republic);  
 • Suet. Aug. 28 – best constitution;  
 • Velleius for a supportive view  
 • Tacitus for alternative version (1.9/ 1.10);  
 • Cyrene edicts.

- 7 (a) Describe the military activity on the Rhine frontier during this period.**  
**(b) What can we learn from the sources about the success of this activity?**  
**(c) Did Augustus have a coherent policy for the Rhine frontier?**

AO1 (15) Answers should cover some of:  
 • Varus' defeat;  
 • campaigns of Drusus and Tiberius in Germany;  
 • Pannonia etc;  
 • the organization the army and defences;  
 • central Alps in 15 BC and up to the Danube etc under Vinicius, Agrippa, Tiberius;  
 • advance into Germany under Drusus 12 BC;  
 • AD 5 to the Elbe;  
 • attempt on Germany – withdrawal after AD 9;  
 • establishment of legionary forces.

AO2 (15) Answers should assess:  
 • aims related to specific instances of frontier policy;  
 • conquest as well as strategic defence;  
 • protection of empire;  
 • easily defended and strong natural barriers;  
 • the establishment of peaceful borders;  
 • neutralisation of tribes; prevention of attacks.

There should be an assessment of

- success of the instances of policy;
- discussion of Augustus' policy of conquest until AD 9;

Some conclusion is needed on coherence for band 3 and above.



- AO3 (15) There is evidence in:
- Suetonius *Augustus* 21-3;
  - Res Gestae 26 and 30;
  - Cassius Dio 56. 28-29 on Germany;
  - Velleius on Tiberius' time in the north AD 4-9; defeats of Lollius (17 BC) or Varus (AD 9) [Tacitus Annals 1.10].

- 8 (a) **Outline the main aspects of Augustus' social and moral legislation.**  
 (b) **What do the sources tell us about Augustus' aims with this legislation?**  
 (c) **In your view, how successful was this legislation?**

AO1 (15) Answers should refer briefly to the provisions of the following (reward highly precise reference to dates and names):

- Lex Fufia-Caninia 2 BC numbers restricted freed by will: 2-10 slaves/free one half; 10-30/free one third; 30-100 /free one quarter;
- Lex Aelia-Sentia AD 4: numbers freed during lifetime: not by master under twenty; slave had to be thirty; restrict acquisition of citizenship by slaves;
- Lex Pappia Poppaea AD 9 freedmen with 3 children could exclude patron from inheriting; freeborn woman with 3 children no longer needed a guardian);
- Lex Julia de adulteriis 18 BC;
- Lex Julia de maritandis ordinibus 17 BC: forbade senators and families to marry ex-slaves, actors or actors' children; but apart from restrictions also further use in imperial role of freedmen and slaves by A. (Suet. Aug. 34).

Answers might consider the social role of religion and some acts of Augustus in this area.

AO2 (15) Answers will need to interpret aims from sources and what they tell us about the laws:

- (a) the need to improve the birth rate among upper classes;
- (b) restrict spread of citizenship/freeing of slaves;
- (c) control immorality – re-establish traditions;
- (d) revive good practice, establish traditional mores;
- (e) create the right image of the family;
- (f) enhance the reputation of the upper classes.

Good answers will cover a variety of aims.

AO3 (15) Answers should focus on sources for aims but reward sources used to support the argument:

- Horace Odes 4. 15: has wiped away our sins and revived the ancient virtues; Ode 3.6 : our times have spoiled first the marriage bed etc;
- Virgil Aeneid 6 753ff : Augustan and the golden age;
- Livy prologue: on decline of morality in his age cf Livy 7. 25. 8-9;
- Pliny NH 14. 1 5-6 effect of wealth;
- RG 8 brought back into use many exemplary practices of ancestors;
- Tac Ann 3. 25: failure of Lex Pappia Poppaea;
- Propertius 2.7 on laws of 17 BC;
- Horace *Carmen Saeculare* (18 BC).

- 9 (a) **Outline the problems Augustus faced in organising the succession.**  
 (b) **What can we learn from both contemporary and later sources about their views of his choice of successors?**  
 (c) **Do you think Augustus was successful in his organisation of the succession?**

- AO1 (15) 1. Information on the various stages of the succession – Marcellus, Agrippa, Lucius, Gaius, Tiberius and the issues and problems. Precise details ,dates etc for higher bands. Problems of limited choice, lack of male heir.  
 2. Narrative of events only in band 4.  
 3. Some information on the wider political problems involved and the means chosen to designate chosen successor – maius imperium, trib. pot, military experience etc; the use of propaganda in monuments, coins etc.  
 4. Reward reference to the views of authors.

- AO2 (15) In the end the succession went smoothly; discussion should focus on
- the solutions Augustus found;
  - how well they worked;
  - what problems arose as a result of them;
  - how suitable were his choices;
- Reward interpretation of the sources for problems and solutions and discussion of reliability for views.

- AO3 (15)
- Virgil Aeneid 6, Paterculus 2.93 on Marcellus, Agrippa;
  - RG mentions Lucius and Gaius;
  - Tac. Annals 1.3 on his attempts to create a dynasty;
  - Suetonius Aug. 63ff for the family;
  - Tac Annals 1.10 comment about Tiberius cf Suet. Tiberius 21, 23;
  - pictorial evidence of the presentation of the family e.g. Ara Pacis;
  - use of relationship with Caesares etc;
  - Tacitus Annals 1. 1-10 for actual succession, 1.11-12 for the debate.

- 10 (a) **Outline the ways Augustus claimed to have benefited the ordinary people of Rome during his reign.**  
 (b) **What can we learn from the sources about Augustus' reasons for the measures he took to benefit the ordinary people of Rome?**  
 (c) **In your opinion, how far did Augustus improve the lives of the ordinary people of Rome?**

- AO1 (15) RG makes most of the claims in terms of:
- providing peace etc and ending war (closing Gates of temple of Janus);
  - providing corn supply, amenities etc, roads and water supply;
  - employment;
  - colonies and land, money;
  - entertainments;
  - police force, safety and security;
- and so on.

These might be supported by reference to claims in poetry of Horace (Carmen Saeculare); reward in 03 use of sources to support claims

- AO2 (15) Discussion should focus on:
- (a) the reasons: popularity, securing his dynasty, image and self-promotion; the social needs, recovery after war etc;
  - (b) extent of improvement: support should be offered for claims on this for bands 1 and 2; general assertions of improvement only in band 4.
- Both issues should be dealt with in some form for higher bands.

AO3 (15)    RG references (see 01)

- *Res Gestae* 22-3 games;
- Suetonius 28-30, 41-5 on handouts, gifts, entertainments etc;
- Tacitus Annals 1.2 – seducing everyone with bribes;
- inscriptions of Augustus' building works e.g. Via Flaminia;
- water supply – inscriptions for aqueducts (Frontinus in Chisholm and Ferguson);
- grain supply RG 5/15 (12 distributions);
- RG 25 bringing peace; controlling pirates;
- Carmen Saeculare for the revival of morality and traditions;
- Aeneid 6/8 for peace and prosperity (age of gold);
- Velleius for a positive view.

## Section C

## Roman History AD 14-68

- 11 (a) Outline briefly the serious challenges faced by Tiberius during his reign (AD 14-37).  
 (b) What can we learn from the sources about how Tiberius met these challenges?  
 (c) Do you think that these challenges and the ways that he met them damaged his reign?

AO1 (15) Answers should include some of:

- individuals who were a threat to his position – Agrippa Postumus, Germanicus, Livia, Agrippina (the Elder) and sons, Sejanus; Libo Scribonianus – great nephew of Scribonia – succession not treason issue;
- trials: Cremutius Cordus; L. Arruntius; Pollio; Gaius Silius;
- Senate as a body and his relationship with them - lack of independence/;
- the army mutinies AD 14/15;
- his relationship with the people of Rome;
- succession issue – Drusus' death, Macro and Gaius+ Gemellus;
- Faction issues of Julians and Claudians in senate: Silius, Sosia, Ag's cousin Pulchra; Sabinus.

AO2 (15) Answers need to provide arguments about how he met the challenges:

- Tac. Annals 2.24 Germanicus removed from Germany - due to jealousy; but (Tac. Ann 3. 16) rumours that Piso had a letter from Tiberius who wanted him dead;
- factional struggles rather than challenges to Tiberius with Sejanus, Agrippina etc - used against each other? Trials : a number of acquittals; **Vincianus**, survived; **Scribonianus** commanded German army; allowed factions to exploit courts;
- Treason trials – extent of use to control opposition;
- Tac Annals 4.57 – withdrawal to Capri caused by suspicions.

AO3 (15) Answers should provide source support for the ways in which he dealt with opposition or tried to overcome Senatorial or popular antipathy:

- Dio 58.4.1. On Sejanus' threat;
- unpopular generally: Dio 58.4.7 on his unpopularity and the suspicion he caused;
- Annals Bk 1 for mutinies;
- Suetonius Tib 61 on brutality of trials;
- trials: AD 23-6 20+ cases and 1/3 acquitted; Pollio's son;
- Suet. Tib. 29 – courtesy; 30 – pretence of liberty- consultation of the senate;
- eventual decline into brutality (Tac. Ann 6.18).

- 12 (a) Outline the main criticisms of Claudius and his reign as expressed in the sources.  
 (b) To what extent are these criticisms justified by the events of his reign?  
 (c) How effective, in your view, was Claudius as emperor?

AO1 (15) Answers should include a variety of criticisms for band 3 and above in 01 and 03: Tacitus Annals 11.40 p. 252 Claudius was impatient of celibacy and easily controlled by his wives, and the ex-slaves quarrelled about who should choose the next one (also Dio 60.2.4-7, Dio 61.32.1-3) Tacitus, *Annals*, 12.7 complete obedience to a woman

- Suetonius Claudius 28/29: ref to freedmen and use of knights; list of

executions : Appius Silanus, Julia (his niece); Gnaeus Pompeius (husband of daughter); Silanus (betrothed to Octavia); he executed 35 senators and 300 knights;

- Suetonius Claudius 30 His cruelty and bloodthirstiness;
- Tacitus Annals 12. 59-60 - Now C. handed over to the knights all the powers which had so often caused rioting and fighting...he gave ex-slaves placed in control of his estates equal authority with himself under the law...next he proposed to exempt Cos from taxation.;
- Tacitus Annals 11.4 - The emperor's absorption of all judicial and magisterial functions had opened up extensive opportunities for illicit gain. The most readily purchased commodity on the market was an advocate's treachery. Reward also examples of actions/events which support or contrast with these and other views.

AO2 (15) Discussion in relation to the sources is needed for band 3 and above of some issues such as:

- his dependence on wives and freedmen;
- personality;
- citizenship reforms, administrative or judicial ability etc.

Factual knowledge should be used to support judgements on justification of the criticisms; general arguments about Claudius' reign, with limited examples of actions/events in band 4 or below.

AO3 (15) Vague references to attitudes in the sources are no more than band 4 provided they are accurate. Bands 1-3 for specific examples interpreted for criticisms; bands 1-2 for evaluation of bias, perspective, agenda, genre etc. Answers may be in band 2 which do not cover all possible viewpoints but should provide a range of examples.

13 (a) **Describe the roles and activities of imperial freedmen in the reigns of two emperors of this period.**

(b) **What do the sources tell us about the attitudes of Romans towards the use of imperial freedmen?**

(c) **To what extent do you agree that imperial freedmen were essential for the running of the empire during this period?**

AO1 (15) Answers in bands 3 and above should refer to the variety of roles (inside Rome and in provinces) and activities such as:

- financial, secretarial, political etc which freedmen had with specific examples e.g. Pallas, Narcissus, Helius, Callistus, Epaphroditus,
- activities such as involvement in Messalina's death, marriage of Agrippina, control of Rome while Nero is in Greece, Anicetus in Agrippina's death.

For bands 1 and 2 there should be specific detail and the extent of their involvement. Reward reference to minor freedmen:

- Felix : gov. of Judaea under Claudius;
- use of Anicetus to kill Agrippina – praefectus classis;
- Callistus involved in Gaius' death (Cassius Dio 59.29.1);
- Protogenes (Cassius Dio 59.26)

Reward in 01 and 03 specific reference to attitudes towards **use of freedmen**.

AO2 (15) Some discussion of the **value** of the sources for attitudes and discussion of the extent to which freedmen were **essential** –

- Augustus had used freedmen from the start – emperors continued the practice;
- experience and skills needed for admin. of complex empire;
- sources present political aspects only and the prejudice of upper classes;
- the circumstances in which freedmen were used.

- AO3 (15) Tacitus, Suetonius and Dio display the upper class attitude – examples needed for high marks with discussion of the bias and prejudice in specific cases for bands 1 and 2:
- Tac. Ann 14. 39 comments on power of Polyclitus ;
  - Suet Vesp 4; command in Germany through Narcissus;
  - Suetonius Claudius 28 : ref to use of freedmen;
  - Suetonius Claudius 29 *he fell so deeply under the influence of these freedmen*;
  - Suet. Nero 23 Helius in Rome; Cassius Dio 63. 12 'slave of two masters';
  - 60. 17 Claudius' freedmen sell offices;
  - dependence on freedmen 60. 2.4 for their influence and reasons for it;
  - 60.15.5 use as informers;
  - 60 14.4 accusation of Silanus.

- 14 (a) Describe briefly the measures emperors took to gain the support of the upper classes of Rome during this period.
- (b) What can we learn from the sources about how successful the emperors were in gaining their support?
- (c) Why do you think it was important to the emperors during this period to have the support of the upper classes?

- AO1 (15) Specific detail of measures needed for bands 3 and above; higher bands for a wide range or more detailed information:
- provision of honours, magistracies. commands for senators and equestrians – Claudius' career structure for equestrians;
  - gifts of money, land etc;
  - forming good relations with the Senate and Equestrians;
  - avoiding overt use of powers; not holding consulships;
  - providing opportunities for wealth, festivals etc;
- creates stability and peace for prosperity etc.

- AO2 (15) Answers should deal with:
- (A) the success of the measures/ extent of support or opposition;
- (B) the importance of the support of nobility and upper class.
- They might also consider the reliability of the information since it comes from upper class writers.
- Also some consideration of extent of opposition in terms of plots – **but** not an answer to focus on opposition as evidence of failure of measures; good answers should have a balanced view.

- AO3 (15) Sources for success/ failure of measures:
- **Tiberius** - Tac. *Annals* 1.11-2 Tiberius' difficult first debate; reference to them as 'fit to be slaves' (3.65); Suet. Tib. 29 – courtesy; 30 – pretence of liberty- consultation of the senate; eventual decline into brutality;
  - **Nero** - Tacitus *Annals* 13.4 Nero's claim to give the senate a role; cf Tacitus *Annals* 13.27 ; Tacitus *Annals* 14.63 –flattery from the senate; Suetonius Nero 10 promise to reign like Augustus; Tac. *Annals* 13.17-18 Nero gives gifts after death of Britannicus; 15.67 hatred of Nero's action by Flavus; Cassius Dio 63 .22 Vindex's complaints;
  - **Gaius** - Cassius Dio 59.6 Gaius' deference to the senators; recall of exiles, release of prisoners; end of treason trials etc;
  - **Claudius** - Suet. 12- refuses honours/ 24 awards of regalia/ 25 equestrian career/ 13 attempts on Claudius' life – lack of success?

- 15 (a) Describe the ways in which women of the imperial family were involved in political activity during this period.
- (b) What can we learn from the sources about the significance of their involvement in political activity?
- (c) Do you think the sources provide a fair and accurate account of the importance of women of the imperial family during this period?

AO1 (15) Answers for band 3 and above should refer to at least two different women:

- Livia and her relationship with Tiberius, Agrippina the elder and younger, Messalina, Poppaea, Octavia, women of the imperial family in general.

Answers should include their involvement in the succession, in plots against emperors, in accusations and deaths of rivals etc.

Reward in 01 and 03 references to sources' views on women and the roles.

Reward also some information about the authors:

- bias against women, social prejudices, political preconceptions;
- the material they have to base their views on etc.

AO2 (15) Answers should consider:

- attitudes to them and the fairness of views taken;
- discussion of how critical these are; how far there is a stereotype;
- how significant their contribution was: Agrippina's role in the succession, Livia's role in Tiberius accession, her role in his retirement; Messalina's role in the deaths of Silanus, Julia, Asiaticus etc;
- the reasons for the views taken by authors e.g criticism of weak emperors being unable to control them.

Band 3 and above answers should consider these to an extent; well-supported judgements needed for bands 1 and 2; band 4 for general discussions of the sources and/or women.

AO3 (15) This should be supported by references to sources e.g. Dio 60 14/Suetonius *Claudius* 29 on Claudius' women. Tacitus 13-14 on Agrippina (and 12. 1-10 on her marriage to Claudius). Tac *Annals* 13. 45-6 Poppaea, 14. 60f role in Octavia's death; 14. 1 persuading Nero to kill Agrippina. 4.52ff Agrippina the Elder's fall; 4.57 Livia and Tib.'s retirement; her influence 6. 52; Cassius Dio 59. 11 Drusilla and Gaius; 59.22 Agrippina and Julia and the plot of Lepidus; 60. 17 Messalina.

Reward discussion whether the hostility is justified or not.

## 2455 Source Based Study 1: Roman World

### Roman Britain AD 43 – c.160

- 1
  - (a) **Outline the ways in which the Romans were able to occupy southern and eastern Britain up to AD 47.**
  - (b) **According to the sources, how important were client kings and queens in the occupation up to AD 60?**
  - (c) **What factors made Roman expansion further into Britain more difficult up to AD 60?**
  - AO1 (15) An outline or narrative may be found in (a); detailed use of sources should also receive credit in AO3. Reward any identified policies, such as: support for pro-Roman aristocracy in Britain, particularly Verica and Togidubnus/ Cogidubnus; 'divide and rule' policy exploiting differences between tribes, favouring early 'client kings', should be rewarded if found in (a) even though it is specifically requested in (b); credit use of military policy also (siege attacks on strongholds such as Maiden Castle/ Hod Hill; division of legions to aim at strategic occupation of the southern areas of the country as quickly as possible; establishment of military bases, and disarming of hostile tribes. In (c) the geographical difficulties may be noted alongside a probable policy decision to halt along the line of the Fosse way.
  - AO2 (15) Reward arguments developed and supported by detailed use of source-material (Tacitus *Annals* primarily) ; the relative importance of client kings should be examined by comparing their role to other factors, including military and socio-political ones, for marks in the highest bands. Arguments which only focus on client kings should not be given marks above the middle band in AO2: other factors need to be brought in to establish a comparison. Allow narrative for up to AD60, and also the use of the Cartimandua/Venutius quarrel (which is placed in late 50s in the *Annals*) (this is also applicable to AO3).
  - AO3 (15) Reward all detail and support from the sources relating to the role of client kings, from Verica onwards, up to the donation made by Prasutagus and the Cartimandua/ Venutius clash, and relating also to other factors (e.g. opposition to Roman advance, which was rapidly crushed in the south, though not in Wales; the establishment of colonies, beginning with Camulodunum); the written records are limited in detail, and supplementing them from archaeological records (marching camps/ establishment of legionary bases in the West and Midlands, etc.) should be fully credited.
- 2
  - (a) **What caused the revolt led by Boudicca (AD 60 – 61)?**
  - (b) **According to the sources, why did the revolt succeed at first?**
  - (c) **How effective were the Romans in restoring control in Britain following the revolt?**
  - AO1 (15) Reward detail supplied regarding the events leading up to, during, and following the revolt: the disrespectful behaviour shown by the Romans; Prasutagus' attempts to protect his heirs and his kingdom; opposition in some quarters to 'Romanization'; the financial pressures on the Britons (explicit in Dio; added as an aside in Tacitus); the weakness of Roman defences in the colonia at Camulodunum, and the absence of strong military (away in Anglesey); the failure of procurator Catus and Postumus, then the final victory under Suetonius Paulinus, related in detail in T. *Annals*. Note that the accounts should address all stages of the rebellion, from causes through to its quelling and the aftermath – specifically requested in (c).



Marks in the highest bands should be reserved for answers which address all parts with a fairly equal treatment, and which include both the Iceni and the Trinovantes.

- AO2 (15) The discussion should cover all three parts of the question for answers to merit marks in the highest bands. No more than half-marks for general discussion without some critical analysis. Credit attempts to compare the bias and purposes of the different authors: Tacitus in the *Agricola* and *Annals*, stressing the greed and turpitude of Roman rule (and the 'fight for freedom' expressed in Boudica's speech in the *Annals*) compared with Dio's more distanced (and less accurate?/ certainly second-hand) account. There should be detailed support for reasons why the revolt had short-term success but was then rapidly crushed – including some reasons not found in the sources (e.g. lack of support for Boudica from other tribes in Britain)/ severe measures taken by the Roman governor.
- AO3 (15) There is a wealth of material in the sources here: Tacitus *Agricola* has a truncated account, with much more detail in the *Annals*; also recounted, with differences in perspective and detail, in *Dio*. Reward any mention of burning/ destruction identified in the archaeological record (e.g. Colchester, Verulamium, London). Credit other uncertain material (e.g. founding of forts as far afield as Dorchester following 60/61).

- 3 (a) Outline the ways in which the dispute between Queen Cartimandua and her husband Venutius led Rome into war with the Brigantes.**
- (b) According to Tacitus, how effectively did Roman governors from the Boudiccan revolt up to Agricola manage the province of Britain?**
- (c) How reliable is Tacitus' depiction of Agricola's role as governor?**

- AO1 (15) In (a) there should be a detailed account of Cartimandua's role, perhaps beginning with her pro-Roman stance in handing over Caratacus at a much earlier date, followed by the internal rift between her and her abandonment of her husband. Credit all use of the major source (Tacitus *Agricola*) in (b) and (c), and allow treatment of earlier governors than AD 69. Narrative based on the *Agricola* may follow in (b); again, credit the use of sources.
- AO2 (15) This essay requires careful treatment of specific periods and events in (a) and (b), and allows for a more general discussion in (c). In (b) expect a more limited discussion of other governors vis-à-vis Agricola, whose treatment is so much more detailed, in support of judgements made or conclusions reached; look for explicit treatment of 'how effective' in (b) and 'how reliable' in (c), for marks in highest bands.
- AO3 (15) On Cartimandua, reference (even implied) should be made to Tacitus *Annals* 12. 40 and *Histories* 3. 45. The other obvious source is *Agricola* but archaeology may also be used in a creditworthy manner – indeed it is necessary for the latter part of the period. Reward candidates who note that Tacitus is writing not only from a Roman standpoint but also from an (arguably) jaundiced one and has a rhetorical purpose in the *Agricola* – to praise his father in law and to criticise the previous regime under Domitian. Support from archaeology – or lack of evidence (none of a battle, and where is Mons Graupius?) should be discussed and evaluated for marks in Bands 1 and 2.

- 4 (a) **Outline the reasons why colonies were established in Britain in this period.**  
 (b) **Why did other types of towns grow up in Britain?**  
 (c) **What part did towns play in the Romanisation of Britain? You should support your answer with reference to the sources, including archaeology.**

AO1 (15) Answers to (a) should indicate precise reasons for the foundation of colonies in Britain in providing provision for retired soldiers, establishing 'a reserve against rebellion' (Tacitus *Annals*) and 'to instil in our allies the habit of observing the laws' – a role-model for the Britons. This refers specifically to Colchester - there may be little treatment of Gloucester and Lincoln; In (b) there should be a detailed understanding of different types and classes of urban settlement: municipia/ civitas capital/ vicus etc. – London being none of these but a centre for trade which was then 'adopted' as provincial capital. For high marks, expect accurate identification of their purposes as the legions are successively moved out to positions further afield, as well as distinctive features of life inside the colonies – presence of the imperial cult, municipal buildings such as theatres and temples, independent local administration with its council and municipal laws. Purposes of *coloniae* generally, not necessarily using sources to support statements, should nevertheless be credited as being part of the general Roman policy.

AO2 (15) The discussion should expressly indicate a supported conclusion answering the questions 'why' 'how and why' and an estimate of 'what part' for marks in the highest bands. Statements made about their success or failure should be supported by examples for marks in these categories. Literary sources (see AO3 below) are decidedly limited: Camulodunum/ Colchester may be used as the sole or principal source, with discussion of the *colonia's* shortcomings (in part provoking the rebellion of Boudicca) as well as its 'good' side. Archaeological or epigraphic evidence showing the ways in which these sites did provide role-models of 'Romanization' should receive full credit, as should attempts to show how they may have successfully inspired or influenced other sites to copy their example (e.g. Verulamium).

AO3 (15) As remarked above, in (a) literary evidence (apart from epigraphy) is limited to Camulodunum/ Colchester, and therefore disproportionate reference to this site in answers should not be penalized; but for the highest bands, expect at least some mention from archaeology or epigraphy of the two other centres, however slight, unless the evidence from Colchester alone is extremely detailed and used to support a cogent and convincing argument. For (b) there should be some detail about known settlements in each category for high marks in this Assessment Objective.

- 5 (a) **What changes were made to Britain's northern frontier between c. AD121 and c. AD160?**  
 (b) **What do the written and archaeological sources suggest was the purpose of Hadrian's Wall?**  
 (c) **Which do you think was the more effective frontier, Hadrian's Wall or the Antonine Wall?**

AO1 (15) Answers to (a) should address the period in full, beginning with a summary of the pre-Hadrianic system along the Stanegate, then the establishment of Hadrian's Wall, and moving to the establishment and then abandoning of the Antonine frontier. The chronology should be secure. No great detail about each frontier is needed in (a) but should be credited if it addresses (b) or (c), where detailed knowledge is required.

AO2 (15) The discussion should be supported by evidence (especially the walls themselves) for marks in the highest bands to be awarded. In (b) purpose needs to be fully addressed, with arguments for and against the proposition

explored, for marks in the highest bands. Discussion should consider the propaganda value and the scale of the Hadrianic frontier – the labour involved and the ‘statement’ the wall made – as well as other considerations (division of the Brigantes, facilitation of imposing and collecting duties, regulation of communication north and south). In (c), there should be explicit comparison between the two and there may be some discussion about the relative purposes of each wall, the nature of the construction, the strength and location (relative proximity) of the garrisons, etc.

- AO3 (15) Credit evidence from the walls themselves – particularly in answers to (b): the presence of gates, the likely function of the garrison forts, opening to the north; Hadrian’s Wall **not** designed as a ‘fighting platform’; the categories of troops stationed on the wall, especially mobile auxiliary units, and even in the Hadrianic period, the establishment of forts to the north of the wall and in (c), the possible shortcomings of Hadrian’s Wall seen in rebuilding and reshaping the forts, the likely strategic need for a move to the north demonstrated by the move to the Antonine Wall, which itself has forts to the north of it - Bertha/ Strageath/ Ardoch/ and ?Stirling. Credit answers which highlight different ideas about the purpose of the walls, and support them from evidence from the archaeology. Give full credit to **any** reference to the limited literary sources (Pausanias on Antoninus and trouble with the Brigantes; SHA on Hadrian ‘separating the barbarians and Romans’ and on Antoninus ‘built another wall, of turf’).

## 2456 Thematic Study 1: Greek History

### Section A

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

- 1
  - (a) **Outline the main problems facing Peisistratus when he tried to gain power in Athens.**
  - (b) **What do the sources tell us about the ways tyrants established themselves in power?**
  - (c) **How far do you agree that tyrants depended on military force?**
    - AO1 (15) Answers should include for (a) details of Peisistratus' 3 attempts at taking power; for (b) some detail about the problems encountered by at least **two** tyrants in a number of states; for (c) contrasting examples to show the role of tyranny in some states (Pheidon at Argos); Peisistratus' use of military force at the beginning and then later in his reign; different generations of tyrants.
    - AO2 (20) Answers should include in (b) evaluation of the evidence presented – give credit for discussion of specific evidence; in (c) evaluation of specific tyrannies; answers should address 'how far'; credit assessment of the character of different tyrannies.
    - AO3 (10) Appropriate discussion of Herodotus and other sources, with assessment of potential bias in sources used.
- 2
  - (a) **Outline the changes made by any two tyrants to their cities.**
  - (b) **What can we learn from the sources about the reasons for the changes brought in by tyrants?**
  - (c) **To what extent did tyrants have a long-lasting impact on their cities?**
    - AO1 (15) Answers should include for (a) specific detail drawn from at least **two** tyrannies, showing what tyrants did to their states – physical, legal, religious etc.; for (b) details of the specific changes and their purpose (e.g. gain or consolidate support in certain classes, remove threats, improve the lives of people, increase the influence of the state; for (c) some tyrannies lasted for a long period; details where tyranny was followed by something different (e.g. democracy in Athens); credit discussion of long-lasting changes to tribal structures, religious practice; building programmes; economic development.
    - AO2 (20) Answers should include in (b) some discussion of the range of reasons for different types of activity; the issues of bias & limited nature of sources; in (c) answers should provide argument based on evidence drawn from a number of states.
    - AO3 (10) Appropriate references to Herodotus & others.

- 3 (a) **Outline the foreign policies of any two tyrants.**  
(b) **What do the sources tell us about the problems caused by tyrants in their cities?**  
(c) **To what extent did tyrants make their cities more successful?**
- AO1 (15) Answers should include for (a) details of the achievements in foreign policy of **two** tyrants; for (b) some details of the difficulties caused by tyrants in states in their attempts to secure their position and undermine opponents; for (c) details of the achievements of tyrants within their cities and in foreign policy; discussion of 'success'.
- AO2 (20) Answers should include in (b) discussion of the benefits of economic development for both rich and poor; in (c) evaluation of the successes identified; answers should address 'to what extent'.
- AO3 (10) Appropriate use of Herodotus and others.
- 4 (a) **Outline Herodotus' view of Greek tyrants.**  
(b) **What does Herodotus tell us about the character and authority of tyrants?**  
(c) **To what extent does Herodotus suggest that tyranny harmed Greek states?**
- AO1 (15) Answers should include for (a) details of Herodotus' take on tyrants & his different reactions to specific tyrants; for (b) specific examples drawn from at least two states to show what the tyrannies were like and the ways in which the tyrant maintained his authority; for (c) examples drawn from Herodotus.
- AO2 (20) Answers should include in (b) some discussion of the character of individual tyrannies & the ways authority maintained; in (c) discussion/evaluation of the Herodotus' account of at least two tyrants and their impact on their cities credit discussion of the difficulty of talking about Herodotus' 'view'.
- AO3 (10) Appropriate passages from Herodotus and others.

**Section B****Sparta in the Greek World 520 – 400 BC**

- 5 (a) Outline how Spartiates outside the royal families could act as leaders in Sparta.**  
**(b) What can we learn from the sources about the importance of the royal families?**  
**(c) To what extent did Sparta's success in this period depend on the dual kingship?**

- AO1 (15) Answers should include for (a) some detail of Spartiates outside the royal families (Brasidas, Sthenelaidas) and roles as ephors, members of the Gerousia and (exceptionally) military leaders; for (b) details of the range of activities of kings both within Sparta and outside her boundaries; Cleomenes, Leonidas, Archidamus; for (c) details of problems over leadership in Sparta when there were disagreements between kings; but also the stabilising force of having two military commanders; the prominent role of kings.
- AO2 (20) Answers should include in (b) evaluation of the limited contemporary, authoritative evidence for what happened in Sparta; the role of kings as leaders on expeditions; in (c) evaluation of the importance of individual kings and discussion of the dual kingship.
- AO3 (10) Appropriate use of Herodotus, Thucydides, Xenophon, Aristotle with some discussion on the limitations of the evidence.

- 6 (a) Outline the leadership role played by Sparta in the Persian Wars (480-479 BC).**  
**(b) What can we learn from the sources about Sparta's leadership of its allies in the Peloponnesian War (431-404 BC)?**  
**(c) To what extent was Sparta's ability to act restricted by its alliances between 520 and 400 BC?**

- AO1 (15) Answers should include for (a) Sparta's role as leader of the Hellenic League in the campaigns of 480-479 BC; for (b) details of the control exercised over her allies during the Peloponnesian War (Corinth, Thebes, Sicily & others; Argos; Persia); the pursuit of Spartan self-interest (e.g. after Pylos, the Peace of Nicias, negotiations with Persia); for (c) details of alliances which affected Sparta's freedom to act (e.g. the proposed restoration of Hippias, strategy during the Persian Wars; activity after 479 BC; aid to Samos in 440 BC; Corinth's role in the outbreak of the Peloponnesian War).
- AO2 (20) Answers should include in (b) evaluation of the evidence for dissent within the league and success in action; Spartan self-interest after Pylos, & in the negotiations leading to the Peace of Nicias; problems with Persia; in (c) discussion of particular alliances over the period that affected Sparta's ability to choose its own course of action; the preparedness of Sparta to ignore others when self-interest was clear (e.g. after Pylos).
- AO3 (10) Discussion of the usual problems about sources for Sparta; use of Xenophon, Thucydides & others.

- 7**
- (a) Outline how the relationship between Sparta and Corinth changed during this period.**
  - (b) What can we learn from the sources about the importance of Peloponnesian states to Sparta during this period?**
  - (c) How far do you agree that Sparta's attitude towards the states in the Peloponnese undermined her success during this period?**
- AO1 (15) Answers should include for (a) details of the relationship between Sparta and Corinth over the period, including the reinstatement of Hippias, the Persian Wars, the revolt of Samos, the outbreak of the Peloponnesian War and the aftermath of the Peace of Nicias; for (b) specific examples needed, such as Corinth, (Megara), Argos; evidence for conflict within the Peloponnese & the need to maintain control over the helots; for (c) appropriate detail to support argument, showing how Sparta was restricted on occasion by the need to maintain dominance in the Peloponnese (aftermath of the Persian wars, Thirty Years Peace, Peace of Nicias, treaties with Persia, Argos).
- AO2 (20) Answers should include in (b) discussion of the limited evidence, with analysis of examples; in (c) argument must be based on suitable examples; good answers should address 'how far'.
- AO3 (10) Appropriate selection of evidence, with discussion of the problems of the sources.
- 8**
- (a) Outline the main factors influencing Spartan decision-making.**
  - (b) What can we learn from the sources about the impact of the helots on Spartan society?**
  - (c) How far do you agree that during this period Sparta was more interested in peace at home than in success beyond its borders?**
- AO1 (15) Answers should include for (a) dominance over the helots and other Peloponnesian states, the neutralising of Argos, the preservation of the Peloponnesian League; for (b) details of effect of the helot problem on Sparta's domestic agenda; the range of helots activities; for (c) details of Spartan activities within the Peloponnese and beyond its boundaries.
- AO2 (20) Answers should include in (b) discussion of the limited evidence for domestic policy; the declaration of war every year by the ephors; in (c) evaluation of a range of examples which show Sparta aiming for local hegemony rather than looking beyond the Peloponnese; good answers should address 'how far'.
- AO3 (10) Appropriate selections from the sources, especially Herodotus, Thucydides and Xenophon.

**Section C****The Development of Athenian Democracy 508-399 BC**

- 9 (a) Outline the importance of the Generals in the Athenian state.**  
**(b) What can we learn from the sources about the importance of military experience for political leaders?**  
**(c) To what extent did political leadership change during this period in Athens?**

- AO1 (15) Answers should include for (a) the range of activities of generals, such as their leadership of campaigns, supervision of military training for tribes & acting as executive officers to carry out the decisions of the democracy; for (b) the military activities of leaders such as Themistocles, Cimon, Pericles, Nicias, Alcibiades; Cleon; Cleisthenes; for (c) details of the shift away from aristocratic leaders from long-established families (Cimon, Pericles) towards a wider range of leader (Cleon, Hyperbolus etc.); the importance of the assembly and the need to persuade the people to vote a particular way.
- AO2 (20) Answers should include in (b) evaluation of the evidence of the sources (especially Cleon at Pylos); in (c) discussion of Thucydides' view of the successors of Pericles and the rise of the demagogues; good answers should try to define 'political leadership' or might focus on the individual leaders in different periods, showing awareness of significant changes.
- AO3 (10) Appropriate selections from Aristotle, Thucydides, Plato, Aristophanes, Old Oligarch, etc.

- 10 (a) Outline the constitutional changes introduced by Ephialtes and Pericles in 462 BC.**  
**(b) What can we learn from the sources about the impact of these reforms on the political life of Athens?**  
**(c) How far do you agree that the changes to the Athenian constitution throughout this period undermined the effectiveness of political leaders?**

- AO1 (15) Answers should include for (a) the details of the changes introduced in 462 BC; for (b) discussion of particular examples to show consequences for the governance of Athens, especially the increasing emphasis on the role of the people in the lawcourts, council and assembly; for (c) the problem of making consistent decisions over time; Pericles' dominant position and what happened after his death.
- AO2 (20) In (b) discussion of a number of examples & evaluation of potential anti-democratic bias in the sources; in (c) assessment of the weight of evidence for consistency and the (relatively) small numbers of cases where inconsistency clear; evaluation of specific examples and the reliability of generalising from particular case (e.g. Mytilene debate, trial of generals).
- AO3 (10) Details drawn from Aristophanes, Thucydides (especially debates in the Assembly), Old Oligarch, Plato, Xenophon, Aristotle etc., with assessment of bias.



- 11 (a) **Outline the role of the law courts in Athens.**  
 (b) **What can we learn from the sources about the attitudes of Athenians towards the law courts during this period?**  
 (c) **To what extent did the law courts in Athens exercise authority over the Assembly (*Ekklesia*), political leaders and other officials?**
- AO1 (15) Answers should include for (a) details of the role in deciding individual disputes; *graphe paranomon*; *dokimasia/euthunai*; for (b) details from Aristophanes' *Wasps* and elsewhere; details of how the lawcourts figured in decisions of the assembly; their role in the government of the empire; for (c) details of the impact of operation of lawcourts (trial of Pericles, *euthunai*, Paches, political trials).
- AO2 (20) Answers should include in (b) evaluation of the evidence and the bias of particular sources such as Aristophanes; in (c) discussion of examples and evaluation of the evidence of Xenophon, Thucydides/Old Oligarch etc; good answers will address 'to what extent'; discussion of the importance of the individual leader (e.g. Pericles).
- AO3 (10) Details from Thucydides, Aristophanes, the Old Oligarch, Plato, Plutarch with assessment of bias.
- 12 (a) **Outline how the Athenian people took part in decision-making.**  
 (b) **What can we learn from the sources about the level of popular participation in the political process during this period?**  
 (c) **To what extent did the decisions taken in Athens reflect the will of the inhabitants of Attica?**
- AO1 (15) Answers should include for (a) participation in deme assemblies, council, assembly and law courts; for (b) participation in the political system at local and city level, *Boule*, lawcourts; evidence of the numbers involved in these activities over the period; for (c) discussion of the bias towards participation by those who dwelt in the city; the deme allocations to the council; the changing population of the city during times of war.
- AO2 (20) Answers should include in (b) discussion of the evidence for decision making and the range of those who participated as leaders and as voters; in (c) evaluation of the evidence for the influence of city dwellers.
- AO3 (10) Use of Thucydides on numbers, Aristophanes' reference to the red rope, inscriptions, Old Oligarch etc.

## 2457 Thematic Study 1: Roman History

### Section A

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

- 1
  - (a) Referring to specific examples, outline three different reasons why the Roman Empire expanded during this period.
  - (b) What do the sources tell us about the Senate's reaction to expansion of the Empire throughout this period?
  - (c) To what extent was the Senate able to control the expansion of the empire during this period?
  - AO1 (15) Examples should focus on the issues specified and in (b) and (c) should ideally cover the whole period; examples in (a) are likely to mention bequest (Pergamum, Bithynia), aggressive expansion (e.g. Pompey in Asia, Caesar in Gaul) and a 'by-product' of military intervention (Gallia Narbonensis, e.g.). Information about 'deliberate senatorial policy' in (b) should also be credited under AO1.
  - AO2 (20) Credit clear summaries of 'to what extent' in (c) and supported descriptions of the Senate's reactions (b), and ability to exercise control in (c) using the grids.
  - AO3 (10) Credit as appropriate: sources are fuller for the Caesarian period than the earlier, though there are pieces of information scattered through Suetonius (Nero/ Ahenobarbus) and in Dio, Appian, Velleius and Plutarch which address the whole period.
- 2
  - (a) Give three examples of Rome's treatment of client kings and queens during this period.
  - (b) According to the sources, why did the Romans use client kings and queens throughout this period?
  - (c) To what extent did client kings and queens benefit from in accepting Roman patronage?
  - AO1 (15) For marks in the highest bands, expect precisely detailed accounts with correct dating, and an even treatment of three examples in (a) which may be explored and given further detail in (b) and (c). Accounts which only address part of the period or have substantial omissions should be limited to Bd 3 max.
  - AO2 (20) Addressing and evaluating reasons 'why' in (b) and 'benefit' in (c) will enable the best answers to gain high marks, with adequate support present: refer to grids.
  - AO3 (10) Appian and Velleius (general detail), Sallust *Jugurtha* and events in N Africa may be adduced; other comments about Pompey in relation to the East, and Egypt by several individuals), Dio, Plutarch *Sulla* and *Pompey* etc. – reward as appropriate, particularly where more recherché documentary and source material is used (e.g. Suetonius on relations with Massilia; inscriptional evidence for Pergamum).

- 3 (a) Outline the main duties of a provincial governor during this period.  
(b) What do the sources tell us about the ways in which governors carried out these duties during this period?  
(c) To what extent were the activities of provincial governors limited during this period?
- AO1 (15) Expect a detailed treatment of military, judicial, and financial duties, likely to be illustrated with examples which may also merit marks in AO3.
- AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'to what extent' in (c) and examples used to support answers to (b). There should be an evaluation with supported judgements made about the conduct of governors, and the limits on their activities, supported by o.k. and/ or sources for marks in the highest bands.
- AO3 (10) Obvious sources to draw on are Cicero *Verres* and *Cilician Letters*, Plutarch *Pompey*, Caesar *Gallic Wars* (Caesar's grip on Gaul being v. tenuous at times); reward all reference to sources as appropriate in all parts of the answer.
- 4 (a) With reference to at least **two** Roman provinces, outline the ways in which local inhabitants in those provinces reacted to Roman rule.  
(b) What do the sources tell us about the ways in which provincials suffered under Roman rule?  
(c) To what extent did provincials benefit from Roman rule?
- AO1 (15) Different ways in which provincials reacted to Roman rule need to be spelled out: reward all and any sensible treatment which is supported by evidence but watch out for 'might have' and 'must have' which is unsupported – speculation alone does not merit beyond Band 4. The two examples in (a) need to be carefully selected and relevant; if they are, speculation is likely to be avoided.
- AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'to what extent' in (b) and examples used to support answers about 'benefit' in (c). There should be an evaluation of arguments for and against the propositions with appropriate support, though conclusions may legitimately vary depending on examples selected.
- AO3 (10) Sources: *Verres* and Cicero in Cilicia may be the obvious choices in (c), but well-informed candidates may refer to all and any examples mentioned either in literary texts or in inscriptions (e.g. the handing-over of Pergamum by Attalus III, benefits to Asia from Pompey after harsh treatment by Sulla - see Plutarch *Lives* – or the obvious impact of Rome on Gaul under Caesar).

## Section B

## The City of Rome, 33 BC-AD 117

- 5 (a) Describe three buildings which were constructed as part of forums in Rome during this period.
- (b) What images of themselves were emperors trying to present through their building programmes throughout this period?
- (c) To what extent were emperors interested in benefitting the Roman people through their building programmes? (You should refer to at least two emperors.)

AO1 (15) Three examples (not necessarily by three different emperors!) are asked for and must be present in appropriate detail for Bd 1 or 2 marks, with appropriate detail as specified in the grids; reward material presented from (b) and (c) as appropriate in this Attainment Objective. 'images of themselves' (b) may be linked to building programmes of any kind: personal propaganda/ wealth/ care for the poor/ Rome's military glory etc.

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

AO3 (10) The building programmes themselves are the source material for this essay, and accurate detail must be supplied and where appropriate a critical assessment of the sources made. Reward literary sources where used (e.g Suetonius and Tacitus on Nero, Augustus *Res Gestae*, etc.).

- 6 (a) Outline the measures taken by emperors during this period to prevent fires in Rome. (You should refer to at least two emperors).
- (b) According to the sources, how important to emperors was the protection of the urban population during this period?
- (c) How successful were emperors in their efforts to secure safe living-conditions for the poor during this period?

AO1 (15) Fire, its threats, and measures taken to limit those threats, should be discussed in appropriate accurate detail – *vigiles* under Augustus, building measures under Nero, etc. In (b) 'importance' may be seen in specific protection of the poor, such as law and order issues as well as building regulations and water supply. In (c) allow ANY kind of help for the urban poor which relate to 'living conditions': water supply, corn supply, etc.

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

AO3 (10) Material in Suetonius, *Augustus/ Tiberius/ Claudius* etc.; Tacitus; some in Augustus, *Res Gestae*, and Dio; evidence from archaeology relating to water-supply; good material in Juvenal on conditions for the poor and urban safety, also Martial.

- 7 (a) In what ways did the people of Rome make their views known during this period?  
 (b) According to the sources, how did emperors respond to the views expressed by the people of Rome?  
 (c) How important to emperors were the views of the people of Rome?

AO1 (15) No elections as such – removal of tribunes could be noted during this period – but riots and civil disturbance (e.g. expressions of displeasure at the games, pelting the emperor with bread!) – political motivation when Augustus wanted to give up the consulship, public grief over Germanicus, more physical needs behind disturbance caused by food shortages – under Claudius and Nero.

AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'successful' in (c) and examples used to support answers to 'how important' in (b). There should be an evaluation of arguments for and against the propositions with appropriate support: Augustus and Claudius seem to have valued popular support (connections with foreign policy and propaganda may be used to support points here); Nero and Gaius seem less concerned with pleasing the people but were affected by their views (Golden Palace, e.g.).

AO3 (10) Information in Suetonius *Lives of the Caesars* / Tacitus *Annals* in particular; archaeology (*Ara Pacis*, *Golden House*, monuments, baths and the Colosseum all have a 'public role' to play) may figure; expect accurate use of these sources with a critical approach for marks in the highest bands.

- 8 (a) Outline three foreign cults practised in the city of Rome during this period.  
 (b) According to the sources, what changes did emperors try to make to religious practice in Rome during this period?  
 (c) Why did emperors take such an interest in the religious life of the city of Rome?

AO1 (15) For (a), specific cults need to be outlined in reasonable detail (their nature/origins; e.g. Isis, Cybele, Judaism, Christianity; in (b) specific changes such as the introduction of an imperial cult; resistance to new forms of worship and practices such as Judaism; in (c), there should be discussion of specific emperors' activity illustrating the ways in which emperors manipulated and exploited religion, beginning with Augustus and his reviving and encouragement of traditional religion (restoration of temples, Secular Games etc.)

AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'changes' in (b) and examples used to support answers to 'interest' in (c). There should be an evaluation of arguments for and against 'why' with appropriate support in (c). Note 'emperors' in (b) and (c) – answers which focus **only** on Augustus should not go beyond Band 3.

AO3 (10) Sources include literary/ inscriptional texts – including especially the *Res Gestae*, Vergil *Aeneid*, Horace *Carmen Saeculare* and *Odes*; Suetonius *Augustus*, *Tiberius*, *Gaius* etc. (Gaius and Domitian both encourage worship of Isis, others reject it; cf. Nero's statue of himself in the guise of a sun-god and his persecution of Christians). Criticism of foreign cults in interest in (c) may also be supported by archaeology – temple building programmes under Augustus, for example.

## Section C

## Emperors and Empire, AD 14-117

- 9 (a) **Outline the changes to the Empire's frontiers in the east during this period.**  
 (b) **According to the sources, what difficulties did Rome experience in the east during this period?**  
 (c) **To what extent did Roman attitudes towards the east change during this period?**
- AO1 (15) Specific references to 'the east' may include the Danube frontier but are more likely to focus on Asia, relations with Parthia, and the Near East, including Judaea; reward answers according to grids, according to level of detail and accuracy of geography and chronology. Details of difficulties in (b) should be spelled out with specific e.g., and likewise details of ways in which Roman policy may have changed in (c) should also be credited under AO1.
- AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'to what extent' in (c) and examples used to support answers to 'difficulties' in (b). There should be an evaluation of arguments for and against the propositions with appropriate support: providing their answers are supported with appropriate evidence, candidates are free to evaluate the level of difficulties Rome encountered in the various encounters with Parthia.
- AO3 (10) Information will be drawn from Tacitus *Annals*, with a little information in the *Histories*; Dio Cassius and Suetonius also provide ample material; Josephus on events in Judaea.
- 10 (a) **Describe the role played by senators in the provinces during this period.**  
 (b) **According to the sources, how free were senators to make policy in the Empire during this period?**  
 (c) **How successful were senators as governors during this period?**
- AO1 (15) Senators' main role was as governors of senatorial and imperial provinces, with limitations (Egypt and Judaea were specifically equestrian provinces) and as quaestors in senatorial provinces. Military and judicial roles should be spelled out, and where supported by sources in illustration, credit AO3 also; roles in promoting Romanization (encouraging towns to be developed, trade etc.); relations with equestrian officials (procurators); seeing that local communities do not over-spend etc. (Pliny, Bithynia – a special case late in the period).
- AO2 (20) For marks in the highest bands, look especially for a clear assessment of 'how free' in (b) and 'successful' in (c). These are likely to use material listed below in AO3 – reward judgements and assessments according to the grids: in highest bands there should be an evaluation of arguments for and against the propositions with appropriate support.
- AO3 (10) (a) lends itself to a more narrative approach, but information can be quarried from sources such as Dio Cassius and Tacitus *Annals*; in (b) at least Pliny *Letters* present an imperial appointee who though in special circumstances appears often to be dependent on imperial approval; and Tacitus' *Agricola* seems to indicate an opposite extreme.
- 11 (a) **What benefits did Rome gain from client kings and queens during this period?**  
 (b) **According to the sources, how did Rome treat its client kings and queens?**  
 (c) **How consistent was Roman policy towards client kings and queens throughout this period?**
- AO1 (15) Benefits may be seen by the deliberate use Augustus and Tiberius made of client kingdoms (e.g. Judaea); Caligula extended this policy, and

Claudius incorporated some areas (Britain) but established additional ones; 'benefits' may be adduced from these. Then for (c) there should be an awareness of how under Nero and Trajan they are replaced, with direct rule imposed in Britain and on the Danube / in the East, and the Jewish rebellion crushed. Their importance lay in providing support to Rome/ acting as buffer-states/ financial and material contributions. In (b) and (c) expect detail on Boudica, Cartimandua, Herod Agrippa.

AO2 (20) Use grids to allot marks in accordance with 'treatment' in (b), 'to what extent' in (c) and evaluation of 'benefits' in (a) - there should be support from specific examples for conclusions set down. A more narrative approach may be anticipated in (b), but reward any developed and supported arguments here.

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

**12 (a) Outline the ways in which trade developed between different parts of the Empire during this period.**

**(b) According to the sources, to what extent did trade promote Romanisation in different parts of the Empire during this period?**

**(c) How dependent was the city of Rome on trade from its provinces?**

AO1 (15) Development of trade may refer to wine and fish sauce from Italy and Spain to the north; development of Samian ware from Arezzo into Gaul, with traded goods eventually supplanted by new factories which were themselves extended; there may be some awareness of the transportation of dried food products (figs, dates), olive oil, fish sauce, and spices; glass from Alexandria, raw materials (lead, tin) from Britain – and other exports noted by Strabo (see AO3). Romanisation may be noted by spread of towns, fora, archaeological finds.

AO2 (20) 'To what extent' in (b) may be handled critically – first, only evidence for elite consumption; second, use of material culture does not imply that other aspects (political allegiance, religion) necessarily follow: watch out for a 'what did the Romans ever do for us' approach which may degenerate into a list. 'How dependent' in (c) also needs careful consideration – even basic foodstuffs such as grain were routinely shipped into Ostia and Rome.

AO3 (10) Credit any and all relevant source-material according to the grids; from archaeology, trade routes traced by amphora-types or contents; Samian ware; glass; other foodstuffs; development of shopping arcades in Rome, and in cities all over the empire. Credit critical use of material and mention of that which rarely survives if at all – cloth, pelts, wooden items. From literature, discussions of shortages in Rome etc. and urban reactions from Tacitus *Annals* and Suetonius; some accounts in *Agricola* and odd references in the *Annals* (London) and Dio. Reward according to the descriptions in the grids.

## 2458 Thematic Study 1: Roman World

### The Romanisation of Britain AD 43 – 415

- 1 (a) Outline the roles played by Romans and Britons in the government of Britain during this period.  
 (b) According to the sources, what contribution did local elites make to the administration of Britain?  
 (c) How Romanised did local elites become during the period?

- AO1 (15) In (a) there should be discussion of the roles from the top down; governor(s), procurator, and then local administration; reward discussion of client kings and the development of the *civitates* later on; there may be narrative-based description in (c) where weaker answers may not draw on source material.
- AO2 (20) Explicit judgements should be found addressing extent in (c), based on any aspects of elite life and culture, but there may also be critical assessment of the roles played by local government systems in (a) (not all client kings were successful – some had to be baled out) and more detailed treatments of (b) may examine whether in fact local elites managed to off-load their responsibilities onto others and avoid the burdens of office by the fourth century.
- AO3 (10) There is a wealth of material regarding governors and client kings in Dio and Tacitus; reward any relevant inscriptional evidence and use of archaeology or artefacts, mosaics and villas to support answers in (b) and (c).

- 2 (a) Outline the main functions of the army in Roman Britain during this period.  
 (b) According to the sources, what impact did the Roman army have on British society during the first hundred years of the Roman occupation?  
 (c) To what extent did the nature and functions of the army change up to AD 415?

- AO1 (15) Reward as appropriate discussion of what the army *did* in Britain in (a) and its effect on the natives for good or ill in (b): military conquest in the earlier periods, security and control of the population/ support for civic administration/ escort duties for officials and transportation of valuables, garrisons for the northern frontiers, building works in towns, setting examples (or not!) in *coloniae*, activity supporting usurpers, Saxon shore forts, marine duties of the *Classis Britannica*, and so on. A list – one might hope with examples or illustrations – would suffice for (a), but marks in the highest bands should be reserved for answers which identify change and development of functions over the period in (c) (change from invaders to defenders/ immigrant force vs. local recruitment, especially in the later periods).
- AO2 (20) Discussion is specifically limited to the period where most literary sources are available in (b) but reward any examples from outside this period in (c); the obvious forms of 'impact' are military - conquest/ putting down rebellions; but there are other ways in which 'impact' can be identified, including the importation of religion, trade with the natives (e.g. Vindolanda letters), some integration, growth of *vici* and *cannabae* etc. Look specifically for answers which address 'extent' in (c).
- AO3 (10) Reward any germane literary, epigraphic or archaeological evidence – *Vindolanda Tablets* especially in (b), archaeology in (a) and (c).



- 3 (a) Referring to at least three examples, outline the differences between Roman and British art or architecture at the beginning of this period.  
(b) Why did local elites in Britain adopt Roman forms of either art or architecture?  
(c) To what extent had Roman forms of either art or architecture spread throughout British society by the end of this period?

(NOTE: answers to question 3 may address any aspects of art or architecture in any parts of the question).

- AO1 (15) As the question specifies there should be three examples described in some detail in (a) with other illustrations in (b) and (c) – credit these as appropriate here and in AO3; note that there is no need for specific request for sources in the question but it is hardly answerable without them! The selection of artefacts is up to the candidate – there may be use of recently-discovered or local evidence. Answers which do not address ‘specific examples’ but confine themselves to general discussion will merit few marks.
- AO2 (20) ‘How’ needs to be addressed in (a), ‘why’ in (b) and ‘extent’ in (c); well-organized and supported arguments either way, agreeing with the statements or not, should be rewarded. In (c) reward any discussion which notes difficulties of knowing how much art was familiar to lower strata of society but now lost/ spread of jewellery styles; belt-buckles and so on.
- AO3 (10) Look for three specific examples in (a) which allow a comparison to be drawn, and other detailed descriptions in (b) and (c) – mosaics, wall-painting, silver, jewellery – in (c) there may be reference to later controversial pieces such as Apollo and Marsyas mosaic, Sherborne, or the Rudston Venus; reward discussion which notes controversy.

- 4 (a) What evidence is there for emperor-worship in Britain?  
(b) According to the sources, to what extent did Roman religion become merged with Celtic or British religion?  
(c) Why did religions from the East, including Christianity, become established in Britain during the Roman occupation?

- AO1 (15) In (a) expect some description of imperial cult; see (c) for support; there will be narrative but it can hardly help using source material in (b); a list of religions may occur in weaker answers in (c).
- AO2 (20) In (b) weaker answers will assert rather than support – look for supported judgements (see grids) as there are 20 marks to allocate, perhaps evaluating evidence in (a), more likely addressing ‘extent’ in (b) and giving reasons why based on evidence in (c).
- AO3 (10) In (a), Tacitus *Annals* on Camulodunum will be an obvious choice; numerous inscriptions to the *numen Augusti* are also possible sources; *Aquae Sulis* is the obvious candidate in (b) but there are plenty of others including e.g. *Mars Cocidius* (allow non-British deities); lots of archaeology and epigraphy for Isis, Cybele, Mithras, Christianity in (c). Reward according to the grids; there is likely to be range, so depth will be a key criterion in awarding highest bands.

## 2459 Document Study 2:Greek History

### Section A

#### Herodotus on Persia

1 First inscription from Naqs-e Rostam

(a) **How accurate and reliable is this passage as a guide to how the Persian kings used religion to present themselves?**

- AO1(5) Good answers will show knowledge of Ahura Mazda and his significance in Persian religion. Knowledge of the expansion of the Persian Empire under Darius will also be credited. Reference to the self-presentation of other kings (e.g. Cyrus or Xerxes) will be rewarded if used appropriately.
- AO2 (5) Good answers will consider 'accurate and reliable' by considering Darius' aims in this inscription, and how they relate to other evidence.
- AO3 (10) Good answers will pick out most of the relevant detail from the passage, and note that it is an inscription, with some discussion of Darius's purposes by way of evaluation. Reference to other inscriptional evidence to support their answer will be well rewarded.

(b) **On the basis of this passage and your own knowledge and understanding, how well does Herodotus understand the status and role of Persian kings?**

- AO1(5) Examples of the role of the king in decision-making and the nature of the kings themselves; from the selection of kings (Cyrus, Darius, Xerxes) may be used profitably. The best answers will show knowledge of more than one king.
- AO2 (10) Good answers will consider Herodotus' Greekness and its impact on his understanding. They may also look at his sources, and consider how he might have known about details within the Persian court.
- AO3 (10) Detail of the debates – e.g. the constitutional debate – will be essential. The accounts of decision-making in Herodotus will also be relevant. The best candidates will make use of inscriptional evidence to compare this with Herodotus, and evaluate the evidence with reference to the aims of the authors and the form of writing.

2 Herodotus 8.87

(a) **How far does this passage help us to understand relations between the different parts of the Persian forces at the battle of Salamis?**

- AO1(5) Candidates should identify Artemisia, and explain the importance of Xerxes' esteem. Some knowledge of Persian court politics will be well rewarded. They should give an outline of the events described, and their context.
- AO2 (5) Candidates should consider 'how far' and what this passage can really tell us about relationships within the Persian forces. This will be closely linked with any evaluation of Herodotus.
- AO3 (10) The best answers will consider Herodotus' motivations in giving Artemisia such detailed coverage. They might also consider his sources. Reference to other passages of Herodotus to support the answer will be well received.

(b) **On the basis of this passage and your own knowledge and understanding, how reliable is Herodotus in his depiction of Persian treatment of foreigners?**

- AO1 (5) Candidates may note the differences between the treatment of forces within the Persian force, and the general treatment of foreigners and their customs.

- AO2 (10) Good answers will consider Herodotus' reliability in relation to his sources. They may also note that we only really know about court behaviour in detail, and note the differences between different kings.
- AO3 (10) Good answers will make detailed use of Herodotus' various accounts of engagements with foreigners. They may also use other evidence (e.g. the Cyrus Cylinder) to show a more positive and welcoming attitude towards foreigners, but with due evaluation of the sources.

3\*

Herodotus 1.114 and Herodotus 3.32

**(a) How far do these passages help us to understand relationships within the Persian royal household?**

- AO1(5) Relevant details of Cyrus and Cambyses will earn credit. The best candidates will note the circumstances of passage A, and use this to help evaluate the passage.
- AO2 (5) Key factors – esp. not accepting insubordination – should be identified. The best candidates may question the phrase 'Royal Household' and consider what it might mean.
- AO3 (10) Discussion of the sources and reliability of both passages will be essential to a good answer. Candidates will be expected to show a good knowledge of the passages and their background.

**(b) On the basis of these passages and your own knowledge and understanding, how reliable is Herodotus' account of the cruelty displayed by Persian kings?**

- AO1 (5) Detailed knowledge of a number of accounts – e.g. Cyrus, Cambyses, Darius and Xerxes – will be required for the highest marks.
- AO2 (10) Candidates must consider Herodotus' sources and his Greekness. His views on the effects of monarchy will also be relevant.
- AO3 (10) Detailed knowledge of Herodotus' text combined with some use of inscriptional evidence will be required. Candidates who show a wider knowledge of Herodotus to argue their case will be credited. Evaluation of the 'stories' like those given will be well received.

**Section B****The Athenian Empire, 450-410 BC**4 Plutarch, *Perikles* 17**(a) How reliable is this passage as evidence for Athenian intentions towards other greek states at this time?**

AO1(5) Factual knowledge of Pericles' idea of bringing Greek states together would be welcomed. Key details on building programme, the use of religion in the development of Athenian relations with other states and the use of the sea will all be well-rewarded. The geographical range of states with knowledge of the range of the league/empire would also be relevant. The best answers will be clear about the period to which this passage refers.

AO2 (5) Candidates must evaluate the key concept in this passage, and idea of bringing the Greeks to be at peace with one another and putting the Persian Wars behind them. The best answers will probably show a healthy scepticism about this, and relate this to questions about Plutarch.

AO3 (10) The best answers will probably consider Plutarch as a source with due reference to when he was writing and his own interests. Detailed use of the passage will also be required.

**(b) On the basis of this passage and your own knowledge and understanding, how significant was religion for the Athenians as a means of controlling other states?**

AO1 (5) Knowledge of the involvement of the allies in religious festivals in Athens and the importance of Delos will be essential. Candidates may also show a wider knowledge of religion and its importance and where relevant this should be rewarded.

AO2 (10) The best answers may consider what is meant by 'controlling' and look at it as a means of developing loyalty.

AO3 (10) The literary evidence is thin, but candidates can make use of Plutarch, some references in Thucydides and, perhaps, consider the archaeological and epigraphical evidence. Much may be based on arguments from the absence of evidence in this particular area.

5 Thucydides, 3.82.1

**(a) How useful is this passage in helping us to understand why states turned to the Athenians for help in this period?**

AO1(5) Knowledge of states which turned to Athens for help – Corcyra, events in Lesbos and Sicily – will be well rewarded. Candidates must show why they turned to Athens, with details of rivalry with other states or internal conflict being explained.

AO2 (5) This passage has a particular focus on the status of states. Candidates should evaluate this, and then turn to other reasons why states may have turned to Athens for help to build an answer.

AO3 (10) The best answers will probably consider the reliability of Thucydides, but consider intelligently his Athenian angle. They may also note the particular nature of this passage, and question its use in this context.

- (b) **On the basis of this passage and your own knowledge and understanding, what impact did an alliance with the Athenians have on the internal politics of allied states?**

- AO1 (5) Candidates may well focus on the details of Corcyra, which would be adequate for good answer. However, some knowledge of other states – especially events in Sicily and Lesbos – should be shown in the best answers.
- AO2 (10) The best answers will consider the idea of impact, and look at the factions within states, perhaps considering who made the alliance and how that might have affected various areas of civic life. They may also consider how this would have changed over the period.
- AO3 (10) Thucydides is the main source, and should be evaluated accordingly. This passage gives some useful information on the state of states, which might form the basis of an answer. Epigraphical evidence and possibly the *Wasps* should give candidates other areas to consider.

6\* The Kleinias Decree, ML46 and Thucydides 3.39.2

- (a) **How useful are these passages in helping us to understand the effects of Athenian interference in the allied states?**

- AO1(5) The best answers will show knowledge of the system for tribute and its relationship with the organs of government in Athens, and knowledge of rebellion outlined in B, and the nature of Athenian interference at this point.
- AO2 (5) The best answers will note the direct nature of the interference in A, and show how this sort of action could have led to the rebellion outlined in B.
- AO3 (10) Candidates must extract relevant detail from both passages, and evaluate each as evidence, not least commenting on the different nature of the sources. They may also point out that the second passage is from a speech, and evaluate accordingly.

- (b) **On the basis of these passages and your own knowledge and understanding, why do you think the Athenians were keen to hold on to their allies?**

- AO1 (5) Candidates should show knowledge of a range of areas from the financial benefits through to the desire for power and rivalry with Sparta. Relevant factual knowledge, including the detail of alliances in different parts of the Greek world, will be well rewarded.
- AO2 (10) The best answers will look carefully at a range of causes, and may even differentiate between different sections of the Athenian population. They may also raise a question about the meaning of the phrase 'hold on to' and consider the different relationships within the empire.
- AO3 (10) The main source for this must be Thucydides, who should be duly evaluated. However, other epigraphical evidence is relevant, including the Coinage Decree and Thoudippos Decree as well as the *Old Oligarch*.

## Section C

## The Trial of Socrates

7 Aristophanes *Clouds* 890-905**(a) How far does this passage help us to understand Socrates' philosophical methods?**

AO1(5) Knowledge of the *elenchus* and the idea of question and answer is essential. Candidates may also refer to the idea of Justice as a key interest of Socrates. Knowledge of other sophists' methods (e.g. Gorgias) will be well rewarded if appropriately used, as will knowledge of those questioning religion/tradition at the time.

AO2 (5) Candidates may look at the specific issues – *elenchus*, Justice, the gods – and see reflections of Socratic or other ideas, but must look carefully at 'how far'. Is the passage only understandable in this light because of other sources?

AO3 (10) Knowledge of issues raised in the passage, and its style will be required. The best candidates will evaluate the passage as a piece of comedy, but will also note that some of the interests can be traced to philosophical ideas of Socrates. Knowledge of Right/Wrong's relationship to Socrates in the play will be rewarded.

**(b) On the basis of this passage and your own knowledge and understanding, to what extent do you think Socrates' religious ideas posed a threat to Athenian society?**

AO1 (5) Knowledge of Socrates' religious ideas, and how they might have related to contemporary thought and the role of religion in Athenian society.

AO2 (10) The best answers will consider 'to what extent' carefully, and look at how religious ideas might have affected aspects of society. They may even question what is meant by 'society' and place the religious ideas in the wider context of Athenian democracy of the sophistic movement.

AO3 (10) Candidates may use both Plato and Xenophon to talk about the *daimonion*. They may also look at the ideas of questioning religion shown in the *Clouds* and contrast this with the views in Plato's *Apology*.

8 Plato *Apology* 19-20**(a) How far does this passage help us understand Socrates' relationship with the sophists?**

AO1(5) Detailed reference to the named sophists, and information on the idea of an instructor as it applied to other teachers and how Socrates saw himself as different.

AO2 (5) Good answers may note the familiarity with the scene, and discuss the issues of payment and persuading young people to talk with the philosopher. They will note both the similarities and differences with Socrates, and consider the nature of a teacher in this context.

AO3 (10) Careful evaluation of the passage as both the creation of Plato and the defence speech will be needed for higher marks. Credit will be given for basic information drawn from the passage, but for the higher bands the passage must be evaluated. Discussion of the analogy of the colts at the end should be included for higher marks. The best discussion might consider other sections of the *Apology* where Socrates was thought to be a sophist (such as that which deals with the views of Anaxagoras) in the minds of the jury to assist in evaluating this passage.

- (b) On the basis of this passage and your own knowledge and understanding, to what extent do you think the Athenians were right to find Socrates guilty of corruption of the young?

- AO1 (5) Knowledge of the relevant charges, the *elenchus* and Socrates' philosophical methods, and the various young people with whom he associated will all be rewarded. Detail of individuals will be required for the higher bands.
- AO2 (10) The best answers may distinguish between whether they were morally right and whether the expediency of the hour led them to make an understandable decision. Careful discussion of this will be well rewarded.
- AO3 (10) Reference to other passages where the young are instructed and the *elenchus* is described will be well rewarded. Candidates may make extensive use of the *Crito* to argue against the case. Careful, accurate evaluation of Plato will be required for the highest marks.

9 Xenophon *Memoirs of Socrates* 1.1.1 and Plato *Crito* 50c-d

- (a) **How far do these passages help us to understand how Socrates may have viewed the charges laid against him?**

- AO1(5) Knowledge of the charges is essential. Candidates may also use their knowledge of times when Socrates stood up for what he saw as right – the 30 etc.
- AO2 (5) 'How far' must be discussed for the higher bands. One passage clearly states the charges, but the other is more difficult as it comes after the event. Is Plato trying to reproduce arguments to show the good character of his master etc.? Did Socrates see himself as someone who had loyally served the state and was being unjustly prosecuted?
- AO3 (10) Passage A states clearly the charges, which should be clearly explained. Passage B gives a different angle on defence from an author who is keen to defend Socrates, even after his conviction. Showing his loyalty to the state is a key element in answering the charges against him. The idea of trying to destroy the laws can be related to the bringing in of new divinities/ideas. Plato would have wished to recall his master's ideas etc. Contrast with ideas from either defence speech will be well rewarded.

- (b) **On the basis of these passages and your own knowledge and understanding, to what extent do you think that Socrates' own actions were the cause of his conviction?**

- AO1 (5) Detailed knowledge should be shown of some of his actions, which should not be limited to philosophical discussion. His involvement in the trial of the generals and relationship with the 30, as well as those known to be his pupils should feature in a good answer.
- AO2 (10) The best answers will consider 'to what extent' and may also look at the difficulties of relating the various difficulties in the state to Socrates' actions. They may consider the difference between the perception of the people and the reality. Candidates should be clear that it is the conviction, not the sentence, that is being asked about and differentiate accordingly.
- AO3 (10) The second passage indicates Socrates' loyalty towards the state. This should be discussed with due caution about Plato's motives. Candidates can also use the *Apology* to consider his philosophical and political activities, whilst the *Clouds* may provide a clue to other reasons for his conviction.

## 2460 Document Study 2: Roman History

### Section A

#### The Catilinarian Conspiracy

1 Cicero *In Catilinam* IV. 9-10

- (a) **How useful is this passage for our understanding of the differing views taken by politicians about the issues raised by the events of 63 BC?**

- AO1(5) Some information of the events and politicians of 63, notably
- Cicero, Caesar – their views;
  - the Rabirius trial;
  - the execution of the conspirators and SCU;
  - Catiline's promotion of the cancellation of debts;
  - the question of land allotments and Egypt may also be mentioned as issues raised but not relevant to the passage except generally as popular issues.
- Answers should include the views of two or more politicians on these issues.
- AO2 (5) Discussion should focus on how far the extract helps us to understand the views– issues:
- general reliability of Cicero's speech;
  - make comparisons with other evidence (e.g. Pro Rabirio, Plutarch Cicero 22, Sallust Cat. 52 (Cato and Caesar), 29 (SCU));
  - the extent to which the views are typical/ how they differ e.g. views on the SCU.
- Discussions should point out specific views in the passage for high marks.
- AO3 (10) Use of the passage is needed for higher marks – detailed assessment of the reliability of the views made in the extract; half marks or lower for generalised references to Cicero; reward comparison with other material in 02 and 03; high marks for evaluation of specific material ( e.g. Cicero's presentation of the views of populares/Caesar).

- (b) **On the basis of this passage and your own knowledge and understanding, how serious did Roman politicians consider the Catilinarian Conspiracy to be?**

- AO1(5) Answers might refer to the views of a number of politicians e.g. Cicero, Sallust, Cato, Caesar, Crassus, minor figures, politicians generally (e.g. popularisers/ optimates) as reported in the sources.  
Reference to the seriousness of the conspiracy and its origins might be relevant: those involved, the danger posed by Catiline, Manlius, Lentulus etc, the involvement of other groups (equites, veterans, peasants, slaves etc). Actions which can be interpreted to show views.
- AO2 (10) Discussion concerns the **extent** to which **politicians thought** it was serious or important; issues might be considered:
- the views of Cicero and Sallust and exaggeration in their versions;
  - the views reported in Sallust, Plutarch concerning the plot;
  - the reliability of the evidence;
  - the actions which indicate views e.g. the lack of initial action by the Senate, Cicero's worries and need for evidence.
- AO3 (10) Answers should use Cicero's views in the extract, along with what he suggests others think.  
This can be compared with:
- Sallust's presentation of Cato, Caesar;
  - Sallust's account of plot and its dangers, Catiline's intentions, how



the Senate reacted, how other parts of the population reacted (e.g. Plutarch 22 on the reception of Cicero).

Band 3 and above for interpretation of sources showing views.

2 Sallust, *Catiline* 11-12

(a) **How useful is this passage in helping us to understand the various problems facing Romans at the time of the conspiracy?**

AO1(5) Answers should identify some problems facing Rome:

- the rivalry of politicians;
- optimates v. populares;
- the illegality and corruption;
- the economic and social problems;
- the excessive wealth of some;
- use of the army etc.

These should be related to the extract.

AO2 (5) Discussion should centre on **useful** with a focus on this passage not Sallust in general:

- Sallust's rhetorical exaggeration/ dramatic presentation/ generalisation – higher bands only where this is dealt with by use of specific examples evaluated using factual knowledge/ sources;
- how valid/convincing these views are by comparison with other evidence or factual knowledge.

AO3 (10) Evidence from the extract should be rewarded concerning the discussion as in 02. Evaluation of this passage should be rewarded where supported by evidence, use of text, factual knowledge and other sources.

- Sallust 36 -39 for comparison of more specific analysis.
- Cicero *In Cat II* for the description of the supporters especially 18-9 (debtors), 20 (veteran soldiers), 22 (the closest to Catiline etc);
- illegality is the issue in the SCU (*In Cat IV*).

(b) **On the basis of this passage and your own knowledge and understanding, consider the extent to which Catiline was typical of politicians at the time.**

AO1 (5) Answers should include some information on other politicians/ ways in which Catiline might be typical;

- Caesar, Crassus who was connected to Catiline;
- their popularist activities;
- a reference to activities in 63 BC concerning the SCU;
- Caesar's huge debts;
- Cicero before and after 63 BC;
- Cato, Pompey, and others involved in the events of 63 BC.

AO2 (10) Discussion might concern:

- what was typical of politicians: bribery, violence, debts, ambitious aims, illegality, use of clientela etc;
- how far Catiline fitted the mould;
- how reliable the evidence is for Catiline and others.

Reward in band 3 at least supported discussion of any of politician compared to Catiline.

AO3 (10) The passage provides some information even generalized on political activity; band 3 for discussion of its reliability; higher for comparison with other evidence - Cicero's *In Cat. IV* provides some evidence on populares etc; the debate between Cato and Caesar; the *Pro Rabirio*; Plutarch on Caesar's debts (1300 talents); Sallust *Cat* 48 for Crassus' use of wealth etc.

3\* Cicero, *Letters to Atticus* 1.2 and Sallust, *Catiline* 18

(a) **How consistent and reliable are these two passages?**

AO1(5) Some information of the events which relate to the extracts:

- Catiline's trial;
- Cicero's involvement;
- the 'first conspiracy', role of the individuals mentioned;
- alternative versions (e.g. Suetonius' account);
- the mention of Torquatus (one of Catiline's defenders in his trial);
- Piso and Spain connected only here to the conspiracy.

AO2 (5) **Consistent and reliable:** issues to be considered:

- what the Letter to Atticus implies about Cicero and Catiline in 65 BC and the meaning for the events described in extract B;
- the sources for the events and the contradictions in them – e.g. 2 plots;
- Sallust's reasons for its inclusion – its relevance for Catiline's characterisation;
- how they compare with other evidence for reliable.

AO3 (10) Asconius (89C); Cicero *In Cat* I 15; *Pro Sulla* 51 for contrasting versions – these are outside the prescription but mention of them (or other sources) should be rewarded. Detailed reference to the texts and evaluation of the problems with the Sallust extracts for bands 1 and 2.

(b) **On the basis of these passages and your own knowledge and understanding, consider how far the sources provide an accurate account of the events of 65-63 BC.**

AO1 (5) Answers may refer to any specific events (including the event in extract B) which they wish to discuss in terms of accuracy or reliability e.g. the dating of the meetings of Catiline and supporters, the Senate meetings, the roles of Caesar and Crassus, the speeches in the debate, the connections between Piso, Catiline, Manlius etc.

AO2 (10) Answers should evaluate the evidence for the events chosen in 01 and assess the accuracy of the evidence e.g.:

- Sallust's moving of events;
- his recording of speeches;
- his change of emphasis in certain events;
- Cicero's speeches on his supporters, the debate etc.

Band 3 answers will include some limited evaluation.

AO3 (10) Sources should be used to relate to the events and evaluated for bands 1 and 2. Sources used to provide factual knowledge of events should be placed in band 4, or band 3 if interpreted to support the question of accuracy.

## Section B

## Augustus and Augustan Propaganda

4 Augustus, *Res Gestae Divi Augusti* 20.4-22

(a) **Why do you think Augustus felt it necessary to include these details in his autobiography?**

AO1(5) Factual information relevant to the answers might include:

- the RG and its publication;
- the events and claims made in the extract and the importance attached to them;
- the references to individuals and their importance for the regime – reward detailed information on some of these;
- any further detail of information in the passage should be rewarded highly;
- information on the genre of autobiography, its role, the eulogy/epitaph in general.

AO2 (5) Augustus' reasons must be inferred for bands 1 and 2, other than propaganda: e.g.

- desire to record for the future his achievements
- to promote his family and associates
- to connect himself with religion
- to record his generosity in detail
- to establish accurate records
- the nature of an autobiography/memoir in Roman terms.

AO3 (10) Reference to the text to support the reasons in 02 for band 3; higher bands for use of other parts of RG to support the suggestions on reasons e.g. other detailed accounts about his conquests; building projects etc; reference to other examples of the genre, how Romans presented their achievements etc.

(b) **On the basis of this passage and your own knowledge and understanding, do you think there was any other purpose to the *Res Gestae* than to promote Augustus as Rome's saviour and benefactor?**

AO1 (5) Answers should provide examples of how Augustus presents himself in the RG (AO3):

- the actions of Augustus from which Rome benefited (or not as in Tacitus' representation of two views in *Annals* 1.9-10);
- the ending of civil war, the rebuilding of Rome, employment, ending of party-strife, Pax Romana etc;
- suppression of opposition, failures in Germany, the assumption of power, decline of the Senate – the omission of these events in the RG.

AO2 (10) Discussion for higher bands should involve some of:

- how far the RG promotes Augustus: the claims he makes;
- the extent to which it excludes the less favourable events and issues/powers;
- how accurate it is compared with other evidence;
- what other purposes it might have as a record of his deeds.

AO3 (10) A number of sources might be used to provide views on Augustus:

- Horace Odes;
- Virgil Aeneid 6 and 8;
- Tacitus *Annals* 1.1-2 or 1.9-10;
- Suetonius' Augustus information on his reforms, achievements and

intentions.

Res Gestae should be assessed with other evidence for bands 1-2; highest marks where these are interpreted and evaluated as evidence in terms of the question on its purpose and accuracy.

5 Tacitus, *Annals* 1.10.1-7

(a) **How useful is this passage in helping us to understand how Augustus achieved his position of dominance by AD 14?**

AO1(5) Answers should develop the information on the career of Augustus as recorded in other sources (03 where reference is made to them also). Answers may deal with only some of the information for full marks e.g.

- reference to the triumvirate,
- the role of Livia,
- disasters and murders (excluded from the RG for example).

AO2 (5) Discussion about **usefulness** for band 3 answers:

- the value of Tacitus' reporting of views (from what source?) – its accuracy and bias;
- its limitations as a record;
- alternative views on his career in the poetry, RG, Suetonius.

AO3 (10) Answers should use the passage to identify events and relate them to other evidence for bands 1 and 2, evaluating Tacitus' version: reward ref. to other sources which support or contrast with Tacitus:

- RG 1-3 about his early career; the lack of detail of some of the events here;
- Suetonius 27 for the triumvirate; 63-5 for the family;
- Horace Odes/Virgil Aeneid 8 and 6 for a supportive view of Augustus.

Answers might note Tacitus is recording a view held at the time and that 1.10 is the opposite view to 1.9.

(b) **'Contemporary accounts of Augustus' achievements are more reliable than those of later writers.' On the basis of this passage and your own knowledge and understanding, consider how far you agree with this view.**

AO1 (5) Detail of sources for comparison and contrast should be included; the extract may be used but must be compared with another source. Some information needed on events/actions recorded in the sources to assess reliability of the evidence:

- his conquests mentioned in RG, supported by the poetry [Aeneid 6], contrasted with Tac. Annals 1.10.

Information on the genre, author, context can be rewarded also.

AO2 (10) Discussion for band 3 should focus on comparing reliability and providing a conclusion for full marks:

- exaggeration for propaganda in some sources;
- emphasising his achievements rather than failures;
- bias in the sources and the reasons for this: how it affects the accuracy.

AO3 (10) Reference can be made to e.g. Suetonius Augustus 28 for his building programme to compare with Res Gestae claims; ref. in Aeneid 8 for Actium; Horace 1.37; Tacitus Annals 1.9 for alternative view; 1.2-3 for Tacitus' analysis; Aeneid 6 for claims about conquests/ RG 26-27 for conquests. Band 3 and above for use of two or more sources.

6\* Horace *Odes* 4.5 17-36 and Virgil *Aeneid* 8 714-23

**(a) How consistent and reliable are these extracts as a portrayal of Augustus' achievements?**

- AO1(5) Answers should include some information about the genre, context and authors; the precise detail of the events in the extracts should be rewarded. There is reference to Augustus' conquests, his social laws, bringing of peace, building etc – any of these can be developed for 01.
- AO2 (5) Discussion might concern issues such as:
- the agendas of the authors;
  - the exact similarities/ differences in detail and presentation;
  - the poetic treatment of the issues and events.
- Answers need not deal with all of the references but must use the texts and evidence to support the views for bands 1 and 2.
- AO3 (10) Reward in bands 1 and 2 answers with precise references to evidence of Augustus' achievements, which are assessed for reliability (Also AO2). Reward use of other examples of *Odes* or the *Aeneid* (such as the instances in Book 6 or *Odes* 1.37, 4.15, *Carmen Saeculare* etc); high marks for comparison with other evidence:
- Augustus' RG on conquest (26-7;
  - Tac *Annals* 1.1-2.
- Good marks for ideas about the problems with the extracts as evidence.

**(b) On the basis of these passages and your own knowledge and understanding, discuss the success of Augustus' policies for the Empire.**

- AO1 (5) Answers should include some information on some policies (reference to specific ones for band 1):
- the foreign policy towards the North or the East;
  - religious policies in the Empire;
  - financial or economic policies;
  - moral/social policies
  - colonies;
  - client kings;
  - expansion;
  - Romanisation etc.
- Also answers might include some examples of how they were presented (overlap with AO3).
- AO2 (10) Discussion on success for band 3 should concern issues such as:
- the extent of peace in provinces;
  - the revival of religion and/or traditional values;
  - the reorganisation of Rome;
  - views of contemporaries (O3);
  - the perspectives of Tacitus and Suetonius at the end of the century on his success; the genres of their writings (O3).
- Reward in bands 1 and 2 where conclusions are based on the evidence and/or factual knowledge.
- AO3 (10) Good answers need to refer to at least three examples of the presentation of success or failure; very good answers should show interpretation of them for the arguments; evaluation of them as evidence should be rewarded with higher marks.

## Section C

## The Reign Of Nero

7 Tacitus *Annals* 14. 48-9

- (a) **How useful is this extract for our understanding of the relationship between the senate and the emperor at this point in his reign?**

AO1(5) Answers should consider the detail of the passage and provide factual knowledge relating to:

- the treason law;
- the judicial role of the senate;
- the individuals involved;

The relationship between the emperor and the senate might be developed in terms of how independent the senate could be in Nero's reign.

AO2 (5) Answers for band 3 should develop interpretation of the extract (also 03) for the relationship between Nero and the Senate:

- some assert their independent role, others act as agents of the emperor;
- providing air of legality to decision;
- Nero's need to use them to get things done, keeping a good image of himself;
- the relationship in AD 62 appears strained unlike earlier.

Its **usefulness** should be addressed for higher marks.

AO3 (10) Evidence from Tacitus and Suetonius (36) for his relationship to support the argument concerning this incident can be rewarded as well as evaluation of this passage as evidence:

- Pedanius Secundus incident;
- the early promises kept about the workings of the senate (Ann. 13.5).

Tacitus provides reported speech, accurate records of the event, but also some interpretation of Nero's reaction and assessment of the senators' behaviour.

- (b) **On the basis of this passage and your own knowledge and understanding, discuss how and why Nero's relationship with the senate deteriorated during his reign.**

AO1 (5) Answers should include some factual knowledge of the Senate's activity/decisions/role/ meetings during the reign:

1. the incident in the extract (AD 62);
2. Pedanius Secundus incident;
3. the reactions to events such as Agrippina's death and involvement in the arts;

There should be examples which show both good and bad relations for bands 1 and 2. 01 should be rewarded for answering the ways their relations deteriorate.

AO2 (10) Discussion should focus on the reasons for the change from the early promises to the Piso plot :

- gradual assumption of power by Nero; growing distrust; change of advisers;
- the dissatisfaction among some sections of the Senate over his artistic activity;
- personal issues (in Piso's plot for example);
- failure to keep promises (Tac. *Annals* 13.4-5); use of freedmen.

Two well-supported reasons should place the answer in band 3 or above.

AO3 (10) Answers should at least discuss the state of the relationship in the extract for lower marks; higher marks for detailed evaluation of the extract as evidence

for changes; other sources should be rewarded with specific use of material:

- Tacitus *Annals* 14. 14-16 (attitude towards his arts);
- 13. 18 buying support after the death of Britannicus;
- Dio 63 for Vindex's criticisms;
- Suet. 23 use of Helius;
- Suet 36 for Nero's desire to wipe out the Senate.

8 Suetonius *Nero* 22

(a) **How reliable is this extract as an account of Nero's interest in entertainments?**

AO1(5) Answers should include some factual knowledge of the entertainments and Nero's interest in it;

- his reasons, the extent of involvement etc;
- his trip to Greece;
- the first attempt recorded in Tac. *Annals* 14.14;
- the account in Dio 63. 8ff.

AO2 (5) Discussion should focus on Suetonius' account and the reliability of his explanations for bands 1 or 2; some general discussion of his approach, bias etc should be rewarded with band 3 or below; specific evidence is needed for discussion the idea of his obsession from childhood – support from Tacitus to some extent, his trip to Greece etc, what he hoped to achieve e.g. popularity, fame and so on.

AO3 (10) Answers should provide some support other than the extract for highest marks:

- Suetonius *Nero* 22-4 records the trip to Greece (24 specifically mentions chariot racing);
- Tacitus *Annals* mentions attitudes chariot racing and performing (14.13-4);
- Dio 63 8ff for his trip to Greece.

(b) **On the basis of this passage and your own knowledge and understanding, consider why performing was so important to Nero.**

AO1 (5) Examples of his performances should be provided for 01:

- Neronia in AD 60, Naples in AD 64;
- in Greece; in Rome AD 65;
- his interest in poetry etc.

References in all the sources to support the events (03). Some mention might be made of the change from private to public performance.

AO2 (10) Discussion should include:

- popularity and with whom;
- equivalence in his mind to military success;
- his own desires for success in these areas;
- the image he wished to present;
- his gradual move from private to public performance.

Good answers in band 3 or above should support the views with reference to evidence.

AO3 (10)

- Dio 63. 8ff records his time in Greece;
- 63. 6 his playing at the Tiridates event;
- 63. 19 for his return in triumph cf Suet. 25;
- Vindex's speech might be used;
- Tac. 14.14 gives an idea of the popularity from chariot racing (see also the extract); 14. 16 Augustiani and supporters;
- Suet. 21 for the importance of appearances in Rome.

9\* Suetonius, *Nero* 13 and Cassius Dio 63 4-6

**(a) How accurate and consistent are these accounts of this event?**

AO1(5) Factual knowledge of the Armenia affair and Tiridates' visit, the date, its importance etc: the authors and their aims; the genres and the differences in style and approach etc. – reward these in 01.

AO2 (5) Discussion of the consistency and accuracy: there are a number of similarities and differences (not all of the Dio account is used):

- the presence of soldiers;
- the Rostra, the prostration;
- the diadem moment (not quite at the same time in the two versions);,
- the military triumph;
- but Dio includes speeches, detail of Tiridates' reactions and intentions; the weather in Suetonius.

issues might include:

- the accuracy of the speeches, thoughts of participants in both versions;
- the differing aims/styles of the authors.

AO3 (10) Answers should evaluate the:

- styles and approaches in the passages;
- effect of genre on the way information is presented.

Support from sources could come from parts of Cassius Dio not included here and the views of Nero as a ruler (again high marks where evaluated not just referred to) in other parts of the texts.

**(b) On the basis of these passages and your own knowledge and understanding, explain whose account of the reign of Nero you consider to be the most trustworthy.**

AO1 (5) Information on the author(s) chosen for discussion, examples from the texts and the events they describe – candidates can choose any parts of the texts they wish.

AO2 (10) Band 3 for a discussion which provides a balanced discussion of the authors – e.g.

- comparing two accounts of the same incident [bands 1 or 2 only where at least one other example is used than the extract];
- comparing analysis of Nero's motives/aims (e.g. murder of Agrippina, other family members);
- comparing detail of an event such as the death of Octavia in Tacitus and Suetonius; return from Greece in Dio and Suetonius;
- use of speeches.

General discussion of authors in band 4 or below.

Issues such as accuracy, detail, credible interpretations, style might be included.

Good answers should provide reasons for their choice.

AO3 (10) Answers using detailed references should be placed in band 3 at least; with evaluation of the accuracy, consistency, credibility etc bands 1 or 2; comparison of two sources should be placed in band 2 at least where detailed reference is made also.

Band 4 or below for general discussions of authors.



## 2461 Document Study 2: Roman World

### Britain Through Roman Eyes

1 Tacitus, *Agricola* 11-12

**(a) How reliable is this account of the British people?**

- AO1(5) There is a wealth of detail for candidates to comment on – origins, physical types, similarities to other ethnic groups, geographical location, military practice and social status. This all needs to be relevant to the question ‘how reliable’ – merely listing what Tacitus does is insufficient for marks beyond band 3.
- AO2 (5) Reward all supported judgements which examine reliability – on the downside, there is much guesswork (or copying earlier authors whose work is insecure); on the plus side, he had his father-in-law as an eye-witness; refer to grids for appropriate mark allocations.
- AO3 (10) Judgement of the comment in the passage may be made by comparison to other authors - T's comments are a million miles from those found in Caesar and Herodian, for example. A critical assessment of the points made needs to be included for marks in the highest bands – refer to grids.

**(b) On the basis of this passage and your own knowledge and understanding, how varied are Greek and Roman portrayals of British tribes?**

- AO1(5) Reward relevant discussion based on the various presentations found including this one – some are more far-fetched than others – for AO1 focus on accuracy and relevance of detail supplied in the answer.
- AO2 (10) Reward arguments developed using the evidence such as that noted in AO1 and AO3, with an evaluation or assessment of ‘varied’ supported by the evidence of the sources.
- AO3 (10) ‘Varied’ should be explored in relation to this passage and to other information/ sources, which may focus on Caesar’s accounts in *BG* IV, Strabo, Herodian, or any other relevant passage (e.g. heroic status of Caratacus or Boudicca); there may be discussion of different attitudes to different tribes – some more ‘civilised’, others less so – sometimes admiring, sometimes derogatory (e.g. *brittunculi* from Vindolanda – horrific behaviour in the Boudiccan rebellion - contrast with aptitude of native Britons in *Agricola* 21). Reward according to range and depth of comment.

2 Tacitus, *Annals* 14. 33

**(a) How credible a picture of the attack on towns in Boudicca’s rebellion is presented in this passage?**

- AO1(5) Reward appropriate detail and citation with comment drawn from the passage: London reached but then abandoned/ evacuated, panic in some quarters, the weak left to fend for themselves, general mayhem with the arrival of the British; a mere list, not focusing on ‘realistic’, should not be rewarded beyond Band 3.
- AO2 (5) Reward assessment of the treatment of these events; some may regard them as rhetorical and exaggerated (particularly the numbers of those killed); others may choose to support the details with reference to archaeology. At any event there needs to be support from either literature, scholarship, or archaeology, for any judgements made; where these are found, head for bands 1 or 2.

AO3 (10) Detail from the passage should be interpreted: what information does the passage contain? How accurate is it likely to be? What sources can T. be drawing on? Comparisons and criticisms (or support) might be made from reference to Dio (only two towns mentioned) and the Boudiccan destruction event horizon – lots of archaeology from Colchester and London, but only limited find-spots, not the whole picture. Refer to the grids for appropriate marking.

**(b) On the basis of this passage and your own knowledge and understanding, to what extent can we rely on Greek and Roman accounts of Boudicca's rebellion?**

AO1 (5) Expect detailed accounts of T's and Dio's treatments of the rebellion; these must be selected and deployed with care in order to allow for sufficient argument to be developed in AO2. Better answers may focus on a few aspects given the limited time available.

AO2 (10) Tacitus is writing from a Roman point of view and here stresses the Britons' foul behaviour – even more is found in Dio; both refer to portents and strange phenomena, which might make them sound unreliable; they offer different explanations for the outbreak, which might also render them suspect; the rebellion was relatively short-lived but seems to have inspired panic – Suetonius calls it the 'British disaster' – yet only a small area of the country seems to have been affected. Refer to grids and credit supported judgements accordingly.

AO3 (10) Greek and Roman writers should point candidates to Dio as well as Tacitus – there are also snippets from Suetonius and the Agricola as well as some well-known archaeology – reward as appropriate. Credit any detailed use of relevant material.

**3\*** Caesar, *Gallic War* 5.13 and Tacitus, *Agricola* 10

**(a) How consistent and accurate are these two accounts of the geography of Britain?**

AO1(5) Reward critical comment on all aspects of the passages, including their respective dating, and similarities/ differences as appropriate: both authors attempt detailed estimates of size and position; but one focuses on the south while the other on the northern areas – because of the particular interest they have and the date of writing. Note that both try to locate it; Caesar appears to be drawing more on earlier writers - but how could they tell?

AO2 (5) A comparison should be explicitly supported for high or full marks; at least expect a critical assessment of the details in the passage, such as a comparison of the detail about location and claims to accuracy with an estimate of similarities or differences. Refer to mark grids for appropriate rewards.

AO3 (10) Good use of both passages is needed showing similarities and differences for marks in the highest bands – refer to grids. There should be sufficient material for able candidates to produce well-supported answers.

- (b) On the basis of this passage and your own knowledge and understanding, to what extent did the Romans' understanding of the geography of Britain develop during the occupation period?

- AO1 (5) Allow answers which address any period of the Roman occupation (no period is specified). Clearly, knowledge increased apace as the invasion progressed – this is shown by simple pieces of evidence such as milestones, and the later itineraries and the *Notitia Dignitatum* (see AO3). To what extent Roman perception *from Rome* actually changed may be discussed – there is still a deal of fantasy and confusion in Herodian, for example! Detailed use should be made both of the passage and of own knowledge for marks above band 4, linking material to 'what extent' (see AO2).
- AO2 (10) 'To what extent ... develop' implies extent, which should be clearly addressed and a judgement or judgements supported with detailed information, and for the highest bands there must be clear judgement about the different periods in which authors or archaeological material are situated. Empirical evidence such as Agricola's circumnavigation may be used to support a rapid view – alternatively, the accounts in Herodian may be cited to show that from a distance, writers were still capable of including gross inaccuracies or curiosities, for example. Refer to mark grids for extent of judgement to be rewarded.
- AO3 (10) Good use of both these passages and/or background information, whether written or archaeological, should be credited, - e.g use of other writers (Strabo, the imperial poets), compared to other writers such as Herodian; better-informed answers may refer to the Itineraries, the existence of the Imperial Post, or the *Notitia Dignitatum* or even make use of the obvious archaeology - milestones – which gave the Romans a extremely accurate view of at least *some* of the island.

## 2462 Source Based Study 2: Greek History

### Section A

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

#### 1 Assess whether the Ionian Revolt is given too much importance by Herodotus.

- AO1 (15) The facts of both the Ionian Revolt and the expansion of the Persian Empire will need to be considered. Details, including events at Sardis and Lade, will be relevant, as well as the role of the Athenians and other mainland Greeks.
- AO2 (15) The phrase 'too much importance' will need analysing in relation to Herodotus' aims, and the historical importance of the revolt. The links made between the revolt and the subsequent attacks on European Greece will need to be questioned.
- AO3 (15) Evaluation of Herodotus, and his own interests will be essential. This may revolve around his own background and its potential influence on his narrative. The role of individuals in his narrative may also be questioned and candidates may wish to develop an answer from this point.

#### 2 How comprehensive an account does Herodotus give of the consequences of the battle of Marathon?

- AO1 (15) Answers may include details about the battle itself, and the deaths on each side etc., but should focus on these to elucidate the consequences. Details of events immediately after the battle with the Alcmaeonidae will be well received. Candidates may also include the Spartan response, and give details of later action against Persia from 480 onwards. Details of contemporary democratic reform, if used appropriately, will be well received. This might include the first uses of ostracism.
- AO2 (15) Answers may focus on 'comprehensive' and consider the nature of 'consequences'. The best answers may also look at the development of the ideas since, and consider how we might view this with the benefit of hindsight in a way which was not possible for Herodotus.
- AO3 (15) The key will be evaluation of Herodotus. The best answers may consider his sources and links with the Alcmaeonidae, whilst others may look at his interest in Athens and how this might have affected his narrative. Candidates may also refer to the Aristotle's comments on the first use of ostracism after the battle of Marathon, and evaluate these appropriately.

#### 3 To what extent do the sources help us to assess the motives of different states for joining the Hellenic League?

- AO1 (15) Information on different states joining the Hellenic League – e.g. Athens, Sparta, Corinth, Aegina etc. – will be well received.
- AO2 (15) The difficulty of assessing motives should be noted. The best answers may distinguish between the larger and smaller states, and those who stood to gain more.
- AO3 (15) The main sources here will be Herodotus, Plutarch and the Congress Decree. Appropriate evaluation of each of these sources will be required for the higher bands. The focus on larger states and the dangers of reading back the development of the Delian League into these events may well apply.

- 4 Assess the impact of the battle of Thermopylae on relations between Greek states.**
- AO1 (15) Knowledge of the battle and its aftermath will be essential. Candidates may then consider the debates before the battle of Salamis as well as the advance of the Persians and the sacking of Athens. The figure of Leonidas and the stand made by the Spartans will also be relevant to any answer. The best answers may look more widely than Athens and Sparta, but this is not essential.
- AO2 (15) Candidates must evaluate 'impact' by considering how the different states responded, and what can be seen of the relationships between these states.
- AO3 (15) Answers will need to evaluate Herodotus' narrative and consider whether he gives a full picture. They may also refer to Aeschylus for events around Salamis, and Plutarch for both Thermopylae and Salamis. Candidates may consider how the narrative written after the battle may have been influenced by other factors, e.g. showing a heroic defence of Greece or the leadership of Athens. Evaluation of Herodotus' sources will be well received.
- 5 In what ways is Herodotus' account of relations between Greece and Persia at this time influenced by his Greek background?**
- AO1 (15) Knowledge of Herodotus' own background, and some of the details he gives of the development of the conflict and its causes.
- AO2 (15) Candidates may choose specific incidents as below to consider 'in what ways'. The key will be the evaluation of this phrase. The question of influence will also be important: does he see through Greek eyes, use only Greek sources, or record things which are of interest to Greeks? Candidates who take some or all of these lines will be well rewarded.
- AO3 (15) Evaluation of Herodotus will be essential. The best answers may do this with reference to inscriptional evidence. Detailed treatment of some of the battles – Marathon, Thermopylae, etc. – looking at Herodotus' standpoint will be essential. As well as specific reference to areas where he shows a Greek standpoint (e.g. debate over constitutions) will be well received, and should be used to elucidate the argument. The best answers will include a thorough treatment of Herodotus' comments on the importance of the Athenians, and Darius' seeming obsession with the city.

**Section B****Greek History, 446-413 BC****6 Does Thucydides give a fair account of the impact of Athenian imperialism on subject states in this period?**

- AO1 (15) Detailed treatment of relevant aspects of imperialism, including tribute, law-courts and the suppression of rebellions and will be expected for the best answers.
- AO2 (15) The best answers will consider the idea of a fair account, and whether he accounts for the affects of imperialism before things turn to conflict. They should also include and account of the idea of 'impact' and whether a subject state can be seen as uniform.
- AO3 (15) Candidates may use a range of evidence from Thucydides' own accounts of the causes of conflict, Mytilene and Melos and even the Sicilian Expedition. Inscriptional evidence, not least the Cleinias, Erythrae and Coinage decrees will be well received. Candidates may also note the lack of non-Athenian evidence.

**7 To what extent was Spartan foreign policy in this period driven by domestic considerations?**

- AO1 (15) Good answers should demonstrate a knowledge of the growth of Spartan power within the Peloponnese, the development of relations with Athens and events in Corcyra and Potidaea. A knowledge of the division between kings and the role of the Helots is also required.
- AO2 (15) The best answers will consider the meaning of 'driven' and question whether it is an appropriate word. They will also look at 'domestic considerations' and define clearly what this means.
- AO3 (15) There are a range of sources, but all non-Spartan: Thucydides, Plutarch, Herodotus et al. are all relevant. The best answers will make use of these, but with due caution.

**8 How far do the sources enable us to assess the strengths and weaknesses of Pericles' leadership?**

- AO1 (15) Good answers will include the basic facts of Pericles' leadership (details up to 446 are not required), the reforms that he brought through and his role in the coming of the Peloponnesian War. They might also consider the building programme.
- AO2 (15) The best answers may attempt to define strengths and weaknesses, and look at how Pericles used the system to develop his power-base. These might range from inspiring the people with great speaking, through to sagacious policy making and looking to the development of the city.
- AO3 (15) There is a range of evidence available, most particularly Plutarch, Thucydides and Aristophanes. Good answers will evaluate these appropriately, and may even make use of inscriptional/archaeological evidence to consider the later effects of his time in power. Much assessment of Pericles leadership comes from a contrast of the sources treatment of the politicians who succeeded him. An assessment of that treatment and how it affects our understanding of Pericles will be well received.

**9 To what extent did the Sicilian expedition fail due to lack of leadership?**

- AO1 (15) Details of the commanders, both at the beginning of the expedition and later, will need to be given. Candidates should show that know the contribution of each, and have a sense of the outline of the expedition.
- AO2 (15) The best answers will look carefully at 'to what extent' and consider whether lack of leadership from individuals was to blame, or whether the whole expedition was ill-advised etc.
- AO3 (15) The main source is Thucydides, who should be treated with due caution. Candidates may also make reference to Plutarch's lives of Alcibiades and Nicias, and possibly Aristophanes for further political background. All should be used with due care. The difficulty of accurately evaluating the circumstances because of the source material should also be constructively considered.

**10 Assess the reliability of Aristophanes as a source for the impact of the Peloponnesian war on Athenian citizens.**

- AO1 (15) Candidates may focus on a number of different areas: political leadership in this period, the plague, the state of democracy, economic factors etc. Factual knowledge relevant to their chosen topics should be rewarded. This will probably include knowledge of relevant events and individuals. Details of when plays were performed and their response to contemporary events – e.g. *Knights* and *Pylos* – will be well rewarded.
- AO2 (15) The reliability of Aristophanes should form the centre of the answer. Answers should consider the meaning of 'impact'. They might focus on the nature of leadership or the social and economic effects of the war.
- AO3 (15) Candidates should consider at least one play, but preferably more. They should give relevant details and then evaluate this with appropriate consideration of the nature of comedy and how the plays might have been received by the audience. The best answers will offer an evaluation with reference to details from Thucydides and Plutarch.

**Section C****The Culture of Athens, 447-399 BC**

- 11 To what extent did the law courts provide individual Athenians with opportunities to exercise power?**
- AO1 (15) Details of the procedures in law courts and the selection of jurors, as well as the types of cases to be heard in the public courts should be given. The nature of the composition of the jury, and the role of rhetoric will also be well received.
- AO2 (15) Candidates might discuss both 'to what extent' and the meaning of 'power', as well as differentiating between different classes of juror, and the effects of rhetoric on them.
- AO3 (15) Both literary and archaeological evidence may be used. Candidates may cite Aristotle or the *Wasps*. The latter especially will require appropriate evaluation. Evidence from Plato and Lysias may also be used to show court procedure and consider its effectiveness.
- 12 In what ways does Athenian drama help us to understand how the Athenians saw their relationship with their gods? (You may limit yourself to discussing two plays if you wish).**
- AO1 (15) Details of at least two plays, with focus on the question will be required. Candidates may also use other evidence on religion and consider the role of Athena within the city or details of various festivals. Clear detail of at least two plays must be given.
- AO2 (15) Answers will be expected to look at the various aspects of a religious relation – are the gods in control, do they affect daily life, how important is worship? Such questions may form the basis an answer.
- AO3 (15) Candidates will be expected to show knowledge of at least two plays. Evaluation of the genre (i.e. tragedy or comedy) to help come to a conclusion will be essential for a good answer. Answers that use other evidence – e.g. archaeological and other literary evidence (e.g. Herodotus) – to help evaluate the plays will be well received.
- 13 To what extent does the evidence enable us to assess the political significance of the Parthenon and its sculptures?**
- AO1 (15) Details of both the building and its sculptures will be required. The best answers should also show a knowledge of the political background – e.g. Peace of Callias, the destruction of the Persian Wars, and Pericles' aims.
- AO2 (15) Answers should focus on 'to what extent' and consider the difficulty in knowing how to assess the evidence and whether it is possible to come to a firm conclusion.
- AO3 (15) A detailed knowledge of the sculptures will be required. For marks in the higher bands, candidates will be expected to evaluate the evidence, and consider the difficulties in doing so. Answers which make reference to the relevant parts of Plutarch with appropriate evaluation will also be well received.



- 14 To what extent do the sources allow us to form a complete and accurate picture of the significance of religious festivals in the lives of Athenian women?**
- AO1 (15) Details of two festivals or more should be expected for the best answers.
- AO2 (15) The best answers will consider the difficulties in assessing anything to do with the lives of women because of the nature of sources. An assessment of 'to what extent' should be based on the words 'complete and accurate'.
- AO3 (15) Candidates may refer to a range of sources, including Aristophanes, Thucydides and *Old Oligarch* and archaeological evidence.
- 15 Assess the impact of the Sophists on Athenian culture?**
- AO1 (15) Details of at least two sophists must be given. Some may wish to include Socrates, but the best will explain this. Details of their views, rather than a general account, will be required for the highest bands.
- AO2 (15) The best answers will consider the meaning of 'impact' and 'culture'. They may include political debate as well as other areas, such as drama and philosophical debate. Answers that show precision in dealing with particular sophists and their individual contributions should be well rewarded.
- AO3 (15) A range of sources is available – Thucydides, Aristophanes, Euripides and, of course, Plato and Plutarch. Candidates must show detail in their responses – the best answers may even make reference to the fragments of sophists which still survive.

## 2463 Source Based Study 2: Roman History

### Section A

#### Roman History 81-44 BC

#### 1 'Why did Sulla's reforms meet so much opposition?

- AO1 (15) Answers should detail the range of opposition: political, military, social, economic and how they affect his reforms etc :
- Lepidus; Revolt of Faesulae against land appropriations (79-8 BC);
  - Pompey's insistence of triumph despite age, army command v. Lepidus, command in Spain etc;
  - Agitation for restoration of tribune 76 Sicinnius; 74 Quinctius 73 Macer; 75 BC partial restoration of the tribune - senate under pressure from corn riots;
  - repeal of corn law;
  - economic problems in Italy- Spartacus, land-grabbing by rich;
  - Verres trial - corruption in face of guilt.
  - pressure of plebs riots/ **failure to achieve success abroad** through agents and generals - Lucullus, Antony, Metellus.
- AO2 (15) Answers for band 3 and above need to focus on the **reasons** for the opposition and differentiate between:
1. groups and individuals;
  2. types of opposition: political, armed force/ mass opposition;
- Answers may consider how successful the opposition was; bands 3 and above should provide a range and support from the evidence.
- AO3 (15) Answers should include some source material showing the opposition identified for 01; they might also include material for the reasons behind it:
- Sallust Histories - Speech of Macer on powerlessness of plebs;
  - Cic. Pro Tullio : rich men's armed gangs of slaves, thugs plunder land, drive poor off the land;
  - Cic. Verres 1.39; corruption on condemnation of Oppianicus 71 BC;
  - Cicero on laws 3.26;
  - Plut. Pompey 21.5 - Pompey restored tribune because it gave him popularity;
  - Appian CW 1.95 Sulla allowed proscriptions to please his supporters;
  - Plut Crassus 6: illegality – adding a man's name to the lists (it is said);
  - Plut Sulla 3: Sulla broke his own sumptuary laws.

#### 2 How much can we learn from Cicero's letters and speeches about the political issues which divided politicians during this period?

- AO1 (15) Detail of the sources gains marks in 01 and 03 to some extent but only when specific and precise; information on some issues in detail which Cicero is describing; reward detail and specific information with high marks:
- events of 70 and courts;
  - 60s issues of Pompey's commands, land reform, Catiline triumvirate;
  - 59 BC; his exile and return; trial of Milo;
  - rivalries and role of the Equites in letters to Atticus e.g. 2.15 on resistance to Caesar, 2.16 on Pompey;
  - his views on Clodius before and after his exile;
  - the build-up to the civil war and its aftermath;
  - the dictatorship and assassination of Caesar.

Candidates may choose a selection for discussion; bands 1 and 2 for specific details.

- AO2 (15) Answers must consider **how much** and for higher marks focus on specific examples; no more than half marks for general discussions of the sources: issues for discussion include:

- bias/exaggeration from Cicero's perspective;
- how much/little Cicero knew;
- a comparison with other views of events;
- context of the letter or speech.

No more than half marks for general discussions of the sources as biased or exaggerated in Cicero's favour.

E.g. bias against Clodius (earlier support for him over triumvirate); support of Pompey; view on triumvirate (claim he was asked to join); forced compliance after 56 BC.

**Some overlap with 03 where value of the sources as evidence is involved.**

- AO3 (15) Answers may use either letters or speeches or both; candidates may select any reference; bands 3 and above for interpretation and assessment; evaluation/comparison with other evidence etc in bands 1 and 2.

### 3 How far is it an over-simplification to say that all politicians of this period were motivated only by personal ambition and self-interest?

- AO1 (15) Detail of **political activity** and **aims** of a range of politicians for bands 3 and above- at least **three** should be dealt with for these bands; detail of careers and actions; general outlines of aims in band 4 or below.

Candidates may choose from a range:

- Sulla, Pompey, Crassus, Cicero, Caesar, Clodius, Cato, Antony;
- some balance might be expected in terms of self-interest/ concern for the state.

Reward ref. to what politicians say themselves (or are reported to have said).

- AO2 (15) Issues to be considered for higher bands:
- how far an over-simplification for the whole period;
  - the balance between self-interest/ concern for the state;
  - the assessment of individuals in these terms;
  - different concerns at different times.

Answers which discuss the period generally without detail of individuals reward in band 4 or below.

- AO3 (15)
- Plut. Caesar 13 : Cato's - triumvirate would lead to war and an end of the Republic cf. Plut Pompey 47; Cicero Ad Att 2.21;
- Examples of self-interest and personal glory as a motive:
- Pompey, Crassus – absolute power – Pompey *would brook no rival* (Caelius ad Fam 7.16; ad Att 8. 11) ;
  - Ad Att 8.11.2 Cicero's claims that Pompey aimed to have absolute power through military success;
  - Plutarch *Crassus* for his ambitions: love of glory (14); triumvirate activated by love of glory and triumph;
  - Cic Ad Fam 7.3.2 describes optimates as *like brigands; bloodthirsty*;
  - Pompey and Caesar – their rivalry: Caelius letter to Cicero Ad Fam 8.8.4-10: Caesar CV 1.4 Pompey's jealousy; (JC 30, role of Cato);
  - Suet. J. Caesar 18 use of bribery for Bibulus;
  - Sallust Cat 12-3 moral corruption, wastefulness, excessive wealth etc;
  - In Verres 5 175-7 monopoly of nobles.

**4 'The murder of Caesar seemed to some to be a crime, to others a glorious deed.'  
Why do you think Caesar's assassination provoked such conflicting views?**

AO1 (15) Answers should focus on actions of Caesar and opinions which could relate to his assassination. Answers may use short or long term actions:

- his antagonism of the nobility by actions in 70s, 60s, 59 BC;
- his populares approach to politics;
- his legislation/actions during his dictatorship e.g. his election of a consul on 31<sup>st</sup> Dec 45, his behaviour over the crown incident, acceptance of honours and privileges.

Bands 3 and above where views are provided on what he did. Answers which provide simply and account of his actions are Band 4 or below.

AO2 (15) Answers in band 3 and above need to interpret and argue what opinions contemporaries had of his actions supported by evidence not speculation (band 4 or below depending upon the validity):

- political differences- populares/optimates;
- use of violence and perceived danger to republic by some, libertas claim;
- illegal actions;
- rivalry with individuals e.g. Pompey; jealousy of some;
- loyalty of his army, supporters, associates for whatever reasons – some owed position to him etc.

AO3 (15) Bands 1-3 should interpret the sources for views on Caesar/ support the judgements in 02:

- Plutarch Caesar 58f gives some idea of the motives due to Caesar's actions; Cicero's letter 11.27 argues in favour of the assassination of On duties 3.21; Matus' letter Cicero (Ad Fam 11.28): is the reply; Suetonius JC 40-44 on his laws;
- Plutarch 57 on the idea of 'rex'; Cicero on his action in electing a consul for 6 hours (Cic Ad Fam 7);
- Suet. DJ 77 –the view that the Republic was nothing- a mere name; cf Plutarch, (30) the belief among some, Cicero included, that he was obsessed with power;
- Suetonius *J. Caesar* 80 (on his unpopularity).

**5 To what extent should the Senate take the blame for the breakdown of the Republic?**

AO1 (15) Answers should include detail of the main issues facing the Senate and how they dealt with them:

- Lepidus' consulship and revolt;
- Pompey's challenge, illegal actions and commands, the agitation over the tribunate in 70s, use of tribunes;
- Clodius in 50s
- corn subsidy in 70s;
- slave revolt;
- corruption in the courts;
- overseas threats in the form of pirates, Mithridates, Spain;
- provincial corruption and exploitation;
- dominance of oligarchy.

It is not necessary to deal with all but the ones dealt with should be detailed and accurate for bands 1 and 2; a suitable range is need for the period as a whole; band 3 or below (if not detailed) for dealing with a shorter period.

- AO2 (15) Answers in band 3 or above should deal with
1. effectiveness of Senate's actions for each of the threats mentioned in 01;
  2. the reasons for success or failure: senate's lack of armed force to respond to Pompey; the rivalries within the senate; the nature of politics/ factions etc; violence and bribery.

Good answers should provide some discussion of alternative views and show balanced judgements: e.g. the Senate did not always fail but their solutions created more problems.

- AO3 (15) Answers should support 01 and 02 with sources:

- Cicero Verrines for the corruption in provinces and courts;
- Sallust (11-12, 36ff) on the general failure, moral decline, the tribunes, the army, Lepidus etc;
- Plutarch *Lives* for Pompey, Crassus (Spartacus);
- Appian for the events of the period;
- Cicero *In Cat.* speeches for a view of meeting a challenge successfully.

Answers in band 1 or 2 should include some evaluation of the sources: e.g. Cicero's speeches are for the prosecution or defence; Sallust has his own perspective on events etc.

**Section B****The Age Of Augustus 31 BC- AD 14****6 To what extent and for what reasons did the nature of political activity change during this period?**

- AO1 (15) Answers will need to provide detail of the political activity under the principate – continuation of offices, Senate's role, provincial commands, new magistracies and commissions in the light of :
1. the position of Augustus (settlements of 27, 23 19 BC) and the powers Augustus had in addition especially the powers to appoint, recommend for office, and veto, or influence decisions; the use of his council (*amici*);
  2. the traditional activity – competition for office, ambition for glory in office and command;
  3. examples of politicians promoted or kept back by Augustus e.g. his family, Agrippa, Rufus.
- AO2 (15) Answers should focus on the:
- the ways it changed;
  - how far the Augustan reforms affected activity: relevant issues include the nature of powers and privileges, how they worked, *auctoritas*;
  - the validity of the evidence: the views of restored Republic or monarchy (also AO3).
- AO3 (15) Sources should be specific to the changes in activity, the way politicians now sought position and power, and Augustus's constitutional position and use of powers: bands 1 and 2 for specific detail where comparing accounts or information; less marks for general statements of source-views.
- Contrasting views might include
- Tacitus (*Ann* 1.2 or 1.9-10) and Velleius on the extent of A's control; *Tac Ann.* 1.3 on his dynasty;
  - *Res Gestae* and Dio on the extent of power;
  - *Suet.* Augustus for his use of power to promote senators and equestrians;
  - The bias/perspective of the authors should be taken into account for high marks, and some assessment of the nature of the evidence.

**7 'For Augustus religion was merely another propaganda weapon.' Discuss this view.**

- AO1 (15) Bands 3 and above should provide detail of some reforms and his claims (RG as a source for these)e.g.
- priesthoods, PM etc ;
  - festivals, Ovid *Fasti*- revival of past practice and old virtues; Secular Games (also Horace *Carmen Saeculare*);
  - imperial cult : Hor. *Odes* 5. 2: A. a god; in provinces – ded. by Narbonensis 12/13 AD; Lepcis Magna AD 11-2 ded. To divine spirit of Augustus; Egyptian ass. for divine Augustus (6 BC)- president Primus, slave of Caesar. Included in [public hymns as gods- wear crown at all festivals (*Dio* 51.20) ; 2 BC Ahenobarbus set up altar to Aug on bank of Elbe (*Dio* 55.10a);
  - Augustus restores temples. Lupercal precinct restored – Statue of Drusus; Pantheon – Agrippa; *Odes* 3.6: need to rebuild temples;
  - banning of certain cults.

- AO2 (15) For bands 3 and above issues might be discussed:
1. the nature of his claims and their validity;
  2. the evidence and its validity;
  3. how far it is just propaganda for the regime and himself: legitimacy for his rule, popular support, image of piety etc;
  4. how serious he was about religion and what his aims might have been – unifying element after war/ stabilising the peace etc.
- AO3 (15) See 01 for some sources which might be used:
- *Res Gestae* references to his priesthoods, building of temples, Secular Games ; Suetonius 44-5 on festivals, Suet. Aug 31 : religious changes: increased priests and privileges; Vestal Virgins; Flamen Dialis; augury of safety; Secular Games; Lupercalia; Crossroads deity;
  - Livy 4.20 Augustus restores temples;
  - Archaeology : Mars, Apollo Temples RG 20 : 82 temples: Mars temple + forum; Apollo (Prop. 2.31 Temple); Ara Pacis (Ovid Fasti 1. 709ff : RG 4.1. triumphs;
  - Livy 3.20.5: blames contempt for gods in present generations for failures.

8

**In what ways and for what reasons did Augustus enlarge the role of the equestrians in the administration of Rome and the Empire during this period?**

- AO1 (15) Some information on the enhanced role – good detail and examples of equestrians for bands 1 and 2:
- Maecenas; Sallustius Crispus (Tac *Annals* 3.30); Proculeius (Dio 54.3.5)
  - praefectus Aegypti; Judaea; Raetia, Noruicum, Moesia, Trebellia, Cyprus, Sardinia (post 6 AD);
  - praefectus praetorianus; commander of the vigils; prefect of the fleet; praefectus alae;
  - centurions became equestrians on discharge;
  - cursus: buildings, water, banks of the Tiber, roads;
  - fiscus roles : Aerarium Militare; procurators in provinces; tax-collectors etc.
- AO2 (15) Answers might discuss:
- They had lost tax farming and Augustus needed their support;
  - Equestrians – less likely to be rivals than senators;
  - financial expertise harnessed to republic rather than profit;
  - some sensitive posts –Egypt, praetorian guard;
  - wanted to increase status as part of his reformation of society.
- AO3 (15) Answers should provide some support for 01 and 02:
- Suet. 57 Eq. order voluntarily decided to celebrate his birthday; 39 – cross examined every eque; punished scandalous ones; degraded others; 38 – inspected troops of equites; 40- A. nominated equites to fill vacant tribune posts; 63 A. considered an equestrian as husband for Julia;
  - Strabo 3.4.20 ref. to procurators who distribute money to army;
  - Josephus JW 2.117 equestrian governor of Judaea;
  - inscriptions concerning the class or individuals should be rewarded: e.g. Sagitta, procurator in Vindeliccia and Raetia.

**9 'Augustus had no consistent policy towards the frontiers; he simply reacted to situations as they arose.' How far would you agree with this view?**

- AO1 (15) Answers should identify some aspects of policy, in the North and East for bands 1 and 2; focus on one frontier in band 3 if detailed;
- the campaigns of Drusus, Agrippa, Tiberius and Augustus in different provinces;
  - diplomacy with Parthia and the aim of regaining the standards;
  - use of client kings in certain areas (Suet. 48);
  - the policy towards Egypt etc- higher marks for specific examples of actions/policy;
- information is needed to consider how coherent it was e.g. Lollius defeat, Varus disaster and subsequent problems in Germany and subsequent withdrawal; success of Drusus and Tiberius in the north, pacification of Spain; consolidation in the East etc. *All detail must be relevant to the question of coherence to gain high marks.*
- AO2 (15) The focus for good answers must be on how coherent the policy was for the frontiers as a whole, not simply one area;
- policy from one frontier might be inferred for others supported by evidence;
  - Differences in approaches to different frontiers might be argued.
  - differences in policy at different times and in different circumstances
- Bands 1 and 2 need to show some understanding of these issues although good answers may deal with one better than the others.
- AO3 (15)
- Res Gestae provides a fair amount on his conquests etc;
  - Tacitus *Annals* I.9-10 and 11.4 for the instruction not to expand;
  - Suetonius *Aug.*(21, 23) provide some balance etc;
  - Horace 4.15, 4.14, 4.4.17ff indicates some aspects of policy for propaganda purposes, cf *Aeneid* 8. 724ff;
  - Velleius gives accounts of Tiberius' campaigns.
- Higher marks for the evaluation and comparison of evidence.

**10 How successful was Augustus in gaining and maintaining the support of the upper classes of Rome?**

- AO1 (15) Answers should develop means such as :
- maintained a respect for senate - creation of council ( amici) of senators - advisory group of consuls + 15 senators kept them informed and in some sense part of decision making;
  - a vague constitutionality about what he does (specific detail needed);
  - he relies on auctoritas rather than Caesarian use of power and position; avoids dictatorship etc; gives up consulships;
  - provides opportunities for wealth, positions of importance;
  - marries into Claudii family;
  - employs Equites in administration; creates stability and peace etc .
- AO2 (15) For bands 3 and above answers should consider **reasons** for success and **extent** of it :
1. some opposition : refusal of Crassus to have the crown for killing enemy chief - refusal for Statilius to enter consulship when elected in 29 BC; conspiracy of Caepio; but generally limited;
  2. unconstitutional position after giving up triumvirate becoming obvious; continuous consulships blocking road for others;
  3. needs to avoid Caesar's fate and plots against him;
  4. need to use senate as helpers etc;
  5. evidence of large scale support in the honours, decorations etc he



received;

6. possible war-weariness – see Tac. *Annals* 1.9-10.

AO3 (15)

There are differing views in the evidence:

- Propertius 2.56, 25-6 the old guard lapse into idleness and luxury;
- RG: I handed back all my powers to senate and other ref. to Senate's grants of powers; RG 6. 1 - desire to keep customs of ancients;
- Appian CW 5. 130 Peace, long disturbed reestablished on land and sea; Tacitus *Annals* 1.2. – seduced all with blessings of peace etc;
- Hor Odes 3. 14. 14-6 : I shall not fear civil strife or death as long as Caesar rules; Hor. Epistles 2.1.1-4 – you alone protect Italy's concerns cf Odes Bk 4 – 5, 14,15 on Augustus' role;
- lack of plots (Suet. mentions 5 in 65-6); Tac. 1.4 – lack of opposition.

Answers might include evidence of involvement of upper class in his regime. Some evaluation of the perspectives of the evidence is needed for higher marks.

**Section C****Roman History AD 14-68****11 'Tacitus gives us history; Suetonius offers gossip and scandals.' Of these two writers, whose account of this period is more reliable?**

- AO1 (15) Candidates may choose their own selection from the texts to argue their case for one of the authors; bands 1 and 2 for precise and detailed information on the authors, genres, events, references from the texts (awarded in 03 also).
- AO2 (15) Answers for bands 1-3 should consider to some extent these issues:
1. accuracy of the accounts chosen;
  2. the extent of bias in the authors' interpretations of issues and events;
  3. the validity of the analysis;
  4. the reasons for their choice of author.
- AO3 (15) Candidates will choose their own selection: bands 1 and 2 where evaluation takes place (02 also) on specific examples; general evaluation should not score highly; examples must be specific to the argument to be rewarded in band 3 or above.

**12 To what extent was Tiberius' principate as disastrous as Tacitus claims?**

- AO1 (15) Answers should provide some specific factual detail to support discussion of the reign; examples from Tacitus (02 and 03) may be rewarded where providing factual content of the reign:
- specific treason trials; examples of relationship with the senate and individual senators;
  - the role of Sejanus;
  - treatment of Germanicus, and his family;
  - financial policy; governorship of provinces; administration of Rome and Italy etc.
- AO2 (15) Discussion should focus on extent and might include:
- the reign is disastrous or not – good and bad points should be made for a balanced answer in bands 3 and above;
  - Tacitus is fair/impartial in his account of Tiberius showing that Tacitus presents both good and bad aspects of the rule; [comparison with other information and other source material for higher bands.]
  - Reasons for bias if related to specific references and/or general views /judgements on Tiberius.
- General discussions of the effectiveness or success of his reign should not be higher than band 4 in 02 or 03. Accounts of Tiberius' reign score only in 01 for factual information.

AO3 (15) Examples are needed from sources for discussion; higher bands for specific references and evaluation - examples might include:

- Tacitus Annals 4.6 (AD 23) praises admin.;
- *"I want my sheep shorn, not shaven* Cassius Dio 57.10;
- Tacitus, Annals, 4.12 remission of taxes after earthquake in Asia;
- Velleius Paterculus, Roman History, 2.126. 3-4 favourable verdict
- (Annals 6.18): aftermath of Sejanus' fall – frenzied with bloodshed etc;
- Suetonius Tiberius 48/46 miserliness;
- initial debate : T: account of meeting: ref. to hypocrisy in Tacitus Annals 1.11ff;
- Tac. Ann 2.26)(2.24) jealousy towards Germanicus;
- Tac. Annals 4. 32-3: unrelenting executions, cruel orders, treacherous friendships etc.

### 13 How successfully do you think Claudius dealt with the problems which he faced during his principate?

AO1 (15) Answers should include a range of problems and solutions

- military (Britain, ending of the Scribonianus mutiny, activities in Germany, relations with army or praetorians) as well as the need for a military reputation;
  - administrative (reorganisation of secretariat, use of equestrians, freedmen);
  - social (inclusion of Gauls, reforms of slave laws);
  - economic (actions to improve trade, grain supply, water supply (Suet Cl. 18) Ostia (Suet Cl. 20 etc);
  - political (relations with senate, control over wives and freedmen etc);
  - personal issues: his appearance, reputation, unpopularity among some.
- Answers in bands 1 or 2 need not deal with all these but some in detail with examples. Reward in band 3 for a limited range (e.g. wives, freedmen, accession) or below with out sufficient detail or support.

AO2 (15) Answers in bands 3 and above might deal with:

- 'success': higher bands for discussion of **extent** depending upon the problems and solutions discussed;
- the view of the sources when using the material for support of judgements;
- different levels of success with different groups.

AO3 (15) Answers might include some of the following:

- problems with Messalina (e.g. Tac Ann. 11.1 Asiaticus's trial; 11. 26 for her fall);
- Agrippina (12. 1 problem of remarriage; 12. 7f her dominance);
- his lack of control but also (11. 23f for the Gauls) good decisions regarding frontiers and imperial admin.;
- Suetonius for most of the reign for examples of his legislation, actions and reforms – Cl. 10 -11 accession, gifts to Praetorians; 13 – plots against him;
- Dio Cassius also can be used.

Reward in band 3 and above awareness of the genre, and selection and lack of judgement in places (e.g. Britain). General criticism of his bloodthirstiness, cruelty, control by wives and freedmen should be dealt with and not accepted as fact for bands 3 and above.

**14 To what extent was the promotion of the equestrians in government by the Julio-Claudians during this period designed to lessen the role of the Senate?**

AO1 (15) Answers should provide examples of the involvement of equestrians - the more detail the higher the marks:

- the prefectures, Sejanus, Macro, Burrus etc -praetorian guard;
- procurator roles e.g. Catus in Britain;
- officers in the army;
- the collection of taxes;
- governors of Provinces (Felix, Pilate);
- curatores etc.

Distinguishing the use by different emperors is relevant. The roles of equestrians should be focused on any decline in the authority and functions of the Senate to answer the question.

AO2 (15) Discussion of change is needed especially under Claudius: specific to the event or individual for higher marks e.g. Sejanus, and other commanders, officers;

answers should consider some of:

- their contribution in place of the senate as governors, administrators;
- the imperial freedmen (under Claudius and Nero especially);
- the use of the procurators as administrators in Britain;
- the effect of powerful equestrians such as Sejanus, Burrus on the role of the Senate;
- other issues involve being less of a threat, easier to control, expertise in certain areas, more efficient and more centralised admin. etc.

AO3 (15) Specific examples of sources: e.g. Tacitus' view of Catus/Classicianus in Britain or the praetorian prefect, Suetonius *Claudius* 24 on promotion of equites; Tacitus Annals 12. 59 on Claudius' use of equites.

- Procurators appointed with civil jurisdiction (Annals 12.60) tax collector;
- Procurators from equites: Dio 60.9.6.

Reward use of evidence of equestrians in admin. - inscriptions, ref. In literary sources, where these support the discussion. Answers should consider how far the views of the sources are accurate or prejudiced for higher bands.

**15 How important were the women of the imperial family to the Julio-Claudian emperors during this period?**

AO1 (15) Answers should deal with actions and influence of a range of women for bands 1 and 2; discussion of two in detail for band 3: Agrippina the elder, A. the Younger, Livia, Messalina, Poppaea, Octavia.

Examples of the use of power;

- Agrippina's engineering of executions e.g. Silanus, gaining Burrus as commander of the Guard, organising accession;
- Messalina's supposed power over Claudius, organising trials etc;
- Livia's relationship with Tiberius;
- Agrippina the Elder and her children;
- Poppaea's manipulation of Nero to get Agrippina killed, Octavia removed etc.
- Discussion of one example would not score above half marks.

- AO2 (15) Answers in band 3 and above should focus on importance of their contribution for the emperors – some points to be raised:
- extent of influence/power/ decision-making;
  - whether the contribution had a good or bad effect;
  - reliability of the sources on women.
- General view of their power without supporting evidence in band 4 or lower.
- AO3 (15) Band 3 for sources used to highlight their role and contribution.  
Bands 1 and 2 for discussion of the attitude of the sources, assessed in view of the generally hostile approach:
- Dio 61.32.1- Agrippina's complete control over Claudius;
  - Tacitus, *Annals*, 12.7 Complete obedience; Tacitus *Annals* 11.40 Claudius cf Suetonius Claudius 29;
  - Tacitus on Agrippina under Nero (13.1-4 initial power but gradually lessening – first accusation survived but removed from palace etc cf Suet, Nero 34);
  - Poppaea: Tac Annals 14.1ff;
  - Messalina's failed plot with Silius. *Annals* 11);
  - Cassius Dio 60. 18 and 27 for Messalina's actions over Catonius, Vinicius.

## 2464 Source Based Study 2: Roman World

### Roman Britain AD 43 – c.160

#### 1 **Assess the relative importance of client kingdoms to the establishment of Roman control in Britain before AD 60.**

- AO1 (15) Reward information deployed to focus on the question. There should be a clear appreciation of the roles played by client kings as well as other events for high marks to be awarded in AO1: e.g. tribal rivalries, the spread of Catuvellauni influence; death of Cunobelinus, the importance of Verica seeking direct support from Claudius following the death of Cunobelinus, reinforced by knowledge of pro-Roman or at least co-operative British régimes prior to Verica's direct appeal, co-operation of Cartimandua over Caratacus (but not Prasutagus?) . Information should focus on the demands of the question, and other issues should be rewarded – Roman determination/ military superiority / division of British tribes, for example. Benefit of doubt on pre-AD 45 material used in context or as background.
- AO2 (15) There should be a clear focus on the stated and underlying reasons for the success of the Romans, with a supported and clearly defined judgement on 'relative importance'. Answers which simply list factors without arriving at a clear conclusion however limited should not be rewarded above Band 4. Refer to the mark grids for an OVERALL view of the whole answer when awarding marks under this heading.
- AO3 (15) Literary or archaeological support should be deployed in all parts of the answer: the archaeological elements may be more to the fore in some aspects - lots of material in Dio, Tacitus, archaeology from hill-forts etc.(and coin evidence demonstrating Romanization of southern tribes/ burial goods showing links with Roman traders; Suetonius offers some other details, and Strabo providing evidence about economic links may be brought in to support points made.

#### 2 **What motives did the Romans have for moving against the tribes in Wales, and why did this part of the conquest of Britain take so long?**

- AO1 (15) Narrative is likely to identify different stages of the occupation of Wales: first operations against the Silures roused by Caratacus by P. Ostorius Scapula in 47, punitive action against the Dec(e)angli in c. 49, then explain why the Ordovices were also involved (51); next discuss the ongoing nature of the conflict 52-57 under A. Didius Gallus – who received little credit from Tacitus, but whose activities are shown by bases e.g. Usk and ?Clyro; then the shift from the 'containing exercise' to outright conquest c. 57 onwards of north Wales and the Dec(e)angli, interrupted by Boudicca and Cartimandua/ Venutius, continued by Frontinus and completed by Agricola (autumn 78). All stages of the conquest need to be explained for marks in the highest bands to be awarded.
- AO2 (15) Good arguments will address both causation 'motives' and extent 'so long' and cover the whole occupation period, identifying the shifting pattern of causation as it progresses. A clear value-judgement or conclusion securely based on information will be required for marks in the highest bands. At this level there will be a clear appreciation of possible reasons why the advance into S Wales was required in the first place, and why the policy towards occupation appears to have changed up to AD78. For 'extent', arguments for success **or** failure could be made, and either should

be credited or supported by evidence, whether from literary sources or archaeological evidence, much of which - of hill-stations and outposts – is ambiguous (see AO3).

- AO3 (15) Narrative missing in Dio, so recourse must be made to *Agricola* (limited and sketchy narrative on Veranius) and in *Annals* 14.29, which also contains Suetonius Paulinus' attack on Anglesey immediately prior to the Boudica revolt. There may be reference to archaeological sources – evidence of troop-movements to a line along the 'Welsh marches' – Caerleon, Kingsholm-Gloucester, Kinvaston-Wroxeter, Chester. Lack of success and difficulty in subduing the Ordovices and Silures may be identified from the size and number of marching-camps and out-stations, indicating a constant military presence, contrasting with 'subdued' parts of the province. Reward all critical approaches to data which point up possibilities of ambiguity and demonstrate understanding and evaluation of the material introduced.

### 3 To what extent can we take Tacitus' accounts of governors before Agricola at face value?

- AO1 (15) Good answers will demonstrate a secure narrative knowledge of the various governors and will place them in a firm context, showing different policies exercised by each: expansion to Severn-Trent, holding operation, expansion into Wales (and initial failure) until c. AD 60 - Anglesey, Boudicca; then removal of a governor, consolidation, further expansion to the north following the Cartimandua crisis of AD 69, until c. AD 77 when Agricola arrives to take up the challenge. The material selected may vary in detail from governor to governor, but needs to be relevant to the terms of the question in order to reach balanced judgements and appraisal of the fairness of their treatment. Accounts which simply describe different policies without being able to relate them to specific governors, or which give only a general narrative about the period, should not be rewarded above Band 3.
- AO2 (15) Look for supported judgements about specific governors in the light of Tacitus' sometimes acerbic comments – how can these be evaluated? There is likely to be some assertion but credit all support where it is found either from literature, archaeology, or own knowledge (see grids).
- AO3 (15) There should be a critical appreciation of the sources, especially the *Agricola* where the bulk of the evidence is to be found to begin with; the panegyric/ laudatory nature of the *Agricola* and the deliberate understatement of the achievements of other governors may be noted; elsewhere, tensions between governor and procurator may be highlighted (Tacitus *Annals* 14:38, Dio 62:2). There should be some clear evaluation of the alleged differing approaches of governors – some harsh and hostile (Paulinus – fairly neutral in Dio, displaying determination but bad tactics in Tacitus), some dilatory (Gallus, Turpilianus) and one even afraid of his own army (Trebellius Maximus). The material in Tacitus – any part – may be evaluated in addition against archaeological evidence; at any rate, clear critical use of sources is needed for marks in the highest bands. In particular, reward any recognition of the differing assessments of the same governors in *Agricola* and *Annals* in particular.

**4 To what extent does the evidence provided by towns in Britain show that the province as a whole was Romanised during this period?**

- AO1 (15) While there should be a clear appreciation of the scale of the growth of urban life and the reasons for its growth, with specific information and examples, there also needs to be contrasting information for high marks to be awarded in AO1: e.g. evidence might consist of descriptions of the towns and the signs of Romanization in culture and local administration, literacy and so on; balancing this is the relative density of urbanization in the lowland areas and the lack of developed large settlements in areas to the north – though this could be further qualified by increased military presence and possible impact on British society. Answers which are imbalanced or which focus only on one or two sites should be rewarded with marks in bands 4 or 3 only.
- AO2 (15) There should be a clear focus on the scope of the question, setting out the ways in which towns show signs of ‘Romanization’ (or arguing against this, with reasons) and using other evidence to develop an answer: at any event **extent** needs to be addressed and supported explicitly for marks in the highest bands. Reward candidates who intelligently address the question ‘how can we know?’ and note that much discussion is based on paucity of evidence and that sometimes speculative inductive arguments are produced, too!
- AO3 (15) Evidence from the sources should be deployed critically and used to support the arguments. Written evidence (eg *Agricola* 21, *Annals* on London/ Colchester/ Verulamium) may be bolstered with the substantial available archaeology (provided it concentrates on the period – not later villas!) Give credit to candidates who argue against the assumption inherent in the question and point out that urban development is largely confined to lowland Britain up to c. AD 160, with the exception of settlements which grow up around military installations, which may be contrasted with towns properly considered (e.g. Wroxeter, London – numerous examples possible) - Vindolanda letters show evidence for Romanization, but how far outside the military world did it spread?

**5 To what extent were the movements of the northern frontier between c. AD 69 and c.125 the result of deliberate Roman policy?**

- AO1 (15) Note that the time-span for this question is much longer than is usually the case and there is no need for deliberate detailed descriptions of the two principal frontiers – indeed the question deliberately stops short at Hadrian’s Wall for this reason. Instead, the question of why there was imperial expansion in Britain needs to be addressed, and an outline will suffice – beginning with Cartimandua and the movement against the Brigantes in AD 69, then Agricola’s expansion to the far north c. AD 77 – 82, then fluctuation until the Tyne-Solway line is settled on, then a ‘permanent’ frontier - Hadrian’s Wall itself. Reward *relevant* discussion and detail – cross-crediting under AO3 where appropriate. Answers which explore the likely causes for the establishment of the frontier positions – geographical, political, logistic – from a theoretical perspective must be rewarded appropriately in this category.
- AO2 (15) The likely *reasons* which lie behind the movement of the frontier need to be weighed and evaluated appropriately; reward all judgements and examples of causation appropriately applied according to the mark grids. Reward conclusions reached with clear supporting evidence from the walls and/ or their context. The ways in which they may be used to draw up conclusions about imperial policy, and links with other sources, should be examined in answers which merit marks at the highest levels. Poorer answers may focus



on Hadrian's Wall only; these should be limited to lower bands (4 and below) in AO2.

- AO3 (15) There is copious literary source material for the earlier part of this question, and a wealth of archaeology for the latter part; this needs to be used selectively, with an appreciation that its interpretation is not always clear (despite occasional assertions to the contrary). Reward comments which illustrate ambiguities in the evidence, (e.g. archaeology suggesting that the move north credited to Agricola by Tacitus was already well under way under the previous governors).

## 2465 Thematic Study 2: Greek History

### Section A

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

#### 1 Discuss the various ways in which tyrants came to power during this period.

- AO1 (10) The best answers will give information on a range of tyrants, including Polycrates, Hippias, Peisistratus et al., and show knowledge of the states in which they came to power so that the events in their run up to power are put in context.
- AO2 (20) Good answers will look carefully at 'various' and consider the passage to power of each tyrant within the wider context of their state and Hellas as a whole.
- AO3 (15) The main source for this is Herodotus, whose account must be carefully evaluated. Answers should note the difficulties in assessing his account, and the difficulties that faced him in gathering accurate information. The best answers will consider his sources.

#### 2 Discuss the differing ways in which tyrants exercised power during this period.

- AO1 (10) Details of a number of tyrants should be included. Polycrates, Hippias and Peisistratus may form the focus of an answer, but the best answers will include others such as Periander. Details of their power base and how they controlled people should be given.
- AO2 (20) The best answers will look at 'differing' and also consider what is meant by the exercise of power. They might look beyond power within the city state, and consider relations with other states and Persia as part of this.
- AO3 (15) The main source for this is Herodotus, whose narrative must be carefully evaluated. Answers must consider how much he could have known about the tyrants and the nature of his sources on each, as well as giving relevant detail on each tyrant.

#### 3 How useful are the sources in helping us to understand the reasons tyrants lost power in this period?

- AO1 (15) Details of a range of tyrants must be included for the highest bands, although Polycrates and Peisistratus may form the focus of the answer. Accurate factual detail of how their rule came to an end must be included..
- AO2 (10) The focus of the answer must be 'how useful'. The answers will consider the nature of the information given, and whether the reasons for tyrants losing power are likely to be accurate or have other factors been ignored – e.g. political rivalry, economic and social developments, external pressures etc.
- AO3 (20) The main source is Herodotus, although some inscriptional evidence could also be used. His perspective on the tyrants should be carefully evaluated, not least because of his own political views. Detailed knowledge of the text on this area is essential for the higher bands.

**4      How reliable are Herodotus' accounts of the ways in which various tyrants contributed to the religious and civic development of their cities?**

- AO1 (15)      Details of a number of tyrants must be included for the highest bands. Answers should show knowledge of the contributions of each. Polycrates is likely to form the focus of answers, as will Peisistratus, but the best answers will look more widely.
- AO2 (10)      The best answers will consider both religious and civic development. The best answers will also consider whether there is a difference between religious and civic at this time, and what the nature of that difference might be. The reliability of Herodotus must also form the focus of the answer.
- AO3 (20)      The best answers will consider the reliability of Herodotus, and how we might best assess his accounts. Use of archaeological evidence from Samos in particular will be well received. Candidates must show a detailed knowledge of what Herodotus says, and may also consider his sources and his motivation for writing.

**Section B****Sparta in the Greek World, 520-400 BC**

- 5 Assess the political importance of the helots to the ruling class in Sparta during this period.**
- AO1 (10) Answers should refer to the threat of helot rebellion and its affects on Spartan foreign policy. They should show knowledge of Spartan reluctance to undertake foreign expeditions. They might also consider the education system, and give relevant details.
- AO2 (20) The best answers will consider not only the effects on day to day political debate and foreign relations, but also the effects on Spartan society as a whole. They may draw a distinction between direct political power, as possessed by the kings/assembly etc. and the presence of the helots as a group exerting an influence.
- AO3 (15) Herodotus and Thucydides, as well as Plutarch on Sparta will be useful. However, the sources are limited, and the best answers will acknowledge this.
- 6 To what extent did Sparta's role in the conflict with Persia affect its relations with other Greek states during this period?**
- AO1 (10) Detail of the Spartan contribution to the Persian Wars must be precise for marks in the highest bands. Candidates may give information on the Athenian role, which must only be credited if it is relevant to a picture of Sparta's role. Details might include: late arrival at Marathon, Leonidas at Thermopylae, the role of Eurybiades at Salamis and the Spartan role at Plataea. Answers should go beyond this and consider relationships with other states, either in the Peloponnesian League or Athenian Empire, for marks in the highest band.
- AO2 (20) The best answers will consider whether the Persian Wars made any difference, or whether the Spartans remained as they were with their domestic concerns. The development of the Peloponnesian and Delian Leagues, and their impact on this will be considered in the best answers.
- AO3 (15) The main sources are Herodotus and Plutarch. Answers should make detailed use of both, and show appropriate evaluation for the higher bands. Thucydides may also be profitably used when candidates look at the longer term effects.
- 7 How useful are the sources in helping us to understand the nature and extent of the Assembly's power in Sparta during this period?**
- AO1 (15) Knowledge of the Spartan system and, and the powers of the kings, gerousia, ephors and Assembly will be important. Specific examples of when the Spartans decided on action, in the run up to the conflict with both Persia and the Athenians, will provide a basis for looking at decision-making.
- AO2 (10) The best answers will focus on 'useful' and effective power. The difficulties of knowing what happened in Sparta may be considered under AO3, but the idea of effective power is essential for a good argument. Answers should look at other areas of power in Sparta to evaluate this. Particular attention could be given to the nature of this topic – a fair bit is known about the kings, but as the Assembly was an internal organ in Spartan it is harder to assess.
- AO3 (20) Herodotus, Thucydides and Plutarch are the main sources. The usual caution in relation to sources on Sparta must be applied, with consideration of both the lateness of Plutarch and the non-Spartan nature of other sources.

**8      How reliable are the sources in their depiction of Sparta's motives for undertaking military campaigns in this period?**

- AO1 (15)      Knowledge of the motives for undertaking/not undertaking campaigns is essential, which should include some or all of: Aristagoras and the Ionian Revolt, Marathon, Thermopylae, Salamis, Plataea, Cimon and the Helot rebellion, the outbreak of the Peloponnesian War etc. Answers do not need to be limited to 'foreign' campaigns.
- AO2 (10)      For the best answers the focus needs to be on 'reliable', and 'motives'. A serious question can be raised over how much we can actually know. Answers may also consider what is meant by 'Sparta' – who makes the decision and are their motives different from others who have come to the same conclusion?
- AO3 (20)      The main sources are Herodotus, Thucydides and Plutarch. They must all be evaluated carefully, especially as none is Spartan. How much would they have known of Sparta's motives.

**Section C****The Development of Athenian Democracy, 508-399 BC****9 How much change was there in the political power of the individual citizen in Athens during this period?**

- AO1 (10) Knowledge of the workings of the Assembly, Boule, Prytany and Law-courts will all be rewarded, as will knowledge of the role of Generals and Archons. Knowledge of specific individuals (Pericles et al.) will also be rewarded, but should not form the basis of the whole answer. Knowledge of citizenship laws may also be credited if appropriate.
- AO2 (20) The best answers will consider the meaning of both 'political power' and 'individual citizen'. They may use this to look at the difference between legal and political and whether such a distinction was valid. They may also consider the range of individual citizens with poor farmers, rich aristocrats etc.
- AO3 (15) There is a wealth of sources – Herodotus, Thucydides, Plutarch and Aristophanes will be particularly useful. Candidates may make particular use of Aristophanes to consider the range of individuals in the state. The *Old Oligarch* may also provide useful discussion points. Appropriate evaluation of the evidence, especially in relation to lesser known individuals, will be important for the higher bands.

**10 How far did the growth of the navy affect ordinary Athenian citizens during this period?**

- AO1 (10) Knowledge of the growth of the navy under Themistocles and its significance for the Persian Wars will be well rewarded, as will knowledge of the classes in Athens and their relevance to the navy. Facts on the size of the navy, and its role in the development and maintenance of the Delian League will be rewarded.
- AO2 (20) The best answers will consider what is meant by 'ordinary citizen' and the different effects of the growth of the navy may have had. They will also focus on 'how far' and consider whether there was any real constitutional change as a result of the growth of the navy.
- AO3 (15) Key sources will be Herodotus, Thucydides, the *Old Oligarch*, Aristophanes and Plutarch. There is a considerable amount of material on the role of the navy, and on the Assembly, but finding links between them is harder. The best answers may consider this, and evaluate the sources appropriately.

**11 To what extent do the sources give us a reliable picture of how democracy was viewed by the Athenians during this period?**

- AO1 (15) Basic facts on the democratic system will be well rewarded. The best answers may also show knowledge of what was meant by democracy. Knowledge of the effects of democracy (e.g. Mytilene Debate) will also be credited.
- AO2 (10) The best answers will consider 'to what extent' and 'reliable picture', and may question what is meant by 'Athenians' to do this. Did different sections of the population have different views?
- AO3 (20) There is a range of sources: Herodotus, Thucydides, Plutarch, Aristophanes and the *Old Oligarch*. Plato and Xenophon may also be profitably used. Each should be evaluated carefully by considering the author's motives and stand-point. The best answers will use appropriate detail from each source.

**12 To what extent do the sources give us a reliable picture of the means by which political leaders influenced Athenian politics during this period?**

- AO1 (15) Answers should show knowledge of individual leaders and their methods of getting things done, together with knowledge of what they achieved. The best answers will show knowledge of a range of leaders from throughout the period.
- AO2 (10) Consideration of reliability will form the basis of good answers. Answers should consider the difficulties involved in knowing in detail what happened.
- AO3 (20) A range of sources is available: Herodotus, Thucydides, Plutarch, and Aristophanes will be particularly useful. The focus needs to be on individuals and their impact as shown in these texts, and appropriate detail should be rewarded. Appropriate evaluation will be required for the higher bands.

## 2466 Thematic Study 2: Roman History

### Section A

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

- 1** **'The Romans were only interested in wealth and power; they had no concern at all for the welfare of the peoples they had conquered.' Do you think this is a fair assessment of the administration of the Empire during this period?**

AO1 (10) Answers should include detail of some examples of the treatment of provincials and the demands made on them: military, financial, administrative, and the range within these areas, whether legal or not. Answers might include

1. corrupt governors such as Verres, Catiline, Appius, by military commanders (e.g. Marius, Sulla, Pompey, Caesar, Antony);
2. 'good' governors (e.g. Cato, Cicero);
3. benefits which provincials received;
4. the extent of oppression and bad treatment;
5. the treatment of provincials by Sulla, Pompey, Caesar, Antony, Octavian both in financial and military matters.

Answers should provide a range of material from the period for highest the grade.

AO2 (20) Good answers should deal with fairness, and both aspects of the quote with a balanced discussion – issues which may be included:

- extent of interest in wealth and power;
- extent of concern for provincials;
- The extent to which provincials benefited and/or suffered;
- an assessment of Roman policy/administration.

Illustrations of actions of governors etc placed in lower bands in AO2.

The answer should include the experiences in different provinces.

AO3 (15) There is support from the sources in a number of areas:

- examples from Cilicia [Appian and Cicero, benefits and problems];
- Cicero for Verres in Sicily;
- Sallust for Marius, Sulla at earlier times;
- the activities of various individuals recorded in Plutarch's *Lives*, Caesar's memoirs, Cicero's speeches for and against governors.

Evaluation of the sources used in the answer is needed for bands 1-2.

- 2** **To what extent were changes in policy towards the Empire determined by the political activity of individuals and groups within the city of Rome during this period?**

AO1 (10) Answers should provide information (some detail for high marks) on the events/laws and the political actions of individuals and groups which affected the policy towards the Empire; there is a range of possible material:

- Gracchan legislation and the rivalry between Sulla and Marius over Jugurtha and Mithridates;
- The demands of Pompey in 70s and 60s; the importance of military commands and success as governors – Caesar, Crassus, Cicero, Lucullus, Octavian and Antony etc;
- laws by Sulla, Caesar, Pompey, *maiestas* and extortion laws;
- the use of courts in politics;



- internal restrictions on governors in the provinces;
  - examples of expansion determined by political issues; popular pressures on politicians e.g. the East, Egypt, Gaul;
  - issues between senators and equestrians.
- AO2 (20) Answers should address '**extent**' primarily. Answers should assess the role of political events and issues provided for 01 in policy towards specific imperial activity. General discussion should not score above band 4.
- Other issues might include:
1. the aims of individuals and groups in policy;
  2. the use of the opportunities offered by the Empire for political advantage;
  3. whether there was a 'policy' as such.
- AO3 (15)
- Sallust and Plutarch's *Lives* of Sulla and Marius provides information for the earlier period, Pompey, Caesar, Antony for later period;
  - Cicero's speeches and Letters can be used for the later period for the use and abuse of provinces, as well as policy;
  - Sallust's *Catiline* offers information and analysis on the role of the Empire; Caesar's accounts of Gaul;
  - the issue of Egypt in 60s and 50s is covered in Cicero.
- Evaluation of the sources used in the answer is needed for bands 1-2.

## 3

**How useful are Cicero's *Cilician Letters* for our understanding of the advantages and disadvantages for the provincials of Roman rule throughout this period?**

- AO1 (15) Detail of advantages and disadvantages are needed from throughout the period for high marks:
- protection from enemies/ pirates/ end of internal disagreements etc; rule of law; amenities etc;
  - the tax demands (sometimes excessive); corrupt/brutal governors e.g. Appius, Verres, Catiline, Sulla, prosecutions for corruption initiated by Caesar in the 70s; Sallust' corruption in his province;
  - military disaster and its consequences: Crassus against the Parthians; Antony later; Sulla and Mithridates;
  - information from the *Letters* is rewarded in 01 and 03 (with a clear reference to the text).
- AO2 (10) 'Useful' is the key issue and must be addressed for bands 1 and 2 in terms of:
1. how far they represent what is typical of other governors and provinces;
  2. how reliable they are as evidence of Cicero's governorship itself;
  3. the extent to which they provide a full picture of benefits and disadvantages.
- AO3 (20) Precise use of the *Letters* is needed for high marks, with evaluation in terms of 02. For example:
- Appius' behaviour financially and militarily.
  - Corrupt governors and members of staff having excessive expenses, billeting troops on them (or demanding money not to do so);
  - loans being made with high rates of interest;
  - soldiers used for personal reasons;
  - corrupt use of the legal system, heavy-handed intervention.
- Other sources should be used to evaluate the *Letters* e.g. Verrine

speeches (again evaluated for high marks), Plutarch's *Lives* and what they tell us of provincial activity; Appian's views on the government of the Empire.

General discussions of the text are worth no more than band 4; limited use of the text in band 3 if evidence clearly comes from the material.

**4 How useful are Cicero's *Cilician Letters* in assessing the quality of governors throughout this period?**

AO1 (15) Information on governors needed to compare with Cicero: Verres, Catiline, Sallust, Caesar, Pompey, Lucullus, Bibulus etc; there should be detail of their actions and success, failure, honesty and/or corruption. Areas for consideration: financial, military, administrative, and judicial.

AO2 (10) Answers should assess:

- reliability of the *Letters* as evidence of Cicero's own governorship;
- how far they relate to other evidence for the period;
- the extent to which they can be used to assess governors;
- the quality of governors during this period.

AO3 (20) Precise use of the *Letters* is needed for high marks, with evaluation in terms of 02. For example, answers might include:

- comparison of Cicero and Appian on finance and/or administration;
- Cicero's assessment of himself and his staff, his military role;

Other material is available in Sallust, Appian, and Plutarch for governors, as well as Cicero's speeches in trials and Caesar's account of his time in Gaul.

General discussions of the text are worth no more than band 4; limited use of the text in band 3 if evidence clearly comes from the material.

## Section B

## The City of Rome 33 BC –AD 117

**5 How effectively did the emperors of this period improve the provision of amenities provided for the people of the city?**

- AO1 (10) A number of areas are possible: bands 1-2 for specific detail of works and their success/failure to improve conditions:
1. Maintenance of roads and water supply - Ostia; grand construction projects - new forums, Trajan's shops, aqueduct building by Agrippa, Claudius, Gaius and Trajan; parks and leisure places;
  2. Agrippa's slaves - water supply; flood damage works/ canals; baths;
  3. food supply through conquest and administration of Egypt. Keeping of low tariffs;
  4. road improvements, movement about the city, building and street regulations;
  5. fire-brigade, police force;
  6. entertainments: Colosseum etc.

- AO2 (20) Answers should deal with the issues of:
- the extent of improvement;
  - the effectiveness of the emperors' measures;
  - some consideration should be given to attempts to improve conditions which did not succeed.

Answers should be related to a range of amenities for high marks.

- AO3 (15)
- R.G. contains details of Augustus' (Agrippa's?) building projects and his provisions for the people.
  - these are supported by Suetonius *Life of Augustus*;
  - Juvenal for alternative views on the success of emperors' attempts
  - Suet. *Vespasian* and *Titus* for the Colosseum;
  - archaeological evidence is also useful for the water supply, entertainments etc;
  - other evidence from inscriptions, Suetonius' *Lives* for other emperors such e.g. Nero, Domitian; Dio for Trajan.

**6 To what extent were there changes in religious belief and practices in the city of Rome during this period?**

- AO1 (10) Answers can refer to the introduction of cults into Rome:
- Bacchus, Isis: Aug suppressed it as symbolic of Egypt/East; Gaius temple in Rome; Domitian – 3 temples to her; Christianity: persecution; Mithraism;
  - Cybele – 205 BC; Attis – Claudius – Roman citizen chief priest; Jews: Claudius prevented them from meeting outside; Cappadocian Ma – Beltona;
  - imperial cult.

Focus should be on changes rather than narrative of presence/ practice in Rome: dates for appearance; numbers and sorts affected; Answers can also consider changes (or not) in Roman belief (decline?); the continuance of festivals, Claudius' revival of the Secular Games.

- AO2 (20) Answers for high marks should consider
- how far belief and practice changed;
  - the influence of the foreign cults on traditional practice;
  - the reliability of the evidence for the influence/changes.

They might also consider:

- the reactions of different groups/ public and private practice;
- the importance of religion for emperors and ordinary citizens;
- the place of religion in city life.

- AO3 (15)
- Suetonius' *Lives* (*Gaius*, *Domitian* for changes to practice);
  - Tacitus *Annals* (Book 15 persecution of Christians) contain material for the practice of religion, emergence of foreign cults;
  - RG has evidence for Augustus' festivals and buildings;
  - Ovid's *Fasti* can be used for practice;
  - references in Juvenal to the influence of religion/cults on morality;
  - archaeological evidence of temples etc may be relevant for continued traditional worship;
  - evidence for emerging imperial cult can be found in various sources.

7

**How reliable is Juvenal's *Satire 3* as evidence for social and moral decline in the city of Rome during this period?**

AO1 (15) Information is needed for the social and moral views during this period: possible references to

- Augustus' social and moral legislation, and its effects;
- attempts by various emperors to curb excesses and affect social change e.g. sumptuary laws, restricted spending. banning of cults;
- the growing ethnic diversity and subsequent effects on views and attitudes;
- evidence for changes/decline in other authors.

AO2 (10) Answers should focus primarily on '**reliable**'; compare Juvenal's information with other evidence, and assess the value of Juvenal for the whole period.

Other issues:

- extent of a 'decline';
- the accuracy of Juvenal's view of Rome;
- the changes in the composition of Rome's population.
- credit given for the view that J. is not reliable for the whole period.

AO3 (20) Precise use of the *Satire* is needed for high marks, with evaluation in terms of 02. Answers should consider the genre of *Satire* in evaluating the text for higher bands. Examples of corruption may be used:

- Umbricius' claim that there is no reward for honesty or labour; decline of traditional practices;
- a 'Rome of Greeks';
- the influence of the east in dress and religion, the growing importance of foreigners/actors;
- 'no room for a Roman'; breakdown of client-patron relationship etc.

Evidence from other sources should be used to compare and contrast – e.g. Suetonius and RG claim a revival of tradition; Domitian's policy towards foreign cults; Tacitus' view of the corruption of politics under Nero in *Annals* Book 14.13.

General discussions of the text are worth no more than band 4; limited use of the text in band 3 if evidence clearly comes from the material.

**8 How far are the views of the city of Rome expressed in Horace's *Satire 2.6* and Juvenal's *Satire 3* representative of the views of Romans during this period?**

- AO1 (15) Answers should provide a reasonable range of views from the two authors and some detail of other views expressed **throughout the period**.  
The candidates need to choose a selection of views and make relevant/detailed comparisons or contrasts for high bands;  
Answers may focus on the crowded city; the difficulty of employment; the change in population etc.
- AO2 (10) Answers must consider the extent to which the two authors' views represent the general view of Rome during this period:
- contrast Juvenal with Suetonius and/or Tacitus on the maintenance of traditional values; compare with Petronius; decline according to Livy's prologue;
  - contrast Horace's experiences as a client with the experiences of Martial, Juvenal himself, accounts in Pliny;
  - evidence of popular actions shows attitudes towards the city and its administration: riots over corn supply, famine; dangers of the city etc;
  - neither source is covering the whole period.
- AO3 (20) Answers need precise and detailed reference to the texts for bands 1-2. Use of other texts should be rewarded where relevant to the discussion; a variety of other authors might be used – Martial, Ovid, Livy, Petronius. General discussions of the text are worth no more than band 4; limited use of the text in band 3 if evidence clearly comes from the material.

## Section C

## Emperors and Empire AD 14-117

**9 How consistent were the policies of the emperors of this period towards the defence of the frontiers?**

AO1 (10) Answers might include information from a range of activity on the frontiers:

- Rhine: Germanicus expeditions; Gaius movement of troops to the Rhine; Claudius control of Corbulo in AD 47; stabilisation rather than advance – use of client kings; revolt of Civilis; Flavian adjustments to the frontier in Germany;
- Danube: Domitian's wars against the Chatti and Dacians; retreat from Britain after AD 84; Dacian Wars of Trajan;
- Situation in Britain's northern frontier;

East: Parthian problem (Tiberius, Claudius, Nero, Trajan); Armenia; client kingdoms.

AO2 (20) Answers might consider some of the following as policies:

1. aggressive conquest (Germanicus, Claudius, Domitian, Trajan)
2. aim to reach the Elbe/ control of the Agri Decumates area: consolidation of the gap between the Rhine and Danube; control of Armenia and trade routes in the East;
3. diplomacy and the threat of force (Tiberius, Claudius, Domitian) among tribes in the North and client kings or queens/Parthia in East; fortification and troop deployment; client tribes/kings and queens used; avoid concentration of tribes fighting together;
4. lack of defence in depth e.g. town fortification indicates confidence.

AO3 (15) Evidence can be used from a variety of sources depending upon the information used in 01:

- Tacitus *Annals* for advances across the Rhine and consolidation (Tiberius, Claudius), troop deployment (also Suetonius, Dio);
- Parthian campaign of Corbulo (Book 13, 34-41;15);
- Suetonius *Lives* (e.g. Gaius, Claudius for the Rhine);
- Suetonius: Claudius 'expedition of no great importance (17); Nero (18) thought of retreating from Britain;
- Suet. Domitian 6 –'unprovoked campaigns';
- Dio for Trajan's conquests; Trajan's column;
- Josephus on Judaea.

**10 Do the number and extent of revolts during this period indicate that the Romans failed to integrate the conquered peoples into the Empire?**

AO1 (10) Revolts which may be mentioned:

- revolt of Tacfarinas AD 17; Thrace AD 19 and 25; Florus and Sacrovir AD 21;
- revolt in Mauretania suppressed by Paulinus in AD 41-2;
- Boudicca AD 61;
- Vindex AD 68, Civilis AD 69-70;
- Judaea AD 66-70 (and the Jews AD 115);
- Decebalus and the Danube tribes;
- various problems caused by tribes or groups after initial conquest e.g. Silures and Brigantes in Britain.

There should also be information about attempts (and successes) in assimilating peoples into the Empire – tribes of S. Britain; most of the Eastern Empire; Gallic support in AD68-69 etc.

- AO2 (20) Answers should focus on the issues of :
- the reasons for the revolts;
  - do they constitute a rejection of Rome or caused by specific issues;
- the extent of failure or success in assimilation.
- AO3 (15) Evidence can be used from a number of sources:
- Tacitus provides details for Florus, Sacrovir, Tacfarinas, Boudicca, Civilis;
  - Dio on Boudicca, Vindex; second Jewish revolt, Decebalus;
  - Josephus for Judaea.
- The value as evidence is necessary when dealing with for example, Tacitus' speeches by rebels e.g. Civilis 4.14, Calgacus (Agricola). Archaeological evidence of Romanization in buildings, trade, inscriptions.

**11 How useful are the letters between Pliny and Trajan for our understanding of financial mismanagement in the provinces during this period.**

- AO1 (15) Information from the letters is rewarded in 01 and 03; for high marks there should be detail from other provinces at different points in the period:
- Boudicca and the financial issues reported by Dio and Tacitus; the problems in Judaea over tax (and in Gaul in AD 21);
  - previous governors in Bithynia;
  - examples of corruption trials under Tiberius;
  - evidence for the role of elites in administration.
- Letters might include 23/24 (finances); 37/8 (buildings and the council) and 39/40; accounts of Prusa (17-18) etc.
- AO2 (10) Answers should focus on:
- the extent of mismanagement;
  - the role of both governor and elites;
  - the usefulness of the letters as evidence for this – the context, the extent to which there is a full picture, how far they represent the norm etc.
- AO3 (20) Answers need precise and detailed reference to the texts for bands 1-2. Answers should compare and/or contrast the information in Pliny with other evidence and evaluate it for full marks. General discussions of the text are placed in band 4; limited use of the text in band 3 if evidence clearly comes from the material.

**12 How useful are the letters between Pliny and Trajan in helping us to assess whether Trajan administered the Empire more effectively than other emperors during this period?**

- AO1 (15) Examples from the *Letters* for the administration of the Empire and Bithynia in particular is needed:
- 31/32 Pliny's mission;
  - Trajan's involvement (19/20; 22, 29 in ref. to the army);
  - citizenship (47-48);
  - other provinces under Trajan;
  - provincial admin. in the period e.g. Nero and Britain; Judaea; Tiberius' good financial management (Tacitus *Annals* 4.6 etc); Nero's mismanagement of finances; Domitian's military problems etc.
- AO2 (10) Discussion should focus on the (a) effectiveness of Trajan's administration in comparison with other emperors: e.g.

- with Nero's approach/ use of advisors/ failure to control governors and provincials; demands on taxes;
- with Tiberius' approach, use of governors, financial success;
- Claudius' centralisation of admin. and use of freedmen.

(b) the reliability of the letters as evidence for Trajan's administration – the context, the extent to which they paint too perfect a picture etc.

AO3 (20) Answers need precise and detailed reference to the texts for bands 1-2. Answers should compare and/or contrast the information in Pliny with other evidence and evaluate it for full marks. General discussions of the text are placed in band 4; limited use of the text in band 3 if evidence clearly comes from the material. Tacitus *Annals* 4.6 – good points of Tib.'s reign; 13 1-33 Nero's good start; Dio 67 for Trajan's campaigns and policy; Pliny *Panegyricus*.



## 2467 Thematic Study 2: Roman World

### The Romanisation of Britain AD 43 – 415

**1 To what extent are changes in economic activity in the countryside reflected by the development of villas?**

- AO1 (10) Good answers will deploy information addressing the whole period AD43-415, and should be based on a range of sites, perhaps illustrating regional variations and developments from simple aisled villas to courtyard styles. There should be a clear focus on 'development' and detailed information about 'changes in economic activity' for marks in the highest bands. Reward detail about agricultural practice NOT based on villas – e.g. changes in field shapes, new crops introduced, and so on.
- AO2 (20) The key focus must be on *extent*. This must be linked to economic activity – but reward arguments which stress rather the development of villas as centres for local elites to exercise influence, mirrored by the parallel 'decline' in urban culture, especially in the so-called 'Golden Age' (and not therefore linked to economic change?). Critical examination of the limitations of evidence should be rewarded. Explanations of variation may take a number of forms, including the gradual development of large villas as estate-centres, with the transfer of social functions from urban centres to these more rural locations; communication; evidence (or lack thereof) of agricultural development; development of light industry in villa sites (a theory currently under development, with satellite centres clustered around a central main luxury development); reward answers which propose alternative theories about villa-development or economic activity.
- AO3 (15) Answers may be based on any villa sites but there must be at least two specific sites used as evidential support (see grids). Reward answers in line with the mark grids according to levels of detail and interpretation – linked to economic activity to support arguments in AO2. These examples may be used to show how 'social' functions and luxury developments may indicate economic change (e.g. mosaics indicating importance/ high status 'Roman' lifestyle / cult centres from material chosen/ sheer size of buildings, with bath-houses and other 'luxury' features attached) or concentration of economic activity and development shown by likely size of estates/ location, their function to supply ongoing urban demands/ occasional evidence from pollen analysis/ presence of outbuildings, storage, granaries, workshops and light industry etc.)

**2 How far does the surviving art or architecture from Roman Britain suggest that Celtic and British styles were driven out during this period?**

- AO1 (10) Credit answers which evaluate a number of examples carefully: there should be a clear appreciation of what constituted 'Roman' or 'British/ Celtic' styles to base the argument on. Answers which show an appreciation of ambiguities in interpreting 'British' (as opposed to 'continental Celtic' or 'Germanic') styles, and which demonstrate the contemporary co-existence of a number of styles within Britain, should also be well rewarded. The nature and limited amount of art may also be explored (much wooden carving may have been lost, for example).

- AO2 (20) The key words are 'how far'. At the highest levels there should be a clear judgement about extent to which the available evidence supports the idea that Romanization penetrated all levels of society – there should be judgements about which parts of Roman Britain (geographical or seen in high- vs. low-status, or urban and villa-dwelling vs. rural peasantry) were really touched by a change in material culture. Very good answers may highlight differences between low - and high-status artefacts, or question whether some artefacts demonstrate deliberate, skilful execution or are poor pastiche (e.g. the Rudston Venus) which were nevertheless presumably acceptable to their owners. Candidates who raise in addition the limitations of extant material (e.g. only some media survive – leather, wood, textiles, prone to decay) and who use these ideas critically in building an argument and reaching a conclusion (i.e. not driven out but driven underground) should be credited appropriately.
- AO3 (15) In art or architecture there is likely to be an exploration, which should be sufficiently detailed, from the main surviving pieces of evidence – covering the whole period, ideally, though this may not always be possible. Selection of material (and indeed art or architecture as a vehicle to discuss the issue) is at the discretion of the candidate. Reserve marks in the highest bands for detailed information about examples which fully address all parts of the question.

**3 How useful are inscriptions in towns in helping us to understand the degree of Romanisation in Britain during this period?**

- AO1 (15) Answers may provide information on any aspect of Romanisation provided that it is from an urban context – i.e. not purely military or forts. For example, administration, trade and industry, literacy, or Roman aspects of religion in its broadest sense, including altars and votive inscriptions or curse tablets (Lactor 4 section VIII refers) or the numerous dedicatory or funerary inscriptions found elsewhere. The focus should be on inscriptions – general narrative which makes no use of them should be limited to band 4 or below.
- AO2 (10) Very good answers will give a clear supported response to the term level of Romanisation, using detail such as that indicated in AO1 and AO3. Credit answers which also explore the limitations of epigraphic evidence, both in terms of the amount which survives/ may survive, and the limited sections of society who made use of it – expensive inscriptions on stone are likely to be limited to the higher strata of society, whereas curse tablets may come from lower status members of Roman British society; what actual changes were there in the countryside or at the lowest levels (i.e. in the bulk of the population) and was this the same throughout the province? Reward supported discussions according to the grids.
- AO3 (20) Reward all evaluated comment which is based on inscriptions and related to the topic, whether directly or indirectly: this may include inscriptions on manufactured items, epigraphic records recording individuals (funerary monuments, votive offerings, official inscriptions, curse tablets and so on).

**4      How much can be learned from inscriptions about the impact of the Roman army on British society during this period?**

- AO1 (15)      There are a number of ways of exploring impact – military conquest and policing, economic demands and opportunities, engagement with hostile tribes on the frontiers, inspiration (or not) in colonies, construction of towns, participation in local administration, introduction of new religions – if these were open to civilians. Reward detailed discussion according to the grids – watch out for mere lists or assertions.
- AO2 (10)      ‘Impact’ needs to be evaluated, and so does the knowledge we gain from inscriptions – most answers will focus on available material but credit discussion which looks at the scarcity of inscriptions in some places and the difficulty or challenge of interpreting them – but conversely, watch out for unsupported assertions saying ‘it can’t be done’.
- AO3 (20)      Reward critical use of any relevant inscriptions, including coins and altar inscriptions. Material cited must be evaluated, showing critical judgement and a thoughtful attempt to ‘mine’ it to illustrate ‘impact’– e.g. an inscription recording the rebuilding of a granary may be used to show the building skills of the military, but might also suggest civilian involvement, both in construction and in indicating grain supply; ‘impact’ might be taken literally in the case e.g. of Longinus Sdapeze at Colchester! Perceptive responses may highlight the limitations of our knowledge in evaluating the impact of the army- there are now a variety of interpretations current about Romanization, and these should be given equal consideration provided they are supported with evidence. Sources such as the Vindolanda tablets may be used to indicate wider engagement with local society. Discussion and points made which are not supported from inscriptions or other sources should be given full credit in AO1.

# AS Marking Grids

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

(a) Total available: 20 marks

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

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

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

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

Band	AO1	AO2	AO3
<b>1</b>	14-15 Specific, relevant factual knowledge to support the answer	14-15 Well organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge <b>and</b> use of evidence	14-15 detailed use of appropriate source(s); some interpretation of the source material relevant to the question; understanding of the value of source(s) as evidence <b>and</b> – where appropriate – an awareness of conflicting views in or about evidence
<b>2</b>	12-13 Mainly specific, relevant factual knowledge to support the answer	12-13 Mainly well-organized discussion of some issues relevant to the question; <b>and/or</b> with balanced judgements, mostly supported by relevant factual knowledge <b>and</b> use of evidence	12-13 Fairly detailed use of appropriate source(s) with some interpretation of the source material relevant to the question <b>and/or</b> some understanding of the value of source(s) as evidence <b>and/or</b> – <b>where appropriate</b> – an awareness of conflicting views in or about evidence
<b>3</b>	10-11 Some fairly specific, mainly relevant factual knowledge to support the answer	10-11 Occasionally well-organized discussion of some issues relevant to the question; <b>and</b> balanced judgements in places mostly supported by relevant factual knowledge <b>and/or</b> use of evidence	10-11 Detailed use of one source <b>or</b> less detailed use of more than one source with interpretation of the source material relevant to the question
<b>4</b>	7-9 Some factual knowledge mainly relevant to the question	7-9 Some discussion relevant to the question; judgements sometimes supported by relevant factual knowledge <b>and/or</b> use of evidence	7-9 Some specific references to relevant sources with limited interpretation in the context of the question
<b>5</b>	5-6 Some factual knowledge relevant to the question <b>and/or</b> the topic in some of the answer	5-6 Occasional discussion relevant to the question; judgements rarely supported by factual knowledge or evidence	5-6 Occasional specific reference to relevant source material generally interpreted.
<b>6</b>	2-4 occasional factual knowledge relevant to the question	2-4 Occasional, superficial judgements rarely supported	2-4 General references to source material
<b>7</b>	1 Little factual knowledge related to the question	1 Superficial and general discussion	1 General, unclear reference to source material.

## AS THEMATIC GRID

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

# A2 Marking Grids

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

### Question (a) (20 marks)

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



**A2 Marking Grids****Mark Scheme****June 2009**

<b>7</b>	1 little factual knowledge related to the question.	1 Superficial and general discussion.	1 Limited interpretation of the source material not relevant to the question
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## Question (b) (25 marks)

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

**A2 SOURCE-BASED GRID + 10 marks for AO1b (given over the whole paper)**

<b>Band</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>1</b>	14-15 Specific, relevant factual knowledge to support the answer	14-15 Well organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge <b>and</b> use of evidence	14-15 Detailed use of appropriate source(s); some interpretation of the source material relevant to the question; understanding of the value of source(s) as evidence <b>and</b> – where appropriate – an awareness of conflicting views in or about evidence
<b>2</b>	12-13 Mainly specific, relevant factual knowledge to support most of the answer	12-13 Mainly well-organized discussion of issues relevant to the question; <b>and/or</b> with balanced judgements, mostly supported by relevant factual knowledge <b>and</b> use of evidence	12-13 Fairly detailed use of appropriate source(s) with some interpretation of the source material relevant to the question <b>and/or</b> some understanding of the value of source(s) as evidence <b>and/or</b> – where appropriate – an awareness of conflicting views in or about evidence
<b>3</b>	10-11 Some specific, relevant factual knowledge to support the answer in places	10-11 Occasionally well organized discussion of some issues relevant to the question; <b>and</b> balanced judgements in places supported by relevant factual knowledge <b>and</b> use of evidence	10-11 Detailed use of one source <b>or</b> less detailed use of more than one source with interpretation of the source material relevant to the question
<b>4</b>	7-9 Factual knowledge mainly relevant to the question in places	7-9 Some discussion of issues relevant to the question; judgements sometimes supported by relevant factual knowledge <b>and/or</b> use of evidence	7-9 Specific references to relevant sources with limited interpretation in the context of the question
<b>5</b>	5-6 Some factual knowledge, relevant to the question	5-6 Occasional discussion relevant to the question; superficial judgements rarely supported by factual knowledge or evidence	5-6 Occasional specific reference to relevant source material generally interpreted
<b>6</b>	2-4 Occasional factual knowledge relevant to the question.	2-4 Reference to issues; occasional, superficial judgements rarely supported	2-4 General references to source material
<b>7</b>	1 Little factual knowledge related to the question.	1 Superficial and general discussion	1 General, unclear reference to source material.

**A2 THEMATIC GRID (first question) + 10 marks for AO1b (given over the whole paper)**

<b>Band</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>1</b>	10 Specific, relevant factual knowledge to support an answer	19-20 Well organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge <b>and</b> use of evidence	14-15 Detailed use of appropriate source(s); some interpretation of the source material relevant to the question; understanding of the value of source(s) as evidence <b>and</b> – where appropriate – an awareness of conflicting views in or about evidence
<b>2</b>	8-9 Mainly specific, relevant factual knowledge to support the answer	16-18 Mainly well organized discussion of issues relevant to the question; balanced judgements in places mostly supported by relevant factual knowledge <b>and</b> use of evidence	12-13 Fairly detailed use of appropriate source(s) with some interpretation of the source material relevant to the question <b>and/or</b> some understanding of the value of source(s) as evidence <b>and/or</b> – where appropriate – an awareness of conflicting views in or about evidence
<b>3</b>	6-7 Some specific, mainly relevant and factual knowledge to support an answer	13-15 Occasionally well organized discussion of issues relevant to the question; <b>and/or</b> balanced judgements mostly supported by relevant factual knowledge <b>and</b> use of evidence	10-11 Detailed use of one source <b>or</b> less detailed use of more than one source with interpretation of the source material relevant to the question
<b>4</b>	5 Some factual knowledge, relevant to the question <b>and/or</b> the topic in some of the answer	10-12 Discussion of some issues relevant to the question; judgements in places supported by relevant factual knowledge <b>and/or</b> use of evidence	7-9 Specific references to relevant sources with limited interpretation in the context of the question
<b>5</b>	3-4 Limited factual knowledge relevant to the question	7-9 Reference to issue(s) relevant to the question ; few judgements supported by factual knowledge or evidence	5-6 Occasional specific references to relevant source material generally interpreted
<b>6</b>	2 Occasional factual knowledge relevant to the question	4-6 Occasional reference to issues; superficial judgements rarely supported	2-4 General references to source material
<b>7</b>	1 Little factual knowledge related to the question	1-3 Superficial and general discussion	1 General, unclear reference to source material

**A2 THEMATIC GRID (second question) + 10 marks for AO1b (given for whole paper).**

<b>Band</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>1</b>	14-15 Specific, relevant factual knowledge to support the answer	10 Well-organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge <b>and</b> use of evidence	19-20 Detailed use of appropriate source or sources; some relevant interpretation of the source material; understanding of the value of source(s) as evidence <b>and</b> – where appropriate – an awareness of conflicting views in or about evidence
<b>2</b>	12-13 Mainly specific, relevant factual knowledge to support most of the answer	8-9 Mainly well organized discussion of issues relevant to the question; <b>and/or</b> balanced judgements mostly supported by relevant factual knowledge <b>and</b> use of evidence	16-18 Fairly detailed use of appropriate source material; some relevant interpretation of the source material ; some understanding of the value of the source(s) as evidence <b>and/or</b> where appropriate – an awareness of conflicting views in or about evidence
<b>3</b>	10-11 Some specific, relevant factual knowledge to support the answer in places	7 Occasionally well-organized discussion of some issues relevant to the question; <b>and</b> balanced judgements in places mostly supported by relevant factual knowledge <b>and/or</b> use of evidence	13-15 Occasionally detailed use of appropriate source material with interpretation of the source material relevant to the question
<b>4</b>	7-9 Mostly factual knowledge mainly relevant to the question	6 Discussion of some issues relevant to the question; judgements sometimes supported by relevant factual knowledge <b>or</b> use of evidence	10-12 Some references to relevant sources with limited interpretation in the context of the question
<b>5</b>	5-6 Some factual knowledge, relevant to the question	4-5 Reference to some issue(s) relevant to the question; judgements rarely supported by factual knowledge or evidence	7-9 Occasional references to relevant source material generally interpreted
<b>6</b>	2-4 Occasional factual knowledge relevant to the question.	2-3 Occasional reference to issues; superficial judgements rarely supported	4-6 General references to source material
<b>7</b>	1 Little knowledge related to the question.	1 Superficial and general discussion	1-3 General, unclear reference to source material.

# AO1b Marking Grid

## AO1b for all components

Band	AO1b
1	10 Accurate, clear and concise communication throughout the answer. Accurate use of appropriate terminology and vocabulary specific to the question throughout the answer.
2	9 Accurate, clear and concise communication in most of the answer. Mainly accurate use of appropriate terminology and vocabulary specific to the question in the answer.
3	8 Clear and concise communication in most of the answer. Mainly accurate use of appropriate terminology and vocabulary specific to the question in the answer. Occasional unclear expressions.
4	7 Some clear and concise communication in the answer. Some accurate use of appropriate terminology and vocabulary specific to the question.
5	5-6 Clear and concise communication in the answer; occasionally accurate use of appropriate terminology and vocabulary specific to the question.
6	3-4 Occasionally clear communication. Rarely accurate use of appropriate terminology and vocabulary specific to the question, with errors.
7	2 Rare clear and concise communication. Unclear and inaccurate use of appropriate terminology and vocabulary specific to the question in most of the answer.
9	1 Almost no clear and concise communication. Unclear and inaccurate use of appropriate terminology and vocabulary specific to the question.

### Awarding of marks for AO1b

Examiners must take into account that the answers are written under examination conditions and occasional errors will occur even in band 1. Such errors as occur in spelling and punctuation should not be penalized unless (a) they are numerous and cover a range of expressions and/or (b) affect the understanding of the expressions. The organization of the arguments and discussions is awarded in A02 and should not affect the award of marks for AO1b.

# Grade Thresholds

Advanced GCE Ancient History (3809 7809)  
June 2009 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
2450	Raw	100	78	68	58	49	40	0
	UMS	100	80	70	60	50	40	0
2451	Raw	100	76	67	58	49	40	0
	UMS	100	80	70	60	50	40	0
2452	Raw	100	79	69	59	49	40	0
	UMS	100	80	70	60	50	40	0
2453	Raw	100	75	65	56	47	38	0
	UMS	100	80	70	60	50	40	0
2454	Raw	100	76	67	58	49	40	0
	UMS	100	80	70	60	50	40	0
2455	Raw	100	80	70	60	50	40	0
	UMS	100	80	70	60	50	40	0
2456	Raw	100	76	67	58	49	40	0
	UMS	100	80	70	60	50	40	0
2457	Raw	100	76	67	58	49	40	0
	UMS	100	80	70	60	50	40	0
2458	Raw	100	77	67	58	49	40	0
	UMS	100	80	70	60	50	40	0
2459	Raw	100	70	62	54	46	39	0
	UMS	100	80	70	60	50	40	0
2460	Raw	100	76	67	58	49	40	0
	UMS	100	80	70	60	50	40	0
2461	Raw	100	78	68	58	49	40	0
	UMS	100	80	70	60	50	40	0
2462	Raw	100	70	61	52	44	36	0
	UMS	100	80	70	60	50	40	0
2463	Raw	100	76	66	57	48	39	0
	UMS	100	80	70	60	50	40	0
2464	Raw	100	71	62	54	46	38	0
	UMS	100	80	70	60	50	40	0
2465	Raw	100	75	66	57	48	39	0
	UMS	100	80	70	60	50	40	0
2466	Raw	100	75	66	57	49	41	0
	UMS	100	80	70	60	50	40	0
2467	Raw	100	70	62	54	46	38	0
	UMS	100	80	70	60	50	40	0
2468	Raw	100	84	73	62	52	42	0
	UMS	100	80	70	60	50	40	0
2469	Raw	100	84	73	62	52	42	0
	UMS	100	80	70	60	50	40	0
2470	Raw	100	84	73	62	52	42	0
	UMS	100	80	70	60	50	40	0

## Specification Aggregation Results

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

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

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

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>Total Number of Candidates</b>
<b>3809</b>	15.6	45.8	69.3	88.0	99.5	100.0	194
<b>7809</b>	20.5	51.2	77.2	92.7	98.3	100.0	816

### 1010 candidates aggregated this series

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.



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