

GCSE

Ancient History

Unit **A033**: Women in Ancient Politics

General Certificate of Secondary Education

Mark Scheme for June 2015

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

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

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

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Annotations

Annotation	Meaning
A1	Evidence for making a judgement on the quality of AO1 (Recall, Select and Organise) performance in Section B.
A2	Evidence for making a judgement on the quality of AO2 (Understanding) performance in Section B.
A3	Evidence for making a judgement on the quality of AO3 (Interpret, Evaluate, Respond) performance in Section B.
BOD	Indication of where the examiner has given 'Benefit of Doubt' to part of an answer either due to lack of clarity of potential confusion in Section B
SEEN	Indication that an examiner has seen and given due credit for additional material on a separate page or where it is out of sequence in both Sections A and B.
BP	Indication that a page is blank, and has not been written on by the candidate.

Subject-specific Marking Instructions

Marking grids should be used throughout. Where 5 has been allocated, examiners should look to award 5 marks if there is not a good reason to go to the bottom of the level.

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
- Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
- Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1

2	1	1
3	1	2
4	1	3
5	2	3
6	2	4

- a. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- b. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- c. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- d. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

MARK SCHEME

Option 1: Cleopatra and her impact on Roman politics, 69-30BC

Question	Answer	Marks	Guidance	Levels of Response
			Content	
1	<p>General Note Marking grids should be used throughout. Where 5 has been allocated, examiners should look to award 5 marks if there is not a good reason to go to the bottom of the band.</p> <p>AO1: Two details with relevant factual detail. [5] <u>Any two details of difficulties faced by Cleopatra.</u> <u>Possible answers could include:</u></p> <ul style="list-style-type: none"> • Co-ruling with her brother, Ptolemy XIII; • Cleopatra's refusal to marry and rule with Ptolemy; • Riots in Egypt; • Poor floods leading to difficulties with food supply; • Roman opposition to Egypt, with Ptolemy's advisors turning on Cleopatra. 	[5]	<p>Other relevant examples not prescribed here should also be given credit.</p> <p>Two ways in which Cleopatra's position as queen was threatened early on in her reign.</p>	<p>AO1 = 5</p> <p>Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p>
2a	<p>AO1: Key elements of story understood and identified. [4] <u>Examples could include:</u></p> <ul style="list-style-type: none"> • Placed a wreath on the urn; • Ordered a bath and a splendid meal to be prepared; • Basket of figs brought in; • Wrote a letter to Octavian; • Asked everyone to leave, except two women, and closed the doors. 	[4]	<p>Candidates must answer using the passage given.</p> <p>There should be a range of examples chosen from the source, with appropriate detail.</p> <p>Candidates who do not specifically refer to the passage, but just give their own ideas about Cleopatra's death may reach Level 3.</p>	<p>AO1 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1</p>

2b	<p>AO2: Understanding [4] <u>Answers should show an understanding of Cleopatra's reasons for writing to Octavian through discussion of some of the following:</u></p> <ul style="list-style-type: none"> • Octavian was the most influential Roman at the Time, and had defeated Mark Antony at Actium; • Cleopatra had been in danger of being taken captive by Octavian after Actium, but had been determined to avoid this fate; • Octavian had been responsible for the death of her lover, Mark Antony; • Plutarch tells us that Cleopatra was asking that she be buried with Mark Antony; • By writing to Octavian, Cleopatra was announcing her death/making him and the ancient world aware of her action; • She had stated her wishes to be buried next to Mark Antony. 	[4]	<p>There should be an understanding of Octavian's significance in relation to Cleopatra and her reasons for writing to her.</p> <p>Candidates should refer specifically to information from within the passage for higher levels.</p>	<p>AO2 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1</p>
2c	<p>AO3: Interpretation and Evaluation [5] <u>Answers should note that the passage is from Plutarch, and consider how accurate he might be in this case:</u></p> <p>Candidates should focus on the details of the passage on the paper. They should comment on whether these details are likely to be accurate.</p> <ul style="list-style-type: none"> • The narrative is detailed – the urn, bath, basket etc – suggesting an eye-witness. • No sources are given for the narrative. • Details of the tablet given make sense in the circumstances, but no source is given. • Consideration of when Plutarch was writing and his interest in individuals should be rewarded. 	[5]	<p>Candidates should focus on the accuracy of Plutarch.</p> <p>Candidates' evaluation of Plutarch should be supported by specific reference to the passage for full marks.</p> <p>Answers which give a general background to the writer without evaluating the passage itself should be awarded level 3.</p> <p>There should be a range of examples chosen from the source, with appropriate detail.</p>	<p>AO3 = 5</p> <p>Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p>

3a	<p>AO1: Relevant factual knowledge [4] <u>Details of the battle could include:</u></p> <ul style="list-style-type: none"> • Lines of ships prepared for war; • The battle took place at sea; • The opposing forces of Cleopatra and Octavian; • Apollo's support for Octavian; • The support of Julius Caesar's spirit; • Cleopatra's actions and decision to flee to Egypt. <p>AO2: Understanding [5] <u>Understanding of how far this passage helps us to understand what happened at Actium could include:</u></p> <ul style="list-style-type: none"> • The nature of the sea-battle, and the outcome (Octavian as victorious); • How the sea-battle proceeded – with the Octavian/Agrippa gaining the upper hand, and Cleopatra fleeing; • The support for Octavian shown by the 'traditional' Roman power, and the roles of both Apollo and Julius Caesar's spirit; • The image of Cleopatra as fleeing from the battle and returning to Egypt; • The nature of the source as poetry, written by Propertius, and the question of propaganda. <p>AO3: Evaluation and interpretation of the source [5] <u>Passage should be evaluated as an account of the battle of Actium:</u></p> <ul style="list-style-type: none"> • Elements of factual detail known from other sources: sea-battle, Agrippa's involvement, 	[14]	<p>Candidates should make full use of the details from within the passage given to answer this question.</p> <p>For high marks candidates should pick out several points from the source extract, explain what they can tell us about what happened at Actium.</p> <p>AO3: Candidates should relate the evaluation of Propertius specifically to this passage.</p> <p>Candidates must evaluate the passage itself</p>	<p>AO1 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1</p> <p>AO2 = 5</p> <p>Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p> <p>AO3 = 5</p> <p>Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p>
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	<p>victory going to Octavian, Cleopatra's involvement and the flight of Mark Antony (contrast with Plutarch would aid the evaluation, but is not required);</p> <ul style="list-style-type: none"> • The image of Octavian, Agrippa and Caesar and their poetic touches; • Propertius' relationship with Augustus and its effect on the writing of this passage, including the potential glorification of Octavian, and the anti-oriental elements of the passage. 		<p>not just give a general background to the writer to gain high marks.</p> <p>There should be a range of examples chosen from the source, with appropriate detail.</p>	
3b	<p>AO1: Factual Details [5] <u>Details of Cleopatra's actions might include discussion of some of the following:</u></p> <ul style="list-style-type: none"> • Cleopatra's contribution of ships to Mark Antony's war effort; • Her influence over Mark Antony, and the decision to flee from the battle; • Reference to the accounts of Propertius, Horace, Vergil, Velleius and Plutarch could include: <ul style="list-style-type: none"> • The strength of Egypt being brought to the battle (Virgil); • Description of Cleopatra as a dove and Octavian as a hawk (Horace); • Cleopatra's refusal to be paraded through Rome as a captive (Horace) • One woman making for the Nile (Propertius); • Desertions from Antony to Velleius prior to the battle (Velleius) • Cleopatra's decision to flee (Velleius); • Sixty of Cleopatra's ships set sail in the battle (Plutarch); • Cleopatra's suicide; • General information on the writers such as background, date of writing, style of 	[18]	<p>Candidates should refer both to this passage and others for highest marks.</p> <p>Candidates must discuss the question with reference to a range of detail from more than one source to gain marks in the top levels for AO3. They must evaluate as well as interpret what the sources tell us about how far Cleopatra is portrayed as a coward.</p> <p>Candidates should try to expand their answer beyond the passage given to show thorough factual knowledge and understanding of Cleopatra's behaviour.</p>	<p>AO1 = 5</p> <p>Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p>

	<p>writing and purpose of writing.</p> <p>AO2: Understanding [5] <u>Understanding of how Cleopatra was portrayed:</u></p> <ul style="list-style-type: none"> • The nature of the actions taken by Cleopatra, which appear to be cowardly; • Possible interpretations of those actions by different sources (as given under AO1); • Other factors which led to Cleopatra's flight, including desertion of men from Antony to Octavian and the lack of supplies for Antony's men; • The political situation in which Cleopatra's image was manipulated to make her appear a coward might be discussed. <p>AO3: Interpretation, Evaluation and Response [8] <u>Answers may include:</u></p> <ul style="list-style-type: none"> • Relevant details from each author (as given under AO1) are evaluated and suitable conclusions drawn; • Cleopatra was a 'victim' of propaganda and used by the poets to make Antony appear a coward; • The accounts of the battle are told from the victor's perspective; • Cleopatra's actions are subject to different interpretations. 		<p>AO3: General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to what they tell us about Cleopatra's behaviour for marks in upper bands.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail. Candidates should relate the evaluation of sources specifically to Cleopatra's portrayal as a coward.</p>	<p>AO2 = 5</p> <p>Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p> <p>AO3 = 8</p> <p>Level 5 7 – 8 Level 4 5 – 6 Level 3 3 – 4 Level 1/2 0 – 2</p>
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4	<p>AO1: Factual details [10] <u>Answers should focus on how Roman politicians helped Cleopatra to gain power in Egypt include some of the following:</u> Rome was the main power-broker in the Mediterranean, and alliances with Rome had political and economic benefits. At the beginning of Cleopatra's reign she was in a difficult situation, and the Romans did not support her bid for power. She then came to use the assistance of Julius Caesar and Mark Antony. Key points for each:</p> <p><u>Julius Caesar:</u></p> <ul style="list-style-type: none"> • Caesar abandoned plans to annex Egypt, and supported Cleopatra's rule; • Caesar defeated Ptolemy's army at the battle of the Nile (47BC) • Caesar left three legions to support Cleopatra's rule when he left Egypt; • Cleopatra's visit to Rome in 44BC and Caesar's assassination; • Caesar named Octavian as his heir, not Caesarion. <p><u>Mark Antony:</u></p> <ul style="list-style-type: none"> • Cleopatra's first meeting with Antony at Tarsus • Antony ordered the death of Arsinoe to help secure Cleopatra's position; • At the donations of Alexandria in 34BC Cleopatra and Caesarion are crowned rulers of Egypt and Cyprus; other children given other thrones in the East, and Cleopatra is given the title of 'Queen of Queens'. • Octavian persuades the Senate to levy a war against Egypt in 33BC, because of the worsening relationship with Octavian. 	[30]	<p>Candidates should focus their answers on the four bullet points given in the exam paper.</p> <p>For high marks candidates should thoroughly interpret and evaluate the sources alongside thorough factual knowledge to come to a judgement about the extent to which Cleopatra's power in Egypt depended on the help of Roman politicians throughout her life.</p> <p>Answers which only cover one aspect of this question will not be able to show thorough understanding and will find it difficult to come to a reasoned and substantiated conclusion.</p> <p>AO2:</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p>
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	<p>AO2: Understanding [10] <u>Understanding of how important Roman politicians were in helping Cleopatra to secure her position in Egypt include:</u></p> <ul style="list-style-type: none"> • When Cleopatra came to power, Egypt was in a politically weak state due to her father's weak rule; Rome was politically dominant; • As a woman who wanted sole power, Cleopatra had to fight off the influence of her brother, and needed support in doing so (Caesar); • The 'Donations of Alexandria': the significance of conquests in the East and their impact on Egyptian politics. • Politics in Rome: the murder of Caesar and its significance and the worsening relations between Octavian and Antony and their significance for Cleopatra; • The significance of Cleopatra's sons by Caesar and Mark Antony, and their political importance both in Rome and in Egypt; • The battle of Actium, and its impact on Cleopatra, including her suicide. <p>AO3: Interpretation, Evaluation and Response [10] <u>Answers may include:</u> The main sources for the answer will be Plutarch, Velleius, Horace, Virgil and Propertius; candidates may also use the relief from Dendera and coins minted by both Cleopatra herself and Octavian (on the capture of Egypt).</p> <ul style="list-style-type: none"> • The sources about Cleopatra are almost exclusively Roman, and therefore exaggerate the importance of Roman politicians in 	<p>Candidates may argue that the Roman politicians were essential to Cleopatra gaining power in Egypt, but were also responsible for her losing that power in the end.</p> <p>They may equally argue that the Roman politicians only made a complex situation in Egypt more challenging, and that they were not essential to her gaining and maintaining her power.</p> <p>AO3: General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to whether Cleopatra needed the help of Roman politicians to secure her position in Egypt for high marks in upper bands.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail. Candidates should relate the evaluation of sources specifically to how far Cleopatra needed the help of Roman politicians to</p>	<p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p> <p>AO3 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p>
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	<p>Cleopatra's rise to power;</p> <ul style="list-style-type: none"> • The Roman authors are opposed to the idea of a woman ruler, and may therefore have given greater emphasis to the roles of the men; • a lot of the sources are interested in the personal relationships between Cleopatra and Roman leaders, including gossip and anecdotes, to make their works more interesting for their readers • the details of political relations between Egypt and Rome (e.g. in the Donations of Alexandria) appear to be accurate; • general information on the writers such as background, date of writing, style of writing and purpose of writing. 		secure her position in Egypt.	
5	<p>AO1: Factual details [10] <u>Answers may include some of the following details of Cleopatra's actions and character:</u></p> <ul style="list-style-type: none"> • Cleopatra reigned for 19 years in difficult circumstances in Egypt, including having to deal with the challenges of her brother as a co-ruler; • she organised the murders of her brothers Ptolemy XIII, Ptolemy XIV and sister Arsinoe • Cleopatra's relationship with Caesar from its initial stages through the birth of Caesarion and Caesar's death in Rome; • relationship with Mark Antony: the initial meeting at Tarsus, the donations of Alexandria, the battles of Actium and Alexandria and the final stages of their relationship in Egypt; • Cleopatra's suicide, and her wish to be buried with Antony; • Cleopatra has a highly skilled woman, 	[30]	<p>Candidates should focus their answers on the four bullet points given in the exam paper.</p> <p>For high marks candidates should thoroughly interpret and evaluate the sources alongside thorough factual knowledge to come to a judgement about whether the source material on Cleopatra's actions and character is little more than fiction.</p> <p>Answers which only give a general narrative of Cleopatra's life, will not be able to show thorough understanding of the sources and will find it difficult to come to a reasoned and substantiated conclusion.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p>

	<p>speaking many languages and being able to deal with the challenges of ruling Egypt and its relations with Rome.</p> <ul style="list-style-type: none"> • Knowledge of relevant source material. Some of the following might be used: Propertius, Horace, Vergil, Velleius and Plutarch on Actium, Plutarch on the final moments of Cleopatra's life; Horace on Cleopatra's suicide. <p>AO2: Understanding [10] <u>Understanding of the nature of the source material and Cleopatra's character could include:</u></p> <ul style="list-style-type: none"> • Understanding of what the actions described show about Cleopatra's character – actions which show courage, fear etc. • Understanding of Cleopatra's situation and why she might have acted (or not) in the manner described in the chosen examples; • Sources all Roman and likely to want to 'romanticise' the image of Cleopatra; • Understanding of the climate in which the sources were written – pressure from Augustus, Roman perspective on the events in Egypt, Roman suspicion of women in positions of power; • Understanding of the need for authors to 'entertain' or fulfil the need of their genre (in particular Biography for Plutarch and the poetic demands made on Vergil, Horace and Propertius). 		<p>AO3: General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis</p>	<p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p>
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	<p>AO3: Interpretation, Evaluation and Response [10] <u>Answers may include:</u></p> <ul style="list-style-type: none"> • Interpretation of chosen source material to suggest whether or not the actions taken by Cleopatra are believable and likely to be those of a queen in Egypt; • Analysis of the nature of the source material, including whether it is likely to be accurate, which might include consideration of how the authors might have known what was happening, and whether they had agendas which led them to distort the picture (for example, writing under the influence of Augustus/being Roman) • response to the idea of the source material being fiction to consider what this might mean and how it might show itself. 		<p>specifically to whether or not the accounts of her actions and character are just fiction: ie. can they be trusted as historical truth or have they been embellished in such a way as to make them almost meaningless.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail. Candidates should relate the evaluation of sources specifically to the issue in the question.</p>	<p>AO3 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p>
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Option 2: Agrippina and her influence on Roman politics, AD41-59

Question	Answer	Marks	Guidance	
			Content	Levels of Response
6	<p>AO1: Two details with relevant factual detail. [5] Any two examples with detail. Possible answers could include:</p> <ul style="list-style-type: none"> held key positions of power – e.g. Pallas as secretary of the treasury, or Callistus as secretary of justice; The involvement of the freedmen in Claudius’s marriages: events leading to the removal of Messalina, Narcissus’ support of Aelia Paetina, Callistus’ support of Lollia Paulina & Pallas’ involvement in the selection of Agrippina as Claudius’ wife; Freedmen speaking for the emperor on official duties (e.g. Narcissus); led to senatorial anger towards the imperial court at the influence of ex-slaves. 	[5]	<p>Other relevant examples not prescribed here should also be given credit.</p> <p>Two ways in which freedmen affected the imperial course, with relevant detail for each for high marks.</p>	<p>AO1 = 5</p> <p>Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p>
7a	<p>AO1: Key elements of image understood and identified. [4] Examples could include:</p> <ul style="list-style-type: none"> the remains were carried to the Mausoleum of Augustus; an atmosphere of silence/cries of grief; city full of people; torches lighting up the Field of Mars; various people (soldiers, magistrates et al.) shouting that the state was destroyed; enthusiasm for Agrippina; appeals to the gods. 	[4]	<p>Candidates must answer using the passage given.</p> <p>There should be a range of examples chosen from the source, with appropriate detail.</p>	<p>AO1 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1</p>
7b	<p>AO2: Understanding [4] Answers should show an understanding of Agrippina the Younger’s political power and personal importance in this passage. Possible answers could include any of the following:</p> <ul style="list-style-type: none"> Agrippina was the daughter of Germanicus who was a blood relative of Augustus and the adopted son of 	[4]	<p>Candidates must answer using the passage given.</p> <p>There should an understanding how Agrippina the Younger’s connection with Germanicus helped her to become more powerful with appropriate detail.</p>	<p>AO2 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1</p>

	<p>Tiberius;</p> <ul style="list-style-type: none"> • Agrippina the Younger's connection with Augustus via Germanicus gave her a connection to the first emperor in Rome; • Germanicus had been well respected by the Roman army. This respect was transferred to his family following his death; • the only blood-relative of Augustus, at a time when the imperial dynasty was being established; • Tiberius was not a blood-relative of Augustus, so she had a closer relationship with the first emperor than he did. 		<p>Candidates must refer specifically to information from within the passage to gain high marks.</p>	
7c	<p>AO3: Interpretation and Evaluation [5] <u>Answers should focus on details in the passage:</u></p> <ul style="list-style-type: none"> • This was a highly public event which is likely to be have been recorded, and Tacitus will have read these records; • Tacitus does not state his sources for these events; • What evidence did Tacitus have for the effects of these events on Tiberius? • The events occurred almost a century before Tacitus was writing. 	[5]	<p>Candidates should focus on the accuracy of Tacitus' account in passage 2A.</p> <p>Candidates may cross reference details shown in Tacitus with those presented by Suetonius.</p>	<p>AO3 = 5</p> <p>Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p>
8a	<p>AO1: Relevant factual knowledge [4] <u>Details of the manner of Claudius' death:</u></p> <ul style="list-style-type: none"> • Poison in the mushrooms; • Agrippina's reaction to Claudius' initial recovery; • The role of Xenophon, including his use of a feather with poison to kill Claudius finally; • Agrippina's use of Xenophon in the plot; • Agrippina's actions on Claudius' death, and her 'control' of the Senate; • Britannicus' coming of age; • Agrippina's role in the succession of Nero. 	[14]	<p>Candidates should make full use of the details from within the passage given to answer this question.</p> <p>For high marks candidates should pick out several points from the source extract, explain what they can tell us about how far Agrippina was involved in the death of Claudius, and give some evaluation of the source with relevance to the question.</p>	<p>AO1 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1</p>

	<p>AO2: Understanding [5] <u>Understanding of how Agrippina was involved in the death of Claudius include:</u></p> <ul style="list-style-type: none"> • Agrippina appears to be the driving force behind the plot; • Agrippina manipulated the situation to her own advantage – using Xenophon and her ‘power’ over the Senate; • The challenging situation in which Agrippina found herself, if indeed she had organised the plot, led her to become fearful; • Agrippina’s concern about Britannicus’ coming of age and its significance for the position of Nero as a potential heir; • Agrippina’s role as Nero’s mother in securing power for him might also be discussed. <p>AO3: Evaluation and interpretation of the source [5] <u>Passage should be evaluated in the context of Tacitus’ view of Agrippina’s involvement in Claudius’ death:</u></p> <ul style="list-style-type: none"> • The events took place within the court, and almost appear as an eye-witness account; • Whether Tacitus knew exactly what happened, given the lack of source-attribution – ‘so well known by the writers’ is not specific; • Tacitus does not give evidence for Agrippina’s involvement in the passage – it is just asserted; • The actions of Xenophon do not require Agrippina’s involvement, and may have a more innocent explanation; • The phrase ‘is believed’ casts doubt; • General information on Tacitus’ background, date of writing, style of writing and purpose of writing. 		<p>AO3: Candidates should relate the evaluation of Tacitus specifically to the account of Claudius’ death in this passage. Candidates must evaluate the passage itself not just give a general background to the writer to gain high marks. There should be a range of examples chosen from the source, with appropriate detail.</p>	<p>AO2 = 5</p> <p>Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p> <p>AO3 = 5</p> <p>Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p>
8b	<p>AO1: Factual Details [5] <u>Details of the differing reasons for Claudius’ murder:</u></p> <ul style="list-style-type: none"> • Agrippina’s involvement with the murder as shown in the passage, and her control of the Senate thereafter to ensure a smooth transition to Nero; • Suetonius asserts that Nero may not have arranged but knew about the murder of Claudius, and praised mushrooms as the 	[18]	<p>Candidates should refer both to this passage and others for highest marks.</p> <p>Candidates must discuss the question with reference to a range of detail from more than one source to gain</p>	<p>AO1 = 4</p> <p>Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1</p>

	<p>'food of the gods' (<i>Nero</i>, 33);</p> <ul style="list-style-type: none"> • Nero's succession to Claudius; • Treatment of Claudius' decrees as those of a fool by Nero; • Claudius was becoming an embarrassment (Suetonius, <i>Nero</i>, 33); • Other factual details relevant to the candidate's argument should be rewarded (e.g. on his lack of military success or use of freedmen in the court); • general information on the writers such as background, date of writing, style of writing and purpose of writing. <p>AO2: Understanding [5] <u>Understanding of the range of reasons why different people would have wanted Claudius dead:</u></p> <ul style="list-style-type: none"> • Agrippina looking to further the position of her son, Nero; • Rising power of Nero, who may have wished to become emperor himself; • Agrippina had become alarmed following Claudius' revelations when drunk that 'he was destined to suffer the crimes of his wives and then to punish them'. • The role of emperor and his role as a figure-head, leading to a feeling that Claudius was unsuitable and an embarrassment; • Members of the Senate unimpressed by the rising dominance of the freedmen; • Claudius was a liability for the Praetorian Guard; • Rivalry between the freedmen. <p>AO3: Interpretation, Evaluation and Response [8] <u>Answers may include:</u></p> <ul style="list-style-type: none"> • Much of the evidence is anecdotal; • The sources which Tacitus and Suetonius had on the reasons for Claudius' murder; • Suetonius is more interested in the character analysis than 	<p>marks in the top levels for AO3. They must not forget to evaluate as well as interpret what the sources tell us about reasons for Claudius' murder.</p> <p>Candidates should try to expand their answer beyond the passage given to show thorough factual knowledge and understanding of the reasons for Claudius' murder.</p> <p>AO3: General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to the reasons for Claudius' murder for high marks in upper bands.</p>	<p>AO2 = 5</p> <p>Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1</p> <p>AO3 = 8</p> <p>Level 5 7 – 8 Level 4 5 – 6 Level 3 3 – 4 Level 1/2 0 – 2</p>
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	<p>Tacitus;</p> <ul style="list-style-type: none"> • Tacitus and Suetonius have the benefit of hindsight when writing about the death of Claudius, and may have over-developed key themes; • Tacitus keen on the theme of the powerful, ambitious mother; 		<p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Candidates should relate the evaluation of sources specifically to the reasons for Claudius' murder.</p>	
9	<p>AO1: Factual details [10] <u>Details of Agrippina's role in Claudius' reign could include:</u></p> <ul style="list-style-type: none"> • Agrippina's descent from Augustus and Germanicus, and its significance; • The character of Claudius, and how he came to power, including his relationship with the Praetorian Guard; • Claudius' marriage to Agrippina and the role of freedmen in her selection; • The removal of Lollia Paulina and those who might be loyal of Messalina; • The role of freedmen in Claudius' court (such as Narcissus and Pallas); • Claudius' relations with the Senate, including his desire that Senators should have a say in government; • Granting of the title Augusta to Agrippina; • Agrippina's attempts to listen in on debates; • Nero's promotion as Claudius' successor, and Agrippina's recall of Seneca in supporting Nero. <p>AO2: Understanding [10] <u>Understanding of how far Agrippina was important for Claudius during his reign could include:</u></p> <ul style="list-style-type: none"> • The roles and significance of others in the imperial household, in particular the dominance of freedmen; • Claudius' rise to power, and the role of the praetorian guard; • Agrippina's position as a 'first lady' and her significance within the Julio-Claudians; • Claudius' role as emperor, and his position within the Senate; • Agrippina's attempts to interfere with political process, and her 	[30]	<p>Candidates should focus their answers on the four bullet points given in the exam paper.</p> <p>For high marks candidates should thoroughly interpret and evaluate the sources alongside thorough factual knowledge to come to a judgement about how far Agrippina was essential to Claudius.</p> <p>Answers which only cover one aspect of this question will not be able to show thorough understanding and will find it difficult to come to a reasoned and substantiated conclusion.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p> <p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p>

	<p>position as a woman;</p> <ul style="list-style-type: none"> • Agrippina's focus on power, and her 'use' of Nero to achieve that power; • Agrippina's destruction of Claudius' reign in the concluding months. <p>AO3: Interpretation, Evaluation and Response [10] <u>Answers may include:</u></p> <ul style="list-style-type: none"> • Both Suetonius and Tacitus are opposed to the position of Agrippina as a dominant woman, and wish to use this theme to create a good story; • Suetonius and Tacitus keen to make Claudius appear weak • Nature of the sources for Claudius' reign and his relations to the Senate; • general information on the writers such as background, date of writing, style of writing and purpose of writing; • effective evaluation of any sources used to help construct an argument should be rewarded in line with the marking grids. 	<p>AO3: General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to Agrippina's support for Claudius for high marks in upper bands.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Candidates should relate the evaluation of sources specifically to how far Agrippina's support was essential for Claudius</p> <p>Discussion of the Lyon tablet should be welcomed, if it is used to support an appropriate argument.</p>	<p>AO3 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p>
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10	<p>AO1: Factual details [10] <u>Details of Nero's relation with Agrippina:</u></p> <ul style="list-style-type: none"> • Helps Nero to become emperor in 54AD; • her appearance on coins in the early years; • her attempts to stop Nero from pursuing his relationships with Acte and Poppaea; • her supposed sexual advances on Nero himself; • her threats to support both Britannicus and Octavia; • Agrippina moving out of the palace; • the roles and demises of Burrus and Seneca respectively; • the idea of the 'Five Golden Years' of Nero's reign, before things changed; • Agrippina's attempts to become involved in politics, such as listening to the senate meetings and her actions on the arrival of the Armenian delegation; • the evidence for the various plots against Agrippina's life, and Nero's attempts to have her killed; • Agrippina's death, including the manner of her death and what she said at the time. <p>AO2: Understanding [10] <u>Understanding of how far Agrippina was safe at different times could include:</u></p> <ul style="list-style-type: none"> • Agrippina was instrumental in bringing Nero to power (although the role of the Praetorian Guard might also be considered); • she was vital to help him rule upon his accession as he was only 17 years old and inexperienced; • Agrippina's 'appointment' of Seneca and Burrus, and their roles in the early years of Nero's rule; • The restraining influence of Agrippina in the early years, leading to Nero's increasing frustration with the presence of his mother; • the nature of the relationship between Agrippina and Nero and 	[30]	<p>Candidates should focus their answers on the four bullet points given in the exam paper.</p> <p>For high marks candidates should thoroughly interpret and evaluate the sources alongside thorough factual knowledge to come to a judgement about whether Agrippina's actions and behaviour made it impossible for Nero to rule.</p> <p>Answers should analyse Agrippina's actions and behaviour and come to a reasoned and substantiated conclusion to gain marks in the highest bands.</p>	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p> <p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p>
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	<p>its significance in Roman culture and politics;</p> <ul style="list-style-type: none"> the circumstances in which Nero 'decided' to have Agrippina removed; Nero's role as emperor and its significance, including the nature of his power; Nero's increasing power and why he might wish to be free of the influence of an over-bearing mother. <p>AO3: Interpretation, Evaluation and Response [10] <u>Answers may include:</u></p> <ul style="list-style-type: none"> The ancient sources are negative about Agrippina and so her actions and behaviour may have been exaggerated to portray her as being too dominant in politics and power; Nero's rule and Nero's own personal relationship with his mother are so intertwined that many sources do not distinguish between the two; Both Suetonius and Tacitus are keen to develop the relationship between Nero and Agrippina to make a good story; Evidence for Nero's involvement in Agrippina's death seems quite strong, given the number of stories in both authors; general information on the writers such as background, date of writing, style of writing and purpose of writing. 		<p>AO3: General source analysis about backgrounds to the authors should be credited, but candidates should relate source analysis specifically to whether Nero became increasingly annoyed with Agrippina to the point where he decided to have her killed for high marks in upper bands.</p> <p>There should be a range of examples chosen from the sources, with appropriate detail. Candidates should relate the evaluation of sources specifically to Nero's relationship with Agrippina as outlined in the questions.</p>	<p>AO3 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2</p>
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APPENDIX 1

GCSE Ancient History: Marking Grids for Section A

	AO1 (Recall, Select, Organise)		AO2 (Understand)		AO3 (Interpret, Evaluate, Respond)	
Level 5 Thorough	4 Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised.	5	4 Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question	5	5 Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions. They construct an informed personal response based on thorough evaluation and interpretation of the source material.	7-8
Level 4 Sound	3 Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound , relevant and organised.	3-4	3 Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question	3-4	3-4 Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on sound evaluation and interpretation of the source material.	5-6
Level 3 Some	2 Answers contain some knowledge of the events, sources and issues relevant to some of the question There is some evidence of selection and organisation of information.		2 Answers show some understanding of issues, events, and sources relevant to some of the question		2 Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on some of the source material.	3-4
Level 1/2 Limited/None	0-1 Answers contain limited or no knowledge of events, sources and issues. Information that has been included is disorganised and has limited or no relevance.		0-1 Answers show limited or no understanding of events or sources.		0-1 Answers offer limited or no evaluation. They offer a personal response based on limited or no evidence, or no response.	0-2

GCSE Ancient History: Marking Grids for Section B

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 5 Thorough	<p style="text-align: center;">8-10</p> <p>Answers contain thorough knowledge of the events, sources and issues relevant to the question. Information is detailed, thoroughly relevant, well selected and organised. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p>	<p style="text-align: center;">8-10</p> <p>Answers demonstrate a thorough understanding of issues, events, and sources relevant to the question</p>	<p style="text-align: center;">8-10</p> <p>Answers interpret, analyse and evaluate evidence thoroughly and reach reasoned and substantiated conclusions. They construct an informed personal response based on thorough evaluation and interpretation of the source material.</p>
Level 4 Sound	<p style="text-align: center;">6-7</p> <p>Answers contain sound knowledge of the events, sources and issues relevant to most of the question. Information is sound, relevant and organised. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p style="text-align: center;">6-7</p> <p>Answers demonstrate a sound understanding of issues, events, and sources relevant to most of the question</p>	<p style="text-align: center;">6-7</p> <p>Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on sound evaluation and interpretation of the source material.</p>
Level 3 Some/Partial	<p style="text-align: center;">4-5</p> <p>Answers contain some knowledge of the events, sources and issues relevant to some of the question There is some evidence of selection and organisation of information. Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</p>	<p style="text-align: center;">4-5</p> <p>Answers show some understanding of issues, events, and sources relevant to some of the question</p>	<p style="text-align: center;">4-5</p> <p>Answers include some evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on some of the source material.</p>

Level 2 Limited	<p style="text-align: center;">2-3</p> <p>Answers contain limited knowledge of the events, sources and issues relevant to parts of the question. There is limited evidence of selection or organisation of information. Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p style="text-align: center;">2-3</p> <p>Answers show limited understanding of events and sources.</p>	<p style="text-align: center;">2-3</p> <p>Answers draw limited conclusions based on the evidence they have included. Answers offer a personal response at a limited level.</p>
Level 1 Minimal/None	<p style="text-align: center;">0-1</p> <p>Answers contain minimal or no knowledge of events, sources and issues. Information that has been included is disorganised and has minimal or no relevance. Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p>	<p style="text-align: center;">0-1</p> <p>Answers show minimal or no understanding of events or sources.</p>	<p style="text-align: center;">0-1</p> <p>Answers offer a minimal personal response, without reference to evidence, or no response.</p>

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High Performance 5-6 marks</i>
Candidate spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. When required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate Performance 3-4 marks</i>
Candidate spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. When required, they use a good range of specialist terms with facility.
<i>Threshold Performance 1-2 mark</i>
Candidate spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>0 marks</i>
0 Marks should be awarded when; The candidate writes nothing. The candidate's response bears no relation to the question. The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.

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