

**GCE**

**Ancient History**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2019**

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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**

<b>Annotation</b>	<b>Meaning</b>
<b>BP</b>	Blank Page
	Highlight/factual error
<b>EVAL</b>	Evaluation
<b>KU</b>	Knowledge and Understanding
<b>λ</b>	Omission
<b>CONT</b>	Context
<b>SEEN</b>	Noted but no credit given/ irrelevant
<b>A1</b>	AO1
<b>A2</b>	AO2
<b>A3</b>	AO3

## Subject Specific Marking Instructions

### INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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

### USING THE MARK SCHEME

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

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

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

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

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

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

**Please note:** the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. The weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 5 AO1, 10 AO2 and 15 AO3, then the AO1/AO2/AO3 ratio will be 1/2/3 throughout the levels. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and where within a level to place an answer.

<b>Question 1</b>		Explain the methods Augustus used to secure a successor.	<b>[10 marks]</b>
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 5 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	9–10	<p>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</p> <p>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements about the historical issue in the question. (AO2)</p>	<p>No set answer is expected. Responses should be marked in-line with the level descriptors.</p> <p>Candidates may discuss the following information on the methods adopted by Augustus to secure a successor:</p> <ul style="list-style-type: none"> <li>• Information about potential successors themselves, their roles and relationships to Augustus: Marcellus, Agrippa, Tiberius, Germanicus, Gaius, Lucius and Agrippa Postumus</li> <li>• Premature honours to Gaius and Lucius</li> <li>• The role of Julia in marriage to Marcellus, Agrippa and Tiberius</li> <li>• Adoption</li> <li>• Sharing in Tribunician Power</li> </ul>
Level 4	7–8	<p>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</p> <p>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements about the historical issue in the question, though these are not consistently developed. (AO2)</p>	

Level 3	5–6	<p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</p> <p>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made about the historical issue in the question, though the way in which the analysis supports the judgements may not always be made fully explicit. (AO2)</p>	
Level 2	3–4	<p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</p> <p>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made about the historical issue in the question, though the way in which the judgements are supported is not made explicit. (AO2)</p>	
Level 1	1–2	<p>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods relating to the historical issue in the question. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p>	
	0	No response or no response worthy of credit	

<b>Question 2</b>	On the basis of these passages and other sources you have studied, how far do you agree that Tiberius' reign was one of terror and suspicion? <b>[20 marks]</b>		
<b>Assessment Objectives</b>	<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul>		
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	17–20	<p>Response uses a good range of appropriate examples from the set source(s) and other ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</p> <p>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. (AO1)</p>	<p>No set answer is expected. It is possible to reach the highest marks with a conclusion agreeing, disagreeing or anywhere between providing the response has addressed how far they agree that Tiberius' reign was one of terror and suspicion. Responses should be marked in-line with the level descriptors.</p> <p>For the top level, candidates need to use the source material to come to a judgement and conclusion regarding how far Tiberius' reign was one of terror and suspicion.</p> <p>Terror and suspicion can be interpreted in a number of ways but information and analysis should be derived from the sources.</p>

Level 4	13–16	<p>Response uses a range of appropriate examples from set source(s) and other ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <p>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. (AO1)</p>	<p>The passages printed show terror and suspicion:</p> <ul style="list-style-type: none"> <li>• Suetonius, Tiberius 61: ‘not a day, however holy, passed without an execution’; ‘many men were accused and condemned with their children’; ‘special awards were voted to the informers who had denounced them’; ‘an informer’s word was always believed’; ‘every crime became a capital one’.</li> <li>• Tacitus, The Annals of Imperial Rome, 3.65: ‘the greatest figures- had to protect their positions by subservency’; ‘senators competed with each other’s offensively sycophantic proposals’; ‘men fit to be slaves!’</li> </ul> <p>Other sources showing terror and suspicion may include:</p> <ul style="list-style-type: none"> <li>• Suetonius, Tiberius, 62–63 (excessive cruelty), 65 (downfall of Sejanus), 75 (reaction by the people to Tiberius’ death)</li> <li>• Tacitus, The Annals of Imperial Rome. 1.16–1.18, 1.21–1.25, 1.28–1.30, 1.38–1.43, 1.46–1.47, 1.49, 1.52 (a wealth of material from the mutinies of AD14); 2.69–2.71, 2.73 (the death of Germanicus); 1.72, 3.50; 3.55, 3.70, 4.20, 4.30–4.31 (treason trials); 4.1–4.3, 4.39–4.41 (rise of Sejanus)</li> <li>• Dio, 58:4.1–11.7 (the rise and fall of Sejanus)</li> <li>• Tacitus, Annals 1.11–13.6 (initial interactions with the Senate upon accession);</li> <li>• Velleius Paterculus, 2:125.1–5 (the mutinies of AD14).</li> </ul> <p>Sources showing a more positive view of Tiberius’ reign can be drawn from:</p> <ul style="list-style-type: none"> <li>• Suetonius, Tiberius, 26 (modest and unassuming beginning to his reign); 27 (distaste of flattery); 29–31 (courtesy to the Senate)</li> </ul>
Level 3	9–12	<p>Response uses some appropriate examples from the set source(s) and other ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. (AO1)</p>	
Level 2	5–8	<p>Response uses a limited selection of appropriate examples from the set source(s) and other ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</p> <p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. (AO1)</p>	

Level 1	1–4	<p>Response uses only a very limited selection of appropriate examples from the set source(s) and/or ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of any relevant historical features and characteristics. (AO1)</p>	<ul style="list-style-type: none"><li>• Velleius Paterculus, 2:126.1-4, 192.1-4 positive assessments of Tiberius' reign.</li></ul>
	0	No response or no response worthy of credit	

<b>Question 3*</b>		How reliable are the portrayals of Gaius and Nero in the ancient sources? <span style="float: right;"><b>[30 marks]</b></span>	
<b>Assessment Objectives</b>		<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul>	
<b>Additional guidance</b>		The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.	
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	25–30	<p>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</p> <p>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</p> <p>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</p> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent (how reliable). Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at:</p> <ul style="list-style-type: none"> <li>• the actions of Gaius and Nero in the ancient sources</li> <li>• assessments both contemporary and non-contemporary of their reigns</li> <li>• their relationships with the various classes in Rome as portrayed in the ancient sources</li> <li>• their approaches towards the city of Rome and governing the Empire as portrayed in the ancient sources</li> <li>• their political, social and military achievements as portrayed in the ancient sources</li> </ul> <p>Supporting source details may include:</p>
Level 4	19–24	Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events	<p><b>Gaius:</b> Suetonius Gaius, 13–14, 18–20, 22, 27–33, 37, 56–59;  <b>Dio:</b> 59:3.1–5.5, 9.4–7, 16.1–11, 26.5–27.1, 28.1–11, 29.1–30.3;</p>

		<p>relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <p>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</p> <p>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p>	<p>Josephus, Jewish Antiquities 19.1–3 , 4–11 , 17–27 , 100–114; Various coins from Lactor 19</p> <p><b>Nero:</b> Suetonius, Nero 10-11, 20-23, 26-27, 31-32, 34, 38, 40-49, 53; Tacitus, Annals 12.41, 12.65-69, 14.1-16, 15.37-44, 15.48-74; Dio Cassius, Roman History 63.22.1-26.1, 63.26.3-27.1, 63.27.2-29.3; Pliny, Natural History 34.45-46, 36.111; Various coins from Lactor 19.</p> <p>Credit all relevant source material.</p> <p>Answers could focus on:</p> <ul style="list-style-type: none"> <li>• how the ancient sources portray the actions of Gaius and Nero</li> <li>• an assessment of factors which affect reliability of the ancient sources in how they portray Gaius and Nero</li> <li>• evaluation and interpretation of the evidence (archaeological and literary)</li> <li>• coverage of the reigns of both emperors</li> <li>• an overall judgment of 'how reliable'.</li> </ul>
Level 3	13–18	<p>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <p>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</p> <p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	

Level 2	7–12	<p>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</p> <p>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</p> <p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</p> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	
Level 1	1–6	<p>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</p>	

		<i>The information is basic and communicated in an unstructured way. The information is supported</i>	
	0	No response or no response worthy of credit	

<b>Question 4*</b>	'Assassination was the only way to get rid of an emperor.' How far do you agree with this statement?		<b>[30 marks]</b>
<b>Assessment Objectives</b>	<p><b>AO1</b> = 5 marks = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p><b>AO2</b> = 10 marks = Analyse and evaluate historical events and historical periods to arrive at substantiated judgements</p> <p><b>AO3</b> = 15 marks = Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:</p> <ul style="list-style-type: none"> <li>• historical events and historical periods studied</li> <li>• how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul>		
<b>Additional guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.		
<b>Level</b>	<b>Marks</b>	<b>Level descriptor</b>	<b>Indicative content</b>
Level 5	25–30	<p>Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. (AO3)</p> <p>The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. (AO2)</p> <p>The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. (AO1)</p> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>	<p>No set answer is expected. It is possible to reach the highest marks with conclusion(s) either agreeing, disagreeing, or anywhere between providing the response has addressed the issue of extent (how far do you agree). Responses should be marked in-line with the level descriptors.</p> <p>Candidates may look at:</p> <ul style="list-style-type: none"> <li>• the various assassination attempts made on the lives of the emperors of the period both successful and unsuccessful</li> <li>• other ways adopted by those wanting to remove an emperor from his position</li> <li>• possible motives for removing an emperor</li> </ul> <p>Supporting source details may include:</p> <p><b>Augustus:</b> Pliny, Natural History 7.147–150; Macrobius, Saturnalia 1.11.2; Younger Seneca On Clemency, 1.92–1.9.12; Velleius Paterculus, 2: 88.1–3, 91.1-4; Suetonius, Augustus 19,</p>

Level 4	19–24	<p>Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. (AO3)</p> <p>The response has a good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. (AO2)</p> <p>The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. (AO1)</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p>	<p>66; Suetonius, Tiberius 8.1.</p> <p><b>Tiberius:</b> Tacitus, Annals 1.35, 2.52, 3.20-21, 3.32, 3.73-74, 4.39-41; Dio, 58.5.1-7; Suetonius, Tiberius 75.</p> <p><b>Gaius:</b> Josephus, JA, 19.17-27, 100-114; Suetonius, Gaius 56-59, Dio 59.29.1-30.3.</p> <p><b>Claudius:</b> Suetonius, Claudius 10-11, 29, 44-45; Dio 60.1.1, 3.1-7; Josephus, JA 19.158-64, 227-36, 254-62, 20.148, 151-2; Tacitus, Annals 12.65-69.</p> <p><b>Nero:</b> Tacitus, Annals 15.48-74; Dio 63.22.1-26.1, 26.3-27.1; Suetonius, Nero 40-49, Denarius of Vindex AD68.</p> <p>Credit all relevant source material</p> <p>Answers could focus on:</p> <ul style="list-style-type: none"> <li>• how far the candidate agrees with the statement</li> <li>• how effective assassination attempts were and discussion of how and why they failed</li> <li>• an assessment of the firmness of the grasp of power by the emperors</li> <li>• how far there were other ways of removing an emperor without resorting to assassination</li> <li>• evaluation and interpretation of the evidence (archaeological and literary)</li> <li>• coverage of the period.</li> </ul>
Level 3	13–18	<p>Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. (AO3)</p> <p>The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. (AO2)</p> <p>The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. (AO1)</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>	

Level 2	7–12	<p>Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. (AO3)</p> <p>The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. (AO2)</p> <p>The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. (AO1)</p> <p><i>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</i></p>	
Level 1	1–6	<p>Response uses only a very limited selection of appropriate examples from the ancient sources with a basic attempt to analyse and evaluate these. There are few, very basic and stock attempts at judgement about how the way the sources portray events relates to the context in which they were produced. There are few very basic conclusions about the historical issue in the question, which will be only implicitly linked to analysis at best and may be closer to assertion. (AO3)</p> <p>The response has a basic explanation with limited analysis and appraisal of historical events and periods. If judgements are made, these are not adequately linked to the explanation and are close to assertions. (AO2)</p> <p>The response demonstrates only very limited and generalised knowledge and understanding of relevant historical features and characteristics. The focus is on the topic more than the specific demands of the question. (AO1)</p>	

		<i>The information is basic and communicated in an unstructured way. The information is supported</i>	
	0	No response or no response worthy of credit	

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