OCR
Oxford Cambridge and RSA

Monday 19 June 2017 – Afternoon

GCSE ANCIENT HISTORY

A033/01 Women in ancient politics

MARK SCHEME

Duration 1 hour 15 minutes

MAXIMUM MARK   86

Final
Version: **Standardisation** Last updated: **30/06/2017**

(FOR OFFICE USE ONLY)

This document consists of 24 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to scoris and mark the [insert number]practice responses ("scripts") and the [insert number] standardisation responses

   YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. **Crossed Out Responses**
   Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

   Rubric Error Responses – Optional Questions
   Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM

assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6.   Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7.   Award No Response (NR) if:
   - there is nothing written in the answer space
   Award Zero '0' if:
   - anything is written in the answer space and is not worthy of credit (this includes text and symbols).
   Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8.   The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

9.   Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10.   For answers marked by levels of response:

       a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer

b. **To determine the mark within the level**, consider the following:

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

11.   Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
BP	Blank Page – this annotation **must** be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
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 or 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.

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

     a.   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:

       i.   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.

      ii.   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.

     iii.   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
7	2	5
8	3	5
9	3	6

b.   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.

c.   If a script has a **word processor cover sheet <u>AND</u> a scribe cover sheet** attached to it, see point a. above.

d.   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.

e.   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, 69-30 BC

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
1	AO1: Factual details: Two discrete events needed - some examples provided but other viable answers possible: reward highly any accurate reference to sources. • Took Mark Antony on board her ship after he had followed her away from the battle • Cleopatra's female servants persuaded her to speak with Mark Antony and they ate and slept together • Cleopatra went on to Egypt on the instruction of Mark Antony • Cleopatra attempted to lift the fleet out of the water to drag it across the isthmus - she would then relaunch the ships in the Arabian Gulf with the plan of settling outside Egypt • When the ships were burnt she returned to Egypt and stationed guards at the entrance to her kingdom • Cleopatra sent envoys to Octavian asking him to allow her children to have the Kingdom of Egypt – he said he would agree to any reasonable request if she killed Antony or threw him out of Egypt.	[5]	Briefly outline **two** details of Cleopatra's actions immediately after the defeat of Mark Antony at Actium. There must be reference to 'immediate' – refer to Plutarch Life of Mark Antony 68-69	**AO1 = 5** Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1

2a	AO1: Factual details: Answers here need to be drawn from the image provided: possible responses could be those provided - candidates do not have to mention all to gain full marks: • giving an offering to the gods • pictured with her son Caesarion • bigger than the other people in the relief • holding a sistrum (rattle) • Egyptian style of dress and hair	[4]	Describe how Cleopatra is portrayed in this image. Do not allow – portrayed as Isis as given in title of source	**AO1 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1
2b	AO2: Understanding Need for understanding of context here: possible answers could be the following provided - candidates do not have to mention all to get full marks. • Cleopatra is presented as the 'new Isis' connecting her to the old Egyptian gods and religious practices – makes her more legitimate in the eyes of the Egyptians. • Shown with Caesarion (also as a god giving offerings). This connection would be important as Caesarion was the child of Julius Caesar and this would help to reinforce her position as ruler supported by the Romans. • Shown as a traditional Egyptian pharaoh making the offerings to the gods – connects to tradition.	[4]	Explain **one** reason why Cleopatra would want to be presented this way. This reason has to be developed placed in context.	**AO2 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1
2c	AO3: Evaluation and interpretation of the source Need for evaluation of the image here: • General discussion of the accuracy of relief sculptures such as this should be rewarded • Impossible to know how she really looked from this as she is stylised as Isis rather than as herself • Shows us how she wanted to be seen by the people at the time and how she is using religion to help to legitimise her rule • Contrast with coins which can be used to compare with the carvings for her image	[5]	Using details from the Image 1A, how accurate do you think this image of Cleopatra is?	**AO3 = 5** Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1

3a	**AO1: Factual details [4]** Need for factual details about the reasons for war taken from the Plutarch passage - a number of possible details are suggested but reward other relevant and justifiable details • Octavian was well prepared for war • Decree to wage war against Cleopatra • Take from Antony the authority he had given over to the woman • Antony was under some drug and not in control of himself • Romans were at war with Mardion etc • Antony claimed he was descended from Heracles and he associated with Dionysus in the way that he lived • He was called the new Dionysus	[14]	How does this passage help us to understand the reasons for war between Octavian and Mark Antony and Cleopatra? You must use and evaluate details from passage 1B.	**AO1 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1
	AO2: Understanding [5] Need for understanding of context here: possible answers that students could explore are suggested - do not need all for full marks: • understanding of when Plutarch was writing and the need to show that Cleopatra was the reason for war to justify the Civil War • clear understanding that the reasons for war are being blamed on Cleopatra and Antony is seen as being drugged and controlled so not acting with reason **AO3: Interpretation, evaluation and response [5]** Evaluation of Plutarch as a source - the passage is quite detailed: expect some discussion as to how would Plutarch have known about these details. What sources would Plutarch have consulted or just accepted in writing his history?		Answers should be able to link the detail with discussion of why this led to the outbreak of war • credit candidates who demonstrate understanding that the account of the outbreak of war links with events of Plutarch's time as he is writing at the end of the Civil War. • linking in with AO2, credit highly responses that present some discussion of Plutarch's aims in presenting Antony in this particular way.	**AO2 = 5** Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1 **AO3 = 5** Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1

3b	**AO1: Factual details [5]** The passage is Plutarch but reward references to Propertius, Horace, Velleius Paterculus or Virgil. - some useful areas to look for and reward are suggested - Plutarch is most useful here: expect to see information covering certain areas: candidates can use factual details from question 3a): - relevant sections of Plutarch (as above but also reward other accurate references) and detail of when Plutarch was writing - Horace Odes 1.37 - No direct reference to Octavian and Antony, but infer 'she had with her that disgraceful mob of diseased men' - Propertius Elegies 4.6 - No direct reference again, but 'Royal fleet on Italy's shores while you [Augustus] are our leader' - Virgil 8, 675-688 - barbarian wealth and armies from different nations - He brought with him Egypt and the strength of the East but followed his Egyptian wife (the shame of it!). - Velleius Paterculus 82 / 85 - Love for Cleopatra burning more and his vices getting greater - Fed by his love of power - Decided to wage war on his own country - Led their fleets out, one to save the world, one to destroy it (VP 85) **AO2: Understanding [5]** Need to see some definition and some attempt to explain/ make a judgement about what is meant by responsibility – i.e. was Cleopatra responsible for the actions of Antony or are the sources trying to	[18]	How far do the sources help us to understand the ways in which Cleopatra was responsible for the outbreak of war between Octavian and Antony? You must use and evaluate details from **both** passage 1B **and** other ancient sources which you have studied. - factual details in AO1 need to be linked in with this for highest marks - understanding of when Plutarch and the other authors are writing – after the conclusion of the Civil War in the age of Augustus – particularly the poets. - May be reference to the stereotypical portrayal of women and foreigners in all of the male, Roman sources.	**AO1 = 5** Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1 **AO2 = 5** Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1 **AO3 = 8** Level 5 7 – 8 Level 4 5 – 6

	imply that responsibility due to the nature of the Civil War?			Level 3 3 – 4 Level 1/2 0 – 2

	AO3: Interpretation, Evaluation and Response [8]
	
	• Detailed evaluation of passage but also other source references - expect most students to focus on Plutarch. Need to assess the accuracy of Plutarch's account. credit highly responses that are making an appropriate assessment of the purposes which the ancient sources - (both writing during the time of Augustus) had for presenting Cleopatra in the way that they did:
	   – Plutarch – biographer – writing the story of Mark Antony and showing a reversal of fortune
	   – Cleopatra is the reason he gives for this reversal of fortune
	   – Virgil: commissioned to link the Augustan era into the heroic past of Rome
	       Velleius Paterculus : writing a 'history' in AD30 which is uncritical of Augustus.
	   – Horace and Propertius are both part of Maecenas' circle			

4	**AO1: Factual details about Cleopatra and her relationship with Julius Caesar in her efforts to gain power. [10]** Some points are suggested but reward other relevant and justifiable details Reference is needed to how Cleopatra was able to establish her power and to the situation at the time of her accession • Background may include the civil war between Cleopatra and her brother and that Cleopatra had fled the palace at the time. • Details about her meeting with Julius Caesar and the results of this encounter. • Details about what Cleopatra gained from her relationship with Julius Caesar and how far this was necessary to allow her to establish her power in Egypt.	[30]	To what extent did Cleopatra need Julius Caesar to establish her power fully in Egypt? Give credit in AO1 for knowledge of the source writers	**AO1 = 10** Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2

AO2: Understanding [10]		**AO2 = 10**
Need for explanation and judgement that is relevant to the question		
Candidates will need to consider how powerful Cleopatra was without Julius Caesar's support and whether he was necessary for her to gain and keep power.	Candidates may note that many of the sources focus on Mark Antony more so than Julius Caesar but that the benefits of her relationship with Julius Caesar are clear in her dealings with Mark Antony over Caesarion and her power to control Egypt.	Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2
Candidates may consider the benefits to Cleopatra from her relationship		
• Securing an heir with a connection to Rome		
• Patron / client relationship for Egypt		
• Protection for Cleopatra from further scheming by her family		
Evidence of Cleopatra's power in Egypt without Roman support		
e.g. Ptolemy name and traditions		
Coins and carvings that show Cleopatra in the guise of the Egyptian goddess Isis		
Some candidates may consider the fact that after Julius Caesar's death she sought the support of Mark Antony which may imply the support of a Roman was necessary to maintain her power.		
AO3: Interpretation, Evaluation and Response [10]		**AO3 = 10**
Candidates may discuss the reliability of the account by Suetonius – biography of Julius Caesar, written by a Roman with a dislike of powerful women. Negative portrayal of Cleopatra. • Need to evaluate Suetonius as a source here - the sources that Suetonius may have had access to, the reasons for and context within which he is writing. • Candidates can also be credited for discussion of the physical sources that show how Cleopatra is able to establish her position as queen – some using Caesarion and her connection to Julius Caesar as a way to emphasise her power, while others are linking her back to the ancient Egyptian goddess Isis.		Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2

5	**AO1: Factual details about Cleopatra as a ruler and about her relationships with others. [10]**	[30]	'Cleopatra did not behave as a woman of her time was expected to behave.' How far do the ancient sources support this view?	**AO1 = 10**
	Some points are suggested but reward other relevant and justifiable details			Level 5 9 – 10
	Candidates need to show factual knowledge of how Cleopatra behaves to support their answers:			Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4
	Positives		Candidates who give an outline of what was expected of ancient women should be given due credit. Areas which they might consider include:	Level 1 0 – 2
	• Protection of her family and her children			
	• Respect for her father and for the males that she encounters e.g. Julius Caesar and Mark Antony			
	• Appearance on coins as Isis / mother of Horus – role as protector of her child		• Wives and mothers	
	• Her death after the death of her lover		• Supporter of their husband	
			• Raise children	
	Negatives		• Not involved in politics or money	
	• Her struggle for power and determination to gain power from her brother			
	• Her use of her charms in both cases with Mark Antony and Julius Caesar			
	• Her involvement in war – Battle of Actium and her involvement in negotiating with Octavian afterwards			
	• Her suicide and avoidance of allowing Octavian to use her in a triumph			
	• Her political role as leader of Egypt – maintaining a client/patron role with Rome			
	AO2: Understanding [10]			
	Need for explanation and judgement that is relevant to the question			**AO2 = 10**
				Level 5 9 – 10
	Candidates will need to use these and other examples to explain when Cleopatra is seen to be acting as an Ancient woman would be			Level 4 7 – 8 Level 3 5 – 6

	expected to and why this is the case.		Level 2 3 – 4 Level 1 0 – 2
	They would also need to explain how some of her actions show that she acted in an unexpected manner for a woman at that time.		
	Candidates may also show understanding through their explanation of the sources and their context as they may show understanding that the sources are generally from a male point of view and this will distort the understanding of her actions.		
	AO3: Interpretation, Evaluation and Response [10] Need to evaluate the ancient sources here - the sources that they may have had access to, the reasons for and context within which he is writing. Candidates may also successfully use the archaeological sources to argue a viewpoint about the question. Plutarch – biographer of Antony and Julius Caesar. Cleopatra is a part of their story. How realistic is her portrayal? There is a moral to his writing so stories are made to fit his theme. Consider also the time of his writing. The poets – Horace, Propertius, Virgil Consider their portrayal of Cleopatra and the reasons for their writing in this way at this time. Consider the impact of the Civil War on their portrayal not just of Cleopatra but also of Octavian. Velleius Paterculus – an historian writing during the reign of Tiberius and very much fitting with the story Augustus wanted to create The archaeological evidence may also be used to explain their point of view – how real are the images of Cleopatra that we have, what is	Candidates may make reference to the many sources that mention Cleopatra.	**AO3 = 10** Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2

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| | the purpose of the coins and the reliefs that remain? Do they support the image of Cleopatra as an ancient woman or are they purposely promoting other roles? | | | |

Option 2: Agrippina and her influence on Roman politics, AD 41-59

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
6	**AO1 - Factual details of how Agrippina murdered Claudius.** Two discrete events needed - some examples provided but other viable answers possible: Suetonius 44 • Claudius was poisoned • Halotus the Eunuch or Agrippina herself in a dish of mushrooms – his favourite food • Different stories of what happened to him – unable to speak and then great pain throughout the night until dawn when he died or unconscious, vomited then poisoned again possibly with a bowl of soup or an enema Tacitus 12.66 • Planned the poisoning taking advice to ensure it was not too quick or too slow • Brought in a skilled poisoner called Locusta • Halotus the Eunuch was to administer the poison – he was the food taster • Poison placed on a tasty dish of mushrooms • Did not work immediately so second dose had to be given • Doctor Xenophon used a feather to help him to vomit but it was actually coated in poison	[5]	Briefly outline **two** details of how Agrippina murdered Claudius Reference to sources is not required.	**AO1 = 5** Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1
7a	**AO1: Factual detail** Answers here need to be drawn from the Tacitus passage: possible responses suggested - candidates do not have to mention all to gain full marks: • Death of Messalina • Contest between the freedmen to select the next wife	[4]	Using passage 2A, briefly outline the reasons why Claudius decided to marry Agrippina.	**AO1 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1

	• Claudius was persuaded by Pallas • Agrippina would bring Germanicus' grandson • She could still bear children and was still young • She may take the reputation of the Caesar's to another household if he did not marry her.		
7b	**AO2: Understanding** Need to link details in the passage with an explanation of how important this link to Germanicus was - key points are suggested: • Understand the connection to Germanicus means a connection to Augustus. • Agrippina as daughter of Germanicus – if she married into another household and took the reputation of the Caesars with her then they would be serious rivals for power. • May mention the popularity of Germanicus with the legions and the people generally and how this would enhance their strength.	[4]	Explain why it would be important that Agrippina would 'bring with her Germanicus' grandson' **AO2 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1
7c	**AO3: Interpretation and Evaluation** Credit highly responses that contain a considerable amount of detail and understanding which is indicative of research and knowledge Responses should be aware of Tacitus' reasons for writing and the reasons for limitation within his writings. • They may question how Tacitus came by this information from so close to Claudius and his advisors – how likely is it that Tacitus could know? • The answer must use the passage to illustrate their points. • some judgement/ assessment needed using aspects of the above	[5]	Using details from Passage 2A, explain how reliable you think Tacitus' account of these events is. **AO3 = 5** Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1
8a	**AO1: Relevant factual knowledge [4]** Answers here need to be drawn from the Suetonius passage: possible responses could be those suggested - candidates do not have to mention all to gain full marks: relationship with Agrippina needs to be clearly stated - • Family loyalty and duty	[14]	How does Passage 2B help us to understand the relationship between Agrippina and Nero at the start of his reign? **AO1 = 4** Level 5 4 Level 4 3 Level 3 2 Level 1/2 0 – 1

	• He let his mother manage everything public and private • The Best of Mothers • Rode with her in a litter knowledge of when Suetonius was writing knowledge of sources that Suetonius may have used e.g. Acta Senatus **AO2: Understanding [5]** Candidates need to explain the way Agrippina is being honoured with the ways in which Nero is marking the relationship. They may explore: • how powerful she was in reality based on her role as mother of the Emperor; • the fact that Agrippina had managed Nero's succession so far and owes his position to her; • may be mention of the incestuous relationships suggested by Suetonius. **AO3: Evaluation and Interpretation of the source [5]** Evaluation of Suetonius as a source - expect some discussion as to how would Suetonius have known about these details. What sources would Suetonius have consulted or just accepted in writing his history e.g. Tacitus. assessment of the accuracy and reliability of Suetonius as a source here: • are these details likely to be accurate? • how realistic is this impression of the relationship? • what aims does Suetonius have in writing? • how does Suetonius view women? • does that exaggerate or influence his portrayal of Agrippina and Nero?			**AO2 = 5** Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1 The evaluation must be linked directly to the passage in order to access Levels 4 and 5	**AO3 = 5** Level 5 5 Level 4 3 – 4 Level 3 2 Level 1/2 0 – 1
8b	**AO1: Factual details [5]** Remember that the question is asking for reference to the passage (as well as other sources) so reward highly those responses that do this. Some examples of this are detailed below although candidates do not have to mention all to gain full marks. Candidates will be able to use the detail from the passage to show what the relationship was like at the start of Nero's reign and then they will be able to give	[18]	How useful are the ancient sources for understanding why the relationship between Nero and Agrippina	**AO1 = 5** Level 5 5 Level 4 3 - 4 Level 3 2 Level 1/2 0 – 1

examples of how the relationship changed.

In addition to the examples from the passage, candidates may use examples such as:

- Acte and Nero's relationship with her

- The death of Britannicus which Agrippina did not know about

- The demotion of Agrippina from the house and the honours that have been given to her

- Other examples are possible

AO2: Understanding [5]

Candidates need to show an understanding of the idea of change, and explanations for that change. Options might include:

- Nero becoming less happy with his mother's controlling attitude;

- Her interference in his love life;

- His taking on responsibility and exercising his own power without reference to Agrippina e.g. Britannicus;

- Decision to remove her altogether could be used to show the ultimate break in the relationship.

- Understanding of when Suetonius and Tacitus were writing, and their aims (linked to AO3).

AO3: Interpretation, Evaluation and Response [8]
Detailed evaluation of passage but also other source references - expect most students to focus on Suetonius or Tacitus: there is considerable amount of detail here which is useful and helps build a considerable picture.
there needs to be some discussion of how accurate and reliable Suetonius and
    Tacitus are as sources:
- lived after the events that they are describing here;
- Suetonius relied on earlier sources such as Tacitus: all of whom held a stereotypical view of women in power;
- some disagreement among the sources as to where the break was – Tacitus

changed?
There is no set time period so we are looking for a definite understanding of change.

Candidates must base their discussion on the passage on the paper

AO2 = 5

Level 5   5
Level 4   3 – 4
Level 3   2
Level 1/2 0 – 1

To access Levels 4 and 5 candidates must discuss in relation to the passage on the paper.

AO3 = 8

Level 5   7 – 8
Level 4   5 – 6
Level 3   3 – 4
Level 1/2 0 – 2

	sees it as immediate with the death of Narcissus whereas Suetonius sees it as a gradual desire for Nero to break away from a controlling mother; • some discussion of Suetonius purpose as a biographer and discussion of the stories he chooses to recount / or of Tacitus and his purpose in showing a growing and corrupt evil that is exemplified by the power that Agrippina has been given.			
9	**AO1: Factual details Agrippina and her attempts to control Claudius. [10]** Some points are suggested but reward other relevant and justifiable details Candidates may refer to the following factual events; • The role and expectations of a Roman woman to be a wife and mother. To be virtuous and to keep the home. To manage the household and to provide wool and clothes for the family. • Areas where Agrippina seemed to be able to control Claudius such as with the adoption of Nero and the increasingly influential position of Nero over Britannicus. • Crimes / plots during the reign of Claudius committed by Agrippina or in her name e.g. prosecution of Lollia Paulina, exile of Calpurnia, destruction of Taurus for his gardens • Agrippina's success in promoting her allies e.g. Seneca and Burrus • Candidates should have some knowledge of areas where Agrippina was less successful in her control of Claudius e.g. the idea that she needed to murder Claudius to stop him from changing his mind about Nero as his heir. Claudius' suspicions about his wife's intentions and the possibility that Britannicus could be reinstated. • Need to murder Narcissus as he was not willing to let her get away with crimes. • Suetonius particularly points out that these crimes were becoming more obvious and Claudius seemed to be turning against her. **AO2: Understanding [10]** Candidates should be able to show how far a woman at that time would have been	[30]	'Because she was a woman, Agrippina could not fully control Claudius.' How far do the ancient sources support this opinion. Knowledge of the source writers can be credited.	**AO1 = 10** Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 3 – 4 Level 1 0 – 2 **AO2 = 10**

able to influence the Emperor and his decisions.

- Were her actions confined to the Imperial Household and working through others such as Pallas?

- Agrippina as a woman could not influence the Senate as it was not her place – e.g. it is clearly something unusual when she is mentioned in the speech by Caractacus.

- Crimes / plots show her success at working around Claudius using her supporters – this doesn't necessarily mean that she was successful in controlling him. The need for the murder of Claudius seems to imply that she could not fully control him.

AO3: Interpretation, Evaluation and Response [10]

Need to evaluate Tacitus and Suetonius here - the sources that they may have had access to, the reasons for and context within which he is writing.

Candidates may also successfully use the archaeological sources to argue a viewpoint about the question.

Candidates need to consider how reliable the sources are.

Do they have a particular view of women because they are Roman men who are writing the stories. Does this mean that the influence of Agrippina is exaggerated?

Suetonius particularly sees Claudius as a slave to his wives and freedmen.

Candidates could argue that the Gemma Claudia evidence does show that Agrippina had equal power to Claudius and that her links to the family of Germanicus are important but this does not necessarily mean she was able to control Claudius even if she did gain an unusual amount of power as a woman at the time.

Level 5	9 – 10
Level 4	7 – 8
Level 3	5 – 6
Level 2	3 – 4
Level 1	0 – 2

AO3 = 10

Level 5	9 – 10
Level 4	7 – 8
Level 3	5 – 6
Level 2	3 – 4
Level 1	0 – 2

| 10 | **AO1: Factual details about Agrippina's relationship with Nero and the amount of control that Nero has at each stage in the relationship. [10]**

Some points are suggested but reward other relevant and justifiable details

Candidates may mention the following examples;

• Started his reign happy to share power with his mother

• Coin evidence shows equal position

• Honours for his mother and allowed her to manage his private and public business

• Password shows support – 'Best of Mothers'

• Suggestions of incest

However as the reign goes on there is a suggestion that Agrippina is overstepping her boundaries and that Nero is unhappy with this;

• His relationship with Acte

• The scandal of the Armenian envoys

• Suggestion that she may support Britannicus as the Emperor

• Her complaints about the dresses that he gave as a present

• Wants to marry Poppaea but is tied to Octavia while Agrippina is alive.

Nero seems to try to retake power with the murder of Britannicus and the removal of her guards and changing her house. However this does not seem to be enough as he then goes on to plot the murder.

AO2: Understanding [10]

Candidates need to show understanding of the changing relationship between Nero and Agrippina

It was not a definite decision at the start to murder Agrippina, it was a gradual development as Nero was unsuccessful at breaking her grip on his power. | To what extent do you think that Nero had to murder Agrippina to be fully in control?

Knowledge of the source writers can be credited. | **AO1 = 10**
Level 5 9 – 10
Level 4 7 – 8
Level 3 5 – 6
Level 2 3 – 4
Level 1 0 – 2

AO2 = 10
Level 5 9 – 10
Level 4 7 – 8
Level 3 5 – 6
Level 2 3 – 4
Level 1 0 – 2 |

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Candidates could also show that there are disagreements between the sources about when that decision was made and how definite the decision was.

There should be an element of judgement about the extent to which the statement is true.

AO3: Interpretation, Evaluation and Response [10]

Need to evaluate the Suetonius and Tacitus here - the sources that they may have had access to, the reasons for and context within which he is writing.

Candidates may also successfully use the archaeological sources to argue a viewpoint about the question.

Candidates need to evaluate the sources to see whether they can be trusted to give an accurate interpretation of the story.

Tacitus – writing a history, when is he writing? What is his attitude to women? Does this affect his judgement about Agrippina?

Suetonius – writing a biography, when is he writing? What is his attitude to women? How does this affect his attitude to Agrippina?

Coins – show that Agrippina had the support of Nero throughout the reign as she continues to appear on the coins.

Could argue that the relief of Nero being crowned by Agrippina could show that she had power over him as she is responsible for his position which may be why he had to remove her.

AO3 = 10
Level 5   9 – 10
Level 4   7 – 8
Level 3   5 – 6
Level 2   3 – 4
Level 1   0 – 2

APPENDIX 1
GCSE Ancient History: Marking Grids for Section A

	AO1 (Recall, Select, Organise)		AO2 (Understand)		AO3 (Interpret, Evaluate, Respond)	
Level 5 Thorough	**4**	**5**	**4**	**5**	**5**	**7-8**
	Answers contain **thorough** knowledge of the events, sources and issues relevant to the question. Information is detailed, **thoroughly** relevant, well selected and organised.		Answers demonstrate a **thorough** understanding of issues, events, and sources relevant to the question		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.	
Level 4 Sound	**3**	**3-4**	**3**	**3-4**	**3-4**	**5-6**
	Answers contain **sound** knowledge of the events, sources and issues relevant to most of the question. Information is **sound**, relevant and organised.		Answers demonstrate a **sound** understanding of issues, events, and sources relevant to most of the question		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.	
Level 3 Some	**2**		**2**		**2**	**3-4**
	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.		Answers show **some** understanding of issues, events, and sources relevant to **some** of the question		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.	
Level 1/2 Limited/None	**0-1**		**0-1**		**0-1**	**0-2**
	Answers contain **limited or no** knowledge of events, sources and issues. Information that has been included is disorganised and has **limited or no** relevance.		Answers show **limited or no** understanding of events or sources.		Answers offer **limited or no** evaluation. They offer a personal response based on **limited or no** evidence, or **no** response.	

GCSE Ancient History: Marking Grids for Section B

	AO1 (Recall, Select, Organise)	AO2 (Understand)	AO3 (Interpret, Evaluate, Respond)
Level 5 Thorough	**8-10** 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.	**8-10** Answers demonstrate a **thorough** understanding of issues, events, and sources relevant to the question	**8-10** 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.
Level 4 Sound	**6-7** 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.	**6-7** Answers demonstrate a **sound** understanding of issues, events, and sources relevant to most of the question	**6-7** 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.
Level 3 Some/Partial	**4-5** 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.	**4-5** Answers show **some** understanding of issues, events, and sources relevant to **some** of the question	**4-5** 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.
Level 2 Limited	**2-3** 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.	**2-3** Answers show **limited** understanding of events and sources.	**2-3** Answers draw **limited** conclusions based on the evidence they have included. Answers offer a personal response at a **limited** level.
Level 1 Minimal/None	**0-1** 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.	**0-1** Answers show **minimal or no** understanding of events or sources.	**0-1** Answers offer a **minimal** personal response, without reference to evidence, or **no** response.