



# Cambridge International AS & A Level

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**CLASSICAL STUDIES**

**9274/03**

Paper 3 Classical History

**For examination from 2022**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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This document has **14** pages. Blank pages are indicated.

## Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

### GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

### GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

### GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

### GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

### GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

### GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**General guidance for marking extended response and essay questions**

Candidates must address the question set and reach an overall judgement, but no set answer is expected. The questions can be approached in various ways and what matters is not the conclusions reached but the quality and breadth of the argument offered by an answer.

Examiners are encouraged to constantly refresh their awareness of the question and be aware of any requirements set by the question to use sources or make reference to specific examples.

Indicative content in the question-specific mark schemes will neither be exhaustive nor prescriptive. Appropriate, supported responses which address the question should be rewarded.

Relevant accurate knowledge from outside the prescribed Sources for Study e.g. literary or historical sources not set in the Sources for Study should be rewarded as appropriate.

**Guidance on using levels-based mark schemes**

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The examiner should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

**20 mark source-based marking criteria**

<b>Level</b>	<b>AO1 Knowledge and understanding</b>	<b>Marks</b>	<b>AO2 Analysis and evaluation</b>	<b>Marks</b>
Level 5	<ul style="list-style-type: none"> <li>• A very good range of factual knowledge</li> <li>• Relevant knowledge is very detailed</li> <li>• Well-supported with evidence and examples where required</li> <li>• A very good understanding/awareness of context, as appropriate.</li> </ul>	8	<ul style="list-style-type: none"> <li>• Thorough analysis of evidence/issues</li> <li>• Thoughtful evaluation that answers the question</li> <li>• Very thoughtful engagement with sources/task</li> <li>• Very well structured response with coherent and reasoned argument.</li> </ul>	11–12
Level 4	<ul style="list-style-type: none"> <li>• A good range of factual knowledge</li> <li>• Relevant knowledge is detailed</li> <li>• Mostly supported with evidence and examples where required</li> <li>• A good understanding/awareness of context, as appropriate.</li> </ul>	6–7	<ul style="list-style-type: none"> <li>• Good analysis of evidence/issues</li> <li>• Good evaluation that answers the question</li> <li>• Thoughtful engagement with sources/task</li> <li>• Well-structured response with reasoned argument.</li> </ul>	8–10
Level 3	<ul style="list-style-type: none"> <li>• An adequate range of factual knowledge</li> <li>• Relevant knowledge is basic</li> <li>• Supported with some evidence and examples where required</li> <li>• Some understanding/awareness of context, as appropriate.</li> </ul>	4–5	<ul style="list-style-type: none"> <li>• Adequate analysis of evidence/issues</li> <li>• Adequate evaluation that answers the question</li> <li>• Some engagement with sources/task</li> <li>• A structured response with some reasoned argument.</li> </ul>	5–7
Level 2	<ul style="list-style-type: none"> <li>• A limited range of factual knowledge</li> <li>• Partially relevant knowledge is basic</li> <li>• Partially supported with evidence and examples where required</li> <li>• Limited understanding/awareness of context, as appropriate.</li> </ul>	2–3	<ul style="list-style-type: none"> <li>• Limited analysis of evidence/issues</li> <li>• Limited evaluation that partially answers the question</li> <li>• Limited engagement with sources/task</li> <li>• Poorly structured response with little reasoned argument.</li> </ul>	3–4
Level 1	<ul style="list-style-type: none"> <li>• A very limited range of factual knowledge</li> <li>• Knowledge may not be relevant</li> <li>• Minimal or no supporting evidence or examples</li> <li>• Minimal or no understanding/awareness of context, as appropriate.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Superficial analysis of evidence/issues</li> <li>• Little or no evaluation that answers the question</li> <li>• Little or no engagement with sources/task</li> <li>• An unstructured response with little or no reasoned argument.</li> </ul>	1–2
Level 0	No creditable response.	0	No creditable response.	0

**30 mark essay marking criteria**

<b>Level</b>	<b>AO1 Knowledge and understanding</b>	<b>Marks</b>	<b>AO2 Analysis and evaluation</b>	<b>Marks</b>
Level 5	<ul style="list-style-type: none"> <li>• A very good range of factual knowledge</li> <li>• Relevant knowledge is very detailed</li> <li>• Well-supported with evidence and examples where required</li> <li>• A very good understanding/ awareness of context, as appropriate.</li> </ul>	11–12	<ul style="list-style-type: none"> <li>• Thorough analysis of evidence/issues</li> <li>• Thoughtful evaluation that answers the question</li> <li>• Very thoughtful engagement with sources/task</li> <li>• Very well structured response with coherent and reasoned argument.</li> </ul>	15–18
Level 4	<ul style="list-style-type: none"> <li>• A good range of factual knowledge</li> <li>• Relevant knowledge is detailed</li> <li>• Mostly supported with evidence and examples where required</li> <li>• A good understanding/ awareness of context, as appropriate.</li> </ul>	8–10	<ul style="list-style-type: none"> <li>• Good analysis of evidence/ issues</li> <li>• Good evaluation that answers the question</li> <li>• Thoughtful engagement with sources/task</li> <li>• Well-structured response with reasoned argument.</li> </ul>	11–14
Level 3	<ul style="list-style-type: none"> <li>• An adequate range of factual knowledge</li> <li>• Relevant knowledge is basic</li> <li>• Supported with some evidence and examples where required</li> <li>• Some understanding/ awareness of context, as appropriate.</li> </ul>	5–7	<ul style="list-style-type: none"> <li>• Adequate analysis of evidence/issues</li> <li>• Adequate evaluation that answers the question</li> <li>• Some engagement with sources/task</li> <li>• A structured response with some reasoned argument.</li> </ul>	7–10
Level 2	<ul style="list-style-type: none"> <li>• A limited range of factual knowledge</li> <li>• Partially relevant knowledge is basic</li> <li>• Partially supported with evidence and examples where required</li> <li>• Limited understanding/ awareness of context, as appropriate.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>• Limited analysis of evidence/ issues</li> <li>• Limited evaluation that partially answers the question</li> <li>• Limited engagement with sources/task</li> <li>• Poorly structured response with little reasoned argument.</li> </ul>	4–6
Level 1	<ul style="list-style-type: none"> <li>• A very limited range of factual knowledge</li> <li>• Knowledge may not be relevant</li> <li>• Minimal or no supporting evidence or examples</li> <li>• Minimal or no understanding/ awareness of context, as appropriate.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>• Superficial analysis of evidence/issues</li> <li>• Little or no evaluation that answers the question</li> <li>• Little or no engagement with sources/task</li> <li>• An unstructured response with little or no reasoned argument.</li> </ul>	1–3
Level 0	No creditable response.	0	No creditable response.	0

**Section A: Athens and Sparta**

Question	Answer	Marks
1	<p><b>Using this passage as a starting point, assess the significance of the Megarian decree in the outbreak of the Peloponnesian War.</b></p> <p>Use the 20 mark source-based marking criteria.</p> <p>Candidates must make use of the passage but should also provide other information from their study of the outbreak of the Peloponnesian War.</p> <p>AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>Answers might include some of the following points. Suggested sources are in brackets, but accurate information without a source should be credited.</p> <p>In the passage:</p> <ul style="list-style-type: none"> <li>• the circumstances surrounding the siege of Poteidaia and why it should be a potential cause of war</li> <li>• how the independence of Aigina might have come to be a potential cause of war</li> <li>• the background and details of the Megarian decree.</li> </ul> <p>Other sources and possible causes:</p> <ul style="list-style-type: none"> <li>• Thucydides' account of the dispute over Corcyra and Epidamnus</li> <li>• Thucydides' comments about the underlying causes of the war (1.23.6)</li> <li>• Aristophanes' satirical account of the causes of the war (<i>Acharnians</i> 524–539) and Plutarch's discussion of the Megarian decree and Pericles (<i>Pericles</i> 30)</li> <li>• Thucydides' account of the debate at Sparta (1.66–71; 1.74–88) and the allied congress (1.121–122)</li> <li>• Thucydides' account of Pericles' response to the Spartan ultimatum (1.139–140; 1.144.2).</li> </ul> <p>AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>Candidates should come to some conclusion about the significance of the Megarian decree as a cause of the Peloponnesian War and consider the other potential causes.</p> <p>Discussion and conclusions will depend on the sources chosen. Where relevant, candidates should discuss the reliability of the sources used in terms of their potential bias or prejudice and their time of writing.</p>	20

Question	Answer	Marks
2	<p><b>‘The very existence of the Spartan state and society was dependent on the contributions of the helots and perioikoi.’ To what extent do you agree with this statement?</b></p> <p>Use the 30 mark essay marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>In their answers candidates should:</p> <ul style="list-style-type: none"> <li>• state what the helots and perioikoi did</li> <li>• discuss the contributions these made to Spartan society/state.</li> </ul> <p>Candidates might make some or all of the following points. Suggested sources are in brackets, but accurate information without a source should be credited.</p> <p>The contributions of the helots and perioikoi to the Spartan state and society:</p> <ul style="list-style-type: none"> <li>• farming and food production which allowed the Spartans to concentrate on training</li> <li>• household tasks (<i>Xenophon Constitution of the Spartans</i> 1.4)</li> <li>• military – might include references to specific battles in which helots are recorded as being present e.g., Plataea (Herodotus 9.28), Thrace with Brasidas [424 BCE] (Thucydides 4.80), Mantinea (Thucydides 5.63–74)</li> <li>• the economic contributions of the perioikoi – manufacturing because the Spartans were not allowed to (<i>Xenophon Constitution of the Spartans</i> 7)</li> <li>• the military role of the perioikoi – Plataea (Herodotus 9.28), hurried to assist at Pylos and some amongst those captured on Sphacteria (Thucydides 4.8, 4.38), Mantinea (Thucydides 5.67).</li> </ul> <p>AO2 – Analysis and evaluation – 18 marks. Marks should be awarded using the marking criteria for AO2. Discussion and conclusions will depend on the examples chosen.</p> <p>Candidates are free to agree or disagree with the statement but all discussion should be justified with reference to the sources.</p> <p>Expect candidates to consider how vital helots and perioikoi were to the existence of the Spartan state. However, they may wish to consider helots and perioikoi separately or consider state and society as separate things. Some candidates may consider if any parts of Spartan state or society could function without the helots and perioikoi.</p> <p>Candidates might also make reference to what the ancient sources say about their importance (Thucydides 4.80 – helots a constant threat) – see also terms of Peace of Nicias (Thucydides 5.23).</p> <p>Where relevant, candidates should discuss the reliability of the sources used in terms of their potential bias or prejudice and their time of writing.</p>	30

Question	Answer	Marks
3	<p><b>‘Individual citizens had more of an influence on political decisions in Athens than in Sparta.’ To what extent do you agree with this statement?</b></p> <p>Use the 30 mark essay marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>In their answers candidates should discuss:</p> <ul style="list-style-type: none"> <li>• the ways in which individual citizens could take part in the decision-making process in Athens</li> <li>• the ways in which individual citizens could take part in the decision-making process in Sparta</li> <li>• particular decisions made in Athens and Sparta, and the role of individuals in them.</li> </ul> <p>These might include some of the following points. Suggested sources are in brackets, but accurate information without a source should be credited.</p> <ul style="list-style-type: none"> <li>• Athens: <ul style="list-style-type: none"> <li>– Themistocles’ role in the decision over the use of Laurium silver [492 BCE], and interpretation of Delphic oracle [480 BCE] (Herodotus 7.143–4)</li> <li>– Cimon’s role in the decision to send help to the Spartans [464 BCE] (Plutarch <i>Cimon</i> 16)</li> <li>– Ephialtes’ role in change to the democracy in 450s BCE (Aristotle <i>Athenian Constitution</i> 25)</li> <li>– Pericles’ role in debates surrounding the outbreak of the Peloponnesian War [432 BCE] (Thucydides 1.139–144, Aristophanes <i>Acharnians</i> 530–535)</li> <li>– Cleon’s role in the Mytilene debate (and that of Diodotus, [427 BCE]) (Thucydides 3.36–49), the Athenians turning down Sparta’s offer of peace, [425 BCE] (Thucydides 4.21–22), the Pylos debate, [425 BCE] (Thucydides 4.27–28), and his depiction in Aristophanes (<i>Knights</i>)</li> <li>– Nicias’ role in the Pylos debate [425 BCE] (Thucydides 4.27–28).</li> </ul> </li> <li>• Sparta: <ul style="list-style-type: none"> <li>– The decision of Sparta (Cleomenes and Gorgo) not to help at the start of the Ionian Revolt [499 BCE] (Herodotus 5.49–51)</li> <li>– Leonidas’ decision to take troops to Thermopylae [480 BCE] (Herodotus 7.206)</li> <li>– Hetoimaridas’ involvement in debate over whether to try to recover leadership of the Greeks from Athens [475 BCE] (Diodorus 11.50)</li> <li>– Sthenelaidas and Archidamus in the debate over war with Athens [432 BCE] (Thucydides 1.80–87).</li> </ul> </li> </ul> <p>AO2 – Analysis and evaluation – 18 marks. Marks should be awarded using the marking criteria for AO2. Discussion and conclusions will depend on the examples chosen.</p> <p>Candidates must discuss both Athens and Sparta and come to a conclusion about in which state individuals had most influence on political decisions. There are fewer individuals who could influence policy in Sparta but arguably they had more influence.</p>	30



<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3	<p>Candidates may wish to discuss the dichotomy of a democracy where all the male citizens voted on policy compared with the evidence that individual politicians in effect controlled the direction of policy.</p> <p>Where relevant, candidates should discuss the reliability of the sources used in terms of their potential bias or prejudice and their time of writing.</p>	

**Section B: Emperors and Subjects: Claudius, Nero, Domitian and Trajan**

Question	Answer	Marks
4	<p><b>Using this passage as a starting point, discuss how typical of the emperors during this period is this description of Domitian's relationship with his subjects.</b></p> <p>Use the 20 mark source-based marking criteria.</p> <p>Candidates must make use of the passage but should also provide other information from their study of the emperors.</p> <p>AO1 – Knowledge and understanding – 8 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>Answers might include some of the following points. Suggested sources are provided, but accurate information without a source should be credited. In the passage:</p> <ul style="list-style-type: none"> <li>• the indifference of the 'general public'</li> <li>• the reaction of the troops and desire for revenge/justice</li> <li>• the views and actions of the senators: 'delighted', 'thronged to denounce', hurling down of statues etc., and erasing of his name.</li> </ul> <p>Other sources concerning relationships:</p> <ul style="list-style-type: none"> <li>• additional sources concerning Domitian: Dio Cassius 67.1.3, 13–14 relationships with various groups; Suetonius <i>Domitian</i> 14 'hated and feared', 10–11 cruelty</li> <li>• Claudius: Suetonius <i>Claudius</i> 10 general relations on accession, 12, 21 popularity, 13 plots, 18 discontent, 34 cruelty</li> <li>• Nero: Suetonius <i>Nero</i> 11–12 early popularity, 33–5, 38 various relations and views; 47–49 reactions at end of reign</li> <li>• Trajan: Dio Cassius 68.5–6, 10, 23 character and popularity, Tacitus <i>Agricola</i> 44–45 contrast Trajan and Domitian.</li> </ul> <p>AO2 – Analysis and evaluation – 12 marks. Marks should be awarded using the marking criteria for AO2. Discussion and conclusions will depend on the sources chosen.</p> <p>Candidates are free to agree that this is typical or that this is different from the relationship other emperors had with their subjects but all discussion should be backed up with evidence. Possible analysis might include:</p> <ul style="list-style-type: none"> <li>• differentiation between emperors – Claudius' and Trajan's popularity in contrast; similarities between Nero and Domitian</li> <li>• differentiation within the reigns of emperors</li> <li>• the differences and similarities in the treatment of groups, such as the plebs, senators, freedmen and members of the Imperial family etc.</li> </ul> <p>Candidates may also consider the reactions among subjects/non-Romans in the Empire – revolts against Nero, Domitian and Trajan, treatment of foreigners in Rome.</p> <p>Credit may be awarded for relevant material from the reigns of other emperors, but candidates should focus on the period outlined in the syllabus.</p>	20

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
4	Where relevant, candidates should discuss the reliability of the sources used in terms of their potential bias or prejudice and their time of writing.	

Question	Answer	Marks
5	<p><b>‘The system of patronage under the emperors was essential for the smooth running of Roman society during this period.’ How far do you agree with this statement?</b></p> <p>Use the 30 mark essay marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>In their answers candidates might refer to:</p> <ul style="list-style-type: none"> <li>• the system of patrons and clients including citizens and non-citizens, male and female</li> <li>• the patronage of emperors towards subjects in Rome</li> <li>• the patronage between groups and individuals in society generally.</li> </ul> <p>Candidates might mention some of the following points. Suggested sources are in brackets, but accurate information without a source should be credited.</p> <ul style="list-style-type: none"> <li>• The actions of emperors towards various groups in Rome and the Empire: <ul style="list-style-type: none"> <li>– donatives, games: Domitian (Dio Cassius 67.4–5, Suetonius <i>Domitian</i> 4, 7); Trajan (Dio Cassius 68.10, 15–16); Claudius (Suetonius <i>Claudius</i> 18–19, 20); Nero (Tacitus <i>Annals</i> 13.1–5, 31, 14.14–16; Suetonius <i>Nero</i> 8–10)</li> <li>– patronage of groups and individuals: Claudius (Suetonius <i>Claudius</i> 18–19, 20, 25 [equestrians]; Tacitus <i>Annals</i> 12.53–54 [freedmen], 63 [provincials]); Nero (Tacitus <i>Annals</i> 13.1–5, 15.38–45 [Fire and aftermath], Suetonius <i>Nero</i> 16); Domitian (Suetonius <i>Domitian</i> 7, 8 [justice and morals]; Pliny <i>Letters</i> 10) Trajan and Pliny, requests for citizenship etc.</li> </ul> </li> <li>• Patronage in society generally: <ul style="list-style-type: none"> <li>– Pliny’s actions towards others (<i>Letters</i> 1.14 [arranging a marriage]; 1.18 [helping Suetonius]; 2.6 [clients]; 3.21 [Martial]; 4.13 [school in home town], 5.19, 8.16 [slaves and freedman]; 6.34 [patron for a town])</li> <li>– general view of patronage (Juvenal <i>Satire</i> 3. 126ff, 190ff; Martial <i>Epigrams</i>. 12.57; Petronius <i>Satyricon</i> 31–38).</li> </ul> </li> <li>• The patron – client system and how it worked for free citizens of Rome and non-citizens and foreigners; social connections and obligations including the Imperial family, senatorial class, equestrians and ordinary Romans. These might include: <ul style="list-style-type: none"> <li>– the provision of food, money and employment</li> <li>– help in careers especially in politics</li> <li>– marriage and adoptions</li> <li>– support of the local community, provision of welfare and amenities</li> <li>– relationship between masters and freed slaves: the obligations and duties.</li> </ul> </li> </ul> <p>AO2 – Analysis and evaluation – 18 marks. Marks should be awarded using the marking criteria for AO2. Discussion and conclusions will depend on the examples chosen.</p> <p>Discussions should consider the issue of ‘essential’ for Roman society to some extent.</p>	30

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
5	<p>Expect candidates to consider the impact of patronage on society and the ways in which it contributed to social organisation and the advantages and disadvantages for citizens and non-citizens.</p> <p>Credit may be awarded for relevant material from the reigns of other emperors, but candidates should focus on the period outlined in the syllabus.</p> <p>Where relevant, candidates should discuss the reliability of the sources used in terms of their potential bias or prejudice and their time of writing.</p>	

Question	Answer	Marks
6	<p><b>How successful were the methods used by emperors to control the Empire? In your answer you should consider the methods used by <u>at least two</u> emperors.</b></p> <p>Use the 30 mark essay marking criteria.</p> <p>AO1 – Knowledge and understanding – 12 marks. Marks should be awarded using the marking criteria for AO1.</p> <p>Candidates may choose to focus on direct control of the Empire through the army and provincial governors or may broaden the discussion out to include indirect control through relationships and diplomacy.</p> <p>In their answers candidates might refer to:</p> <ul style="list-style-type: none"> <li>• the use of the army for defence, dealing with problems, and administration</li> <li>• governors/procurators: senatorial and equestrian</li> <li>• diplomacy in dealing with provincials and states, kingdoms and rulers on the borders</li> <li>• benefits to provincials</li> <li>• client kings within the Empire</li> <li>• the Imperial cult.</li> </ul> <p>Candidates might mention some of the following points. Suggested sources are in brackets, but accurate information without a source should be credited. Potential methods of control might include:</p> <ul style="list-style-type: none"> <li>• use of force: conquest – Trajan’s wars (Dio Cassius 68.6, 10, 23, 32); Claudius’ conquest of Britain; further conquests (Tacitus <i>Agricola</i> 29); Domitian’s Dacian wars</li> <li>• army/governors: dealing with revolts of Boudicca and problems in Britain (Tacitus <i>Agricola</i> 15–16, Suetonius <i>Nero</i> 18); Judaea (Dio Cassius 63.22–23; 68.32)</li> <li>• governors’ roles: (Pliny <i>Letters</i> 8.24); control of governors e.g. Pliny, Agricola’s recall; punishment of corrupt administrators (Pliny <i>Letters</i> 10.18, 10.65)</li> <li>• administration: dealing with corruption (Tacitus <i>Agricola</i> 19); (Pliny <i>Letters</i> 10.18); other problems (Pliny <i>Letters</i> 10.19–20), misuse of slaves (Pliny <i>Letters</i> 10.29–30); political clubs banned (Pliny <i>Letters</i> 10.33–34)</li> <li>• promoting elites in provinces: Cogidubnus (Tacitus <i>Agricola</i> 14; [Claudius and Gauls in the Senate]); Classicianus (Tacitus <i>Annals</i> 14.38–39); rewards; citizenship; (Pliny <i>Letters</i> 10)</li> <li>• Emperor’s relationship with Romans and provincials: Imperial cult and control of other cults: Claudius temple in Britain, (Aphrodisias complex); (Pliny <i>Letters</i> 10.96–97; 10.52; 10.75, 10.100); Domitian ‘dominus et deus’ (Dio Cassius 67.5; Suetonius <i>Domitian</i> 13); Christians and Jews (Suetonius <i>Claudius</i> 25 cf. Tacitus <i>Annals</i> 15.44)</li> <li>• benefits (Tacitus <i>Agricola</i> 20–21; Tacitus <i>Annals</i> 15.45, 12.63; Dio Cassius 63.11–12; Judaea Tacitus <i>Annals</i> 12.53–54); amenities: baths, roads, infrastructure etc. (Pliny <i>Letters</i> 10.71; 10.90–91).</li> </ul>	30

Question	Answer	Marks
6	<p>AO2 – Analysis and evaluation – 18 marks. Marks should be awarded using the marking criteria for AO2.</p> <p>Discussion and conclusions will depend on the aspects of control chosen and which emperors candidates choose to discuss.</p> <p>Expect candidates to come to a judgement about the success of the means chosen for discussion and they should consider the different levels of success for the means used. They might also consider the limitations of the evidence for success and the lack of material from the provincials themselves.</p> <p>Credit may be awarded for relevant material from the reigns of other emperors, but candidates should focus on the period outlined in the syllabus.</p> <p>Where relevant, candidates should discuss the reliability of the sources used in terms of their potential bias or prejudice and their time of writing.</p>	

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