OCR

Oxford Cambridge and RSA

GCSE (9-1)

Examiners' report

ANCIENT HISTORY

J198

For first teaching in 2017

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Version 1

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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Paper 2 series overview

The compulsory unit Foundations of Rome focuses on the kings of Rome and the early Roman Republic. The three depth studies explore Hannibal and the Second Punic War, Cleopatra and the downfall of the Ptolemaic dynasty and the early history of Roman Britain.

Candidates are assessed on their ability to explain and evaluate key developments in the two distinct periods they have studied.

The Foundations of Rome is a longer period study and candidates are asked to explore and consider the significance of events and individuals on this early period of Rome described by Livy.

The depth studies, in contrast, ask candidates to use their study of prescribed sources to draw out, explain and evaluate the key events, individuals, societies and issues in this shorter period.

Candidates who performed well on the longer period study could recall and select relevant key developments to make connections, identify contrasts and analyse the trends prompted by the exam questions. Successful candidates could also analyse the unseen passage using their own knowledge to make supported judgements.

Successful candidates on the depth study could draw out key ideas from the ancient sources and analyse them within the context they were created to show their understanding of the debates and issues raised by the questions.

It was encouraging to see many more candidates using the guidance provided in examiners' reports in their responses, especially when answering the source-based questions and the depth study questions.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- used specific evidence to support their judgements, for example, specific events and names to add depth to their responses - signposted contrasts and comparisons to make thematic links clear - focused on the demand of the question, rather than on the general topic - were able to draw out inferences and themes from the passage - chose a specific issue from the passage for Questions 3 and 4, explored its meaning and then used specific knowledge to develop it - were able to analyse the strengths and weaknesses of the ancient sources - made valid judgements, supported with specific evidence - wrote an essay looking at different factors, and supported it with knowledge - could construct a convincing argument using prescribed sources in context.	- used vague assertions or made unsubstantiated statements. For example, generic comments which could be associated with multiple civilisations throughout history - described each individual or event without specific details - offered a general description without clear reference to the question - copied large sections of the passage and did not draw themes or inferences from them - wrote answers which lacked specific examples - made simple comments about a source's bias - gave answers that were narrative or were unsupported assertions - wrote essays that lacked structure and organisation.

Section A overview

As in previous years, candidates who did well generally focused on the demands of the question and selected relevant evidence from their own knowledge or the passage to substantiate the judgements they made. These candidates were able to link various events together to explore trends and exceptions that had historical significance.

Candidates who did less well generally wrote narratives or wrote about the general topic area of the question. These candidates were not able to develop the substantiated judgements or statements found in the more successful responses. Others did not use specific knowledge or specific aspects from the passage to support the assertions made in their responses.

Performance was encouraging in Questions 3 and 4. More successful candidates were able to use the details from the passage to explore key aspects of popularity, control and the varied approaches used by the kings of Rome.

Question 5 was answered more inconsistently. Many candidates did not mention the Republic in their responses and concentrated on Romulus and Numa. Those responses that considered the full period were much more successful in identifying the many themes that shaped Rome's foundation.

Question 1 (a)

1   **(a)**   Name the city Romulus' grandfather is said to have ruled.   **[1]**

This question was generally well answered although there were a few candidates who thought Romulus' grandfather was Aeneas and they answered Troy.

Question 1 (b)

(b)   Identify **two** ways the Roman Republic gave more power to the plebeians.   **[2]**

This question was also generally well answered. A common misconception was that the right to appeal was introduced by the Republic, not reinstated after the Second Secession.

Question 1 (c)

(c)   Name the event which started after the death of Verginia.   **[1]**

This question was also generally well answered. A few candidates confused the death of Virginia with Lucretia's death.

Question 2

2   Outline the main features of the foundation of Rome by Romulus.   **[6]**

Candidates responded well to this question. Most responses outlined several key features and supported these with specific details. The most popular responses discussed asylum, the Sabine women, the Senate, and religious developments. Some candidates misinterpreted the question and wrote about the legend of Aeneas or discussed the birth of Romulus and Remus.

Question 3

3   Using details from **Passage A** and your own knowledge, what can we learn about the unpopularity of Tarquinius Superbus?   **[10]**

This year saw many more candidates drawing several key issues, themes, or factors from the passage. For example, writing a paragraph about the treatment of the plebeians that included a quote or close paraphrase from the source and some specific examples to develop it further. Organising the answer in this way made it easier for candidates to add a few specific examples in support. This helped candidates write more efficient and shorter answers.

There were fewer instances where candidates rewrote the passage and added some general facts at the end.

The most popular response involved the passage's use of 'tyrannical' to explore Superbus' many abuses of power. There were, however, a wide variety of valid approaches.

The most successful responses chose several features from the passage and developed these with appropriate and well-chosen knowledge. Another feature of higher performance was the ability to contextualise the passage. By demonstrating that this source discussed events before Ardea, Lucretia's death and the Tarquin exile, the most successful candidates could explain how Rome was on the edge of revolution.

Less successful responses copied the passage out and did not draw any conclusions. Some were able to make simple assertions about Superbus' treatment of the poor. The least successful responses often misinterpreted the passage and suggested Superbus was unpopular because he was incompetent and had wasted his money on bad projects.

Question 4

4   Using details from **Passage A** and your own knowledge, explain how Rome's Kings kept control of their people.   **[15]**

Almost all candidates found the passage accessible and were able to answer the question.

The most successful candidates drew out several themes from the passage. For example, largesse, warfare, living standards, employment, and tyranny were some of the most frequently used. Candidates also explored religious duties and legal control. Significantly, the most successful responses could use the passage in their answer as a springboard into a wider discussion.

Successful candidates then used well-selected and specific evidence to develop these themes; comparing and contrasting the relative success of the different kings and the approaches they used. Judgements were substantiated.

Less successful candidates understood that each king had a unique approach and were able to state this with some confidence. They did not, however, add any specific examples to substantiate their statements. Others did not use the passage or just used the passage which understandably limited their marks.

Exemplar 1

Rome's kings kept control in Rome by using employment, Money, and religion to keep the people happy.

In the source, Superbus 'employed' the commons to do Manual labour. Although this was 'usually completed by slaves', they got paid minimal amounts. This kept the people busy while not in times of war, reducing the likelihood of a revolt. This is also displayed through Numa. Numa established many jobs (such as blacksmith) to prevent idleness in the people and remain activeness. Due to his religious initiatives, all the people had no military tasks, so had to be kept busy. By establishing jobs, Numa increased the security and happiness of the Roman people.

Secondly, religion was used to control, not only the people, but neighbouring cities. Numa was so religious that other cities considered it sacrilege to attack Rome, allowing the people of Rome to live peacefully, without the panic of threat of war. This allowed Numa to control his people. After a war-like reign by Tullus Hostilius, Ancus displayed Numa's religious commentaries for the public, pleasing the people as they, themselves, were very religious. However, Superbus banned religious gatherings, as people could meet up to revolt against him. Superbus ultimately caused the downfall of the Roman kings, showing how religion controls the people well.

Exemplar 1 is the first two paragraphs from a response that scored a mark from the bottom of Level 5. The response identifies the theme of employment from the passage. This is used to contrast Superbus and Numa's approach to the plebeians. The second paragraph then explores the significance of religion, and the candidate explains how effective it was under Numa and Ancus, before illustrating how religion contributed to Superbus losing control.

The third and final paragraph, which is not included here, focused on how money and war could be used to control the people. There was some repetition of ideas from the first paragraph but this paragraph also included the idea of how sharing plunder and riches would soften the people's anger.

Question 5*

5* 'War was the most significant factor in the foundation of Rome, 753–440 BC.'
To what extent do you agree with this view? **[20]**

(🖉) Spelling, punctuation and grammar and the use of specialist terminology **[5]**

Most candidates offered a good response to this question, although a significant majority did not mention the Republic and focused on the kings.

Candidates approached the essay in many ways. Some of the most successful responses compared warfare to other factors and issues and identified the links between them. The most common argument suggested warfare served as a catalyst for change in Ancient Rome. Many also made the point that the treatment of women was also an important factor comparing the stories of the Sabine women, Lucretia and Virginia. Other popular themes were religion, rights and responsibilities, patron-client relationship, employment and living standards, and land reform.

The most successful responses also made substantiated judgements and were able to construct a controlled argument. This did not have to be complex, but they were sustained and well supported by knowledge from across the full period. Successful responses also illustrated their points with specific examples rather than making sweeping statements about the whole period.

Less successful responses wrote narratives or constructed good arguments with limited knowledge to substantiate them. Others ran out of time.

Assessment for learning

Remind your candidates that the Foundations of Rome is a longer period study. It is important, therefore, to identify some key events across the different themes – military, religion, political power and social change. Creating revision cards or materials which can chain these key events together will help improve understanding and speed up recall.

Section B overview

Candidates who studied Hannibal generally demonstrated a good understanding of Roman and Carthaginian leadership. Question 9 was, generally, approached with confidence and the key features of Cannae were explored. The vast majority wrote a narrative account, but some candidates did successfully explain Hannibal's strategies. Responses to Question 10 were very encouraging. Compared to previous years, many more candidates were using and analysing the prescribed sources to make substantiated and developed judgements about Roman leadership.

Question 6 (a)

6 **(a)** Name the consul who fought against Hannibal in the battle of Trasimene. **[1]**

Most candidates answered this accurately.

Question 6 (b)

(b) Identify **three** characteristics which made Hannibal a successful general. **[3]**

Candidates responded well to this question. The most common responses were single-word qualities which we can ascribe to Hannibal, for example, strategic, resilient and inspirational. Some responses gave specific examples such as the oath he gave to his father never to call Rome a friend.

Question 6 (c)

(c) Name the African city which fought against Rome in the Punic Wars. **[1]**

Most candidates answered this accurately.

Question 7

7 What can we learn from **Passage B** about the impact of the Alps expedition upon Hannibal's army? **[5]**

Candidates responded well to this passage. A small number of responses merely copied out extracts from the passage.

The vast majority drew out excellent inferences about the impact of the Alps crossing on Hannibal's forces. Many high-performing responses were able to use 'boldly' to demonstrate the resilience of the Carthaginian force.

Question 8

8   Using details from **Passage B**, how accurate is Polybius' description of Hannibal's army after the crossing of the Alps?   **[5]**

Candidates continue to use Polybius effectively. Most knew that he is believed to have visited the locations he is writing about in his history. They used this knowledge effectively to evaluate the accuracy of this passage. Successful responses were able to evaluate the significance of the column at Lacinium, the length of the crossing and the nature of the terrain.

Some centres are still teaching candidates to make sweeping statements that authors writing after an event are unreliable.

Some less successful responses confused Livy and Polybius. Others did not use the passage in their response and made generic statements.

Question 9

9   Explain the significance of Hannibal's tactics during the battle of Cannae in 216 BC.   **[10]**

Most candidates answered this question with some confidence.

The vast majority of responses were narrative. Higher-performing responses were able to explain the significance of the different stages. For example, why Hannibal's preparations positioned the Roman force looking into the sun. Or why Hannibal's feigned surrender was so devastating.

The most successful responses were able to explore the significance of his tactics. Whether this was the impact of his victory on the Roman army and its people, the size of the force Hannibal defeated, or the story Livy attributes to Maharbal after the battle regarding Hannibal's inability to win the war.

Less successful responses did not contain specific evidence and a very small minority mixed Cannae with Trasimene.

Question 10*

10* 'Roman leadership was the most significant factor in Hannibal's defeat in the Second Punic War.' To what extent do you agree with this statement?

You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge. **[20]**

Candidates responded well to this question, and most were able to select appropriate examples from the prescribed sources to analyse.

Some responses divided the answer into two sides, others looked at different factors such as tactics, Roman mistakes and Carthaginian mistakes. Most responses covered the full war, but most understandably concentrated on Scipio and Fabius Maximus.

Many candidates were able to use general comments about Livy and Polybius' motivations to explain why Fabius and Scipio were praised in their histories. For example, Livy wanted to celebrate Roman glory so Scipio's victory demonstrated how a Roman general could succeed where Hannibal could not. A significant number of responses discussed the scapegoating of the 'new men' Varro and Flaminius by Polybius.

More successful responses offered more nuanced analyses to show the flaws with Roman historical sources. For example, Livy describes the disadvantages affecting the Roman army at Cannae to suggest Hannibal's greatest victories were luck rather than strategic invention. Likewise, Polybius blames the 'new men' to magnify the successes of his patron's family.

A small number of responses did not refer to the ancient sources or historians, therefore could not access the 10 marks available for AO3.

Exemplar 2

On the one hand, Roman leadership certainly did have an impact on Hannibals even their defeat. This is shown by Fabius maximus, a dictator of Rome. He had the most inflicted the most significant damage on Hannibal during his campaign with the Fabian strategy. This strategy involved the war of attrition, Fabius simply followed Hannibal everywhere. He only attacked raiding parties, never engaging in battle. He burned roman fields to disadvantage Hannibal completely with supplies and also

Polybius account of this would be accurate as he used eye-witness accounts of battles and was greek so not influenced by Roman bias, so his description of the strategy would be reliable. Another way in which Roman leadership was a significant factor was Scipio Africanus' tactics in defeating Hannibal. He was able to claim Iberia from Hannibal, and forced him into a battle (of Zama) that he knew he would defeat them in. He rendered Hannibals elephants useless as he trained cavalry against them. Only 1500 Roman soldiers died in the Battle of Zama compared to 20,000 Carthaginians. These numbers are agreed upon and most accurate source by Polybius.

On the other hand, Roman leadership was the very reason for actually contributing to their own downfall. ~~At the siege of Saguntum, the Roman consul Scipio~~ Romans captured it ~~through the destruction of its walls and built a fort, they Hannibal~~ At the battle of transimene, Roman consuls were over confident, Sempronius was popular but a weak general. Hannibal was able to guess his intentions and attacked the Romans from both sides concealed by fog, they were also blocked by a lake Sempronius' lack of military skill caused a * and it was Hannibals lack of confidence instead

another heavy loss for the Romans. Polybius here used eyewitness accounts and additionally his grandfather recogn was in the 2nd punic war so had generational knowledge. There is a possibility of exaggeration however as stories are passed down.

Additionally, at Trinicus, Romans suffered heavily due to failure of consuls. Han They under-estim ated Hannibals force and therefore Aruns did not request backup and so Hannibal was only faced by local forces and easily was able to defeat them. Furthermore, at Arguably, Hannibals failure to invade Rome after his victory at Cannae was one of the most signific -ant reasons for his defeat. This gave the Romans time to assemble legions and for Scipio Africanus to figure out Hannibal. Hannibal also claimed that luck was on khhi Romes side Polybius uses speech in his accounts which is less accurate as he would not have known the actual words or thoughts of Hannibal. Livy, another source, it had roman bias and his writing often aimed to present Hannibal in a bad light in order to glorify rome. However he did use fabius pictor as a source, who was alive at the time, so would have access to accurate details. ∧ (however it contributed a sort) Overall, roman leadership was not most significant

This is a good Level 4 response. The candidate has written a balanced and, largely, substantiated account comparing the strengths and weaknesses of Roman leadership.

There is a developed understanding considering the whole Second Punic War. The depth of knowledge is adequate for this level, and the few mistakes do not adversely affect the presented conclusions. Likewise, there is a good consistent understanding of the historical context of the prescribed sources, which uses analysis to determine the validity of the conclusions made.

Section C overview

The Cleopatra depth study remains the most popular depth study in this paper.

Responses to Question 14 were very inconsistent. A significant number of candidates did not develop their responses with specific evidence.

More candidates compared to previous years were using the prescribed sources when answering the essay question. Some candidates wrote outstanding responses using, analysing and evaluating a wide variety of prescribed sources, both Roman and Egyptian. However, many did not mention any prescribed sources at all. A great deal of source analysis was limited to how long after the events the source had been created.

Question 11 (a)

11 (a) Outline **three** details of Mark Antony's suicide.   **[3]**

Most candidates answered this question well. Most responses focused on his slave's refusal to kill him and his eventual death in Cleopatra's arms.

Question 11 (b)

(b) What is Cleopatra supposed to have hidden in before her first meeting with Caesar?   **[1]**

Most candidates answered this well and accurately.

Question 11 (c)

(c) What was the name of Octavian's sister, who married Mark Antony?   **[1]**

Most candidates answered this well and accurately.

Question 12

12 What can we learn from **Passage C** about the expansion of Egyptian territory under Cleopatra?

[5]

Most candidates answered this with confidence and identified at least one valid inference.

The most common observation was that Cleopatra was gifted the expansion and she did not have to fight for it. Others focused on the economic significance and its impact on the Roman people.

The less successful responses copied the source out and did not make any valid inferences. Others used the passage to make inaccurate statements.

Question 13

13 Using details from **Passage C**, how accurate is Plutarch's portrayal of the expansion of Egyptian territories under Cleopatra?

[5]

More successful responses used Plutarch's context to identify some key points from the passage. In particular his use of language – such as 'shameful' and 'gifts' to criticise the nature of the expansion of territories. They were able to draw out xenophobia and distrust of female power.

Less successful responses asserted that the source was accurate because there was a list of places or it was inaccurate because he lived after the events.

Question 14

14 Explain the political and economic importance of Egypt for Rome.

[10]

Most candidates were able to answer this question with some confidence. The most common response focused on grain and trade routes.

More successful responses explained the significance of these factors and support with specific evidence. For example, the significance of Egypt when campaigning against Parthia.

Less successful responses identified different factors but they were not developed.

Question 15*

15* 'For Cleopatra, the Battle of Actium was more important than any other event.'
To what extent do you agree with this statement?

You must use and analyse the ancient sources you have studied as well as supporting your
answer with your own knowledge.   **[20]**

Most candidates were able to offer a valid response to this question and they organised it into two sides.

A significant number of responses did not use the prescribed sources or source analysis to support or develop their ideas. Some less successful responses included a generic overview of the Roman historians they had studied. The most common examples of this were along the lines of 'we cannot trust any of the ancient historians because they were all Roman and they hated women', or 'they all worked for Augustus and made anti-Cleopatra propaganda'. Such conclusions were reductive and often invalidated the arguments they had just made.

Knowledge and understanding of the events at Actium were also a concern for some of the less successful candidates. Many of these candidates did not describe other events.

Most responses focused on Cleopatra's relationship with Antony and Caesar. For example, her successes were creating relationships with these men who killed her opponents for her or gave her honours and land. These responses claimed that her Actium was the most important because it led to her downfall. Very few responses explored Cleopatra's reign, her achievements and her longevity compared to other Ptolemaic rulers.

More successful responses often wrote a thematic essay and analysed a particular source or historian to demonstrate how much weight the argument had. For example, Cleopatra's success in Egypt could be seen in Egyptian coinage which had significant propaganda value when it depicted her as the sole 'divine' ruler.

The most successful responses understood the complex political situation caused by the Roman civil war which led to the events at Actium. These candidates were able to explain the significance of the conflict on Cleopatra's power. They were able to use the significance of the Donations of Alexandria for Cleopatra, and the limits placed on the Ptolemaic monarchs by Rome.

Exemplar 3

For Cleopatra the Battle of Actium was certainly important than any other event because it highlighted her worst excesses and consequently led to not only her own downfall but the downfall of Mark Antony and the formation of the Roman Empire. Antony lost at Actium because of Cleopatra as she advised him to fight at sea and even gave him 60 ships which were proved to be useless as opposed to Canidius' (Antony's general) advice to fight on land where Antony had an advantage. Also during battle Cleopatra and her ships stayed behind the front line and when Agrippa's left wing turned to flank Antony forcing Antony to move to the right side creating a gap between the lines Cleopatra didn't hesitate and took the chance to flee the battle through the gap followed by the gullible Antony who was too in love to leave Cleopatra. Although most sources which are mainly Roman like Virgil (propagandist Augustan Poet) and Valleius Paterculus (propagandist historian writing for Tiberius) blame Cleopatra, for fleeing it is possible she fled deliberately break the blockade to save finances and regroup in Alexandria.

Another important event for Cleopatra was her ascension to the throne as she had to use her cunning charm and wit because at first she was expelled from Egypt into BC by Ptolemy XIII where she fled to Syria and raised an army including minting coins with her face in Ascalon which survive to this day and allowed her to return to Egypt

in 48 BC where she used her cunning to infiltrate the palace that Caesar was staying in and then her charms to persuade him to reinstate her back on the throne. Initially Caesar reinstated both Ptolemy XIII and Cleopatra as co-rulers but Cleopatra managed to seduce Caesar so much with her charm and beauty that he fought a war against Ptolemy XIII for her and made her the 'Sole Queen of Egypt'. Plutarch, a Greek biographer who is writing in the 1st century AD includes Cleopatra's infiltration of the palace although Plutarch is very inaccurate as this account of her ascension is not actively accurate.

The Donations of Alexandria in 34 BC were finally another extremely important event in Cleopatra's life as Antony named her 'Queen of King' as well as Caesarion and her son with Antony 'King of King'. Caesarion was named Caesar's legitimate heir to the throne (son) and Cleopatra and Caesarion would co-rule Egypt, Coele Syria, Cyprus and Libya. Ptolemy Philadelphus would rule Phoenicia, Syria and Cilicia, and Alexander Helios would rule Armenia, Media and Parthia which had not yet been conquered. This was important for Cleopatra as it massively increased her power and the dendara relief coin depicts this event with it including Cleopatra being called 'Queen of King'.

This is a good Level 4 response. The candidate compares the significance of the Battle of Actium with several other valid events. There is a developed understanding and a good selection of information. The judgements are not always fully developed, but they do demonstrate a line of reasoning.

Some source analysis is used to assess the validity of these conclusions. In particular, the analysis of Roman accounts of the battle of Actium shows an understanding of the issues faced when evaluating the historical context and purpose of the prescribed sources.

Section D overview

Candidates answered Questions 17 and 18 with some confidence and there was a good understanding shown in Questions 19 and 20. However, in Question 19, many candidates wrote about the revolt of the Iceni, rather than its causes. Many candidates answering Question 20 used a wide range of prescribed sources to show the extent of co-operation. However, many candidates did not place them into context by linking the archaeological record to specific events or peoples.

Question 16 (a)

16 (a) Name the first governor of Roman Britain.   **[1]**

Most candidates were able to recall this accurately.

Question 16 (b)

(b) Give **two** reasons why Roman governors campaigned in Wales.   **[2]**

Most candidates were able to recall this accurately. Most focused on the need to crush resistance to their power.

Question 16 (c)

(c) Identify **two** features of Camulodunum.   **[2]**

More successful responses were written with confidence. Some less successful responses struggled with this question and thought that Camulodunum was a Roman governor.

Question 17

17 What can we learn from **Passage D** about Claudius' motives for the invasion of Britannia?   **[5]**

Most responses were able to identify at least two features from the passage about Claudius' motives. Most focused on his need for a triumph and to better Julius Caesar.

The more successful responses were able to develop other factors such as taking advantage of turmoil in Britain.

Question 18

18 Using details from **Passage D**, how accurate do you think Suetonius' account of these events is?

[5]

> Most candidates answered this question with a degree of confidence.
>
> Less successful responses still made sweeping statements about Suetonius' strengths and weaknesses, but most linked it to the content of the passage. For example, Suetonius was reliable because he was Roman and may have heard of Claudius' triumph.
>
> More successful responses said, for example, Suetonius' account would be accurate because he had access to official documents which may include evidence about British tribes requesting help from Rome.

Question 19

19 Explain the causes of Boudicca's revolt.

[10]

> This question is a very good reminder to students that you must answer the question posed, and not on the general topic area.
>
> Less successful responses wrote a narrative account which may have included some evidence about the causes of the revolt, for example the treatment of Boudicca and her daughters. However, the vast majority of their narrative focused on the events of the revolt.
>
> More successful candidates organised their answer into several factors or issues and supported these with specific evidence. For example, Rome broke the terms of the will and plundered Iceni territory.

Question 20*

20* 'The ancient sources help us to understand how the Romans and the British co-operated.'
To what extent do you agree with this statement?

You must use and analyse the ancient sources you have studied as well as supporting your
answer with your own knowledge.   **[20]**

The Roman Britain depth study saw candidates show the most confidence, again, when using prescribed sources to answer an essay question.

Unfortunately, many candidates did not have a secure understanding or show detailed knowledge to support their assertions.

Most responses were able to agree with the question by using archaeological evidence. Source analysis was varied, but most responses were able to use the archaeological record to give weight to their arguments. Again this analysis may have been underdeveloped, but the most successful candidates frequently were happy to use places like Fishbourne to show co-operation in Roman Britain. For example, its development from a granary supporting the Roman army to its development into a villa and palace.

More successful responses were able to balance this with reference to Tacitus and Suetonius. The very best responses recognised that while co-operation was a significant cause of the invasion of Britain, it ebbed and flowed across the country over time. Romanisation helped increase co-operation, but they also recognised that Tacitus may have over-emphasised its impact, as both cultures never fully integrated.

Many of the best responses evaluated Tacitus' work beyond his relationship with his father-in-law Agricola. These analyses were used to explain the strengths and weaknesses of the two sides of the argument.

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