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**Friday 25 May 2018 – Afternoon****AS GCE CLASSICS: ANCIENT HISTORY****F392/01** Roman History from original sources

Candidates answer on the Answer Booklet.

**OCR supplied materials:**

- 12 page Answer Booklet (OCR12)  
(sent with general stationery)

**Other materials required:**

None

**Duration:** 1 hour 30 minutes**INSTRUCTIONS TO CANDIDATES**

- Complete the boxes on the Answer Booklet with your name, centre number and candidate number.
- Use black ink.
- This Question Paper contains questions on the following three options:  
Option 1: Cicero and political life in late Republican Rome  
Option 2: Augustus and the Principate  
Option 3: Britain in the Roman Empire
- Choose **one** option. Answer **one** question from Section A and **one** question from Section B. Both questions must be from the same option.
- Write the number of each question answered in the margin.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Do **not** write in the barcodes.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- Quality of Written Communication will be assessed in this paper.
- This document consists of **12** pages. Any blank pages are indicated.

**INSTRUCTION TO EXAMS OFFICER/INVIGILATOR**

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**Option 1: Cicero and political life in late Republican Rome**

Answer **one** question from Section A and **one** question from Section B.

**SECTION A – Commentary questions**

Answer **one** question from this section.

**Marks are awarded in parts (b) and (c) of Questions 1 and 2 for the quality of written communication in your answer.**

- 1** Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.

So Caesar, armed and supported by the friendship of Pompey and Crassus, pressed on towards the consulship and, with Calpurnius Bibulus, was triumphantly elected. As soon as he entered upon his office he proposed various measures for the allotment and redistribution of land – measures that would have come better from some revolutionary tribune of the people than from a consul. He encountered stiff opposition from all the most respectable elements in the senate. This was just the excuse that he had long been looking for. He vigorously protested that it was against his will that he was being driven to put matters before the Assembly of the People, but that the senate’s high-handed and stubborn behaviour left him no other course than to devote himself to the people’s interest. He then hurried out of the senate and stood up to speak before the People’s Assembly, with Crassus on one side of him and Pompey on the other. He asked the people whether they approved of his laws and, when they said that they did, he called upon them to give him their help and to defend him against those who were threatening to resist him with their swords. This they promised to do, and Pompey actually added that, if it was a question of swords, he could produce a sword and a shield as well. The nobility were deeply offended by this mad and boyishly impulsive remark of Pompey’s – so unworthy of his own dignity and so lacking in the respect properly due to the senate; the people, however, were delighted with it.

Plutarch, *Life of Caesar* 14

- (a) What does this passage tell us about how Caesar achieved what he wanted during his consulship? [10]
- (b) What can we learn from other sources about political violence in the late Republic? [20]
- (c) On the basis of this passage and other sources you have studied, how important was it for politicians of the late Republic to have the support of Pompey? [25]

**Section A Total [55]**

**Option 1: Cicero and political life in late Republican Rome**

**Do not answer this question if you have already answered Question 1.**

- 2 Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.

Who then do I mean by ‘best citizens’? Let me tell you in answer to your question that they are countless in number, for our country could not otherwise stand firm. The optimates include those who direct the policy of the state in the Senate and their supporters; they include the men in the highest orders in the State, who are eligible for the Senate; they include Roman citizens living in the municipia or in the country areas; they include business men, and even freedmen as well. As I have said, this category comprises many and various types of person, but to remove any possible misconception the whole category can be defined quite briefly: all are optimates who are not criminals, not naturally unprincipled, not wild revolutionaries or embarrassed by financial difficulties. We may assume then that this ‘tribe’, as you have called it in a derogatory way, includes everyone who is honest, sound in mind, and financially secure. Those who are guided by the wishes, interests, and views of these men in political affairs are supporters of the optimates, and are themselves reckoned optimates and are classed among our most important and distinguished citizens, as leaders of the state.

What then is the objective of these helmsmen of the state? Where should they fasten their gaze? In what direction should they steer their course? Towards that most excellent and most desirable goal for all sensible, decent, well-to-do men – a state in which the desire for civil harmony is balanced by respect for the political ambitions of our leading men.

Cicero, *Pro Sestio* 97–98

- (a) What does this passage tell us about Cicero’s view of optimates? [10]
- (b) What can we learn from other sources about the distinction between optimates and populares in the late Republic? [20]
- (c) On the basis of this passage and other sources you have studied, to what extent was the politics of the late Republic a struggle between different political groups? [25]

**Section A Total [55]**

**Option 1: Cicero and political life in late Republican Rome**

**SECTION B – Essays**

Answer **one** question.

Start your answer on a new page.

**Marks are awarded for the quality of written communication in your answer.**

**3** How convincing an account of the Catilinarian conspiracy do we get from the sources?

In your answer, you should:

- outline what the sources tell us about the Catilinarian conspiracy;
- discuss how convincing an account the sources give of the Catilinarian conspiracy;
- evaluate the sources used for issues of reliability.

**[45]**

**4** ‘Some politicians had more power and influence than the Senate.’ How fair an assessment of the politics of the late Republic is this statement?

In your answer, you should:

- outline specific examples of the influence and power of individual politicians and the Senate;
- consider whether it was the Senate or individual politicians who had more influence and power;
- evaluate the sources used for reliability.

**[45]**

**Section B Total [45]**

**Paper Total [100]**

**Option 2: Augustus and the Principate**

Answer **one** question from Section A and **one** question from Section B.

**SECTION A – Commentary questions**

Answer **one** question from this section.

**Marks are awarded in parts (b) and (c) of Questions 5 and 6 for the quality of written communication in your answer.**

- 5 Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.

Government of the provinces has been apportioned in different ways at different times. Current arrangements are those laid down by Caesar Augustus. For when his country entrusted him with the pre-eminent position in its governance and he became supreme ruler for life in war and in peace, he divided the whole empire into two parts. One he assigned to himself, the other to the people of Rome. For himself he took all those areas that still needed a military garrison – in effect those that were barbaric, or bordering on tribes not yet brought to heel, or infertile and difficult to cultivate and therefore inevitably prone to break loose and revolt, because whatever else they lack there is never a shortage of military strongholds. All the rest he assigned to the Roman people – all those that were peaceful or easily manageable without recourse to arms. Each of the two parts he divided into a number of provinces, designated ‘Caesar’s’ or ‘the People’s’. To his own provinces Caesar despatches legates and procurators, settling the provincial boundaries and organising their administration in different ways at different times according to circumstances; to their provinces the People send out either praetors or proconsuls, and these too are variously divided according to the requirements of the moment.

Strabo, *Geography* 17.3.25

[LACTOR 17]

- (a) What does this passage tell us about how the provinces were governed during the reign of Augustus? [10]
- (b) What can we learn from other sources about the attitudes of the provincials to Augustus? [20]
- (c) On the basis of this passage and other sources you have studied, how important were the provinces to Augustus? [25]

**Section A Total [55]**

## Option 2: Augustus and the Principate

Do not answer this question if you have already answered Question 5.

- 6 Study the sources below and answer the questions. You are expected to refer to the sources and to use your own knowledge in your answers.

In my sixth and seventh consulships [28–27BC], after I had extinguished the civil wars, being master of everything by the consent of all, I transferred the republic from my power [potestas] to the control of the senate and the Roman people. In return for this service of mine by decree of the senate I was called Augustus, and the door-posts of my house were screened with laurel at public expense, and a civic crown was fixed above my door and a golden shield was set up in the Julian Senate-house with an inscription attesting that the senate and the Roman people gave it to me because of my courage, clemency, justice and piety. After that time I excelled all in authority [auctoritas], but I had no more power [potestas] than others who were my colleagues in each magistracy.

5

10

Augustus, *Res Gestae* 34

[LACTOR 17]



New *aureus* 28BC

Obv: Head of Octavian right, wearing laurel wreath. (Commander Caesar, son of the Deified, consul for the sixth time).

Rev: Octavian, seated left on magistrate's chair wearing toga, holding out scroll in right hand; magistrate's document container on ground to left. (He has restored to the Roman People their laws and rights).

[LACTOR 17]

- (a) What do these sources tell us about Augustus' view of the constitutional settlement of 28–27BC? [10]
- (b) What can we learn from other sources about the ways the Senate honoured Augustus during his reign? [20]
- (c) On the basis of this passage and other sources you have studied, how successful was Augustus in presenting himself as a traditional republican? [25]

**Section A Total [55]**

**Option 2: Augustus and the Principate**

**SECTION B – Essays**

Answer **one** question.

Start your answer on a new page.

**Marks are awarded for the quality of written communication in your answer.**

**7** How important were Agrippa and Tiberius to Augustus' success?

In your answer, you should:

- outline specific examples of the part played by Agrippa and Tiberius in helping Augustus achieve success;
- assess the importance of the roles of Agrippa and Tiberius in his success;
- evaluate the reliability of the sources used.

**[45]**

**8** How effective an emperor was Augustus?

In your answer, you should:

- describe Augustus' achievements as emperor;
- discuss the effectiveness of Augustus as a political, religious and military leader;
- evaluate the reliability of the sources used.

**[45]**

**Section B Total [45]**

**Paper Total [100]**

**Option 3: Britain in the Roman Empire**

Answer **one** question from Section A and **one** question from Section B.

**SECTION A – Commentary questions**

Answer **one** question from this section.

**Marks are awarded in parts (b) and (c) of Questions 9 and 10 for the quality of written communication in your answer.**

- 9 Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.

In order to get this information before risking an expedition, he sent a warship in command of Volusenus, whom he considered a suitable man for the job. His orders were to make a general reconnaissance and return as soon as he could. Meanwhile Caesar marched the whole army into the country of the Morini, from which there was the shortest crossing to Britain, and ordered ships to assemble there from all the neighbouring districts, as well as the fleet that had been built the previous summer for the Venetian war. His design had become known in the meantime, and when the news was brought by traders to the Britons, envoys were sent by a number of tribes, offering to give hostages and submit to Rome. Caesar gave them audience, made them generous promises, and urged them to abide by their resolve. He then sent them home, accompanied by Commius, whom he had made king of the Atrebates after the conquest of that tribe – a man of whose courage, judgement, and loyalty he had a high opinion, and who was greatly respected in Britain. He instructed Commius to visit as many tribes as possible, to urge them to entrust themselves to the protection of Rome, and to announce his impending arrival. Volusenus reconnoitred the coast as far as he could without disembarking and putting himself into the power of the natives, which he dared not do, and returned four days later with his report.

Caesar, *Gallic War* 4.21  
[trans. S. A. Handford, Penguin]

- (a) What does this passage tell us about Caesar's preparations for his initial invasion of 55BC? [10]
- (b) What can we learn from other sources about the tactics adopted by Caesar against the Britons? [20]
- (c) On the basis of this passage and other sources you have studied, to what extent can Caesar's invasions be seen as a complete failure? [25]

**Section A Total [55]**



### Option 3: Britain in the Roman Empire

**Do not answer this question if you have already answered Question 9.**

- 10** Study this passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.

For the Britons, their fears allayed by the absence of the dreaded legate, began to canvass the woes of slavery, to compare their wrongs and sharpen their sting in the telling. 'We gain nothing by submission except heavier burdens for willing shoulders. We used to have one king at a time; now two are set over us – the governor to wreak his fury on our life-blood; the procurator, on our property. 5 Whether our masters quarrel with each other or agree together, our bondage is equally ruinous. The governor has centurions to execute his will; the procurator, slaves; and both of them add insults to violence. Nothing is any longer safe from their greed and lust. In war it is at least a braver man who takes the spoil; as things stand with us, it is mostly cowards and shirkers that seize our homes, 10 kidnap our children, and conscript our men – as though it were only for our own country that we would not face death. What a mere handful our invaders are, if we reckon up our own numbers! Such thoughts prompted the Germans to throw off the yoke; and they have only a river, not the Ocean, to shield them. We have country, wives, and parents to fight for; the Romans have nothing but greed and self-indulgence. Back they will go, as their deified Julius went back, if we will but emulate the valour of our fathers.'

Tacitus, *Agricola* 15

[trans. H. Mattingly, rev. S. A. Handford: Penguin]

- (a) What does this passage tell us about British views of Roman rule? [10]
- (b) What can we learn from other sources about the ways the Romans treated the Britons during the period AD 43–61? [20]
- (c) On the basis of this passage and other sources you have studied, to what extent did the Britons benefit from Roman rule? [25]

**Section A Total [55]**

**Option 3: Britain in the Roman Empire****SECTION B – Essays**

Answer **one** question.

Start your answer on a new page.

**Marks are awarded for the quality of written communication in your answer.**

- 11** ‘Agricola achieved more than any previous governor of Britain.’ To what extent do the sources support this view?

In your answer, you should:

- outline what the sources tell us about Agricola’s achievements during his governorship;
- consider how far these achievements were greater than those of any previous governor;
- evaluate the reliability of the sources used.

**[45]**

- 12** How useful is the evidence for our understanding of the economic benefits of Britain to the Romans?

In your answer, you should:

- outline what the sources tell us about the economic value of Britain to the Romans;
- discuss the ways the Romans benefited economically from their occupation of Britain;
- evaluate the usefulness of the evidence used.

**[45]**

**Section B Total [45]**

**Paper Total [100]**

**END OF QUESTION PAPER**





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