

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS  
AS GCE  
F392/01  
CLASSICS: ANCIENT HISTORY  
Roman History from original sources  
FRIDAY 26 MAY 2017: Afternoon  
DURATION: 1 hour 30 minutes  
plus your additional time allowance  
MODIFIED ENLARGED 24pt**

**Candidates answer on the Answer Booklet.**

**OCR SUPPLIED MATERIALS:**

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

**OTHER MATERIALS REQUIRED:**

**None**

**READ INSTRUCTIONS OVERLEAF**



## **INSTRUCTIONS TO CANDIDATES**

**Complete the boxes on the Answer Booklet with your name, centre number and candidate number.**

**Use black ink.**

**The 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.**

## **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.**

**The quality of your written communication will be assessed in this paper.**

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

Indeed Cicero, more than anyone, made the Romans see how great is the charm which eloquence confers on what is good, how invincible justice is if it is well expressed in words, and how the good and efficient statesman should always in his actions prefer what is right to what will win popularity, and in his words should express the public interest in a manner that will please rather than prove offensive. An incident took place in the theatre during his consulship which showed what charm he could exert in his speaking. In earlier times those who belonged to the class of gentlemen outside the senate used to have the same seats in the theatres as the ordinary people and took whatever place happened to be available; Marcus Otho, when he was praetor, was the first to give members of this class the honour of being separated from the rest of the citizens. He allotted to them specially reserved seats of their own – an arrangement which still remains in force today. The people regarded this as an insult to themselves, and when Otho appeared in the theatre they hissed him in a most disrespectful way. The gentlemen outside the senate, on the other hand, greeted him with loud applause. There was then on the one side renewed and increased hissing, and on the other still more applause. The two parties then turned on each other, shouting out insults, and the whole theatre was in a state

of confusion. When Cicero heard of this, he came to the theatre and instructed the people to come out to the Temple of Bellona. Here he reprimanded them for their behaviour and gave them his advice as to how to behave in future. The result was that, when they went back again to the theatre, they applauded Otho loudly and vied with the gentlemen outside the senate in doing him honour and showing him respect. 30

**Plutarch, 'Life of Cicero' 13**

- (a) What does this passage tell us about how politicians should behave? [10]**
- (b) What can we learn from other sources about the methods employed by politicians to win the support of the lower classes? [20]**
- (c) On the basis of this passage and other sources you have studied, how successful were politicians in using rhetoric to achieve their political aims during the late Republic? [25]**

## **OPTION 1: Cicero and political life in late Republican Rome**

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

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

**The republic is finished. Its plight is all the sadder than when you left because at that time it looked as though the authoritarian regime was agreeable to the masses and, though odious, not actually lethal to their betters; whereas now it is all at once so universally detested that we tremble to think where it will erupt. We know by experience the violent temper and recklessness of these men, who in their rage against Cato have brought Rome to ruin; but they did seem to be using a mild form of poison, so that we might reasonably hope for a painless death.**

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**...So there is our poor friend, unused to disrepute, his whole career passed in a blaze of admiration and glory, now physically disfigured and broken in spirit, at his wit's end for what to do. He sees the precipice if he goes on and the stigma of a turncoat if he turns back. The honest men are his enemies, the rascals themselves are not his friends. See now how soft-hearted I am. I could not keep back my tears when I saw him addressing a public meeting on 25 July about Bibulus' edicts. How magnificently he used to posture on that platform in other days, surrounded by an adoring people, every man wishing him well!**

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**...Where Bibulus will end up I don't know. As things stand at the moment he is in wonderfully high repute. When he postponed the elections till October, a thing which generally runs counter to the popular wish, Caesar thought he might stir up a public meeting with a speech into going for Bibulus' house. After a long, highly inflammatory harangue he could not raise a murmur.**

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**In short, they realize that they have no support in any section of society, which makes the danger of violence all the greater.**

**Cicero, 'Letter' 16**

- (a) What does this passage tell us about Cicero's concerns for the Republic? [10]**
- (b) What can we learn from other sources about the use of violence in the politics of the late Republic? [20]**
- (c) On the basis of this passage and other sources you have studied, to what extent did the triumvirate have more influence than the Senate over the politics of the late Republic? [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 far can we understand the problems of the late Republic from Cicero's letters alone?**

**In your answer, you should:**

**outline what Cicero's letters tell us about the problems of the late Republic;**

**discuss how complete an understanding of the problems of the late Republic we get from Cicero's letters alone;**

**evaluate the sources used for their usefulness. [45]**

- 4 How reliable an account of Cicero's political achievements do we get from the sources?**

**In your answer, you should:**

**outline what the sources tell us about Cicero's political achievements;**

**discuss the presentation of these achievements in the sources;**

**evaluate the sources used for reliability. [45]**

**SECTION B TOTAL [45]**

**PAPER TOTAL [100]**



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## 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 this passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.

Finally, on assuming the office of pontifex maximus vacated by the death of Lepidus — he could not bring himself to divest his former colleague of it while he was alive — Augustus collected all the copies of Greek and Latin prophetic verse then current, the work of either anonymous or unsuitable authors, and burned more than 2,000. He kept only the Sibylline Books, and edited even these before depositing them in two gilded cases under the pedestal of Palatine Apollo's image. Since official negligence had allowed the calendar, reformed by Divus Julius, to fall into confusion, he put it straight again, and while doing so he renamed the month of Sextilis after himself (although he had been born in September), because it was during Sextilis that he had won his first consulship and his most decisive victories. He increased the priesthoods in number and dignity and in privileges too, being particularly generous to the college of Vestal Virgins. When a death caused a vacancy in this college and many citizens busily tried to keep their daughters' names off the list of candidates, Augustus took a solemn oath that if any of his granddaughters had been of eligible age he would have proposed her. He also revived certain obsolescent rites and appointments: the Augury of Safety, the office of the flamen of Jupiter, the Lupercalia, the Saecular Games and the Compitalia.

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**But at the Lupercalia he forbade any boys to run who had not yet shaved off their first beards, and at the Saecular Games no young people might attend a night performance unless accompanied by an adult relative.**

**Suetonius, 'Augustus' 31**

**[trans. R. Graves, 'The Twelve Caesars', Penguin]**

- (a) What does this passage tell us about Augustus's attitude towards Roman traditions? [10]**
- (b) What can we learn from other sources about the methods adopted by Augustus to reorganise Rome? [20]**
- (c) On the basis of this passage and other sources you have studied, to what extent was Augustus successful in improving the lives of all inhabitants of Rome? [25]**

## OPTION 2: Augustus and the Principate

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

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

Then, O Gods, grant virtuous ways to youth ready to  
Learn and tranquillity to gentle elders, and, Gods,  
Grant to Romulus' people, prosperity, posterity  
And every glory,

And fulfil whatever by sacrifice of white oxen 5  
He entreats, the glorious offspring of Anchises  
And Venus, vanquisher of those who take up arms,  
Mild to the fallen foe.

Now the Mede fears the forces strong by land  
And sea and the Alban axes; now 10  
The Scythians, so recently arrogant, and the Indians  
Seek responses.

Now Faith, Peace, Honour, old-fashioned Modesty,  
And Virtue so long neglected dare to return,  
And now once more appears blest Plenty 15  
With horn overflowing.

Phoebus, the seer, resplendent with his  
Gleaming bow, and beloved of the Muses  
Nine, whose health-giving art relieves the  
Body's weary limbs – 20

If he beholds with favour the Palatine's altars,  
Then he prolongs the Roman state and happy  
Latium for another cycle and an ever  
More blessed age.

Horace, 'Carmen Saeculare', 45–68  
[LACTOR 17]

- (a) What does this passage tell us about the achievements of Augustus's reign so far and hopes for the future? [10]**
- (b) What can we learn from other sources about Augustus's military achievements against foreign enemies during his reign? [20]**
- (c) On the basis of this passage and other sources you have studied, how effective are Roman poets in presenting Augustus as having the support of the gods? [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 successful was Augustus in dealing with opposition during his reign?**

**In your answer, you should:**

**outline what the sources tell us about the ways Augustus dealt with opposition during his reign;**

**discuss how successfully Augustus dealt with opposition during his reign;**

**evaluate the reliability of the sources used. [45]**

**8 How reliable an account of the period 31–23BC do the sources provide?**

**In your answer, you should:**

**outline what the sources tell us about the period 31–23BC;**

**discuss the presentation of Augustus's actions and achievements during the period 31–23BC;**

**evaluate the reliability of the sources used. [45]**

**SECTION B TOTAL [45]**

**PAPER TOTAL [100]**

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

He made the contributions of corn and tribute less onerous by distributing the burdens fairly, and put a stop to the tricks of profiteers, which were more bitterly resented than the tax itself. For the provincials were made to wait outside locked granaries in order to go through the farce of ‘buying’ corn to deliver to the governor — thus being in fact compelled to discharge their obligations by money payments. Or delivery would be ordered to out-of-the-way destinations at the other end of the country, so that states which had permanent camps close by them were told to send supplies to remote and inaccessible spots. Thus the rendering of a service which should have been easy for all was obstructed in order to line a few men’s pockets.

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By checking these abuses in his very first year of office Agricola made the Britons appreciate the advantages of peace, which, through the negligence or arbitrariness of previous governors, had been as much feared as war. But when summer came he concentrated his army and took the field in person. He was present everywhere on the march, praising good discipline and keeping stragglers up to the mark. He himself chose sites for camps and reconnoitred estuaries and forests; and all the time he gave the enemy no rest, but constantly launched

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plundering raids. Then, when he had done enough to inspire fear, he tried the effect of clemency and showed them the attractions of peace. As a result, many states which till then had maintained their independence gave hostages and abandoned their resentful attitude.

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**Tacitus, 'Agricola' 19–20**

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

- (a) What does this passage tell us about Agricola's qualities as a governor of Britain? [10]**
- (b) What can we learn from other sources about Roman victories against the Britons during the governorship of Agricola? [20]**
- (c) On the basis of this passage and other sources you have studied, how useful is Tacitus in understanding the achievements of Agricola in Britain? [25]**

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

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

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

And for the purposes of political power, there would be no advantage in knowing such (distant) countries and their inhabitants, particularly where the people live in islands which are such that they can neither injure nor benefit us in any way, because of their isolation. For although the Romans could have possessed Britain, they scorned to do so, for they saw that there was nothing at all to fear from Britain, since they are not strong enough to cross over and attack us. No corresponding advantages would arise by taking over and holding the country. For at present more seems to accrue from the customs duties on their commerce than direct taxation could supply, if we deduct the cost of maintaining an army to garrison the island and collect the tribute. The unprofitability of an occupation would be still more marked in the case of the other islands near Britain.

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At present however some of the kings have gained the friendship of Caesar Augustus by sending embassies and paying him deference. They have not only dedicated offerings in the Capitol but have also more or less brought the whole island under Roman control. Furthermore they submit to heavy duties on exports to Gaul and on imports from there, which include ivory bracelets and necklaces, amber and glassware and similar petty trifles, so that there is no need of a garrison for the island. It would require at least one legion and a force of cavalry to collect tribute from them, and the cost of such a force would offset the revenue gained. If tribute were imposed the customs duties would inevitably dwindle and at the same time the risks would be greater if force were employed.

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**Strabo, ‘Geography’, 2.5.8, 4.5.3  
[LACTOR 11]**

- (a) What does this passage tell us about the disadvantages for the Romans of occupying Britain? [10]**
- (b) What can we learn from other sources about Roman views of Britain and the Britons before AD43? [20]**
- (c) On the basis of these passages and other sources you have studied, what benefits did the Romans think there were in invading Britain? [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 How useful are the sources in understanding the causes of the Boudiccan rebellion?**

**In your answer, you should:**

**outline what the sources tell us about why the Britons rebelled against Roman rule in AD60/61;**

**consider how far the sources give an adequate explanation for the rebellion;**

**evaluate the sources used for their usefulness. [45]**

**12 How effective a frontier system was Hadrian's Wall?**

**In your answer, you should:**

**outline what the evidence tells us about Hadrian's Wall as a frontier system;**

**discuss the effectiveness of Hadrian's Wall as a frontier system;**

**evaluate the evidence used. [45]**

**SECTION B TOTAL [45]**

**PAPER TOTAL [100]**

**END OF QUESTION PAPER**

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