

Advanced Subsidiary GCE

F392 QP

GCE CLASSICS

Unit AH2: Roman History from original
sources

Specimen Paper

Morning/Afternoon

Time: 1 hour 30 minutes

Additional Materials: Answer Booklet (20 pages)



INSTRUCTIONS TO CANDIDATES

- Choose **one** option. Answer **one** question from **Section A** and **one** from **Section B**. Both questions must be from the same option.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **11** printed pages and **1** blank page.

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.

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

It is necessary to have *amici* of every kind: for the sake of appearance, make friends with men who are distinguished in rank and title (these, though they may not actively support the campaign, nonetheless confer some prestige upon the candidate); in order to make good the justice of your claim, make friends with the magistrates – in particular the consuls, and secondly the *tribuni plebis*; in order to get the votes of the *centuriae*, make friends with men who have exceptional influence. Make special efforts to win over and keep loyal to yourself such men as (because of your influence) have or hope to have the votes of a tribe or a *centuria*, or who can help you in some other way. For in recent years, men of ambition have worked hard with zeal and effort to be able to obtain what they wanted from the members of their tribe. You should endeavour by whatever means you can to see that these men show their support for you with a genuine sincerity.

Quintus Cicero, *Commentariolum Petitionis* 18 [LACTOR 3]

- (a) What can we learn from this passage about the importance for a political candidate of having *amici*? [10]
- (b) How far do the other sources for this period support the idea that *amici* were important to a successful candidate? [20]
- (c) On the basis of this passage, and other sources you have studied, discuss whether patronage was the most important factor for a successful candidate in Roman politics during this period. [25]

Section A Total [55]

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 extract and to use your own knowledge in your answers.

Now I see what is in my own interest, Senators. If you adopt the proposal of Caius Caesar, who follows what we agree to call the 'popular' line in politics, I may in future have less reason to fear attacks by the populares, for people will recognise that it was Caesar who thought up the proposal and put it forward. But, if you adopt Silanus' proposal, I may well be letting myself in for further trouble. Nevertheless, I shall not set consideration for my personal safety above the good of the state. We have in Caesar's proposal a pledge of his lasting goodwill towards the state, as indeed his personal standing and the distinction of his ancestors led one to expect. Now we can see the great difference between the demagogue, quite without deeply held convictions, and the man who can justly be called popular because he genuinely seeks the people's welfare.

Cicero, *In Catilinam* IV. 9 [LACTOR 7]

- (a) What can we learn from this passage about Cicero's reactions to the proposals put forward by Caesar? [10]
- (b) How far do other sources agree with Cicero's view of the *populares* expressed in this passage? [20]
- (c) On the basis of this passage, and other sources you have studied, discuss the usefulness of Cicero's speeches as evidence for the political conflict in this period. [25]

Section A Total [55]

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

Answer **one** question.

You are reminded that marks are awarded for the quality of written communication of your answer.

- 3** How useful are the sources in helping us to understand how effectively the Senate dealt with challenges to its authority in the late Republic?

In your answer, you should:

- include the evidence from the sources about the challenge to the Senate;
 - explain the ways in which the Senate responded to these challenges;
 - assess the reliability of the evidence for both the challenges and the success of the Senate in dealing with them.
- [45]**

- 4** How fair are the sources to Pompey in what they tell us about his importance in political life in Rome during this period?

In your answer, you should:

- include the evidence of the sources about Pompey's activity on his return from the East;
 - describe political activity in Rome as represented in the sources;
 - evaluate how impartial the sources are in their representation of Pompey and other politicians.
- [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.

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

Gently bringing on childbirth aright in fullness
Of time, Ilithyia, protect mothers, whether
You choose to be honoured as Lucina
Or as Genitalis.

Goddess, grant to us offspring and prosper
The Fathers' decrees on women's wedlock,
Prosper the marriage law, that it may be
Fruitful of children,

So that the sure cycle of eleven decades
May bring back the singing and the games,
Thronged thrice in bright day, thrice
In welcome night.

You Fates, ever truthful to tell what has once
Been ordained - and may the fixed bound of events
Confirm it - add to our blessings already received
A destiny blessed.

Horace, *Carmen Saeculare* (Centennial Hymn) 13-28
[LACTOR 17, L.28]

- (a) What does this passage tell us about the hopes expressed at the Centennial Games of 17 BC? [10]
- (b) How far do other sources support the view that Augustus had brought 'blessings' (line 15) on Rome? [20]
- (c) On the basis of this passage and other sources you have studied, how convincing is the presentation by the poets of Augustus' achievements? [25]

[Turn Over

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

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

The dictatorship was offered to me both in my absence and in my presence by both the people and the senate in the consulship of Marcus Marcellus and Lucius Arruntius [22 BC], but I refused it. I did not decline in the great scarcity of corn the superintendence of the supply, and I so administered it that within a few days I had freed the whole community from the immediate fear and peril through my expenditure and care. The consulship, for the year and in perpetuity, was also then offered to me, but I refused it. 5

In the consulship of Marcus Vinicius and Quintus Lucretius [19 BC], and afterwards in that of Publius Lentulus and Gnaeus Lentulus [18 BC], and thirdly in that of Paullus Fabius Maximus and Quintus Tubero [11 BC], the senate and people of Rome agreed that I should be appointed supervisor of laws and morals with supreme power and without a colleague, but I did not accept any office offered contrary to ancestral tradition. The measures which the senate then wanted me to take I carried out through my tribunician power, and I myself on my own initiative five times requested and accepted from the senate a colleague in that power. 10 15

Augustus, *Res Gestae Divi Augusti* 5-6

- (a) What does this passage tell us about the constitutional powers which Augustus held? [10]
- (b) How far do other sources you have studied support this passage in emphasising the rejection by Augustus of certain powers and offices? [20]
- (c) On the basis of this passage, and other sources you have studied, discuss why maintaining 'ancestral tradition' (line 13) was important to Augustus. [25]

Section A Total [55]

Option 2: Augustus and the Principate**Section B: Essays**

Answer **one** question.

You are reminded that marks are awarded for the quality of written communication of your answer.

- 7** How convincing are the sources in their portrayal of Augustus' attitude to 'restoring the Republic'?

In your answer, you should:

- include what the sources tell us about the 'restoration of the Republic';
- describe the main powers and privileges which Augustus had acquired by the end of his principate;
- assess the reliability of the sources on the transition from the Republic to the Principate.

[45]

- 8** According to the sources, how serious were conspiracies and threats to Augustus' rule?

In your answer, you should:

- include what the sources tell us about conspiracies and opposition to Augustus;
- explain who expressed opposition to Augustus, and why they opposed him;
- evaluate the source material which describes opposition to Augustus and how serious it was.

[45]

Section B Total [45]

Paper Total [100]

[Turn Over]

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.

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

The natives, on realizing his intention, had sent forward their cavalry and a number of the chariots which they are accustomed to use in warfare; the rest of their troops followed close behind and were ready to oppose the landing. The Romans were faced with very grave difficulties. The size of the ships made it impossible to run them aground except in fairly deep water; 5 and soldiers, unfamiliar with the ground, with their hands full, and weighed down by the heavy burden of their arms, had at the same time to jump down from the ships, get a footing in the waves, and fight the enemy, who, standing on dry land or advancing only a short way into the water, fought with all their limbs unencumbered and on perfectly familiar ground, boldly 10 hurling javelins and galloping their horses, which were trained to this kind of work. These perils frightened our soldiers, who were quite unaccustomed to battles of this kind, with the result that they did not show the same alacrity and enthusiasm as they usually did in battles on dry land.

Seeing this, Caesar ordered the warships – which were swifter and easier to 15 handle than the transports, and likely to impress the natives by their unfamiliar appearance – to be removed a short distance from the others and then to be rowed hard and run ashore on the enemy's right flank, from which position slings, bows, and artillery could be used to drive them back. This manoeuvre was highly successful. Scared by the strange shape of the 20 warships, the motion of the oars, and the unfamiliar machines, the natives halted and then retreated a little.

Caesar, *Gallic War* 4. 24-25

[Caesar, *The Conquest of Gaul*, trans. S..A. Handford, revised J. F. Gardner; Penguin]

- (a) How useful is this passage in helping us understand how prepared Caesar's forces were for the task of invading Britain? [10]
- (b) How far do other sources support the view that Britain was seen as a mysterious and threatening place by the Romans? [20]
- (c) On the basis of this passage and other sources you have studied, discuss how successful British military defence was against the Romans in the invasions of Caesar and Claudius. [25]

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

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

To Gaius Gavius Silvanus, son of Lucius, of the voting tribe Stellatina, formerly senior centurion of the Eighth Legion Augusta, tribune of the Second Cohort of the City Fire Brigade, tribune of the thirteenth Urban Cohort, tribune of the Twelfth Praetorian Cohort, decorated by the deified Claudius in the British war with necklets, armlets, medals and a gold crown. (Set up) to the patron of the colony by decree of the decurions. 5

Inscription to C. Gavius Silvanus (cohors Praetoria), at Turin (Augusta Taurinorum), Italy, mid-1st. century AD
CIL 5.7003 = ILS 2701. [LACTOR 4.14]

Marcus Favonius Facilis, son of Marcus, of the voting tribe Pollia, centurion of the Twentieth Legion; Verecundus and Novicius his freedmen set this up; here he lies.

Inscription to M. Favonius Facilis (legio XX) at Colchester (Camulodunum), AD 43-49
R/B 200. [LACTOR 4.18]

For the emperor Caesar Trajan Hadrian Augustus, a detachment of the British fleet (*built this*) under the governor Aulus Platorius Nepos.

Building inscription of the *Classis Britannica* found at Benwell; c. AD 122 – 125
R/B 1340. [LACTOR 4. 37 (36)]

- (a) What can we learn from these inscriptions about how the Roman army was employed in establishing Roman control over Britain? [10]
- (b) How far do other sources support the view that the Roman army's sole function in Britain was fighting and conquest? [20]
- (c) On the basis of these passages and other sources you have studied, assess how full a picture the sources give of the army's role in Britain. [25]

Section A Total [55]

[Turn Over]

Option 3: Britain in the Roman Empire**Section B: Essays**

Answer **one** question.

You are reminded that marks are awarded for the quality of written communication of your answer.

11 How reliable a picture is presented by the sources about relations between Britons and Rome in the period before Claudius' conquest in AD 43?

In your answer, you should:

- include the evidence from the sources illustrating relations between Britons and Rome;
- describe the nature of relations between Britons and Rome – political, economic;
- evaluate the sources for these relations and the differing ways in which the sources can be interpreted.

[45]

12 How far should we accept Tacitus' portrayal of Agricola's military achievements as accurate and impartial?

In your answer, you should:

- include literary and material evidence outlining the military achievements of Agricola and other governors;
- explain the military achievements both of Agricola and of other governors;
- assess how far Tacitus' bias damages his presentation of Agricola as governor of Britain.

[45]

Section B Total [45]

Paper Total [100]

*Copyright Acknowledgements:**Sources:*

Q1: Quintus Cicero, Commentariolum Petitionis 18 [LACTOR 3]

Q2: Cicero, In Catilinam IV. 9 [LACTOR 7]

Q5: Horace, Carmen Saeculare (Centennial Hymn) 13-28
[LACTOR 17, L.28]

Q6: Augustus, Res Gestae Divi Augusti 5-6

Q9: Caesar, Gallic War 4. 24-25 [Caesar, The Conquest of Gaul, trans. S..A. Handford, revised J. F. Gardner; Penguin]

Q10: Inscription to C. Gavius Silvanus (cohors Praetoria), at Turin (Augusta Taurinorum), Italy, mid-1st. century AD, CIL 5.7003 = ILS 2701. [LACTOR 4.14]

Q10: Inscription to M. Favonius Facilis (legio XX), at Colchester (Camulodunum), AD 43-49, RIB 200. [LACTOR 4.18]

Q10: Building inscription of the Classis Britannica, found at Benwell; c. AD 122 – 125, RIB 1340. [LACTOR 4. 37 (36)]

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SPECIMEN



OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced GCE

GCE CLASSICS

F392 MS

Unit AH1: Roman History from original sources

Specimen Mark Scheme

The maximum mark for this paper is **100**.

SPECIMEN

This document consists of **18** printed pages.

Option 1: Cicero and political life in late Republican Rome		
Section A		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
1	Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.	
1(a)	What can we learn from this passage about the importance for a political candidate of having <i>amici</i>?	
(AO1)	Answers may note ' <i>amici</i> of every kind' and the various kinds noted and reasons for having them as supporters: • prestige; • votes cast in the elections; • general influence. There should be some outline of how the patron-client system functioned and a discussion of 'importance'.	[10]
1(b)	How far do the other sources for this period support the idea that <i>amici</i> were important to a successful candidate?	
(AO1)	Sources might include: • Cicero's letters (e.g. 3, 4, 10) and speeches, especially <i>Pro Sestio</i>; Sallust <i>Catiline</i>; • the passage and other sections of the <i>Commentariolum Petitionis</i>; • Plutarch <i>Pompey</i> 47, <i>Cicero</i> 10, 13	
(AO2)	Evaluation of sources and their use in constructing a clear address of 'how' far are required for marks at the highest level – refer to grids.	[20]
1(c)	On the basis of this passage, and other sources you have studied, discuss whether patronage was the most important factor for a successful candidate in Roman politics during this period.	
(AO1)	There should be relevant knowledge of the workings of patronage and of other factors in the political system and an understanding of their effects. Contrasting fortunes of Cicero and Catiline may be introduced.	
(AO2)	There should be a developed examination of 'most important' with support from sources (with appropriate evaluation and critical comment) which may address a variety of other factors – • military support; • birth and standing; • violence; • bribery.	

Option 1: Cicero and political life in late Republican Rome		
Section A		
Question Number	Answer	Max Mark
1(c) cont'd	Sources might include: • Plutarch <i>Caesar</i> 13-14; • Sallust <i>Catiline</i>; • the <i>CP</i>; • Cicero <i>Letters</i> 3.	[25]
2 2(a) (AO1)	Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers. What can we learn from this passage about Cicero's reactions to the proposals put forward by Caesar? Answers should note Cicero's reactions to the Caesar's proposals regarding punishment of the conspirators, and may briefly refer to the Conspiracy of Catiline and the capture of 5 conspirators (precise detail might include the names of some); the debate in the senate – Caesar's proposal to imprison them in Italian towns - Cato's proposal of execution. Answers might mention: • the issue of execution without trial; • Cicero's role as consul, the dangers involved in his action; • the position of the senate as advisory; • the SCU might be mentioned in this context.	[10]
2(b) (AO1)	How far do other sources agree with Cicero's view of the <i>populares</i> expressed in this passage? Answers should name some 'populares' and their activities such as: • Caesar (the extract); • Catiline; • Pompey. Answers may point out whom Cicero might be referring to at this date: • tribunes such as Gabinius; • Manilius; • Metellus Nepos (perhaps); • not Clodius at this point. Understanding of the political context is needed with some reference to the optimates/populares issue.	
(AO2)	Answers should attempt to define what is meant by the terms – good answers will analyse Cicero's contrast of the 'good men' and these populares; answers might pick up the comment in the final lines of the extract as a fine distinction. Cicero's bias should be mentioned in evaluating the evidence.	[20]

Option 1: Cicero and political life in late Republican Rome		
Section A		
Question Number	Answer	Max Mark
2(c)	On the basis of this passage, and other sources you have studied, discuss the usefulness of Cicero's speeches as evidence for the political conflict in this period. Answers should mention at least two speeches in some detail for high bands in AO1, with their contexts and some specific content, and relevant knowledge of instances of political conflict (which might be personal rivalry, elections, or violent clashes – any are appropriate). Answers should evaluate the factual information in the sources: e.g. <i>Pro Sestio</i> and <i>Murena</i>, speeches against Catiline, analysed in connection with the presentation in Sallust <i>Catiline</i>. Answers should make judgements on the value of the examples as historical evidence and show understanding of approach to evidence.	[25]
(AO1)		
(AO2)		

Option 1: Cicero and political life in late Republican Rome		
Section A		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
3	How useful are the sources in helping us to understand how effectively the Senate dealt with challenges to its authority in the late Republic? In your answer, you should: • include the evidence from the sources about the challenge to the Senate; • explain the ways in which the Senate responded to these challenges; • assess the reliability of the evidence for both the challenges and the success of the Senate in dealing with them. (AO1) Relevant knowledge and source material dealing with challenges to the authority of the senate must be recalled and deployed in appropriate detail. This may refer to any challenge within the period: • Catiline (being the obvious example); • Caesar in 59 BC; • tribunician activity. (AO2) There must be clear evaluation of 'useful' relating to the source material chosen, with a critical approach to it, for marks in the highest bands – refer to grids. This should be combined with an evaluation of the 'effectiveness of the Senate' – which might be argued in positive terms in 63BC and much less so in 59BC, for example.	[45]
4	How fair are the sources to Pompey in what they tell us about his importance in political life in Rome during this period? In your answer, you should: • include the evidence of the sources about Pompey's activity on his return from the East; • describe political activity in Rome as represented in the sources; • evaluate how impartial the sources are in their representation of Pompey and other politicians.	

Option 1: Cicero and political life in late Republican Rome		
Section B		
Question Number	Answer	Max Mark
4 (cont) (AO1) Answers may address the key events as depicted in the sources: - the expectation on Pompey's return from the East; - his disappointing performance ('a frost') in the Senate; - his role in the first triumvirate. Sources might include: - Cicero's letter to him (7); - and report about him (9); - Plutarch, <i>Pompey</i>, <i>Caesar</i>; - but written out of Suetonius <i>Julius</i> 19. Information about the activities of other politicians can be rewarded where their activities affect the importance of Pompey, or reflect upon him at this time. (AO2) 'How fair the sources are' requires evaluation and critical assessment with comparison of the material from different authors, and 'importance' needs to be addressed – answers may consider whether Roman politicians were expecting too much of Pompey, or whether his military reputation matched his civil potential (cf. Cicero <i>Pro Murena</i> for a comparison). Refer to grids for allocation in mark bands.		[45]
	Section B Total	[45]
	Paper Total	[100]

Option 2: Augustus and the Principate		
Section A		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
5 5(a) (AO1)	Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers. What does this passage tell us about the hopes expressed at the Centennial Games of 17BC? Answers might include: • 'hopes' focus on fertility and childbirth, marriage and fidelity ('the Fathers' law'), • but the latter half expresses hope for a more general long-term security, • 'a destiny blessed' linked to 'our blessings already received'.	[10]
5(b) (AO1)	How far do other sources support the view that Augustus had brought 'blessings' (line 15) on Rome? Other relevant sources might include: • Augustus' own <i>Res Gestae</i>; • Suetonius; • other poetry, for example the selections from Vergil's <i>Aeneid</i>; • there may be a conflicting view introduced through the obvious Tacitus <i>Annals</i> 1-4.	
(AO2)	Answers should include analysis in context and evaluation of sources used, and a clear argument developed which leads to 'how far support'.	[20]
5(c) (AO1)	On the basis of this passage and other sources you have studied, how convincing is the presentation by the poets of Augustus' achievements? Reward the level to which relevant knowledge and source material is recalled, deployed, and understood. Answers might include a range of poets and may also include prose material or buildings used in support or as a contrast.	
(AO2)	There should be a clear development of an argument towards 'how convincing', which selects organises and present relevant material and evaluates the sources chosen. The focus of the analysis must be the 'presentation by the poets' – not other source material.	[25]

Option 2: Augustus and the Principate		
Section A		
Question Number	Answer	Max Mark
6	Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.	
6(a)	What does this passage tell us about the constitutional powers which Augustus held?	
(AO1)	Answers might include: • corn supply; • supervisor of morals etc; • tribunician powers- that they were granted by the Senate and the people; • nothing contrary to ancestral tradition. Answers should interpret what is meant in at least two cases.	[10]
6(b)	How far do other sources you have studied support this passage in emphasising the rejection by Augustus of certain powers and offices?	
(AO1)	Answers might include some information on the dictatorship, the consulship in perpetuity as offered to Augustus. Answers may include the significance of these and his refusal of offices contrary to tradition. Other relevant sources might include: • Tacitus <i>Annals</i> 1.4, 1.10, 3. 26; • Suetonius <i>Aug.</i> 26-8; • Horace <i>Odes</i> 3.5, 4.5; • Velleius Paterculus.	
(AO2)	There should be some balanced evaluation of his reasons; answers may note to some extent the reference to tradition and the senate, his wish to appear modest or an ordinary citizen; structured and developed answers which relate these to aspects of his constitutional aims should be highly rewarded.	[20]
6(c)	On the basis of this passage, and other sources you have studied, discuss why maintaining 'ancestral tradition' (line 13) was important to Augustus.	
(AO1)	There should be some detail of two traditional/republican aspects of his regime: • use of precedents to support his position; • contrasted perhaps with e.g. Tacitus' assessment in <i>Annals</i> I 1-10; • idea of restored republic.	
(AO2)	There should be balanced evaluation of and assessment of some of: • the relationships with the senate; • the image he presented; • the extent to which he did maintain tradition; • Critical handling of other sources to compare the statements should be rewarded in line with the marking grids.	[25]

Option 2: Augustus and the Principate		
Section B		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
7 (AO1)	How convincing are the sources in their portrayal of Augustus' attitude to 'restoring the Republic'? In your answer, you should: • include what the sources tell us about the 'restoration of the Republic; • describe the main powers and privileges which Augustus had acquired by the end of his principate; • assess the reliability of the sources on the transition from the Republic to the Principate. Relevant knowledge and source material must be recalled and deployed as appropriate. Against the idea that the sources are 'convincing' are: • his maius imperium, tribunica potestas; • control of certain provinces and their armies; • avoids dictatorship twice in 22 and 19; • control of treasury; • and a number of privileges, e.g. censorial powers, right to issue edicts, sit between the consuls, nominate or commend candidates, summon the senate, right to speak first in senate, right of appeal; water supply, corn supply. In favour of the proposition is: • Ovid <i>Fasti</i> 1. 589; • <i>Res Gestae</i> 1, 6. 1; • Suetonius <i>Divine Augustus</i> 28; • Velleius Paterculus 2.89; Against is Tac. Ann 1, amongst others.	
(AO2)	Answers may argue either way provided there is evidence and example in support. At the highest level there should be a structured, developed and supported response, perhaps with some discussion of his attempts to avoid outright dictatorship ; maintain a sense of temporary nature; he refused censoria potestas for life ; senate grants powers and renews them - seems servant of senate; he relies on auctoritas. Source material used should be put in context and evaluated critically.	[45]

Option 2: Augustus and the Principate		
Section B		
Question Number	Answer	Max Mark
8	According to the sources, how serious were conspiracies and threats to Augustus' rule? In your answer, you should: - include what the sources tell us about conspiracies and opposition to Augustus; - explain who expressed opposition to Augustus, and why they opposed him; - evaluate the source material which describes opposition to Augustus and how serious it was.	[45]
(AO1)	Answers should provide specific examples recalled and deployed with their basis in source material which might include: - Velleius on Egnatius (2.91.3) and on Murena (2.90); - Suetonius <i>Augustus</i> 63-5 on the Julias, 66 on Murena; <i>Tiberius</i> 8 on Murena; - Dio 53 for Murena and Caepio, Plautius Rufus and Aemilius Paullus (Julia AD 8);	
(AO2)	- Audasius and Epicadus mentioned by Suetonius (19), who also mentions assassination attempts. Answers should select and organise relevant material, analysing it in order to assess how serious the conspiracies were as threats, part of which would include: - how well they were dealt with; - the context of support for Augustus and how widespread it was; - the general situation after civil war etc; - the support from the poets (Horace and Virgil). Sources might include: - Tacitus <i>Annals</i> 1.2 – no opposition since the 'bravest had died in battle'; - Suetonius 19; - the lack of information in <i>Res Gestae</i>, Velleius etc. There may be a consideration of ways in which Augustus reduced the effect of conspiracies in his dealing with them including consideration of his efforts to lessen jealousy/envy, refusal of dictatorship, use of rewards etc.	[45]
Section B Total		[45]
Paper Total		[100]

Option 3: Britain in the Roman Empire		
Section A		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
9 9(a) (AO1) How useful is this passage in helping us understand how prepared Caesar's forces were for the task of invading Britain? Answers might include: - that the passage shows Caesar's lack of preparation in being at a disadvantage against the enemy's cavalry and chariots; - the size of his ships is wrong and severely affects the morale of his troops as they land; - elsewhere his lack of preparation is seen in his lack of knowledge about tides and the problems he faces from the weather as a result of campaigning late in the season; - he is attacking without his cavalry and does not have enough troops or supplies; - at the end of the passage, swift action gives his troops a chance to gain a foothold in Britain. 9(b) (AO1) How far do other sources support the view that Britain was seen as a mysterious and threatening place by the Romans? Other sources might include: - Strabo, - Caesar himself in ethnography, - Dio – the account of troops mutinying in AD43. (AO2) Reward the recall and deployment of material according to the marking grids. There needs to be a specific conclusion on 'how far', ideally a balanced evaluation based on a clear engagement with the material, which should be critically analysed, perhaps contrasted with archaeology and other literary sources from the post-conquest period.	Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers. How useful is this passage in helping us understand how prepared Caesar's forces were for the task of invading Britain? Answers might include: - that the passage shows Caesar's lack of preparation in being at a disadvantage against the enemy's cavalry and chariots; - the size of his ships is wrong and severely affects the morale of his troops as they land; - elsewhere his lack of preparation is seen in his lack of knowledge about tides and the problems he faces from the weather as a result of campaigning late in the season; - he is attacking without his cavalry and does not have enough troops or supplies; - at the end of the passage, swift action gives his troops a chance to gain a foothold in Britain. How far do other sources support the view that Britain was seen as a mysterious and threatening place by the Romans? Other sources might include: - Strabo, - Caesar himself in ethnography, - Dio – the account of troops mutinying in AD43. Reward the recall and deployment of material according to the marking grids. There needs to be a specific conclusion on 'how far', ideally a balanced evaluation based on a clear engagement with the material, which should be critically analysed, perhaps contrasted with archaeology and other literary sources from the post-conquest period.	[10] [20]

Option 3: Britain in the Roman Empire		
Section A		
Question Number	Answer	Max Mark
9(c)	On the basis of this passage and other sources you have studied, discuss how successful British military defence was against the Romans in the invasions of Caesar and Claudius. Factual knowledge and sources recalled and deployed might include: - the ease of landing by Claudius (Dio); - contrasted with Caesar's expeditions (Caesar <i>BG</i>). Other relevant material might include: - Tacitus <i>Annals</i>; - Suetonius; - Claudius' triumphal arch and inscriptional material; - archaeology from Hod Hill/ Maiden Castle. Reward using marking grids according to how specific and accurate detail is.	[25]
(AO1)	Source material must be critically handled and evaluated, and archaeology may be used to support or undermine the idea that British military defence was successful; reward supported arguments either way, in line with the marking grids.	
(AO2)		

Option 3: Britain in the Roman Empire		
Section A		
Question Number	Answer	Max Mark
10	Read the passage and answer the questions. You are expected to refer to the extract and to use your own knowledge in your answers.	
10(a)	What can we learn from these inscriptions about how the Roman army was employed in establishing Roman control over Britain?	
(AO1)	Detail from the inscriptions and their context can be used to list ways in which the Roman army was used to 'establish control' – the obvious ways being fighting and building Hadrian's Wall. Answers might also note: • in (a) 'decorated in the British war'; • in (b) the relatively early date assigned to the death of this centurion, and the location – its context a colony; • and in (c) the role of the fleet in patrolling the seas, presumably as well as working as builders.	[10]
10(b)	How far do other sources support the view that the Roman army's sole function in Britain was fighting and conquest?	
(AO1)	Other possible sources include: • inscriptions (e.g. Verulamium, Mendip lead pig); • the <i>Vindolanda tablets</i>; • archaeology – construction of roads, forts; • literary evidence (<i>Agricola</i> 21).	
(AO2)	There should be some conclusion about 'sole function' – credit supported arguments either way, some may see all other roles as part of the process of conquest – and critical analysis and evaluation of sources selected – refer to mark grids.	[20]
10(c)	On the basis of these passages and other sources you have studied, assess how full a picture the sources give of the army's role in Britain.	
(AO1)	Sources may enlarge on those in (b) or repeat some – there is some evidence for: • administration/ assistance with fiscal policy and taxation; • 'peace-keeping'; • building; • economy; • and possible cultural impact on local communities (NB the role of colonies, indicated by inscription (b)).	
(AO2)	The key phrase here is 'how full a picture' – there may be a variety of conclusions, all of which should be rewarded if they are balanced evaluation leading to a supported conclusion – watch out for general unspecific discussion. The limited range of sources may be noted – almost all literary sources have some military context, and all are written by Romans – 'accidental' sources such as the <i>Vindolanda tablets</i> may give a more realistic if humdrum picture.	[25]

Option 3: Britain in the Roman Empire		
Section B		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
11 (AO1)	How reliable a picture is presented by the sources about relations between Britons and Rome in the period before Claudius' conquest in AD 43? In your answer, you should: - include the evidence from the sources illustrating relations between Britons and Rome - describe the nature of relations between Britons and Rome – political, economic - evaluate the sources for these relations and the differing ways in which the sources can be interpreted Reward recall and deployment of source material and knowledge relevant to this period in line with the marking grids. Sources might include: - literary (Caesar, Strabo most likely, Augustus <i>RG</i>, Suetonius <i>Caligula</i>, Dio); - or archaeological (Hengistbury Head, Welwyn burial etc.); - or numismatic. 'Relations' may be political, economic, or both – reward appropriate selection covering both aspects. (AO2) There should be critical evaluation of source material selected to support an evaluated and focused answer. Reward any evaluation of archaeology or numismatic material which indicates dispute over its interpretation, or the level of reliability of literary sources, which are not based on eye-witness accounts and are prone to exaggeration. In addition look for a structured and developed argument supporting an explicit judgement on 'how far... reliable picture' based on well-considered material.	[45]
12	How far should we accept Tacitus' portrayal of Agricola's military achievements as accurate and impartial? In your answer, you should: - include literary and material evidence outlining the military achievements of Agricola and other governors; - explain the military achievements both of Agricola and of other governors; - assess how far Tacitus' bias damages his presentation of Agricola as governor of Britain.	[45]

Option 3: Britain in the Roman Empire		
Section B		
Question Number	Answer	Max Mark
12 (cont) (AO1) (AO2)	Answers should contain detail from the <i>Agricola</i>. Archaeological material may be recalled and deployed to support or refute Tacitus' account and claims for his father-in-law's achievements. The <i>context</i> of the <i>Agricola</i> should also be explored, with assessment of the nature of the writing. Tacitus is writing not only from a Roman standpoint but also from an (arguably) jaundiced one and has a rhetorical purpose in the <i>Agricola</i> – to praise his father in law and to criticise the previous regime under Domitian. Reward detailed use of sources, for example the admission that Agricola did not have the full support of his own officers in Britain for the advance to the far north - contrasted with the archaeological support for Agricola's advance north into Scotland. Answers might: • tackle 'how far' and 'accurate and impartial'; most are likely to disagree with the statement but some may stress the implausibility of telling outright lies in a eulogy; • question whether Agricola over-extended the northern frontier, leading to necessary contraction; • argue that Agricola may have been seen as a threat by Domitian and so recalled before he could get the frontier properly sorted; • or just that he was an expansionist general who did not know when to stop; • or the victim of circumstances (Dacian action on the Danube leading to troop redeployment)? Credit should be given to answers which note the self-proclaimed bias in Tacitus' eulogy of his father-in-law, or the anti-Domitian polemic which it contains – as well as the regret that Tacitus expresses ('Britain was wholly conquered and at once lost') despite the 'cautious' withdrawal to the Forth-Tyne/ Stanegate line.	[45]
Section B Total		[45]
Paper Total		[100]

AS Classics Marking Grid for units AH1-AH2: notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

<i>Section A Commentary Questions</i>		AO1	AO2
	Qa	10	
	Qb	10	10
	Qc	10	15
<i>Section B Essays</i>		20	25
<i>Total</i>		50	50
<i>Weighting</i>		50%	50%
<i>Total mark for each AS unit</i>		100	

Quality of Written Communication: In Section A, the (a) sub-question is limited to AO1. Quality of written communication (AO2b) will be assessed in the (b) and (c) sub-questions only. This is because the QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences. For some AS units (e.g. Archaeology) the (a) sub-questions are likely to include single sentence or even one-word answers.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3 – 5.

There are no separate weightings for AOs 2a and 2b, but in assigning a mark for AO2 examiners should focus first on AO2(a) – i.e. bullet points 1 and 2 to decide the appropriate Level descriptor band. They should then consider the evidence of QWC to help them decide where in the Level descriptor band it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level descriptor band.

AS Classics Marking Grid for units AH1-AH2: AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	
			• Recall and application of subject knowledge; • Relevance to question/topic; • Understanding of sources and evidence; • Awareness of context.
Level 5	9-10	17-20	• Specific factual knowledge, selected with care; • Fully relevant to the question; • Well supported with evidence and reference where required; • Strong awareness of context as appropriate.
Level 4	6-8	12-16	• Generally well chosen factual knowledge; • Relevant to the question; • Usually supported with evidence and reference where required; • Awareness of context as appropriate.
Level 3	4-5	8-11	• Some factual knowledge, not always well chosen; • At least partially relevant to the question; • Some supporting evidence and reference where required; • Limited awareness of context.
Level 2	2-3	4-7	• Restricted selection of factual knowledge, possibly including some inaccurate detail; • Little evidence of relevance to the question; • Occasional use of appropriate supporting evidence; • Context occasionally or very superficially indicated.
Level 1	0-1	0-3	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.

AS Classics Marking Grid for units AH1-AH2: AO2 (a and b)

(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate (b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form	Max. mark and mark ranges			Characteristics of performance
	10	15	25	
Level 5	9-10	13-15	21-25	• Analysis; • Evaluation and response; • Organisation and use of technical vocabulary; • Control of appropriate form and style; • Accuracy of writing.
Level 4	6-8	9-12	15-20	• Perceptive, well supported analysis leading to convincing conclusions; • Very well balanced evaluation based on clear engagement with sources/task; • Argument incisive, very well structured and developed; technical terms accurately and effectively used; • Sustained control of appropriate form and register; • Legible, fluent and technically very accurate writing.
Level 3	4-5	6-8	10-14	• Careful and thorough analysis leading to generally sound conclusions; • Balanced evaluation based on clear engagement with sources/task; • Argument well structured and developed; technical terms accurately and effectively used; • Good control of appropriate form and register; • Legible and technically accurate writing, conveying meaning well.
Level 2	2-3	3-5	5-9	• Attempts at analysis leading to some tenable conclusions; • Limited evaluation but some evidence of engagement with sources/task; • Argument coherent if cumbersome or under-developed; some technical terms accurately used; • Limited control of appropriate form and register; • Legible and generally accurate writing, conveying meaning clearly.
Level 1	0-1	0-2	0-4	• Occasional evidence of analysis gesturing towards acceptable conclusions; • Very limited evaluation or evidence of engagement with topic/task; • Argument coherent even if very cumbersome or under-developed; simple technical terms used appropriately; • Very limited control of appropriate form and register; • Legible and generally accurate writing, clarity not obscured. Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.