



**General Certificate of Education  
June 2011**

**Classical Civilisation 2021**

**Augustus and the Foundation of the  
Principate**

**A2 Unit 3D**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

**Information in round brackets is not essential to score the mark.**

## DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Candidates are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

## QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the candidate's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

<b>Level 4</b>	Demonstrates <ul style="list-style-type: none"><li>• accurate and relevant knowledge covering central aspects of the question</li><li>• clear understanding of central aspects of the question</li><li>• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion</li><li>• ability generally to use specialist vocabulary when appropriate.</li></ul>	<b>8-10</b>
<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li><li>• some understanding of some aspects of the question</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>5-7</b>
<b>Level 2</b>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• some relevant opinions with inadequate accurate knowledge to support them.</li></ul>	<b>3-4</b>
<b>Level 1</b>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• some patchy, accurate and relevant knowledge</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• an occasional attempt to make a relevant comment with no accurate knowledge to support it.</li></ul>	<b>1-2</b>

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

<b>Level 5</b>	Demonstrates <ul style="list-style-type: none"><li>• well chosen, accurate and relevant knowledge covering most of the central aspects of the question</li><li>• coherent understanding of the central aspects of the question</li><li>• ability to sustain an argument which</li><li>• has an almost wholly analytical and/or evaluative focus,</li><li>• responds to the precise terms of the question,</li><li>• effectively links comment to detail,</li><li>• has a clear structure</li><li>• reaches a reasoned conclusion</li><li>• is clear and coherent, using appropriate, accurate language and</li><li>• makes use of specialist vocabulary when appropriate.</li></ul>	<b>19-20</b>
<b>Level 4</b>	Demonstrates <ul style="list-style-type: none"><li>• generally adequate, accurate and relevant knowledge covering many of the central aspects of the question</li><li>• understanding of many of the central aspects of the question</li><li>• ability to develop an argument which<ul style="list-style-type: none"><li>has a generally analytical and/or evaluative focus,</li><li>is broadly appropriate to the question,</li><li>mainly supports comment with detail and</li><li>has a discernible structure</li></ul></li><li>is generally clear and coherent, using appropriate, generally accurate language and</li><li>generally makes use of specialist vocabulary when appropriate.</li></ul>	<b>14-18</b>
<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li><li>• some understanding of some aspects of the question</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>9-13</b>
<b>Level 2</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> a range of accurate and relevant knowledge</li><li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li><li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li></ul>	<b>5-8</b>
<b>Level 1</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> some patchy, accurate and relevant knowledge</li><li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li><li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li></ul>	<b>1-4</b>

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 40 MARKS

These essays form the **synoptic assessment**. Therefore, the descriptors below take into account the requirement in the Subject Criteria for Classics and Specification that candidates should, in a **comparative** analysis, **draw together** their knowledge and skills to demonstrate understanding of the **links** between central elements of study in the context of the cultural, religious, social and political **values** of the classical world.

- Level 5** Demonstrates
- well chosen accurate, and relevant knowledge from different sources which thoroughly covers the central aspects of the question
  - coherent and perceptive understanding of the links between the central aspects of the question and the values of the classical world
  - ability to sustain an argument which
    - is explicitly comparative,
    - has an almost wholly analytical and/or evaluative focus,
    - responds to the precise terms of the question,
    - fluently links comment to detail,
    - has a clear and logical structure
    - reaches a reasoned conclusion
    - is clear and coherent, using appropriate, accurate language and
    - makes use of specialist vocabulary when appropriate.
- 37-40**
- Level 4** Demonstrates
- generally adequate, accurate and relevant knowledge from different sources which covers many of the central aspects of the question
  - sound understanding of many of the central aspects of the question, including the values implicit in the material under discussion
  - ability to develop an argument which
    - makes connections and comparisons,
    - has a generally analytical and/or evaluative focus,
    - is broadly appropriate to the question,
    - mainly supports comment with detail and
    - has a discernible structure
    - is generally clear and coherent, using appropriate, generally accurate language and
    - generally makes use of specialist vocabulary when appropriate.
- 27-36**

<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge from different sources</li><li>• some understanding of some aspects of the question, including some awareness of classical values</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>17-26</b>
<b>Level 2</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> a range of accurate and relevant knowledge</li><li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li><li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li></ul>	<b>8-16</b>
<b>Level 1</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> some patchy, accurate and relevant knowledge</li><li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li><li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li></ul>	<b>1-7</b>

**Mark Scheme**

**Unit 3D Augustus and the Foundation of the Principate**

**Section One**

**Option A**

**01 Give the names of two of Augustus' opponents at the battle of Actium**

TWO of Antony [1] Cleopatra [1] Sosius [1] Publicola [1]

(2 marks)

**02 Give two reasons why Augustus won the battle of Actium**

TWO of e.g. knowledge of Antony's battle plan from deserter Dellius [1], leadership of Agrippa [1], smaller, speedier [1] and better armed ships [1] with fresher better-trained troops [1], loss of Antony's manpower from malaria [1] apparent desertion of Cleopatra's ships mid-battle [1] followed by Antony's withdrawal [1].

(2 marks)

**03 Give one way in which this oath of allegiance was important to Augustus**

Made to him as an individual rather than a representative of the state [1], gave him the mandate to attack Antony and Cleopatra [1], did not confer *imperium* as such [1], but did allow his activities to be presented as civilized [1], the product of the ordered Roman west v. corruption and barbarism of the east [1].

(1 mark)

**04 How significant was the battle of Actium in securing Augustus' power?**

Points which may appear include:

- opened way to establishment of peace throughout Roman world
- established Octavian as undisputed ruler
- flight and loss of credible rivals
- surrender and capture of Antony and Cleopatra's forces
- subsequent deaths of Antony and Cleopatra
- access to wealth of Ptolemaic dynasty
- Augustus' appropriation of Egypt as private domain
- control of its corn supply
- disbanding of troops
- symbolism of closing doors of temple of Janus etc.

(10 marks)



**05 In the period 44 to 31 BC, how easily had Augustus overcome the difficulties he faced in gaining power?**

Points which may appear include

- Octavian tries to get Antony's support after murder of Caesar, but Antony unhappy about Caesar's adoption of Octavian and withholds money of Caesar which he had appropriated
- Octavian takes over two of Antony's Macedonian legions using Caesar's name
- Cicero's support of Octavian
- second triumvirate
- Octavian and Antony defeat Cassius and Brutus
- Octavian controls Spain, Sardinia and Africa and has the job of trying to control Pompey; Antony goes East
- Antony's wife and brother oppose Octavian's attempts to find land for his veterans – they raise an army, but are defeated by Octavian at Perusia
- Treaty of Brundisium; Antony marries Octavia
- Conference of Tarentum; renewal of second triumvirate; Antony gives Octavian ships for war against Pompey, but gets no troops in exchange
- Antony sends Octavia back to Italy; meets Cleopatra at Antioch; acknowledges formally the children she has borne him
- Donations of Alexandria
- difficulties underwritten by Antony's expenditure of Caesar's money, jealousy of Octavian's youth, power struggle, the ambitions of both Cleopatra and Antony
- Consulship for Octavian 43 BC etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

**Option B**

**06 What is happening on the frieze, and who are involved? Make five points.**

A state ceremony [1], not defined as a particular occasion [1], involving Augustus [1], Agrippa [1] senators [1], lictors [1], the imperial family [1] and priests [1].

(5 marks)

**07 What was the significance of the Ara Pacis Augustae?**

Augustus' account in the *Res Gestae* 12.2 links it with his return from Spain and Gaul in 13 BC after he has successfully arranged affairs in those provinces. The senate then decreed that an altar of Augustan peace be erected next to the Campus Martius in honour of the event, and that magistrates, priests and Vestal Virgins conduct an annual sacrifice there. *RG* 13 tells us that the gates of the Temple of Janus were then closed, which links the Ara Pacis with the idea that peace is the outcome of military successes which secure Roman *imperium*. N.B. Augustus refused a triumph, and public acknowledgement, by coming into the city quietly at night, and he refused an altar actually in the Senate house. The altar, significantly, was built on the Campus Martius, a traditional focus of a triumph, and a mile outside the *pomerium* - on the demarcation line between military *imperium* and the domestic area of chief city magistrates.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**08 To what extent does the Ara Pacis Augustae convey similar messages to those of the Prima Porta statue of Augustus and to what extent do they differ?**

Points which might appear here:

The Ara Pacis

- adopts a style which derives from famous predecessors like the Parthenon frieze
- foregrounds Augustus, his family
- and the representatives of the major components of his power structure and ideological approach
- uses a traditional and respected style
- and an equally validated building form
- makes use of Roman mythology in the exterior frieze
- and imagery of a shrine in the interior

The Prima Porta statue

- emphasizes Augustus' divine descent rather than his own progeny,
- foregrounds peace as a product of military success
- uses a visual reference to a Greek statue-type
- uses Roman mythological references

Both clearly use a common frame of reference to convey similar messages, and good answers are likely to discuss the differences of emphasis rather than of core message.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section Two

### Option C

**09 'Augustus used his wealth to benefit all classes of Rome and Italy equally.' To what extent do you agree? Explain your views with reference to both the *Res Gestae* and Suetonius' *Augustus*.**

The sources of wealth include:

- inheritance from father
- loans from friends
- confiscations and proscriptions
- loot
- Cleopatra's treasure
- revenue from his annexation of Egypt as a private province
- other legacies

Discussion of his use of it might include:

- grants to civilian and military treasuries
- donatives to plebs

- water and corn supplies
- programme of public amenities – baths, entertainment and recreation
- games
- Tiber cleansing programme
- building programme
- booty to colonists
- grants to veteran colonies
- road building and restoration

A good answer should be able to make a clear argument for or against the accuracy of Suetonius' statement, using some of the points above.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

### **Option D**

#### **10 How important a part did Augustus' building programme play in his principate? Explain your views with reference to both the *Res Gestae* and Suetonius' *Augustus*.**

Discussion might include e.g.:

- finding Rome brick and leaving it marble (Suetonius),
- completing Caesar's major projects
- the propaganda value of Augustus' building programme, including the Forum Augusti (which emphasizes his values, family inheritance, and revenge for Caesar via its statuary and the focus on the temple of Mars Ultor)
- its concentration on temples (validation by the gods and emphasis on a traditional religious structure) as well as other kinds of public building (work for the citizen, including the theatre of Marcellus) (*Res Gestae* and Suetonius)
- the imagery of the Ara Pacis beyond the processional frieze – the images of Aeneas, Tellus, Roma and Romulus and Remus, and the traditional sacrificial grove in the interior: again, *pietas* and ancestry
- his plans for his tomb (to commemorate his family as well as himself, and imitates an ancient Etruscan tomb-type)
- the Prima Porta statue and its message - military success, empire, validation by the right gods, descent from some of them
- association with the heritage of Greece and its golden age, especially the stylistic relationship between the Ara Pacis frieze with that of the Parthenon
- validation by association with the past, and especially the golden age of Greece - references to the Parthenon, famous statuary etc.
- success in fulfilling Caesar's vision of Rome as a Capital City
- modesty of his own quarters (Suetonius)
- water supply
- road building and improvements

A good answer should show awareness of Augustus' priorities as expressed in the *Res Gestae* and be able to connect them with the visual messages of the prescribed buildings and sculpture.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

**Assessment Objectives Grid**  
**Unit 3D Augustus and the Foundation of the Principate**

**Section 1**  
**Either**  
**Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	2		2
<b>02</b>	2		2
<b>03</b>	1		1
<b>04</b>	4	6	10
<b>05</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Or**  
**Option B**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>06</b>	5		5
<b>07</b>	4	6	10
<b>08</b>	8	12	20
<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>

**Section Two**

**Either**  
**Option C**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>09</b>	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**Or**  
**Option D**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>010</b>	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**OVERALL**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>TOTAL</b>	<b>33</b>	<b>42</b>	<b>75</b>
<b>%</b>	<b>44%</b>	<b>56%</b>	<b>100%</b>

UMS conversion calculator [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)