

OCR ADVANCED SUBSIDIARY GCE IN ANCIENT HISTORY (JACT) (3809)

OCR ADVANCED GCE IN ANCIENT HISTORY (JACT) (7809)

Specimen Question Papers and Mark Schemes

These specimen assessment materials are designed to accompany the OCR Advanced Subsidiary GCE and Advanced GCE specifications in Ancient History for teaching from September 2000.

Centres are permitted to copy material from this booklet for their own internal use.

The GCE awarding bodies have prepared new specifications to incorporate the range of features required by new GCE and subject criteria. The specimen assessment material accompanying the new specifications is provided to give centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

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Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

DOCUMENT STUDY 1: GREEK HISTORY

2450

Specimen Paper

Section A: Herodotus on Persia

Section B: The Athenian Empire, 450-410 BC

Section C: The Trial of Socrates

TIME: 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each part question.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

SECTION A: HERODOTUS ON PERSIA

Answer any two questions.

Question 1

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

The next day the guests assembled, and were told to sit down on the grass and enjoy themselves. After the meal Cyrus asked them which they preferred - yesterday's work or today's amusement; and they replied that it was indeed a far cry from the previous day's misery to their present pleasures. This was the answer which Cyrus wanted; he seized upon it at once and proceeded to lay bare what he had in mind. 'Men of Persia,' he said, 'listen to me; obey my orders, and you will be able to enjoy a thousand pleasures as good as this without ever turning your hands to servile labour; but if you disobey, yesterday's task will be the pattern of innumerable others you will be forced to perform. Take my advice and win your freedom. I am the man destined to undertake your liberation, and it is my belief that you are match for the Medes in war as in everything else. It is the truth I tell you. Do not delay, but fling off the yoke of Astyages at once.'

The Persians had long resented their subjugation to the Medes. At last they had found a leader, and welcomed with enthusiasm the prospect of liberty.

(Herodotus 1.126-7)

[Herodotus, *The Histories*, trans. A. de Sélincourt, ed. J.M. Marincola, Penguin]

- (a) Why do you think Herodotus included the speech of Cyrus at this point? [10]
- (b) How accurate is the portrayal of the relationship of the Medes and the Persians given by Herodotus in this passage? [15]
- (c) On the basis of this passage and your own knowledge, how credible do you find Herodotus' account of the actions of Cyrus and the Persians at this point in their history? [25]

Question 2

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

This was in Persia; he then proceeded to set up twenty provincial governorships, called satrapies. The several governors were appointed and each nation assessed for taxes; for administrative purposes neighbouring nations were joined in a single unit; outlying peoples were considered to belong to this nation or that, according to convenience. Before I record the amount of the annual tribute paid by the various provinces, I should mention that those who paid in silver were instructed to use the Babylonian talent as the measure of weight, while the Euboean talent was the

standard for gold - the Babylonian being worth 11/6 of the Euboean. During the reigns of Cyrus and Cambyses there was no fixed tribute at all, the revenue coming from gifts only; and because of his imposition of regular taxes, and other similar measures, the Persians have a saying that Darius was a tradesman, Cambyses a tyrant, and Cyrus a father - the first being out for profit wherever he could get it, the second harsh and careless of his subjects' interests, and the third, Cyrus, in the kindness of his heart always occupied with plans for their well-being. Now for the account of the tribute paid by the twenty provinces...

(Herodotus 3.89)

[Herodotus, *The Histories*, trans. A. de Sélincourt, ed. J.M. Marincola, Penguin]

- (a) What light does this passage cast on the organisation of the Empire? [10]
- (b) Discuss the accuracy of the information Herodotus provides for the administration of the Empire at this point. [15]
- (c) On the basis of this passage and your own knowledge, assess the accuracy of Herodotus' judgements on the three Persian Kings, Cyrus II, Cambyses and Darius? [25]

Question 3

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Within these lands there were places where formerly the Daivas had been worshipped. Then by the will of Ahuramazda I uprooted that cult of the Daivas, and made proclamation: The Daivas shall not be worshipped. Where formerly the Daivas had been worshipped, there did I worship Ahuramazda according to Truth and with the proper rite. Much else that was ill done did I make good. All that I did, I did by the will of Ahuramazda. Ahuramazda brought me aid until I finished my work.

(The Daiva Inscription)

[LACTOR 16.18]

- (a) What light does this passage cast on Xerxes' approach to religion? [10]
- (b) How useful is this passage for our understanding of Xerxes' methods of ruling the Empire? [15]
- (c) On the basis of this passage and your own knowledge, assess the view that the Persians were tolerant of other religions in their Empire. [25]

SECTION B: THE ATHENIAN EMPIRE, 450-410 BC

Answer any two questions

Question 4

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

The feat of Pericles as General that was most admired was his campaign around the Chersonese, which saved the Greeks who lived there. He not only strengthened the cities in manpower by bringing 1000 Athenian settlers, but girdled the neck of the Chersonese from sea to sea with fortifications and towers, providing a defensive wall against the incursions of Thracians who were scattered around the Chersonese and ending a war that had been long and hard.

(Plutarch, Pericles 19)
[LACTOR 1 no. 69]

- (a) What does this passage tell us about Athenian policy overseas under Pericles? [10]
- (b) How typical of Athenian practice in this period is the settlement of Athenians in the cities of the Chersonese? [15]
- (c) On the basis of this passage and your own knowledge, assess the view that Pericles' popularity was primarily the result of his military activities. [25]

Question 5

Read the extract and then answer all three **parts** of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Timoteles of Akharnai was Secretary. The Council and the People decided, in the prytany of Kekropis when Timoteles was Secretary and Kykneas was President: the commissioners proposed the following:

That the Athenians should give first fruits of the harvest to the two goddesses according to ancestral practice and the oracle from Delphi at the rate of not less than a hekteus per hundred medimnoi of barley [=1/600] and not less than half a hekteus per hundred medimnoi of wheat [=1/1200].

[The sacred officials] are to deposit [in the newly built granary] the grain that they receive from the demarkhs [locally elected magistrates who were in charge of each of the demes of Attika], and the allies are to contribute first-fruits in the same way. The cities are to choose collectors of grain in whatever way it seems best to them that the grain be collected. When it has been collected they are to send it to Athens.

(‘The first fruits decree’ ML 73.1-6, 12-16)
[LACTOR 1 no. 205]

- (a) What does this passage tell us about the administration of religious matters in Athens? [10]
- (b) Who were the two goddesses (line 4), and what were the religious purposes of this festival? [15]
- (c) On the basis of this passage and your own knowledge, assess the view that the Athenians used religious festivals to assert their power over their allies. [25]

Question 6

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

About this time [summer 412] there was a political uprising on Samos by the people, assisted by the Athenians who were present in three ships, against those in power. The Samian people killed those who were most powerful, some 200 in all, and punished 400 more with exile, itself taking over their land and houses. After this the Athenians voted them independence, on the grounds that they were firm supporters, and they both ran the city in other respects and denied the landowners (*geomoroi*) permission to marry either their sons or their daughters to members of the people.

(Thucydides 8.21)
[LACTOR 1 no. 171]

- (a) What does this passage tell us about Athenian involvement in the internal politics of her allies? [10]
- (b) What light does this passage cast on the political interests of the inhabitants of the allied cities? [15]
- (c) On the basis of this passage and your own knowledge, assess the view that political conflict within the allied cities had more influence on revolts than attitudes to Athens. [25]

SECTION C: THE TRIAL OF SOCRATES

Answer any two questions

Question 7

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

However, according to Socrates' accuser, Critias and Alcibiades, who had belonged to Socrates' circle, did more harm to their country than any other persons. Critias developed into the most avaricious and violent of all the oligarchs, and Alcibiades in his turn became the most dissolute and arrogant of all the democrats. For my part, I shall not defend any wrong that these men did to the State; I shall merely explain how their connection with Socrates came about.

These two men were by nature the most ambitious persons in all Athens, determined to have personal control over all State affairs and to be famous above all others. They knew that Socrates lived quite contentedly on very slender resources, and that he was absolutely self-disciplined in respect of all pleasures, and that he could do as he liked in argument with anyone who conversed with him.

(Xenophon, *Memorabilia* 1.2)

[Xenophon, *Conversations of Socrates*, trans. H. Tredennick and R. Waterfield; Penguin]

- (a) Discuss the presentation of Critias' and Alcibiades' role in Athenian affairs in this passage. [10]
- (b) Why does Xenophon emphasise Critias' and Alcibiades' interest in Socrates' ability to 'do as he liked in argument with anyone who conversed with him'? [15]
- (c) On the basis of this passage and your own knowledge, how convincing do you find Xenophon's presentation of Socrates' relationship with Athenian politicians, and his influence on them? [25]

Question 8

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

From that time on I interviewed one person after another. I realized with distress and alarm that I was making myself unpopular, but I felt compelled to put my religious duty first; since I was trying to find out the meaning of the oracle, I was bound to interview everyone who had a reputation for knowledge. And by Dog, gentlemen! (for I must be frank with you) my honest impression was this: it seemed to me, as I pursued my investigation at the god's command, that the people with the greatest

reputations were almost entirely deficient, while others who were supposed to be their inferiors were much better qualified in practical intelligence.

(Plato, Apology 21)

[Plato, The last days of Socrates, trans. H. Tredennick; Penguin]

- (a) What light does this passage cast on Socrates' philosophical method? [10]
- (b) How does this passage help us to understand Socrates philosophical aims? [15]
- (c) On the basis of this passage and your own knowledge, assess the view that there was no real difference between the religious views of Socrates and those of the Athenians in general. [25]

Question 9

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

STUDENT: Then the day before yesterday Socrates was robbed of a great thought by a lizard.

STREPSIADES: How on earth did that happen?

STUDENT: Well, he was studying the path of the moon, or its orbit as we call it, and he was gazing up at the sky with his mouth open, in the dark, you see, and this lizard [trying to stop himself laughing] - this lizard on the roof shitted right in his face!

STREPSIADES: [half collapsed with laughter]: Oh, I liked that one! The lizard shitted in Socrates' face! Ha! ha! ha!

(Aristophanes Clouds)

[Aristophanes, Lysistrata and other plays, trans. Alan H. Sommerstein; Penguin]

- (a) What does this passage tell us about Athenian views of Socrates in his lifetime? [10]
- (b) How accurate is this passage as a representation of Socrates' philosophical interests? [15]
- (c) On the basis of this passage and your own knowledge, assess the view that the outcome of the trial was determined in the main by pre-existing public perceptions of Socrates. [25]

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

DOCUMENT STUDY 1: GREEK HISTORY

2450

Mark Scheme

SECTION A: HERODOTUS ON PERSIA

1

- (a) **Why do you think Herodotus included the speech of Cyrus at this point?** [10]

(b)

Candidates who discuss Herodotus' reasons for using speeches (for example, to dramatise, characterise, in the 'epic' tradition) and provide specific examples in their argument about this speech (for example, to highlight the event in Cyrus' take-over) will score highly on evaluation and making judgements. Dealing with the speech alone provides marks for reasonable judgements. Uneven judgements are those which deal with the question in general terms and lack detail of the context and depth of evaluation of its purpose.

- (b) **How accurate is the portrayal of the relationship of the Medes and the Persians given by Herodotus in this passage?** [15]

High marks only for answers with specific knowledge of the Medes and the Persians for AO1 (for example, status under Astyages, origins etc); answers which use the passage (reference to 'subjugation', idea of liberty) and further information from Herodotus (from Book 1) should be rewarded for AO3 (well-substantiated judgements) if evaluated, otherwise it will be uneven and lack interpretation. A well-communicated view of the accuracy of Herodotus scores well on AO3 but not on AO1 without specific examples.

- (c) **On the basis of this passage and your own knowledge, how credible do you find Herodotus' account of the actions of Cyrus and the Persians at this point in their history?** [25]

Specific knowledge of Cyrus' life (for example, evidence from other sources, such as Babylonian texts, the Bible etc or from Herodotus) and his rise to power should characterise higher marks for AO1 and AO2. Assessment of Herodotus' information should deal with the folk tale aspects, and its credibility again for higher marks in AO2 and AO3. Good answers should at least focus on the issues of credibility, rather than factual recall for AO2 and AO3. Good detail of sources will score highly in AO1 but be average in AO2 and AO3. Reasonable judgements will lack effective use of other sources; unconvincing arguments will lack supporting detail.

2

- (a) **What light does this passage cast on the organisation of the Empire?** [10]

Sensible comments relating to satrapies, finance, control of governors etc. provided they use the passage as a starting point should score highly if they use the passage in relation to information. Descriptions of Darius' administration are uneven and do not use the source material. Reasonable judgements will lack sufficient support for the argument about the information in the passage.

- (b) **Discuss the accuracy of the information Herodotus provides for the administration of the Empire at this point.** [15]

Very good answers should be able to provide information from alternative sources of evidence (for example, inscription from Behistun, details of coinage) as well as Herodotus (list of satrapies, roads, taxation, governorships etc) for AO1. Very good AO3 answers should deal with accuracy in detail relating to his sources perhaps (well-substantiated) to assess how far Herodotus has used his sources or invented material. The range of evidence will determine the level.

- (c) **On the basis of this passage and your own knowledge, assess the accuracy of Herodotus' judgements on the three Persian Kings, Cyrus II, Cambyses and Darius?** [25]

Details on all three kings are needed for high marks on AO1 and this will inform answers for AO3 and AO2. Average answers may have one or two general ideas on the kings or discuss one king in detail and largely follow Herodotus uncritically (for example, issues of Cambyses' madness, the underplaying of Darius' role). Good material on one king can raise the mark above the average in AO1 but lack depth for AO3 in particular where the material will be uneven. A wide range of evidence should be well-rewarded in AO2 with high marks. Limited use will be unbalanced.

3

- (a) **What light does this passage cast on Xerxes' approach to religion?** [10]

Sensible use of the passage should score well (the issues of Daivas, tolerance, proper rites) - his approach suggests authoritarianism; repeated reference to Ahura Mazda; knowledge of the differences between Zoroastrianism and cult of the Daivas should be rewarded as well-substantiated judgements. Failure to use the passage produces an uneven answer.

- (b) **How useful is this passage for our understanding of Xerxes' methods of ruling the Empire?** [15]

Assessment of this passage in the light of other information (for example, portrayal in art and inscriptions, references to Herodotus' view: examples of kind or cruel behaviour) is necessary for high marks in AO1; answers which deal with the passage alone will be lacking in knowledge; candidates must evaluate the usefulness of the extract to score on AO3 (in terms of his control and expectations of Xerxes, his treatment of subjects). Reward in AO1 and AO3 comparisons with other kings as good evaluation and judgements.

- (c) **On the basis of this passage and your own knowledge, assess the view that the Persians were tolerant of other religions in their Empire.** [25]

Use of this passage is important for AO3 and AO2 marks. Other information on Jewish, Babylonian, Egyptian issues is needed for all objectives to provide well-substantiated judgements of a balanced nature; uneven ones may deal with one aspect (Egypt and Cambyses, for example); reasonable ones may have good points but lack material of detail to support them. Good answers will provide at least one example each of tolerance/intolerance. Good points without sufficient detail and/or evidence may be rewarded in AO1 but not AO2 and AO3 where the ideas are acceptable but not well-supported.

SECTION B: THE ATHENIAN EMPIRE 450-410 BC

4

What does this passage tell us about Athenian policy overseas under Pericles? [10]

Sensible comments on colonization, concern for, for example, corn routes, preparedness to display naval/military might, also perhaps ‘panhellenic’ (i.e. anti-Thracian) aims, will score well. Best candidates will be aware that Chersonese was under Athenian control anyway.

(a) How typical of Athenian practice in this period is the settlement of Athenians in the cities of the Chersonese? [15]

Other examples (Amphipolis, Thurii, cleruchies in Euboea etc.) are needed to score well on AO1. For AO3 candidates should consider purposes (defensive, benefiting settlers themselves etc.) and the best answers will consider, for example, the size of settlement.

(b) On the basis of this passage and your own knowledge, assess the view that Pericles’ popularity was primarily the result of his military activities. [25]

For AO1 candidates should point to other military activities (regular naval expeditions, for example, to Black Sea) but better candidates may also mention alternative sources of popularity (building programme, democratic reforms). While discussion of Plutarch alone will score under AO3, comparison with other sources will be hoped for from better candidates. This material will inform discussion for AO2.

5

(a) What does this passage tell us about the administration of religious matters in Athens? [10]

Answers should draw attention to the fact that the decision is taken by the Council and People (i.e. in the Assembly); involvement of ‘political’ officials (demarchs). Sacred officials are subordinate to the city, as apparently are allies in some religious matters. Reward should be given too for discussion of the requirement on the allies.

(b) Who were the two goddesses (line 4), and what were the religious purposes of this festival? [15]

Demeter and Kore (Persephone); awareness of their centrality in agriculture (especially grain harvest) should be rewarded under AO1 and AO3; credit for reference to good harvests later in the document. Reward also under AO3 discussion of meaning of ‘ancestral practice’ and significance of Delphi.

(c) On the basis of this passage and your own knowledge, assess the view that the Athenians used religious festivals to assert their power over their allies. [25]

Reference to presence of allies at other festivals (for example, City Dionysia but also restored festival at Delos) should be rewarded under AO1. Evidence of Athenian-instigated cult in,

for example, Samos also relevant. Awareness of different treatment of allies and ‘the other cities’ in this decree should be rewarded under AO3. Some credit under AO2 for pointing out that naval power was perhaps a more obvious reminder.

6

- (a) **What does this passage tell us about Athenian involvement in the internal politics of her allies?** [10]

Answers should point to Athenian presence at the time (and the size of the Athenian contingent); also reference to grant of ‘independence’. Reward also awareness that the revolt was Samian-led. Best candidates may discuss here the typicality or otherwise of this revolt.

- (b) **What light does this passage cast on the political interests of the inhabitants of the allied cities?** [15]

Emphasis on internal concerns - political factions, local interests, rich against poor - with high marks under AO1 for specific other examples. High marks under AO3 for discussing whether these are more important than relations with Athens.

- (c) **On the basis of this passage and your own knowledge, assess the view that political conflict within the allied cities had more influence on revolts than attitudes to Athens.** [25]

Similar patterns in other revolts can be mentioned (Samos in 440s, Mytilene in 428, Chios in 412) under AO1; high marks under AO3 for awareness of lack of detail about earlier revolts. Against the view evidence from, for example, Mytilenean speech at Olympia, as well as other evidence. Reference to Thucydides comments on Corcyran stasis should be credited under AO2. Best answers will obviously consider both sides of the argument.

SECTION C: THE TRIAL OF SOCRATES

7

- (a) **Discuss the presentation of Critias' and Alcibiades' role in Athenian affairs in this passage.** [10]

Answers which deal with information in the text and evaluate it with what is known of Alcibiades' career - in the Sicilian expedition, period of exile, aid to the Spartans and Persians, success and return in 410 and subsequent exile etc. - and Critias' involvement in the Oligarchies should score highly. Failure to deal with all specific accusations made in the text are uneven. Arguments presenting one-side are reasonable if using the text.

- (b) **Why does Xenophon emphasise Critias' and Alcibiades' interest in Socrates' ability to 'do as he liked in argument with anyone who conversed with him'?** [15]

Specific knowledge of the context of Athenian politics (Assembly, courts, Council), the importance of persuasion needed for 4 and 5 marks (AO1) and this should be related to the presentation of their interest in Socrates as providing political skills (for example, public debate) for 7 marks and above(AO3). Discussion of how this reflects on them, Socrates and Xenophon's overall intentions in the Memorabilia should be rewarded in both objectives. Generalised knowledge of democracy should be treated as adequate or unbalanced judgements.

- (c) **On the basis of this passage and your own knowledge, how convincing do you find Xenophon's presentation of Socrates' relationship with Athenian politicians, and his influence on them?** [25]

Specific knowledge of Athenian politicians (especially during Socrates' lifetime) and Socrates' relationships with them (or not) is needed for high marks on AO1, supported by reference to sources. Reference only to the ones in the passage is adequate or uneven. Sources other than Xenophon should be rewarded under AO1 and AO2 (for example, Plato, Clouds). The use of detail here should produce high marks on AO2 and AO3 provided that the focus is clearly on the issue of Xenophon's presentation. There should be some use of other sections of the Memorabilia for answers to rise above half marks.

8

- (a) **What light does this passage cast on Socrates' philosophical method?** [10]

A good use of the text, indicating knowledge of the method (question and answer), with some reference to other parts of the selection to indicate the value of this passage should be seen as well-substantiated answers; answers reproducing the text will be uneven; descriptions of method without dealing with the text should be treated at the lower end.

- (b) **How does this passage help us to understand Socrates' philosophical aims?** [15]

Knowledge of the aims (in relation to the one here) as represented in other sources in detail score as very well-substantiated answers in AO3, whether Plato or sources such as Xenophon, Aristophanes etc. The text deals in specific aims (the Oracle; task to find truth, discover extent of knowledge etc) and wider considerations with regard to knowledge;

answers above half marks should distinguish these. Good knowledge of method without use of passage should not score higher than half marks on AO1 and AO3.

- (c) **On the basis of this passage and your own knowledge, assess the view that there was no real difference between the religious views of Socrates and those of the Athenians in general.** [25]

Knowledge of his ideas on religion from other sources (Xenophon's defence of his regular sacrificing, respect for gods etc could be compared to the picture in *Clouds*) is needed for a specific knowledge and substantiated arguments in AO1 and AO3; information dealing with Athenian views is needed for a substantiated discussion of the issues AO1 and AO2); a balanced discussion of more than view will score highly on AO2 and AO3, using the different opinions of, for example, Xenophon and reported views of Athenians. A discussion of the charge and his 'daimon' will be placed within the middle range.

9

- (a) **What does this passage tell us about Athenian views of Socrates in his lifetime?** [10]

Discussions of exaggeration of views of Socrates are important. Answers for high marks will draw attention to the presentation of Socrates as a 'scientist', and also as an abstract 'thinker' (with reference to lines 1 and 3-4). Discussions of the accuracy of the views can be rewarded as evaluation but the focus must be on the passage and what it tells us of the views. Otherwise the answer will be uneven, if acceptably accurate.

- (b) **How accurate is this passage as a representation of Socrates' philosophical interests?** [15]

Specific knowledge of his moral interests gains marks on AO1 and AO3 if used to compare with the passage; references to the Sophists, attitudes towards them, and his difference from them should be rewarded as well-substantiated or above in AO3. Discussion of his views on science in other sources again should score highly on AO3 as interpretation of source material and AO1 as specific knowledge. One-sided discussions (for example, not accurate at all) is an uneven, if partially acceptable answer.

- (c) **On the basis of this passage and your own knowledge, assess the view that the outcome of the trial was determined in the main by pre-existing public perceptions of Socrates.** [25]

Good detail from the sources about general views on Socrates, the political and social context of the trial (for example, amnesty, religious intolerance, decree on belief in gods) and views on the Sophists are some of the areas which might inform a discussion for all objectives; high marks should be awarded for specific knowledge (of other Sophists, for example), and balanced, well-supported arguments about the reasons for his conviction. Answers which view Plato and Xenophon (on Socrates, and/or Sophists) critically will be in the top band for AO2 and AO3. Reasonable answers (AO2/AO3) could present one side in detail but will lack sufficient material for AO1.

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

DOCUMENT STUDY 1: ROMAN HISTORY

2451

Specimen Paper

SECTION A: THE CATILINARIAN CONSPIRACY

SECTION B: AUGUSTUS AND AUGUSTAN PROPAGANDA

SECTION C: NERO

TIME: 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each part question.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

SECTION A: THE CATILINARIAN CONSPIRACY

Answer any two questions

Question 1

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

When Cicero sat down, Catiline began to act his part in complete innocence. With downcast eyes he implored the senators in suppliant tones not to be too hasty in believing anything that was alleged against him. His high birth, he said, and the life he had lived ever since his youth, justified him in entertaining the highest hopes. He was born a patrician; and like his ancestors before him, he had many times been of service to the Roman people. Could it be seriously supposed that such a man stood to gain anything by the ruin of the Republic, when a mere immigrant like Cicero sought to preserve it? He was proceeding to hurl further insults when the whole house shouted him down with cries of ‘Enemy!’ and ‘Traitor!’ At this he flew into a towering rage. ‘Since I am encompassed by foes,’ he cried, ‘and hounded to desperation, I will check the fire that threatened to consume me by pulling everything down about your ears.’

(Sallust, Catiline 31)

[Sallust, Jugurthine War and Conspiracy of Catiline trans. S.A. Handford; Penguin]

- (a) In what ways does Sallust bring out the drama of the situation here? [10]
- (b) What does this passage suggest about Catiline’s character and motives? [15]
- (c) On the basis of this passage and your own knowledge, how great a turning point do you think this was in the course of the events of the conspiracy? [25]

Question 2

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

And Caesar would have gained his point, since many senators (including the Consul Cicero’s brother) had been won over to his view, had Marcus Cato not kept the irresolute Senate in line. Caesar continued to block proceedings until a body of Roman knights, serving as a defence force to the House, threatened to kill him unless he ceased his violent opposition. They even unsheathed their swords and made such passes at him that most of his companions fled and the remainder huddled around, protecting him with their arms or their gowns.

(Suetonius, Julius Caesar 14)

[Suetonius, The twelve Caesars, trans. R. Graves, revised. M. Grant; Penguin]

- (a) What does this passage reveal about the attitudes of senators to the proposal to condemn the conspirators to death? [10]
- (b) What do you think were Caesar's reasons for opposing the proposal? [15]
- (c) On the basis of this passage and your own knowledge, assess the political importance of Julius Caesar at this stage in his career. [25]

Question 3

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Finally, there are those who are not only last in place but last in the way they live; they are closest to Catiline, his own choice, his bosom friends; you can recognise them by their combed and gleaming locks, either beardless or luxuriously bearded, wearing sleeved tunics reaching to their ankles, more like veils than togas. They devote their whole lives and all their waking hours to the vast labour of banqueting all night long. In this herd is found the gambler, the adulterer, and all the filth of Rome. These charming and refined lads have learned not only to make love and to suffer it, to dance and sing, but also to murder with dagger and poison.

(Cicero, Second Catilinarian Oration 22-23)
[LACTOR 7, p. 40]

- (a) How does this passage serve Cicero's purpose in attacking the supporters of Catiline? [10]
- (b) How credible is this depiction of Catiline's friends? [15]
- (c) On the basis of this passages and your own knowledge, assess the reliability of Cicero's speeches as evidence for the character and motives of individuals involved in the Catilinarian conspiracy. [25]

SECTION B: AUGUSTUS AND AUGUSTAN PROPAGANDA

Answer any **two** questions

Question 4

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

He seduced the army with bonuses, and his cheap food policy was successful bait for the civilians. Indeed he had attracted everybody's goodwill by the enjoyable gift of peace. Then he gradually pushed ahead and absorbed the functions of the senate, the officials and even the law. Opposition did not exist. War or judicial murder had disposed of all men of spirit. Upper class survivors had found that slavish obedience was the way to succeed, both politically and financially.

(Tacitus, *Annals* I.2)

[Tacitus, *The Annals of Imperial Rome*, trans. M. Grant; Penguin]

- (a) What events and period of Augustus' career is Tacitus referring to in this passage? [10]
- (b) Why do you think Tacitus has chosen to describe the period and events in the way he does? [15]
- (c) On the basis of this passage and your own knowledge, assess the credibility of this analysis of Augustus' position and power? [25]

Question 5

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

I built the temple of Mars the Avenger and the Forum Augustum on private ground from the proceeds of booty. I built the theatre adjacent to the temple of Apollo on ground in large part bought from private owners, and provided that it should be called after Marcus Marcellus, my son-in-law. From the proceeds of booty I dedicated gifts in the Capitol and in the temple of Divine Julius, of Apollo, of Vesta and of Mars the Avenger; this cost me about 100,000,000 sesterces.

(*Res Gestae* 21)

[*The Res Gestae of the Divine Augustus* trans. P. Brunt and J. Moore; Cambridge UP]

- (a) What was the importance to Augustus and his regime of the gods and other individuals mentioned here? [10]
- (b) Why do you think Augustus felt it important to stress the origin of the money he spent? [15]

- (c) On the basis of the passage and your own knowledge, consider the reasons for the importance of this sort of building programme to his regime. [25]

Question 6

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

And when, tonight, with blood of milk-white oxen
The glorious son of Venus and Anchises
Invokes you, grant his prayers. Long may Augustus
conquer but spare the foe.

Now Parthia fears the fist of Rome, the fasces
Potent on land and sea; now once the haughty
Ambassadors from the Caspian and the Indus
sue for soft reply.

(Horace, Centennial Hymn)

[Horace, The complete odes and epodes with the centennial hymn trans. W.G. Shepherd; Penguin]

- (a) To what events does this passage refer? [10]
- (b) To what extent does this passage reflect the actual situation during Augustus' reign? [15]
- (c) On the basis of this passage and your own knowledge, discuss the way in which Horace presented these events. [25]

SECTION C: NERO

Answer any two questions

Question 7

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

He also coveted the sites of several granaries, solidly built in stone, near the Golden House; having knocked down their walls with siege-engines, he set the interiors ablaze. This terror lasted for six days and seven nights, causing many people to take shelter in monuments and tombs. Nero's men destroyed not only a vast number of apartment blocks, but mansions which had belonged to famous generals and were still decorated with their imperial trophies; temples, too, vowed and dedicated by the kings, and others during the Punic and Gallic wars - in fact, very ancient monuments of historical interest that had hitherto survived. Nero watched the conflagration from the Tower of Maecenas, enraptured by what he called 'the beauty of the flames'; then put on his tragedian's costume and sang *The Sack of Ilium* from beginning to end. He offered to remove corpses and rubble free of charge, but allowed nobody to search among the ruins even of his own mansion; he wanted to collect as much loot and spoils as possible himself. Then he opened a Fire Relief Fund and insisted on contributions, which bled the provincials white and practically beggared all private citizens.

(Suetonius, Nero 38)

[Suetonius, *The twelve Caesars*, trans. R. Graves, revised. M. Grant; Penguin]

- (a) What does this passage reveal about Suetonius' attitudes to Nero? [10]
- (b) How convincing is Suetonius' assertion that Nero was responsible for the fire in Rome? [15]
- (c) On the basis of this passage and your own knowledge, compare the reaction to Nero's artistic enthusiasms of the literary sources and members of the elite with that of the lower classes. [25]

Question 8

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

The officer reported this to Nero in the presence of Poppaea and Tigellinus, intimate counsellors of the emperor's brutalities. Nero asked if Seneca was preparing for suicide. Gavius Silvanus replied that he had noticed no signs of fear or sadness in his words or features. So Silvanus was ordered to go back and notify the death-sentence. According to Fabius Rusticus, he did not return by the way he had come but made a

detour to visit the commander of the Guard, Faenius Rufus; he showed Faenius the emperor's orders, asking if he should obey them; and Faenius, with that ineluctable weakness which they all revealed, told him to obey. For Silvanus was himself one of the conspirators - and now he was adding to the crimes which he had conspired to avenge. But he shirked communicating or witnessing the atrocity. Instead he sent in one of his staff-officers to tell Seneca he must die.

(Tacitus, Annals XV 61)

[Tacitus, The Annals of Imperial Rome, trans. M. Grant; Penguin]

- (a) What events is Tacitus describing here and would it be right to see them as a serious threat to Nero's rule? [10]
- (b) Why does Tacitus mention the historian Fabius Rusticus in this passage and is this typical of his use of source material? [15]
- (c) On the basis of this passage and your own knowledge, analyse the extent to which the nature of Nero's rule changed in the latter part of his reign. [25]

Question 9

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

She had wanted to be co-ruler - to receive oaths of allegiance from the Guard, and to subject senate and public to the same humiliation. Disappointed of this, she had hated all of them - army, senate and people. She had opposed gratuities to soldiers and civilians alike. She had contrived the deaths of distinguished men. Only with the utmost difficulty, added Nero, had he prevented her from breaking into the senate-house and delivering verdicts to foreign envoys. He also indirectly attacked Claudius' regime, blaming his mother for all its scandals. Her death, he said, was providential.

(Tacitus, Annals XIV.10)

[Tacitus, The Annals of Imperial Rome, trans. M. Grant; Penguin]

- (a) What does this passage suggest about Tacitus' presentation of Agrippina? [10]
- (b) Why do you think Agrippina did become so involved in state affairs? [15]
- (c) On the basis of this passage and your own knowledge, discuss the evidence for the influence of Agrippina on Nero and on state affairs, and the extent of her role. [25]

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

DOCUMENT STUDY 1: ROMAN HISTORY

2451

Mark Scheme



SECTION A: THE CATILINARIAN CONSPIRACY

1

- (a) **In what ways does Sallust bring out the drama of the situation here?** [10]

Main points: Catiline's move from humility to anger; emphasis on Catiline's background; reaction of 'whole house' and then final statement. Best answers will be aware that this was actually said on another occasion.

- (b) **What does this passage suggest about Catiline's character and motives?** [15]

Under AO1 the best answers will include most of the following: reference to his own concern with background and patrician duty; personal ambition clearly stressed, as is revenge; under AO3: comparison with Cicero indicates arrogance or snobbery.

- (c) **On the basis of this passage and your own knowledge, how great a turning point do you think this was in the course of the events of the conspiracy?** [25]

Main points: before this no generally accepted evidence of a conspiracy; Catiline comes out in the open for the first time and shortly goes to join Manlius; Cicero's speech and Catiline's reply turns the Senate against him. For high marks under AO3, candidates should point out that Sallust's account may not be reliable in detail (for example, Cicero's speech does not demand arrest, Catiline able to get away).

2

- (a) **What does this passage reveal about the attitudes of senators to the proposal to condemn the conspirators to death?** [10]

Answers should mention as many as possible of the following: emphasis on irresolution, capable of being persuaded against Cicero; some 'hard-liners', for example, Cato, but most uncommitted; Caesar's 'blocking' implies no clear majority either way at any point.

- (b) **What do you think were Caesar's reasons for opposing the proposal?** [15]

A number of possibilities, and better answers will consider more than one. Include: awareness that it was illegal; eagerness to be seen as sympathetic to the oppressed; active sympathy with Catiline. Answers should attempt to assess plausibility in each case to score highly on AO3.

- (c) **On the basis of this passage and your own knowledge, assess the political importance of Julius Caesar at this stage in his career.** [25]

From the passage (reward under AO3): ability to persuade, reference to his 'companions' relevant; other material (reward under AO1 and where appropriate AO3) would include his current position (praetor-elect), his relationship with Crassus, his previous career (Suetonius 12-13). No obvious single conclusion (well argued cases should be rewarded highly under

AO2), but awareness of sources' likelihood to exaggerate should be rewarded under AO2 and AO3.

3

- (a) **How does this passage serve Cicero's purpose in attacking the supporters of Catiline?** [10]

Good answers will draw attention to implications of immorality and decadence, and the contrast with traditional Roman values. The best candidates will point out that the passage is concerned with rich urban Romans rather than Catiline's rural supporters.

- (b) **How credible is this depiction of Catiline's friends?** [15]

Good answers will contrast the descriptions here with other information about the conspirators. Answers should also refer to Cicero's exaggerations, and the best candidates should be rewarded under AO3 for discussion of this.

- (c) **On the basis of this passage and your own knowledge, assess the reliability of Cicero's speeches as evidence for the character and motives of individuals involved in the Catilinarian conspiracy.** [25]

Good answers should go beyond simple point that political speeches are biased, and refer to specific examples to support points - for example, that if the circumstances of delivery are known, account can be taken of likely bias (reward under AO2). Best candidates will be aware of reliance on Cicero by subsequent writers, so lack of reliable alternatives (reward under all three categories where relevant).

SECTION B: AUGUSTUS AND AUGUSTAN PROPAGANDA

4

- (a) **What events and period of Augustus' career is Tacitus referring to in this passage?** [10]

Well-substantiated judgements need to refer to some of specific instances from 44-32 BC and early years of principate: for example - donatives and settlement bonuses for army; taking control of corn supply to feed civilians; absorbing functions of senate etc. talking of the various settlements; officials - his control over elections and law. War and proscriptions (judicial murder) results in no opposition; elites needing his patronage to succeed. General references to the early principate are uneven answers; failure to use passage reduces mark to 4 or below even if specific and detailed knowledge.

- (b) **Why do you think Tacitus has chosen to describe the period and events in the way he does?** [15]

For AO1 and AO3 specific knowledge and good arguments must include discussion of Tacitus' dislike of emperors (for example, from opening of the Annals), some awareness of his senatorial background (for example, reference to his introduction to his books), and the contrast with free Republic. Evaluation of the passage is needed for AO3 high marks (for example, the reference to no opposition, war and judicial murder). General discussions of Tacitus are reasonable for AO3. No detail of Tacitus' aims etc should be placed in low bands.

- (c) **On the basis of this passage and your own knowledge, assess the credibility of this analysis of Augustus' position and power?** [25]

Critical discussion is vital here for high marks in all objectives, as is use of some other evidence, for example, Res Gestae, poets such as Horace, Suetonius, Dio Cassius; above half marks for AO2 and AO3 need use of the for and against Augustus arguments provided by Tacitus at his funeral. Descriptions of Augustus' position can score highly in AO1 but not AO2 and AO3 where they will not be discussing the issue of credibility well and will be reasonable or uneven depending on the range.

5

- (a) **What was the importance to Augustus and his regime of the gods and other individuals mentioned here?** [10]

For high marks the main points are: Mars Ultor - avenging assassination of Caesar / Mars god of war; Apollo - his tutelary deity (reward refs. to him 'being with' Octavian at Actium / temple of Palatine; Marcellus - potential successor; Divine Julius - adopted father, makes Aug. son of a god; Vesta - key deity in Roman state / trad. Roman religion. Well-substantiated arguments can be made on a selection of these points. Uneven answers will focus on one.

- (b) **Why do you think Augustus felt it important to stress the origin of the money he spent?** [15]

Well-substantiated discussions will focus on some (not all) of the following: shows his generosity; part of Republican tradition of public building from own funds (examples of

Caesar or others, for example, Pompey's Theatre can be rewarded under AO1); shows he was not a monarch and his finances were separate from those of state; booty links with successful campaigning and promotes military image of Augustus. Interpretations of why these are important is needed for 7 and above in AO3.

- (c) **On the basis of the passage and your own knowledge, consider the reasons for the importance of this sort of building programme to his regime.** [25]

Specific knowledge is needed for 5 and above in AO1; they should mention buildings other than these (for example, Theatre of Marcellus, aqueducts etc) issues discussed should include rebuilding Rome after civil war, brick to marble; programme of renewal; importance of propaganda for AO2 and AO3. well-substantiated arguments will need examples; general discussions of one or more issues without examples are reasonable or below. AO2 needs reference to other sources (literary or archaeological, for example, coins) for high marks

6

- (a) **To what events does this passages refer?** [10]

Highest marks only for use of the passage to refer to any or all of the following: relations with Parthia; return of standards lost at Carrhae; placing them in Temple of Mars Ultor / dedication of temple; diplomatic relations between Rome and Parthia; military successes in the East (reference to date of the poem is worth credit - poem was written 17 BC). Reasonable answers will have details on two or three of these. Acceptable answers may be vague on events and/or dates or mention a limited number.

- (b) **To what extent do this passage reflect the actual situation during Augustus' reign?** [15]

Well-argued answers (for AO1) will point out some of the following: that Parthia remained powerful, that diplomatic victory is presented as military one; 'campaigns' at various time under Augustus; suggestion that Parthians were suppliants is suspicious; reward reference to breastplate on Prima Porta statue under both objectives as factual recall and source evidence. Good discussions of the importance of one point is worth above half marks in AO3.

- (c) **On the basis of this passage and your own knowledge, discuss the way in which Horace presented these events.** [25]

High marks for AO2 and AO3 will need to discuss the purposes of the Centennial Hymn, its relationship to events and make some comparison with the Res Gestae; one which note importance of military prowess, and also relate the imagery to other representations associating Augustus with peace and world empire (statues such as Prima Porta example) should be rewarded in AO2 and AO1 for specific knowledge. Reasonable answers will focus on one point well; they are likely to have specific knowledge but be limited to this point (AO1). Reasonable marks on AO3 will require some use of the material and not simply descriptions of the situation. Answers which lack knowledge of the hymn and/or Horace's attitudes and the events will score low on all objectives.

SECTION C: NERO

7

- (a) What does this passage reveal about Suetonius' attitudes to Nero? [10]**

Good answers will make critical use of the passage, indicating the negative portrayal of Nero, which even interprets in a negative way the actions Nero takes to assist after the fire. No questioning by Suetonius of whether or not Nero was responsible for the fire.

- (b) How convincing is Suetonius' assertion that Nero was responsible for the fire in Rome? [15]**

Answer requires some questioning of Suetonius' accusation; candidates showing knowledge of the accounts of Tacitus and others should score highly under AO3 as long as they take a critical approach. Presentation of the whole event in dramatic style - fits in well with general presentation of Nero.

- (c) On the basis of this passage and your own knowledge, compare the reaction to Nero's artistic enthusiasms of the literary sources and members of the elite with that of the lower classes. [25]**

Suetonius - representative of elite view; candidates need to use Tacitus here for high marks under AO1 and AO3 (Dio would be a bonus only since it's not actually specified at AS). General discussion of differing attitudes, both favourable and unfavourable, better candidates will refer to Nero's general popularity (until the end of his reign) with the lower classes (under AO1).

8

- (a) What events is Tacitus describing here and would it be right to see them as a serious threat to Nero's rule? [10]**

Main points: discussion of the Pisonian conspiracy; some knowledge of the main events and extent of the conspiracy and questioning of whether it was a real threat.

- (b) Why does Tacitus mention the historian Fabius Rusticus in this passage and is this typical of his use of source material? [15]**

Fabius Rusticus is an 'authority' whom Tacitus cites elsewhere; candidates should show some awareness of the use of earlier sources in the writing of history. Some knowledge needed of the various sources Tacitus uses, and his generally uncritical use of them (those who point to examples of Tacitus presenting contradictory sources or criticising them will receive high marks under AO3).

- (c) On the basis of this passage and your own knowledge, analyse the extent to which the nature of Nero's rule changed in the latter part of his reign. [25]**

Awareness needed of Suetonius as well as Tacitus, and of a range of areas in which Nero's reign changed, especially those influencing Nero, the 'reign of terror' after the Pisonian conspiracy, loss of support from various sectors of society.

9

- (a) **What does this passage suggest about Tacitus' presentation of Agrippina?** [10]

Good answers will note that this is presented as Nero's assessment, rather than Tacitus' own. Answers should note the exaggeration. Candidates who show awareness of Tacitus' general views about women should be well rewarded.

- (b) **Why do you think Agrippina did become so involved in state affairs?** [15]

Sensible suggestions and speculation will be rewarded; Nero's comparative youth and inexperience; the general input of others, including Seneca, Burrus and Agrippina; Agrippina as mother of emperor and direct descendant of Augustus could be more influential. Candidates who question whether she really had all that much power should receive high marks under AO1 and AO3.

- (c) **On the basis of this passage and your own knowledge, discuss the evidence for the influence of Agrippina on Nero and on state affairs, and the extent of her role.** [25]

Full critical use of Tacitus and Suetonius expected here, and of other sources, particularly the sculptural and numismatic (the latter being particularly significant). There is no single answer, and candidates should be rewarded under AO2 for a well-supported argument.

Advanced Subsidiary GCE

ANCIENT HISTORY

DOCUMENT STUDY 1: ROMAN WORLD

2452

Specimen Paper

SECTION A: BRITAIN THROUGH ROMAN EYES
SECTION B: JULIAN

TIME: 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each part question.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

SECTION A: BRITAIN THROUGH ROMAN EYES

Answer any two questions

Question 1

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

The population is exceedingly large, the ground thickly studded with homesteads, closely resembling those of the Gauls, and the cattle very numerous. For money they use either bronze, or gold coins, or iron ingots of fixed weights. Tin is found inland, and small quantities of iron near the coast; the copper that they use is imported. There is timber of every kind, as in Gaul, except beech and fir.

(Caesar, Gallic War, V.12)

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

- (a) Why does Caesar provide this digression on the Britons? [10]
- (b) Why was Caesar so interested in Britain's natural resources? [15]
- (c) On the basis of this passage and your own knowledge, how accurate do you consider the information Caesar provides on Britain and the Britons? [25]

Question 2

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

The following winter was spent on schemes of social betterment. Agricola had to deal with people living in isolation and ignorance, and therefore prone to fight; and his object was to accustom them to a life of peace and quiet by the provision of amenities. He therefore gave private encouragement and official assistance to the building of temples, public squares, and good houses. He praised the energetic and scolded the slack; and competition for honour proved as effective as compulsion. Furthermore, he educated the sons of the chiefs in the liberal arts, and expressed a preference for British ability as compared with the trained skills of the Gauls. The result was that instead of loathing the Latin language they became eager to speak it effectively. In the same way, our national dress came into favour and the toga was everywhere to be seen. And so the population was gradually led into the demoralizing temptations of arcades, baths, and sumptuous banquets. The unsuspecting Britons spoke of such novelties as 'civilization', when in fact they were only a feature of their enslavement.

(Tacitus, Agricola, 21)

[Tacitus, *The Agricola and the Germania*, trans. H. Mattingly, revised S.A. Handford; Penguin]

- (a) Explain Tacitus' opinion of this policy. [10]
- (b) What other evidence is there to suggest a policy of 'Romanisation' in Britain at this time? [15]
- (c) On the basis of this passage and your own knowledge, how important a part of the Roman governor's duties do you consider actions like these were? [25]

Question 3

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Everything was put in its most favourable light in Polyclitus' report to the Emperor, and Suetonius was kept in charge. Subsequently, however, after the loss of a few ships and their crews, which had run aground, he was ordered to surrender his command as though the war were still dragging on. He was replaced by Petronius Turpilianus, who had just completed his consulship. Turpilianus neither aggravated the enemy, nor was he himself provoked, and he dignified this lazy inactivity with the honourable name of peace.

Tacitus, *Annals*, XIV.39

[Tacitus, *The Annals of Imperial Rome*, trans. M. Grant; Penguin]

- (a) What light does this passage cast on the way Britain was governed in this period? [10]
- (b) What does this passage reveal about Tacitus' attitude towards the governors of Roman Britain? [15]
- (c) On the basis of this passage and your own knowledge, would you agree that there was a major change in Roman policy towards Britain in this period? [25]

SECTION B: JULIAN

Answer any two questions

Question 4

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Such was the state in which our emperor found the Gauls, yet in disposing of the external enemy he found neither the least difficulty nor the least danger: in one engagement the whole of Germany was destroyed, defeated in a single battle. The changing of habits, however, and the re-establishing of the rule of law proved a hard struggle and, what is more, an undertaking beset with danger. For the worst reprobates were also those most hostile to the authority of Caesar, and in seeking to avoid the retribution of the law they found an answer in new crimes; since they could not justify the disgraceful offences they had committed, they concentrated all their hatred on the avenger of the law...

But what, I ask you, in your opinion should our prince have done? Should he have handed over Roman cities to the enemy, for fear of offending his brother's pride? Those provinces, so faithful and so valuable to the State, should he have allowed them to be ravaged and torn apart under his very eyes, lest Augustus should receive some news which might vex him?

(Mamertinus, 4.3-4, 5.1-2)

- (a) Identify the figures referred to as 'Caesar' and 'Augustus' and explain the events that are alluded to. [10]

- (b) Why is Mamertinus so keen to avoid blaming either 'our prince' or his brother? How successful is he in doing so? [15]

- (c) On the basis of this passage and your own knowledge, assess the trustworthiness of Mamertinus' account of Julian's administration of Gaul. [25]

Question 5

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Julian stayed at Carrhae some days to complete his preparations, and sacrificed according to the local rite to the moon, which is worshipped in that region. There is a story that, while he was standing before the altar and no third party was present, he handed his purple cloak in conditions of complete secrecy to his kinsman Procopius, with orders that he should boldly seize the throne if he learned that Julian had fallen in the Parthian war. Julian was disturbed here in his sleep by a dream, which gave

him a foreboding of some approaching calamity. So he and the interpreters of dreams reviewed the circumstances and concluded that a careful watch must be kept on the following day, which was 19 March. In fact, however, as was afterwards learnt, it was on this same night that the temple of Palatine Apollo in the Eternal City went up in flames.

(Ammianus, 23.2-3)

[Ammianus Marcellinus, *The Later Roman Empire* (A.D. 354-378), trans. Walter Hamilton; Penguin]

- (a) Why does Ammianus emphasise gloomy omens and sacrifices in his account of the Persian campaign? [10]
- (b) How far does Ammianus' account allow us to reconstruct Julian's strategic aims? [15]
- (c) On the basis of this passage and your own knowledge, how justified do you think Julian was in claiming that Persia represented a threat to Rome? [25]

Question 6

Read the extract and then answer all **three** parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Having listed his good qualities to the best of my knowledge, let me turn to an account of his faults, though these have already been dealt with piecemeal as occasion arose. His temperament was impulsive, but he compensated for this by the excellent habit of allowing himself to be corrected when he went wrong. He was a copious talker and very seldom silent. He was too much given to divination, and seemed in this respect to rival the emperor Hadrian. He was superstitious rather than genuinely observant of the rites of religion, and he sacrificed innumerable victims regardless of expense. ...

But in spite of all this his claim that during his reign the ancient goddess of Justice came down again to earth might be regarded as sound (according to Aratus she had fled to heaven in disgust at men's sins), had he not sometimes acted arbitrarily and in an uncharacteristic way.

(Ammianus, 25.4)

[Ammianus Marcellinus, *The Later Roman Empire* (A.D. 354-378), trans. Walter Hamilton; Penguin]

- (a) What light does this passage cast on Julian's character? [10]
- (b) To what extent is Ammianus' assessment of Julian here supported by his account of what the emperor had done during his reign? [15]
- (c) On the basis of this passage and your own knowledge, discuss the extent to which Ammianus idealized Julian. [25]



Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

DOCUMENT STUDY 1: ROMAN WORLD

2452

Mark Scheme

SECTION A: BRITAIN THROUGH ROMAN EYES

1

- (a) **Why does Caesar provide this digression on the Britons?** [10]

Very well substantiated judgements should discuss the passage in the context of the following: interest of audience and himself - meeting new barbarians; makes his expeditions more impressive; traditions of writing ethnography - reward knowledge of his other ethnographies as providing good support and interpretation. Lower bands will discuss a limited number of ideas on the issue.

- (b) **Why was Caesar so interested in Britain's natural resources?** [15]

For AO1 specific knowledge is need on the issues of the ethnographic tradition, justifications of invasions and possible conquest, enrichment for Caesar and his soldiers as part of the overall approach by Romans; reasonable answers will mention one or two with detail; reward knowledge of Cicero's letters concerning wealth or lack of it for AO3 in providing interpretation and supporting evaluation. Good arguments here should deal with the relative importance of what the passage says and Caesar's motives. Reasonable or below will have limited use of the text (for example, the minerals).

- (c) **On the basis of this passage and your own knowledge, how accurate do you consider the information Caesar provides on Britain and the Britons?** [25]

AO1 needs references to specific examples - archaeological evidence of minerals (in Wales or coins), agriculture in the S. East, burials etc - or literary evidence from Strabo, Plutarch et al. This should be evaluated with Caesar for AO2 and AO3 and well-substantiated judgements will only be provided by answers which show a range of evidence; reasonable ones will focus on contrast with one source; uneven ones will take them at face value in both AO2 and AO3, while showing knowledge for high marks in AO1 to some extent.

2

- (a) **Explain Tacitus' opinion of this policy.** [10]

Very well-argued answers will see that he is ambivalent - for example, presents it in a favourable light perhaps because of Agricola's personal involvement; but is critical at the end; well-argued answers should discuss the idea of 'noble savages' and weakness of Rome for AO3 in context of provincial rule, for example.

- (b) **What other evidence is there to suggest a policy of 'Romanisation' in Britain at this time?** [15]

High marks for specific knowledge of archaeological material: town building and expansion under Flavians (for example, Chester, St Albans, London, Silchester; construction of public buildings (for example, forum at St Albans); other epigraphic material (relating to Agricola most obviously but others possible, for example, possibly presence of Demetrius of Tarsus (grammaticus) in York). Answers which use some of this should score highly in AO1 provided that it is also related to the discussion of Romanisation for AO3. Reasonable

arguments will tend to assume it is widespread using limited evidence; generalised views will be uneven in AO3 and lack specific examples for AO1.

- (c) On the basis of this passage and your own knowledge, how important a part of the Roman governor's duties do you consider actions like these were? [25]**

High marks for AO1 need good detail of governor's duties: military role, judicial and financial; ones which concentrate on one aspect over the others will have just enough knowledge but should receive no more than half marks. Reference to evidence for each duty should be rewarded as well-substantiated discussions in AO2, with reduced marks for limited examples; answers which mention the importance of governor's encouragement will show a well-balanced understanding. Answers which describe the duties will lack good communication of the issues here and should receive no more than half marks in AO1 and AO3.

3

- (a) What light does this passage cast on the way Britain was governed in this period? [10]**

Candidates can refer to the role of Polyclitus as informer; the apparent triviality of reasons for changing governor; Turpilianus' laid-back attitude and lack of conquest as examples of the usefulness of the passage; answers without some evaluation of its validity can score no more than 5; reference to Tacitus' views on governors should be rewarded where it supports the evaluation.

- (b) What does this passage reveal about Tacitus' attitude towards the governors of Roman Britain? [15]**

Very good answers will not show some of the following: favouritism to Suetonius, and criticism of Turpilianus. Well-substantiated answers in AO3 will draw attention to his preference for activity and will mention his regard for Agricola as the ideal governor, and use other material to support the view; general discussions of Tacitus should be placed below half marks. Answers which use factual recall to critically evaluate this passage should be given high marks in both objectives (for example, Turpilianus' general success with the Britons).

- (c) On the basis of this passage and your own knowledge, would you agree that there was a major change in Roman policy towards Britain in this period? [25]**

Factual recall should include some detail of the events after Boudicca for higher marks related to the comments here; discussion of the move towards consolidation and lack of further conquests under Nero will be needed for AO3 and answers which use other evidence will score well (AO2) provided it is related to the issue clearly. Some questioning of whether there was a major change and stamping out of abuses will characterise the highest bands in AO2 and AO3. One-sided answers can achieve over half marks if well-supported and clearly argued.

SECTION B: JULIAN

4

- (a) **Identify the figures referred to as ‘Caesar’ and ‘Augustus’ and explain the events that are alluded to.** [10]

Candidates should make reference to as much as possible of the following: Julian as Constantius’ ‘Caesar’ in Gaul; Julian’s military success against the Alemanni; Julian’s refusal of the additional tax levy requested by the Praetorian Prefect Florentius, appointed by Constantius, and refusal to write off arrears of tax.

- (b) **Why is Mamertinus so keen to avoid blaming either ‘our prince’ or his brother? How successful is he in doing so?** [15]

Mamertinus writing in tradition of Panegyrics; context of performance and audience. Under AO1 and AO3 candidates should be rewarded for discussing Julian’s military success, a source of support from army and people and so a threat to Constantius. They will also consider under AO3 how Mamertinus shifts the blame for Julian’s rebellion against Constantius onto the officials in his entourage appointed by Constantius.

- (c) **On the basis of this passage and your own knowledge, assess the trustworthiness of Mamertinus’ account of Julian’s administration of Gaul.** [25]

The other main source is Ammianus, knowledge of which should be rewarded under AO1 and AO3. Discussion of the following is relevant, and the best candidates will mention several: Julian’s campaign against Alamanni; the aims of his fiscal reforms; his gestures towards a popular lifestyle; the extent to which he engineered the troops refusal to march east to Constantius.

5

- (a) **Why does Ammianus emphasise gloomy omens and sacrifices in his account of the Persian campaign?** [10]

He warns the reader of the disaster to Julian and his army that is to follow. Candidates should discuss different types of omens, rejected or ignored by the philosophical Julian.

- (b) **How far does Ammianus’ account allow us to reconstruct Julian’s strategic aims?** [15]

Main points: two possible different routes into Persia; Julian selects quick route down the Euphrates to Ctesiphon; best candidates (reward under AO1 and AO3) may suggest here that Julian’s choice illustrates that he wilfully sought his own defeat.

- (c) **On the basis of this passage and your own knowledge, how justified do you think Julian was in claiming that Persia represented a threat to Rome?** [25]

The best candidates may suggest that this was really an attempt to escape from domestic difficulties (reward under AO1 and AO2). Reference to Carrhae reminds reader of history

of Persian/Roman relations. Candidates can also point out that the Peace was agreed by Constantine: Julian (blaming Constantine) breaks the peace for domestic rather than military reasons.

6

(a) What light does this passage cast on Julian's character? [10]

Good answers will assess the extent to which Ammianus plays down Julian's faults, and also notice which aspects Ammianus concentrates on (for example, religion rather than, say, military skills).

(b) To what extent is Ammianus' assessment of Julian here supported by his account of what the emperor had done during his reign? [15]

Answers should compare characteristics with actions, for example, his impulsiveness might be illustrated by his actions in the invasion of Persia, or at Strasbourg; better candidates may point to 'superstition', which can be illustrated by the excessive sacrifice before the Persian invasion.

(c) On the basis of this passage and your own knowledge, discuss the extent to which Ammianus idealized Julian. [25]

Candidates should discuss the balance between praise and blame, virtues and vices, in Ammianus' account in general (reward under AO3), and should make some assessment of Julian's real achievements in administering the empire (reward under AO1). Under AO2 the highest marks should be given to clearly presented arguments coming to whatever reasonable conclusion.

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

SOURCE-BASED STUDY 1: GREEK HISTORY

2453

Specimen Paper

SECTION A: HERODOTUS AND THE CONFLICT OF GREECE AND PERSIA, 499-479 BC

SECTION B: GREEK HISTORY, 446-413 BC

SECTION C: THE CULTURE OF ATHENS, 447-399 BC

TIME: 1 hour 30 minutes

INSTRUCTION TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

INFORMATION FOR CANDIDATES

Each question is marked out of 50.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

SECTION A: HERODOTUS AND THE CONFLICT OF GREECE AND PERSIA, 499-479 BC

*Answer any **two** questions.*

Knowledge of the relevant ancient sources should be displayed in all answers.

- 1 How important were Aristagoras and Miletus in the origin and subsequent course of the Ionian Revolt? [50]
- 2 What do we know of the reasons why Darius launched his invasion of Greece in 490 BC? How credible are they, in your view? [50]
- 3 How well did the Greeks overcome problems of resources and territory which they faced in the battles of 480 BC? [50]
- 4 How unified were the Greeks in their resistance to the Persians during this period? [50]
- 5 To what extent do inscriptions and literary sources enable us to establish the course of events in the resistance of the Greeks to the Persians during this period? [50]

SECTION B: GREEK HISTORY, 446-413 BC

*Answer any **two** questions.*

Knowledge of the relevant ancient sources should be displayed in all answers.

- 6 By what means was Pericles able to dominate Athenian politics in the period down to his death in 429 BC? [50]
- 7 In what ways did Athens threaten the interests of Sparta and her Peloponnesian allies? Did these threats justify 'Sparta's fear of Athens' growing power' (Thucydides)? [50]
- 8 What evidence is there for a change in the style of political leadership in Athens after the death of Pericles? How convincing do you find it? [50]
- 9 Did the Athenians or the Peloponnesians come out on top at the end of the Archidamian War, 431-421 BC? [50]
- 10 What were the aims of the Athenian expedition to Sicily, 415-413 BC, and were they realistic? [50]

SECTION C: THE CULTURE OF ATHENS, 447-399 BC

*Answer any **two** questions.*

Knowledge of the relevant ancient sources should be displayed in all answers.

- 11** What contribution, if any, did the Sophists make to the education of Athenians? **[50]**
- 12** How far did the religious context of drama affect the poets' choice of subjects and issues? [You may if you wish limit your discussion to **two** plays] **[50]**
- 13** What can the plays of Aristophanes tell us of the relations between men and women in Athens during this period? **[50]**
- 14** What was the political significance of the religious festivals of Athens for the Athenians? **[50]**
- 15** What would the myths depicted in the temple sculptures on the Acropolis have meant to the Athenians? **[50]**



Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

SOURCE-BASED STUDY 1: GREEK HISTORY

2453

Mark Scheme

SECTION A: HERODOTUS AND THE CONFLICT OF GREECE AND PERSIA, 499-479 BC

1 How important were Aristagoras and Miletus in the origin and subsequent course of the Ionian Revolt? [50]

Band One answers will focus on detailed material from Herodotus in AO1(a) and AO3(a) both on the specific area of Aristagoras and Miletus and the course of events. Clear focus on the context and the relationship of these to the overall issues is important for Band Three answers in AO2 and AO3(b) and Band One answers will use the information specifically and clearly to argue the points. Evaluation of the narrative of Herodotus should include discussion of bias/limited sources etc. for good marks and above in AO3(a). A narrative of Aristagoras' actions - Naxos expeditions, his resignation from tyranny, Sparta, Athens and death - can provide knowledge in AO1 but does not deal with the point of the question for AO2 and AO3 and lacks evaluation of his effect on the course of events (plentiful in AO1)

2 What do we know of the reasons why Darius launched his invasion of Greece in 490 BC? How credible are they, in your view? [50]

Good answers and above should have knowledge of professed reasons reported in Herodotus (AO1 and AO3(a) - revenge for Sardis, Hippias' return) and evaluation of this information is relevant to the higher marks in AO2 and 3(b). Band One answers will provide specific detail in references and differentiate motives and explanations. Further argument for marks in AO2 and AO3(b) can be gained from interpretation of the events of the campaign and the wider context of Persian political and military aims (for example, conquest of Greece, requests for tokens of submission etc). Band Four marks are likely for answers which focus on the basic 'revenge' motive and recount the campaign alone (AO1, AO2 and AO3(b)) without clear argument on motives and objectives (AO1(b), AO2 and AO3(a))

3 How well did the Greek overcome problems of resources and territory which they faced in the battles of 480 BC? [50]

Good answers should deal with all the battles of the year (AO1); accurate factual content should score highly. Good marks in AO2 and AO3 will need evaluation of the tactics and strategies involved (for example, some critical material needed on Thermopylae, and avoiding assumptions about the tactics), conflicts between groups, and factors such as numbers, generalship, terrain etc. High marks here can be gained by addressing the issues without large amount of description of events, and by evaluating the discrepancies between sources (AO2 and AO3(a) and AO3(b)). Band Four answers will provide brief accounts of battles, and simplistic discussions of solutions or not deal with all the battles. Lower grades will have limited or inaccurate knowledge and little reference to sources and issues of strategy.

4 How unified were the Greeks in their resistance to the Persians during this period? [50]

Factual content should include a number of states (from Athens, Sparta, Corinth, Argos, Aegina, Thebes, Northern States, Sicily etc.) and compare the attitudes and motivations; for higher marks. Reference should be made to neutral states (Argos' demand for co-leadership)

and to different strategies (for example, Spartan views on the Peloponnese and the Isthmus in Book 8 and 9; Athenian requests for Spartan aid at Plataea in Book 8). There should be a clear focus on the changes in unity over the period for high marks in AO2 and AO3; evaluation of Herodotus' views is likely to be included in the better answers (AO3(a)). Answers which deal with Athens and Sparta only are in the Band Four range and a lack of factual material on the precise attitudes of the states is Band Four or below on AO1(a) and AO1(b)

5 To what extent do inscriptions and literary sources enable us to establish the course of events in the resistance of the Greeks to the Persians during this period? [50]

Good answers and above should have a range of sources and detail is to be rewarded (AO1) - Aeschylus, Plutarch, inscriptions (including ones in Herodotus), and monuments. These must be relevant and not just references to Persian inscriptions such as Behistun. It is important that these are evaluated for AO2, AO3(a) and AO3(b) and compared where possible for high marks. The way the sources are used is an important factor in awarding marks, but credit should be given for relating sources to events (Salamis and Aeschylus, for example) and using them to reconstruct the course of the conflict. Specific use of comparison of sources again should be rewarded under all objectives showing good understanding and evaluation or above. Good answers and above may focus on a small number of examples and discuss them well in detail.

SECTION B: GREEK HISTORY, 446-413 BC

- 6 By what means was Pericles able to dominate Athenian politics in the period down to his death in 429 BC? [50]**

Under AO1(a) there should be discussion of military/naval as well as domestic issues (building programme etc.). Personal character, oratorical skill etc. are also relevant. Band Three answers will show an understanding of Athenian political system, and the nature of both the Assembly and the generalship (the best candidates will consider the limited constitutional power, but great prestige, of the offices), and particular reference to the interests of the demos is also relevant. Plutarch is likely to be used, and best answers will be aware of Plutarch's intentions etc.; evidence from Thucydides will also gain marks (reward under AO3(a)). Mere narrative will not score highly on AO2.

- 7 In what ways did Athens threaten the interests of Sparta and her Peloponnesian allies? Did these threats justify 'Sparta's fear of Athens' growing power' (Thucydides)? [50]**

Answers may go down to outbreak of the War, but 'First Peloponnesian War' is outside the scope of the paper (although awareness of it should be credited under AO1(a)). Issues may include 'economic' conflict and the Megarian decree(s), and specific knowledge of these topics should be well rewarded under AO1(a). Knowledge of modern debates about these issues can be rewarded under AO3(b). The second part is where AO2 is mostly judged, with discussion of Sparta's reliance on her allies, supported by, for example, speeches in Thucydides Book 1. Good discussion of this material will be rewarded under AO3(a).

- 8 What evidence is there for a change in the style of political leadership in Athens after the death of Pericles? How convincing do you find it? [50]**

Band Three answers will point to change in nature of evidence (i.e. none contemporary with Pericles, Th. and Aristophanes contemporary with his successors) (reward under AO3(a)). Reference to specific actions and events is important to score well on AO1(a) - for example, behaviour of Cleon, Nicias, Alcibiades including Mantinea and Sicily. Second part important for AO2 (but also AO3), showing awareness of, for example, the nature of comedy. Better candidates may argue that there was little change or that change was necessary, and these are likely to be more sophisticated responses than confidence that everything simply got worse.

- 9 Did the Athenians or the Peloponnesians come out on top at the end of the Archidamian War, 431-421 BC? [50]**

Best answers will look at what happens soon after 421 for evidence, for example discussing the events leading up to Mantinea and Athens' continuing imperialism, as witnessed by Melos (reward under AO1(a), AO2), but Band Three answers will assess the key events of the war, including major battles, invasions of Attica, Sphacteria incident etc. Some discussion of the original aims is desirable (AO3(a)). A conclusion that neither side did can score highly on AO2, if argued for, for example, with reference to land v. sea power etc., but equally a case can be made for either side (although to claim great achievements by Sparta is perhaps more of a challenge).

10 What were the aims of the Athenian expedition to Sicily, 415-413 BC, and were they realistic? [50]

Band Three answers will be aware of the difference between Thucydides' claim of conquest and his statement about what was actually voted on (6.1 and 6.6) (AO3(a) but also AO1(a) and AO2). Awareness of earlier campaigns and alliances also important (AO1(a)): discussion of the uncertainty of the evidence would be a bonus at AS, to be rewarded well under AO3(b). Second part of the question is where reward for AO2 is most likely, with discussion of what might be 'realistic' important for highest marks. Discussion of Sicilian strengths and weaknesses important, as are Thucydides' comments on how near the Athenians came to taking Syracuse, and discussion of whether loss of Alcibiades was really crucial (as Th. implies - this should be rewarded under AO3(a)).

SECTION C: THE CULTURE OF ATHENS, 447-399 BC

- 11 What contribution, if any, did the Sophists make to the education of Athenians? [50]**

A Band One answer in AO1 will display knowledge of a range of Sophists (Protagoras, Gorgias, Hippias, etc) where they affected education; there should be detailed use of Plato, Aristotle and Aristophanes at least with some evaluation as primary sources for AO2 and AO3. Band Three answers in AO1 may lack knowledge of sources or effective explanations (AO2 and AO3) but provide some understanding of the issues in a general manner, and distinguish the specific areas of contribution, for example, public speaking, or distinguishing between rich and poor. Band Four and below will lack detail of more than two sophists and their teaching and the support of sources, as well as being largely descriptive.

- 12 How far did the religious context of drama affect the poets' choice of subjects and issues? [You may if you wish limit your discussion to two plays] [50]**

Band One answers will have detail of both dramatists and festivals (Dionysia and Leneia and possible rural versions) in AO1 and relate this to specific details of content in plays AO3. Clearly expressed interpretations are needed for the upper levels of AO2 and AO3 (for example, religious themes, use of gods on stage etc). Band Four answers may well generalised with a limited selection of content from plays (AO1), and imprecise reference to festivals/religious context perhaps dealing only with Dionysia (AO2) developing ineffective arguments. Explanations using the sources will suffer in answers with limited knowledge of plays/festivals. Band Three answers and above must do more than summarise plays.

- 13 What can the plays of Aristophanes tell us of the relations between men and women in Athens during this period? [50]**

Band One answers should be able to provide a good range of examples (not necessarily a wide range of plays, for example Lysistrata's opening scene, Cinadon scene, Thesmaphoriazusae's agon) (AO1a) supporting ideas (AO2 and AO3(b)) about attitudes, for example, husbands not trusting wives, women secluded, attitudes towards prostitutes, women as managers of the household, women as workers. These should be accurate references (AO3(a)) for Band One or Band Two answers. Band Three answers should have interpretations showing clear arguments and evaluations (AO1(b) and AO3(a)). Answers which fail to do this will be in the Band Three or Band Four range; summaries of scenes or plots will be Band Four or below because of lack of detail and ineffective arguments (AO1(a), AO2 and AO3(a) and AO(b))

- 14 What was the political significance of the religious festivals of Athens for the Athenians? [50]**

Answers using a number of festivals - Panathenaia, Dionysia, Leneia, Apatouria etc. should be given high marks for factual content (AO1(a)); this must be related to the political context for AO2 and AO3(a) to gain further high marks for effective argument and understanding, (for example, liturgies, the Imperial aspects of the Dionysia, deme and city functions, propaganda for Athens etc. Band Four answers in AO1(a) and AO1(b) will be restricted to one major festival; limited argument about significance (AO1(b) and AO2) places the answer

in Band Four or below. Reference to source material (archaeological or literary) should be related to understanding of the issue to be rewarded for awareness of its usefulness in AO3(a).

15 What would the myths depicted in the temple sculptures on the Acropolis have meant to the Athenians? [50]

Answers which are confined to one temple can gain Band Two marks on AO1(a) and AO3(a), provided there is detail. Discussion of possible interpretations (political, social or religious) is needed for high marks on AO2 and AO3; narrative descriptions of temple decoration can produce Band One marks on AO1 and AO3(a) but will fail to meet objectives AO2 and AO3(b) sufficiently. Most answers should deal with the Panathenaic frieze, the battles on the metopes of the Parthenon and the pedimental structure. Ones which include the Athene Nike or Erechtheion are to be treated as Band Two or above. Reward clearly presented discussion of the issue of meaning under AO1(b), AO2 and AO3 highly where it is related to the detail of the temples and life in Athens with examples.

**Oxford Cambridge and RSA
Examinations**

Advanced Subsidiary GCE

ANCIENT HISTORY

SOURCE-BASED STUDY 1: ROMAN HISTORY

2454

Specimen Paper

SECTION A: ROMAN HISTORY, 81-44 BC

SECTION B: THE AGE OF AUGUSTUS, 31 BC-AD 14

SECTION C: ROMAN HISTORY, AD 14-68

TIME: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

INFORMATION FOR CANDIDATES

Each question is marked out of 50.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

Section A: ROMAN HISTORY, 81 - 44 BC

*Answer any **two** questions.*

Knowledge of the relevant ancient sources should be displayed in all answers.

- 1 Examine the course of Pompey's career in the years 81-67 BC. Would you agree that the Senate had only itself to blame for the exceptional position which he attained? [50]
- 2 How important a part did Cicero play in Roman politics in the period 70-56 BC? [50]
- 3 Why did the friendship between Pompey and Caesar break down in the period between their meeting at Luca and the outbreak of the civil war? [50]
- 4 Why was Julius Caesar assassinated? [50]
- 5 How significant a political force were the poor inhabitants of the city of Rome in the period? [50]

Section B: THE AGE OF AUGUSTUS, 31 BC - AD 14

*Answer any **two** questions.*

Knowledge of the relevant ancient sources should be displayed in all answers.

- 6 What changes were made to Augustus' powers after the 'settlement' of 27 BC and why? [50]
- 7 How significant were Augustus' military reforms? [50]
- 8 What new opportunities did Augustus create for freedmen in this period? [50]
- 9 Why did Augustus experience such difficulties in finding a successor? [50]
- 10 Why was the grain supply of Rome so important in this period? What measures did Augustus take to ensure the supply? [50]

Section C: ROMAN HISTORY, AD 14-68

*Answer any **two** questions.*

Knowledge of the relevant ancient sources should be displayed in all answers.

- 11** Are there any good reasons to revise Tacitus' verdict on the reign of Tiberius? **[50]**
- 12** Why did the Praetorian Guard play so prominent a role in the accession of Claudius? Is this typical of the Guard's role in the period AD 14-68? **[50]**
- 13** 'No better than slaves' (TACITUS). Do you agree with Tacitus' view of the attitude of the Senate to Emperors in the period AD 14-68? **[50]**
- 14** What new developments occurred in Roman religion in the period AD 14-68? **[50]**
- 15** What sources of entertainment were available to the population of Rome? How much importance did emperors attach to providing entertainment? **[50]**



Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

SOURCE-BASED STUDY 1: ROMAN HISTORY

2454

Mark Scheme

Section A:ROMAN HISTORY, 81 - 44 BC

- 1 Examine the course of Pompey's career in the years 81-67 BC. Would you agree that the Senate had only itself to blame for the exceptional position which he attained? [50]**

Key areas for reward under AO1(a) would include his military activities in 70s and his consulship: the best candidates will also note his quiescence after 70. Very best answers will point out that different Senators had different interests, and good ones may also suggest that Pompey was not necessarily a threat to the senate at this point. Against the proposition candidates will refer to factors beyond senatorial control: for example Sulla's initial encouragement/toleration, the need for a good general etc. There was no alternative really but to let him stand as consul in 70. For the proposition candidates may consider senatorial military incompetence and lack of alternative leading figures. An answer need not be balanced to score very highly under AO2, as long as the argument is fully made. The obvious sources here are Plutarch and Cicero's works (letters and speeches).

- 2 How important a part did Cicero play in Roman politics in the period 70-56 BC? [50]**

Key events for reward under AO1(a): prosecution of Verres (70 BC), support for Pompey (65 BC), consulship (63 BC) and Catilinarian conspiracy, attempts to woo Pompey (57-6 BC). Assessments of his importance will be rewarded under AO2 and may vary from claiming it to be minimal (ideally stressing his self-promotion for reward under AO3(a)) to allowing it to have been more substantial, supported both by indications of what others thought of him and his own position (lack of military experience, limited clientela in Rome) and achievements. The best answers in this area will consider how significant, for example, the defeat of Catiline really was (reward under AO2, AO3). High marks will be awarded under AO3(a) for awareness of Cicero's own work as well as Plutarch and Sallust.

- 3 Why did the friendship between Pompey and Caesar break down in the period between their meeting at Luca and the outbreak of the civil war? [50]**

Key areas for reward under AO1(a): death of Julia, death of Crassus (hence leaving Caesar as Pompey's sole rival), Pompey's sole consulship and remarriage, attitude of Senators, circumstances of the outbreak of the war (for example, the role of Pompey and of the 10 tribunes). The better answers will include more of these. Explanations, rewarded under AO2, should look at both immediate circumstances and long-term issues (especially, for example, personal ambition). Best answers will try to identify when friendship broke down, and extent to which Pompey really sided with optimates. Plutarch in particular and Cicero are the most likely sources to be discussed.

- 4 Why was Julius Caesar assassinated? [50]**

The obvious immediate causes would include his acceptance of permanent dictatorship and his future plans (including deification, relations with Cleopatra etc.), and knowledge of this should be rewarded under AO1(a), with higher marks for more detail. However better candidates will be aware that the assassins were in part his former allies, and that the attitude of senate and of people not clearly against him. To score well under AO2 answers need to weigh up various factors, and best will introduce wider considerations (for example, that

assassinations were not unusual). Differing assessments of Cicero, Plutarch and Suetonius can be discussed for high marks under AO3(a).

5 How significant a political force were the poor inhabitants of the city of Rome in the period? [50]

All but the weaker candidates will be aware at least to some extent of both strengths and limitations, and this will be rewarded under AO1(a). Limitations: lack of voting power (even in concilium plebis); generally not organized; can be contrasted with, for example, military veterans who are better organized, trained etc. Strengths: visible to senate etc.; can be used by ambitious politicians; ideology of tribunate makes them matter. The best answers may consider strong popular support for, for example, Caesar as dictator. To score well on AO2 answers should distinguish between their use as a weapon in the hands of others and their limited ability to improve their own lot.

Section B: THE AGE OF AUGUSTUS, 31 BC - AD 14

6 What changes were made to Augustus' powers after the 'settlement' of 27 BC and why? [50]

Band Three marks for AO1 and AO2 require a full and accurate knowledge and understanding of his constitutional position in 27 BC and later alterations, particularly in 23 BC and 18 BC. Candidates who discuss the political significance of the alterations or discuss why they were necessary will receive Band Three (for example, difficulties with successive consulships, problems with role in the senate etc) to Band One (the constitutional conflicts over dictatorships, issues of succession) marks under AO2 and AO3(b). An awareness of the difficulties in using the sources for this period, especially the Res Gestae and Cassius Dio, will lead to Band Three to Band One marks for AO3(a) depending on use, accuracy and detail.

7 How significant were Augustus' military reforms? [50]

Band One answers should display a confident knowledge of the main military reforms that Augustus carried out, covering both financial aspects (pay and settlement), and the establishment of a 'professional' army (AO1); less detail will place the answer lower bands, depending on accuracy; for highest marks on AO2 candidates must discuss their significance in relations to the position of the princeps, the civil war past, and show some knowledge of why they were necessary (AO2 and AO3(b)) and what had happened in the late Republic (AO1 and AO2). Answers which effectively argue the significance of some of the reforms will be placed in higher bands for AO2 and AO3.

8 What new opportunities did Augustus create for freedmen in this period? [50]

Specific knowledge is required for Band Three marks (AO1, AO2), discussing the different roles for freedmen under Augustus (both imperial and other freedmen, for example, secretarial in his household, as seviri or priests, as minor officials in provinces, the vigiles and imperial cult). General references to 'some' posts will be Band Four in AO1. Examples of specific freedmen are not expected, but some awareness of the epigraphic nature of most

of the sources will receive Band Three and above marks (AO3(a)) depending upon detail. Discussion of the extent to which they were ‘opportunities’ will characterise the better levels in AO2 and AO3(b). Answers which mention restrictions will be rewarded under AO2 and AO3(b), showing effective discussions.

9 Why did Augustus experience such difficulties in finding a successor? [50]

Rejections of the ‘Robert Graves’ image of a scheming Livia will be rewarded with Band Two or higher marks (AO3(a) and AO3(b)); for Band Three marks on AO1 candidates must show a sound knowledge of the various candidates (Marcellus, Agrippa, Lucius, Gaius, Tiberius) and their failure to succeed Augustus. Band Three marks on AO2 will require some awareness of the political situation, the qualifications for an heir, and lack of precedents for finding a successor to an emperor rather than just pointing out that possible candidates died. This will place the answer in Band Four range or below depending on the detail of successors lacking effective argument.

10 Why was the grain supply of Rome so important in this period? What measures did Augustus take to ensure the supply? [50]

For Band Three marks in all categories, candidates must address fully both parts of the question. Some awareness of the grain supply in the Republic, its political and social significance and links with public disorder (for example, in the period 22-19 BC) is necessary for Band Three marks on AO2. Candidates who connect Augustus’ actions with those of Republican tribunes (for example, Gracchi, Clodius) will receive Band Two or Band One marks. A knowledge of his reorganisation of the corn supply will receive Band Three marks on AO1 and above marks in AO2 and AO3 if related to the issues of its importance. General descriptions of the condition of the plebs and the supply of grain will score low marks on all aspects.

Section C:ROMAN HISTORY, AD 14-68

11 Are there any good reasons to revise Tacitus’ verdict on the reign of Tiberius? [50]

Band Three answers must make use of specific examples of Tacitus’ account of Tiberius’ reign in order to score well under AO1(a) and AO3(a); comments based on generalisations of the account are likely to receive Band Four or lower marks. This material will support discussion of factors likely to affect Tacitus’ approach: his personal experience under Domitian and hence his drawing of parallels; his position as a senator. Candidates who make good use of other sources will receive Band Two or Band One marks on AO3(a). Candidates will be rewarded under AO2 for a well presented argument, and candidates simply asserting that Tacitus was biased will not score highly here.

12 Why did the Praetorian Guard play so prominent a role in the accession of Claudius? Is this typical of the Guard’s role in the period AD 14-68? [50]

For Band Three marks in all criteria, candidates must address both questions. Specific knowledge of both Claudius’ accession and other examples of the Guard’s role (not

Praetorian Prefects alone like Sejanus or Burrus) will gain Band Three marks on AO1(a); comparison of their role in the different episodes will score Band Three marks or above on AO2. Both Tacitus and Suetonius provide much evidence for the relevant events, and candidates should show awareness of their evidence for Band Three marks under AO3(a).

13 'No better than slaves' (TACITUS). Do you agree with Tacitus' view of the attitude of the Senate to Emperors in the period AD 14-68? [50]

For Band Three marks on AO1(a) and AO2, candidates must cover the period and not concentrate on relations between the senate and emperor in just one reign, and to gain high marks candidates will be aware of changes within reigns. Better candidates will be aware of the limited powers of the senate, and the wide powers granted to the emperor: the best will be aware that those powers were granted by the Senate, and bring this into the argument. Specific examples are necessary to score Band Three marks on AO3(a), and the best candidates will discuss Tacitus' own likely prejudices in his presentation of material.

14 What new developments occurred in Roman religion in the period AD 14-68? [50]

Simple descriptions of various cults will not receive marks above Band Four. Candidates must consider 'development', and should include the Imperial Cult as well as non-Roman cults for Band Three marks in AO1(a) and AO2. Candidates who discuss developments throughout the empire and not just in Rome will be rewarded. The development of Christianity is obviously relevant here, and reference to it should be rewarded, but it is unlikely to be a large part of a well-balanced answer, given its limited extent in the period: reference in Tacitus and Suetonius should be rewarded under AO3(a). Higher marks under AO3(a) are likely to be gained for references to non-literary as well as literary evidence.

15 What sources of entertainment were available to the population of Rome? How much importance did emperors attach to providing entertainment? [50]

The second question must be fully addressed for Band Three marks in AO1(a) and AO2, and could consider themes such as the numbers of places for public entertainment, 'bread and circuses', access to the emperor, links with public order. The best candidates will discuss the benefits (not only the avoidance of rioting) to emperors from providing such entertainments, including the opportunity it gave to demonstrate their power and, for example, their clemency. Specific examples must be provided for Band Four and above marks on AO3(a). Although answers are likely to focus on games and large-scale entertainments, reward should also be given under AO1(a) for knowledge of smaller scale activities including gambling etc.

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

SOURCE-BASED STUDY 1: ROMAN WORLD

2455

Specimen Paper

SECTION A: ROMAN BRITAIN, AD 43-c.160

SECTION B: DIOCLETIAN AND CONSTANTINE, AD 284-337

TIME: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section **A** or Section **B**.

INFORMATION FOR CANDIDATES

Each question is marked out of 50.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

SECTION A: ROMAN BRITAIN, AD 43-c. 160

*Answer any **two** questions.*

Knowledge of the relevant ancient sources should be displayed in all answers.

- 1** To what extent did Claudius achieve his aims in his conquest of Britain? **[50]**
- 2** How serious a threat to the Roman province of Britain was the Boudiccan revolt? **[50]**
- 3** How valuable is the evidence of archaeology in assessing the military achievements of Agricola? **[50]**
- 4** Why did the Romans encounter such difficulties in the conquest of Wales? **[50]**
- 5** Why was Hadrian's Wall built? **[50]**

SECTION B: DIOCLETIAN AND CONSTANTINE, AD 284-337

*Answer any **two** questions.*

Knowledge of the relevant ancient sources should be displayed in all answers.

- | | | |
|-----------|--|-------------|
| 6 | Was Diocletian's 'tetrarchy' a planned and realistic attempt to provide a permanent system of stable government? | [50] |
| 7 | To what extent did Diocletian and Constantine reform the Roman army? | [50] |
| 8 | What truth is there in the view that Diocletian cut up the provinces 'into little pieces' (Lactantius)? | [50] |
| 9 | What difference did Constantine's 'conversion' make? | [50] |
| 10 | What were the effects of Constantine's foundation of Constantinople? | [50] |



**Oxford Cambridge and RSA
Examinations**

Advanced Subsidiary GCE

ANCIENT HISTORY

SOURCE-BASED STUDY 1: ROMAN WORLD

2455

Mark Scheme

SECTION A:ROMAN BRITAIN, AD 43-c. 160

1 To what extent did Claudius achieve his aims in his conquest of Britain? [50]

Narratives of the Claudian invasion and conquest of Britain will receive Band Five marks and essays simply outlining his motives for invading are unlikely to receive anything above Band Four in all the objectives. For Band Three marks and above answers must provide clear detail of his aims related to events (AO1(a) and AO1(b), and must consider not only Claudius' aims (military, political, economic, personal), as well as the extent to which he achieved them (AO2 and AO3). AO3(a) will also require detailed use of sources (critically compared) for high marks. Simple quotation is unlikely to go above Band Four marks.

2 How serious a threat to the Roman province of Britain was the Boudiccan revolt? [50]

Narratives of the Boudiccan revolt will receive Band Five marks in AO2 and AO3. For Band Three marks, candidates must consider and question the seriousness of the revolt (AO2) using the events and sources (AO3(a) and AO3(b)). Showing an understanding of the nature and extent of the revolt will be a characteristic of higher marks in AO1 and AO2. Knowledge of archaeological evidence will be rewarded and critical use of this (such as possible evidence for disturbances at S. Cadbury) will be rewarded with Band Two or Band One marks (AO3(a)).

3 How valuable is the evidence of archaeology in assessing the military achievements of Agricola? [50]

Sound knowledge is required here of specific archaeological sites (marching forts, legionary camps, reorganisation of the Stanegate etc, sites in Wales) for Band Three and above marks (AO3(a)), with some discussion of how valuable it is for assessing his military achievements (AO1, AO2 and AO3(a)); critical awareness of the difficulties in interpreting archaeological evidence, combined with use of specific examples, will receive Band Two or Band One marks. Narratives of Agricola's campaigns will receive Band Five marks in AO2 and AO3, although they will score well in AO1 but not highly since the evidence is relevant to this objective also.

4 Why did the Romans encounter such difficulties in the conquest of Wales? [50]

Band Three answers require sound knowledge of Roman campaigns in Wales beyond the defeat of Caratacus (AO1); higher marks will be awarded to candidates who consider the scarcity of information and difficulties in using the sources (both literary and archaeological) (AO3(a)). For Band Three marks on AO2 and AO3(b), candidates must consider such difficulties as those of terrain, the nature of the enemy. Effective discussion of some of the other factors such as difficulties and priorities elsewhere in Britain and beyond, the availability of troops, political problems in Rome etc. will place the answer in the higher levels for AO2 and AO3(a).

5 Why was Hadrian's Wall built? [50]

Descriptions of the various features of the Wall are likely to receive Band Five marks in AO2 and AO3. Band Three marks require a sound knowledge of the nature of the wall (AO1) and

some discussion of how this could help explain its use; answers will score in Band Two using detail of specific areas not without an overall view of the construction. Band Three or above answers should deal with why Hadrian wanted to build it (such as prestige, control of a border etc) (AO2). Knowledge of the sparse literary sources will be expected for Band Three or above marks on AO3(a), and for AO3(b) candidates can score Band Three or Band Two marks by discussing various modern theories about the role of the wall.

SECTION B: DIOCLETIAN AND CONSTANTINE, AD 284-337

6 Was Diocletian's 'tetrarchy' a planned and realistic attempt to provide a permanent system of stable government? [50]

Band Three answers will contain a chronology of the development of the tetrarchy, of the conflicts that led to its collapse after the death of Diocletian, and of the civil wars leading to the unification of the West in 312 and of the entire empire in 324 (AO1(a)). They will discuss how the tetrarchy aimed to resolve the military instability which preceded it by providing a plurality of legitimate leaders (AO2). While candidates should be aware of the problems of evidence (AO3(a)), the best candidates will be aware of modern debate as to whether the tetrarchy developed as a series of piecemeal solutions to particular problems, or was a planned attempt at a new constitution (AO3(b)).

7 To what extent did Diocletian and Constantine reform the Roman army? [50]

To score well under AO1, answers will refer to the separation between frontier troops and the mobile field armies, and the disbanding of the praetorian guard. The best candidates will show some awareness of the problems in identifying which emperor did what, and hence interpreting the changes (reward under AO1(a) and AO3(a)). They will discuss the extent to which these changes were innovatory rather than the culmination of a longer process (reward under AO2). Knowledge of ancient sources such as the *Anonymus de rebus bellicis* will be rewarded under AO3(a), and awareness of modern discussion of issues such as the size of the army, problems with recruitment, and the tax-burden will score well under AO3(b).

8 What truth is there in the view that Diocletian cut up the provinces 'into little pieces' (Lactantius)? [50]

To score well under AO1(a) answers will give details of the post-Diocletianic provinces and refer to their relationship to the new Vicariates and Prefectures: the best answers will relate this to the division of military and non-military hierarchies. To score well under AO2, they will discuss the extent to which these changes were innovatory rather than the culmination of a longer process, and give reasons why earlier emperors were afraid of large provincial commands. They will discuss critically the modern view that these reforms both caused and reflected an increase in the administrative apparatus and of centralised state control AO3(b).

9 What difference did Constantine's 'conversion' make? [50]

Under AO1(a), candidates should be rewarded for awareness of Constantine's attitude to the Christian God, of his interventions into Church affairs, and of how this set the scene for the triumph of Christianity under his successors. To score well under AO2, answers will consider similarities and differences in Constantine's behaviour to that of earlier emperors,

and the long term changes that resulted in the lives of Christians (lay as well as clergy). Knowledge of the modern debate about whether Constantine's 'conversion' was a political act reflecting the growth of Christianity, or the action of a maverick which greatly assisted that process, will be rewarded under AO3(b).

10 What were the effects of Constantine's foundation of Constantinople? [50]

For Band Three marks under AO1(a), the answer will refer to specific buildings and institutions established in Constantinople: better candidates will note concern about both the 'plebs' [note hippodrome] and the 'Senate'. For Band Three marks under AO2, candidates will assess how the foundation resulted in the (political) decline of Rome, and the economic decline of the cities of the Eastern empire, and, for reward under AO3(b) consider modern views of how and to what extent it was a precondition for the permanent division of the empire and the development of a specifically Christian Byzantine monarchy. Reference to archaeological/architectural evidence from Istanbul will be rewarded under AO3(a).

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

THEMATIC STUDY 1: GREEK HISTORY

2456

Specimen Paper

SECTION A: THE CULTURE OF TYRANNY IN THE GREEK WORLD, C. 600-479 BC

SECTION B: SPARTA IN THE GREEK WORLD, 520-400 BC

SECTION C: THE DEVELOPMENT OF THE ATHENIAN DEMOCRACY, 509-399 BC

TIME: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

INFORMATION FOR CANDIDATES

Each question is marked out of 50.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

**SECTION A: THE CULTURE OF TYRANNY
IN THE GREEK WORLD, C. 600-479 BC**

Answer any two questions.

- 1 To what extent are the reasons for the emergence of tyranny common to the Greek states during the period? [50]
- 2 ‘Tyrannies universally benefited the states which experienced them.’ Do you agree? [50]
- 3 How far did attitudes to tyrants and tyrannies change over the period? [50]
- 4 How typical of tyrants during the period were the means by which Peisistratus and his sons maintained their power? [50]

SECTION B: SPARTA IN THE GREEK WORLD, 520-400 BC

Answer any two questions.

- 5 All our written accounts of Sparta are the work of non-Spartans. To what extent do they present an idealized picture of Spartan society? [50]
- 6 How great an influence on Spartan foreign policy were individual kings able to have in this period? [50]
- 7 ‘Slow to act and unwilling to take risks.’ How fair is this description of Sparta’s approach to military action in the period? [50]
- 8 How far was Sparta able to maintain the trust and support of her allies through this period? [50]

SECTION C: THE DEVELOPMENT OF ATHENIAN DEMOCRACY, 508-399 BC

Answer any two questions

- 9 Account for the introduction, use and eventual abandonment of ostracism. [50]
- 10 How far did it become easier for poorer Athenians to participate in political activity during this period? [50]
- 11 How far did the character of political leadership change in the course of the period? [50]
- 12 Explain how the law courts became increasingly important politically. [50]



Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

THEMATIC STUDY 1: GREEK HISTORY

2456

Mark Scheme

**SECTION A: THE CULTURE OF TYRANNY IN THE
GREEK WORLD, C. 600-479 BC**

- 1 To what extent are the reasons for the emergence of tyranny common to the Greek states during the period? [50]**

Band One answers must compare a number of tyrannies (Cypselids, Orthagids, Theagenes, Pisistratus, Ionians), and identify similarities or differences (use of armed force, political rivalries, Persian interference etc.) precisely (AO1 and AO3(b)). Band Three answers and above should use evidence of Herodotus, Aristotle, at least (AO3(a)) and be aware of the treatments by authors. Band Three answers might lack detail (AO1) but still refer to some sources. Interpretation of issues (AO2) will be limited in Band Three answers. Answers which focus generally on one or two tyrants descriptively will be Band Four or below on AO2 and AO3. Additional sources - poetry, Thucydides, should be rewarded under AO1 and AO3 with higher marks.

- 2 ‘Tyrannies universally benefited the states which experienced them.’ Do you agree? [50]**

Band Three answers and above should provide an effective discussion (AO1(b) and AO2) of the issues - economic, political stability, expansion, colonisation, employment etc.; Answers describing tyrants’ actions without discussing the effects can be above Band Four provided there is extensive detail (AO1), and some use of sources (AO3(a)). A balanced discussion (for example, the change in the reigns of Periander, or the Peisistratids) based on evidence should be rewarded as Band Two or Band One under AO2 and AO3. Critical use of Herodotus (for example, his view of Pisistratus in relation to that of the Constitution of Athens, the presentation of the Corinthian tyranny etc) will be rewarded as Band Two at least (AO3(a))

- 3 How far did attitudes to tyrants and tyrannies change over the period? [50]**

Band Three answers must be able to interpret the factual material for AO2 and AO3. High marks will need information about the 2nd/3rd generation tyrannies (for example, Corinth or Athens), how they changed and how attitudes changed. Band One answers should be drawing conclusion from the decline of tyranny on the mainland, change in political attitudes, use by Persia, the Ionian revolt etc. Band Three or Band Four answers are likely to score well on AO1 and AO3(a) and may focus on one or two examples in detail while lacking discussion (AO2, AO3(a)). Use of source material especially poetry should be highly rewarded, and evaluation of evidence from outside the period will also gain high marks.

- 4 How typical of tyrants during the period were the means by which Peisistratus and his sons maintained their power? [50]**

An account of Peisistratus with only general reference to the other tyrannies cannot score well on any objective and will be ineffective as argument (AO1(b)). They are likely to be Band Four or below. A comparison with one other tyranny provides relevant material for AO1, AO2, and AO3(a) for a Band Three answer; an answer which discusses similarities and differences rather than compares should be highly rewarded in AO1(b), AO2 and AO3(b) as

providing effective argument, and clearly addressing the issues and concepts. Band Three answers must focus on the maintenance of power rather than the rise or fall (AO2 and AO3).

SECTION B: SPARTA IN THE GREEK WORLD, 520-400 BC

- 5 All our written accounts of Sparta are the work of non-Spartans. To what extent do they present an idealized picture of Spartan society? [50]**

The main writers are Herodotus, Thucydides and Xenophon (esp. *Lac.Pol.* but also *Hellenica* and *Agesilaus*). Candidates may also mention Plato to some extent, and perhaps Plutarch. Several need to be mentioned to score highly on AO1(a); discussion of their particular perspectives will score highly on AO3(a). Awareness of what is meant by ‘idealized’ is important for reward under AO2. Simple accounts of what authors said will tend only to do well in AO1(a), and not even there if they are limited to one or two authors.

- 6 How great an influence on Spartan foreign policy were individual kings able to have in this period? [50]**

To score highly on AO1(a) several kings should be named - general accounts without names might be above Band Four, but not very highly marked. Good use of, for example, Herodotus on Cleomenes or Thucydides on Archidamus can score well in AO3(a). Understanding of king’s place in Spartan constitution is important to score well under AO1(a) and AO2, and the best candidates will discuss wider implications of Spartan system.

- 7 ‘Slow to act and unwilling to take risks’. How fair is this description of Sparta’s approach to military action in the period? [50]**

To score highly in AO1(a) candidates need to discuss the whole period (i.e. from Ionian revolt to the end of the Peloponnesian War). They are likely to refer to Marathon, Thermopylae, the ‘First Peloponnesian war’ and events in the Archidamian War. The best candidates may well pointed to Spartan ‘hawkishness’ overruled by the allies, for example, the attempt to restore Hippias. The best candidates will discuss specific characterization in Thucydides, for reward under AO3(a). Discussion of Spartan interests (for example, the helot problem) important for AO2.

- 8 How far was Sparta able to maintain the trust and support of her allies through this period? [50]**

To score highly in AO1(a) candidates need to discuss the whole period. Obviously the Peloponnesian league is central (reward discussion under AO1(a) and AO2), but discussion of, for example, problems around ‘First Peloponnesian War’ are also important. Candidates will be rewarded for awareness of shortage of sources, and the difficulty of interpreting them under AO3(a), but Thucydides does provide evidence for later period, and Herodotus some for earlier.

SECTION C: THE DEVELOPMENT OF ATHENIAN DEMOCRACY, 508-399 BC

9 Account for the introduction, use and eventual abandonment of ostracism. [50]

Detailed information on its introduction (507 or 487 BC?), its early use (480s) and later development including the final use with Hyperbolus (417 BC) can score highly on AO1(a); use of Thucydides or Plutarch is to be rewarded under AO3(a). Discussions of the problems relating to its introduction will show a Band Two understanding of issues (AO2 and AO3); Band Three answers may deal only limited purposes (for example, to prevent tyranny), the reasons for its decline in use and vague use of sources; Band One ones will distinguish different purposes with different occasions and provide source evidence. A Band Two answer may deal with the issues without necessarily referring in detail to the ostracisms.

10 How far did it become easier for poorer Athenians to participate in political activity during this period? [50]

Answers which refer to the Funeral Speech, references to the use of wealth in the sources, information on scale of participation will be showing a very good understanding of the issues, and an ability to explain and evaluate ideas (AO2 and AO3(a) especially). The more detailed the higher the scores on all objectives, especially AO1(b) where there will be a clear and effective argument. Answers which generalise about the various aspects of democracy, for example, Assembly attendance limited to old or unemployed or the courts populated by old men etc. will tend to be Band Four lacking accurate detail and sufficient supporting material to show understanding of the issues. Band Three and above answers in AO2 and AO3 ought to be accompanied by knowledge of precise examples and sources (for example, 4th century philosophers, Aristophanes) and be aware of their limitations.

11 How far did the character of political leadership change in the course of the period? [50]

A good range of leaders (Cleisthenes, Themistocles, Cimon, Pericles, Alcibiades) is needed for a Band Two mark in AO1; consideration of leadership, what it means in the context and styles should be the focus for AO2 and AO3 - this should have detailed references for Band Two marks; some idea of the changes brought about by the reforms of 462 BC will score well in AO2 and AO3(b); critical use of contrasting sources (views of Thucydides on Pericles and Cleon, Aristophanes and Plato on Pericles) will characterise the higher marks in AO3(a) and AO2 and provide additional factual support (AO1(a) and (AO1 (b)) for argument.

12 Explain how the law courts became increasingly important politically. [50]

Descriptions of the court system can only score well on AO1(a) and even then detail of its use during the period is needed for high marks; answers must involve political use, with examples (trial of Cimon, associates of Pericles, Socrates, use by Cleon etc.) and some use of sources (for example, Aristophanes, Plutarch) to score Band Two or above on AO2 and AO3. Band One answers (AO2 and AO3(b)) should discuss the importance to democracy, for example, in popular power, the demagogues, the role of the citizen and his involvement and so on.

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

THEMATIC STUDY 1: ROMAN HISTORY

2457

Specimen Paper

SECTION A: THE GROWTH AND GOVERNMENT OF THE ROMAN EMPIRE, 133-30 BC

SECTION B: THE CITY OF ROME, 33 BC-AD 117

SECTION C: EMPERORS AND EMPIRE, AD 14-117

TIME: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

INFORMATION FOR CANDIDATES

Each question is marked out of 50.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

SECTION A: THE GROWTH AND GOVERNMENT OF THE ROMAN EMPIRE, 133-30 BC

Answer any two questions.

- 1 To what extent was the expansion of the empire in this period the result of the personal ambition of individual Romans? [50]
- 2 How effective were attempts to prevent corruption in the administration of Roman provinces? [50]
- 3 For what reasons did the Romans establish or retain 'client kings' in parts of their empire? [50]
- 4 Did the poorer inhabitants of the empire benefit from or suffer under Roman rule? [50]

SECTION B: THE CITY OF ROME, 33 BC-AD 117

Answer any two questions.

- 5 How was public order maintained in the city Rome in the period 33 BC – AD 117? Were there any serious threats to public order? [50]
- 6 Why did emperors build so many new forums in Rome? [50]
- 7 How useful is archaeological evidence in studying the importance of public entertainments in Rome? [50]
- 8 How important were foreign cults in the city of Rome in the period 33 BC - AD 117? [50]

SECTION C: EMPERORS AND EMPIRE, AD 14-117

*Answer any **two** questions.*

- 9** Discuss the development of Roman policy towards Parthia in this period. **[50]**
- 10** What qualifications were required to become a provincial governor in the period AD 14-117? What were the main functions you were expected to fulfil? **[50]**
- 11** How does archaeological evidence from Pompeii and Ostia help us to understand the importance of trade to the Roman economy in the period AD 14-117? **[50]**
- 12** How serious a threat to Roman rule was the Jewish Revolt compared to other provincial revolts in the period AD 14-117? **[50]**



Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

THEMATIC STUDY 1: ROMAN HISTORY

2457

Mark Scheme

**SECTION A: THE GROWTH AND GOVERNMENT OF THE
ROMAN EMPIRE, 133-30 BC**

- 1 To what extent was the expansion of the empire in this period the result of the personal ambition of individual Romans? [50]**

Key points for reward under AO1(a): earlier additions (Asia, Transalpine Gaul) were not acquired by rapid conquest, to be contrasted with esp. Pompey and Caesar. To score well under AO2 candidates need to be aware of the arguments. Arguing against ambition as an explanation, candidates may mention the benefits of expansion to all groups (military leaders, senate as recipient of financial rewards, would-be tax-farmers, soldiers etc.): higher marks for fuller discussions. Discussion of the importance given to military achievements helpful to support case for ambition as a factor, as is lack of Roman equivalent of 'Pentagon' offering continuity of military policy.

- 2 How effective were attempts to prevent corruption in the administration of Roman provinces? [50]**

Key areas: attempts at judicial control from C. Gracchus onwards; evidence of, for example, Verrines useful here, and will be rewarded under AO3(a). Candidates who attempt to put cases of corruption into some kind of perspective, with, for example, Cicero as model of non-corrupt governor, will be well rewarded under AO1(a) and AO2. Answers should consider conflict between governors and tax-farmers (under AO1(a)), and the best will be aware of the difference between corruption and mere legitimized exploitation (under AO2)

- 3 For what reasons did the Romans establish or retain 'client kings' in parts of their empire? [50]**

Generalized discussions of what it meant to be a client king will tend to score Band Four or worse marks in AO1(a), AO2 and AO3(a). Band Two answers will give a range of examples (both chronologically and geographically) and emphasize that explanations vary: Armenia is a genuine, 'buffer' state, while other client kings may owe their position to personal factors. The best answers will indicate that relationships were with individuals and were not always passed on to heirs.

- 4 Did the poorer inhabitants of the empire benefit from or suffer under Roman rule? [50]**

Band Three answers will show some awareness of differences, for example between East and West, and (best) between urban and rural poor: this will score well under AO1(a). Higher marks under AO2 depend on well-supported argument, and may be made either way. Answers may conclude that there was little effect, and should be rewarded if the argument is made well. Discussion of specific issues, for example taxation, access to justice, 'benefits of civilization' should make clear the extent to which these impinged on the life of the poor in particular, with rewards under AO3(a) for awareness of the evidence.

SECTION B: THE CITY OF ROME, 33 BC-AD 117

5 How was public order maintained in the city Rome in the period 33 BC – AD 117? Were there any serious threats to public order? [50]

Band Three and above answers will deal with both parts of the question and show knowledge of the changes brought about by Augustus (the vigiles, use of praetorians later etc) and his successors, and of specific episodes of public disorder (for example, riots in 30s, 22-19 BC, fires in Rome etc) as recorded in the sources (AO1, AO3(a)). Some explanation of why they occurred (grains problems, conflicts between groups, lack of police force), the motivations, and the seriousness of the episodes, is needed for Band Three marks in AO2 and AO3(b). Band One answers do not need to supply examples from every period, but should show how the problems developed and changed.

6 Why did emperors build so many new forums in Rome? [50]

For Band Three marks candidates will need to make reference to at least two or three examples and show a sound knowledge of the forums and contexts in which they were built (AO1, AO3(a)). Band One marks will be awarded to candidates able to link imperial building programmes to Republican traditions of building (AO2), and develop views of concepts involved in public building; Band Three marks will be given to those who discuss practical reasons (of providing public spaces), as well as political. (AO2 and AO3(a))

7 How useful is archaeological evidence in studying the importance of public entertainments in Rome? [50]

For Band Three marks on this essay, candidates will need to make full use of specific buildings in Rome, amphitheatres, theatres, circuses, running tracks and naumachia could all be discussed, but not all are needed (AO3). Band Three marks for AO1 and AO2 require some awareness of the nature and importance of public entertainments, but this must be linked with the study of the monuments themselves (in terms of size, expense, grandeur etc.)

8 How important were foreign cults in the city of Rome in the period 33 BC – AD 117? [50]

Use of specific examples of cults must be combined here with relevant discussion of their importance, and for Band Three marks candidates will be expected to deal with several different cults (Judaism and Christianity very acceptable, Mithraism rather problematic for the chronological parameters of the course) (AO1, AO3). Candidates who simply describe one or more cults or are unable to provide evidence of their existence in the city of Rome will receive low marks.

SECTION C: EMPERORS AND EMPIRE, AD 14-117

9 Discuss the development of Roman policy towards Parthia in this period. [50]

Sound knowledge of relations between Rome and Parthia is needed for Band Three marks on AO1(a), particularly the situation in AD 14, the squabbling over Armenia, campaigns and lasting peace settlement under Nero and the invasion and conquest by Trajan; knowledge of the sources, particularly Tacitus on the Neronian campaigns, will achieve Band Three marks (AO3(a)). For Band Three marks and higher on AO2, candidates should consider the use of both diplomacy and military force, and the change in policy under Trajan.

10 What qualifications were required to become a provincial governor in the period AD 14-117? What were the main functions you were expected to fulfil? [50]

Band Three marks in all criteria require full answers to both questions. Candidates should note the elite background of governors (both senatorial and equestrian) and their position in the *cursus honorum*, whilst those who point out that specific skills were not necessarily important will receive Band Two or Band One marks (AO1(a), AO2). Full discussion of the role of provincial governor, both military and civil, is also necessary, and for Band Three marks or above on AO3(a), candidates should provide some specific examples (Agricola and Pliny being the most likely).

11 How does archaeological evidence from Pompeii and Ostia help us to understand the importance of trade to the Roman economy in the period AD 14-117? [50]

For Band Three marks in AO1(a) and AO3(a), candidates will need to use specific relevant examples (both structures and artefacts) to illustrate their discussion, though essays that concentrate on one site or the other will not be marked harshly. Candidates must consider the issues of trade and the economy when deploying their evidence for Band Three marks on AO2. The best candidates will be able to draw widely applicable conclusions: weaker candidates will tend to focus on life in Ostia or Pompeii alone.

12 How serious a threat to Roman rule was the Jewish Revolt compared to other provincial revolts in the period AD 14-117? [50]

For Band Three marks on AO1(a) and AO2, candidates need to show a knowledge of both the Jewish revolt and at least two other provincial revolts (comparisons with only the Boudiccan revolt are unlikely to receive marks above Band Four). Awareness of the nature of the revolts and the strength of opposing forces should be considered. Better candidates will be aware of the importance of local factors rather than general dissatisfaction with Roman rule. For Band Three marks on AO3(a), candidates should have some knowledge of Josephus and possibly Tacitus.

Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

THEMATIC STUDY 1: ROMAN WORLD

2458

Specimen Paper

SECTION A: THE ROMANISATION OF BRITAIN, AD 43-AD 415

SECTION B: THE CHRISTIANISING OF THE ROMAN EMPIRE, AD 284-395

TIME: 1 hour 30 minutes

INSTRUCTIONS FOR CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B.

INFORMATION FOR CANDIDATES

Each question is marked out of 50.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

SECTION A: THE ROMANISATION OF BRITAIN AD 43 - AD 415

Answer any two questions.

- 1 Discuss, with reference to at least **two** examples, the function and development of public buildings in towns in Roman Britain. [50]
- 2 To what extent was there a fusion of Celtic and Roman art in Britain? [50]
- 3 Why is there so little evidence for Christianity from Roman Britain? [50]
- 4 What changes were there in farming during the period of Roman occupation? [50]

SECTION B: THE CHRISTIANISING OF THE ROMAN EMPIRE, AD 284-395

Answer any two questions.

- 5 What difference did Christianity make to the social and cultural life of the fourth-century inhabitants of the empire? [50]
- 6 In what ways did fourth-century emperors regulate what Christians were expected to believe? [50]
- 7 How important was imperial patronage in strengthening the public role of Christian communities? [50]
- 8 How far was Christianity responsible for the decline of Classical culture? [50]



Oxford Cambridge and RSA Examinations

Advanced Subsidiary GCE

ANCIENT HISTORY

THEMATIC STUDY 1: ROMAN WORLD

2458

Mark Scheme

SECTION A: THE ROMANISATION OF BRITAIN AD 43 - AD 415

- 1 Discuss, with reference to at least two examples, the function and development of public buildings in towns in Roman Britain. [50]**

Both function and development must be considered for Band Three marks on AO1 and AO2; candidates who interpret baths, theatres and amphitheatres as public buildings will not be very heavily penalised, but it is expected that candidates will concentrate on fora, basilicas and possibly temples. For Band Four and above marks on all criteria candidates must consider buildings in at least two different towns; candidates who discuss the nature of the archaeological evidence and problems in interpretation are likely to receive Band Two or Band One marks in AO3.

- 2 To what extent was there a fusion of Celtic and Roman art in Britain? [50]**

Descriptions of works of art are likely to receive Band Five marks unless accompanied by discussion of the question. For Band Three marks, candidates should discuss several different examples (AO3), and those who bring in specific knowledge of pre- or post-Roman art in Britain will be rewarded with Band Two or Band One marks.

- 3 Why is there so little evidence for Christianity from Roman Britain? [50]**

Simple descriptions of the types of evidence for Christianity are unlikely to receive marks of more than Band Four or below, whereas for Band Three marks candidates need to consider the evidence (or lack thereof) in the context of the extent of Christianity in the province. Candidates who question the amount of evidence or who are able to compare British evidence with that from other provinces will receive Band Two or Band One marks in all criteria.

- 4 What changes were there in farming during the period of Roman occupation? [50]**

Lists of Roman innovations and introduced crops will receive Band Four marks at most. For Band Three marks in AO1 and AO2, candidates need to show some knowledge of pre-Roman farming techniques and to discuss the major changes with some awareness of why these happened. Use of specific examples (structures such as villas, artefacts, and the introduced crops) in the course of the discussion will gain Band Three marks on AO3.

SECTION B: THE CHRISTIANISING OF THE ROMAN EMPIRE, AD 284-395

5 What difference did Christianity make to the social and cultural life of the fourth-century inhabitants of the empire? [50]

Main points for reward under AO1(a): imperial legislation affecting marriage and the treatment of slaves; the treatment of non-orthodox minorities; Christian attitudes to bloodshed; Christian attitudes to classical literature and rhetoric; and the changing culture of the city and its public ceremonies. Better answers will consider more areas. Better answers will evaluate whether Christianity fundamentally changed all aspects of life, or had a limited and partial effect (reward under AO2). Awareness of the wide range of evidence and the on-going modern debate should be rewarded under AO3(a) and AO(b).

6 In what ways did fourth-century emperors regulate what Christians were expected to believe? [50]

Candidates will be rewarded under AO1(a) for reference to emperors' interventions in Church affairs from the time of Aurelian and Paul of Samosata to Theodosius' recognition of papal authority. Awareness of individual emperors' concern about orthodox doctrine, particularly about Trinitarianism is important for higher marks under AO2. Candidates will discuss contemporary and modern views about the effect of the emperors on the development of Christianity (AO3(a) and AO3(b)).

7 How important was imperial patronage in strengthening the public role of Christian communities? [50]

Answers should discuss the financial patronage which Constantine and his successors gave to various Christian communities for reward under AO1(a). They will assess how this support enabled bishops such as Pope Damasus to play a major role within their communities, and evaluate how Christian ceremonies such as Christmas began to take centre-stage in public life (reward under AO2). Band Three answers will refer to the evidence for the increase in the wealth of churches, particularly that of Rome (cf. 'Book of Pontiffs'); and both to contemporary and later polemic about the increasing politicisation of the Church leadership (under AO3(a) and AO3(b)).

8 How far was Christianity responsible for the decline of Classical culture? [50]

Answers scoring well under AO1(a) will survey fourth-century literature, both secular (for example, breviaries, letters) and Christian. For high marks under AO2, they will consider to what extent Christian tradition (Paul, Tertullian) rejected classical rhetoric, philosophy and literary culture, and assess views about the connection between Christianity and the 'decline' of classical literature, and about the changes in the reception of classical culture by Christian writers (under AO3(a) and AO3(b)).

APPENDIX A: GENERIC MARK BANDS (Units 2450 –2458)

Introduction

- **Generic Mark Bands**

The generic mark bands, which reflect levels of responses, should be applied to all answers.

AS Units 2450-2452 comprise questions based on historical interpretation of primary source material. Question papers indicate the marks awarded to sub-questions and the mark scheme, based on the appropriate weighting of assessment objectives for the unit, indicates how marks should be awarded. Each sub-answer to a structured question should be assessed separately without regard to the other sub-answers. Neither a penalty nor compensation should be applied to unbalanced answers.

AS Units 2453-2458 comprise essay questions. The generic mark bands for each unit, which are each based on the appropriate weighting of assessment objectives for that unit, should be applied to all answers to essay questions in that unit.

- **Mark Schemes for Individual Answers**

The notes on individual answers are not intended to give a ‘correct’ or complete answer. They are, rather, suggestions about indicative content and approaches, and how to deal with different interpretations. They are, of course, based on the Principal Examiner’s anticipation of likely responses and may therefore be amended at the Co-ordination Meeting in the light of early responses encountered in early marking. When appropriate, suggestions are made about mark levels for the different approaches which are foreseen and in some cases limits are proposed for particular approaches to an answer. In many cases examiners must use their judgement but, if in doubt about a particular answer, they should consult their Team Leader or Principal Examiner. The most important guide for examiners is to apply the generic mark bands.

• **UNITS 2450-2452: DOCUMENT STUDY 1**

The Assessment Objectives for the AS as a whole apply to each unit within it, but with different weighting for each AO. For Units 2450-2452 the Assessment Objectives and their weightings are as follows:

AO1 recall, select and deploy historical knowledge accurately, and communicate their knowledge and understanding of history in a clear, concise and effective manner. [24%]

AO2 present historical explanations, showing understanding of appropriate concepts, and arrive at substantiated judgements. [16%]

AO3 interpret, evaluate and use a range of source material within its historical context; and explain and evaluate interpretations of the historical events and topics studied. [60%]

The questions in Units 2450 – 2452 are in three parts and the focus of the equivalent part of each question is the same:

- (a) interpretation and evaluation of given sources (AO3);
- (b) assessment of source material within its historical context (AO1, AO3);
- (c) use of given source material and other evidence to arrive at a substantiated historical judgement (AO1, AO2, AO3)

Communication: Communication is a skill which must be developed by candidates. Although it pervades all Assessment Objectives, it is assessed in particular through AO1, as indicated in the grids below.

Quality of written communication: All questions require responses in continuous prose. At all levels, these responses are assessed for quality of written communication with reference to: clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

The total mark available for each question is 50. Marks should be allocated according to the grids below:

(a) Total available: 10 marks

AO3	
9-10	Very well substantiated judgements with consistently good interpretation and evaluation of the source material.
7-8	Well substantiated judgements with good interpretation and evaluation of the source material.
5-6	Reasonably substantiated judgements with interpretation and evaluation of the source material.
3-4	Answers which use the source material to present uneven but acceptable interpretations and evaluations.
1-2	Some ability to interpret the source material, with the identification of relevant points in it.

(b) Total available: 15 marks

AO1	AO3
5 Answers which show enough specific knowledge to give a detailed answer clearly communicated and closely related to the source material.	9-10 Very well substantiated judgements with consistently good interpretation and evaluation of the source material.
4 Answers which show a enough specific knowledge to give a full answer clearly communicated and related to the source material.	7-8 Well substantiated judgements with good interpretation and evaluation of the source material.
3 Answers which show just enough specific knowledge to give an answer clearly communicated and related to the source material.	5-6 Reasonably substantiated judgements with interpretation and evaluation of the source material.
2 Answers which show some knowledge generally related to the source material, adequately communicated.	3-4 Answers which use the source material to present uneven but acceptable interpretations and evaluations.
1 Answers which show some knowledge, generally relevant to the question, adequately communicated.	1-2 Some ability to interpret the source material, with the identification of relevant points in it.

(c) Total available: 25 marks

AO1	AO2	AO3
7 Answers which show enough specific knowledge to give a detailed answer clearly communicated and closely related to the source material.	8 Answers discussing the issue in detail with well-substantiated judgements and convincing references to other evidence.	9-10 Very well substantiated judgements with consistently good interpretation and evaluation of the source material.
6-5 Answers which show a enough specific knowledge to give a full answer clearly communicated and related to the source material.	6-7 Answers discussing the issue with well-substantiated judgements and appropriate references to other evidence.	7-8 Well substantiated judgements with good interpretation and evaluation of the source material.
4-3 Answers which show just enough specific knowledge to give an answer clearly communicated and related to the source material.	4-5 Answers discussing the issue with reasonable judgements and some references to other evidence.	5-6 Reasonably substantiated judgements with interpretation and evaluation of the source material.
2 Answers which show some knowledge generally related to the source material, adequately communicated.	2-3 Answers rather unbalanced in their presentation of evidence from the source material and other evidence, but which are generally relevant to the issue.	3-4 Answers which use the source material to present uneven but acceptable interpretations and evaluations.
1 Answers which show some knowledge, generally relevant to the question, adequately communicated.	1 Answers which only address the particular issue in part.	1-2 Some ability to interpret the source material, with the identification of relevant points in it.

- **UNITS 2453-2455 SOURCE-BASED STUDY 1**

The Assessment Objectives for the AS as a whole apply to each unit within it, but with different weighting for each AO. For Units 2453-2455 the Assessment Objectives and their weighting is as follows:

- AO1(a) recall, select and deploy historical knowledge accurately. [30%]
- AO1(b) communicate their knowledge and understanding of history in a clear, concise and effective manner. [10%]
- AO2 present historical explanations, showing understanding of appropriate concepts, and arrive at substantiated judgements. [30%]
- AO3(a) interpret, evaluate and use a range of source material within its historical context. [20%]
- AO3(b) explain and evaluate interpretations of the historical events and topics studied. [10%]

Communication: Communication is a skill which must be developed by candidates. Although it pervades all Assessment Objectives, it is assessed in particular through AO1(b), as indicated in the grids below.

Quality of written communication: All questions require responses in continuous prose. At all levels, these responses are assessed for quality of written communication with reference to: clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

The grid below indicates the marks available for each AO at each level of response, with definitions for each mark band.

	AO1(a)	AO1(b)	AO2	AO3(a)	AO3(b)
BAND ONE	15 excellent, detailed relevant factual knowledge	5 clear, concise and effective communication throughout the answer	15 an excellent understanding of appropriate historical issues and concepts, providing as good an answer as can be expected at AS level.	10 detailed interpretation and evaluation of all appropriate source material	5 good explanation and evaluation of varying interpretations of the historical events and topics
BAND TWO	13-14 plentiful relevant factual knowledge		13-14 a very good understanding of appropriate historical issues and concepts, providing a full answer to the question	9 detailed interpretation and evaluation of much of the appropriate source material	
BAND THREE	10-12 enough relevant factual knowledge to give an above average answer - little or no inaccuracy	4 clear, concise and effective communication throughout most of the answer	10-12 an understanding of appropriate historical issues and concepts to provide a good answer to the question	7-8 good interpretation and evaluation of source material	4 some explanation of varying interpretations of the historical events and topics
BAND FOUR	6-9 enough relevant factual knowledge to answer the question - not much inaccuracy	3 clear, concise and effective communication in places	6-9 just enough understanding of appropriate historical issues and concepts to provide an answer to the question	4-6 reference to, and some interpretation and evaluation of source material	3 awareness of varying interpretations of the historical events and topics studied
BAND FIVE	3-5 barely enough relevant factual knowledge to answer the question - considerable inaccuracy	2 little clear, concise and effective communication	3-5 an understanding of appropriate historical issues and concepts too limited to provide an answer to the specific question	2-3 little reference to source material and little or no interpretation or evaluation	2 little awareness of the idea of varying interpretations of the historical events and topics
BAND SIX	1-2 too little relevant factual knowledge to answer the question	1 almost no clear, concise and effective communication	1-2 insufficient understanding of appropriate historical issues and concepts to address the topic	1 almost no reference to source material	1 almost no awareness of the idea of varying interpretations of the historical events and topics
BAND SEVEN	0 no relevant factual knowledge	0 no clear, concise and effective communication	0 no understanding of appropriate historical issues and concepts	0 no reference to source material	0 no awareness of the idea of varying interpretations of the historical events and topics

- **UNITS 2456-2458: THEMATIC STUDY 1**

The Assessment Objectives for the AS as a whole apply to each unit within it, but with different weighting for each AO. For Units 2456-2458 the Assessment Objectives and their weighting is as follows:

- AO1(a) recall, select and deploy historical knowledge accurately. [30%]
- AO1(b) communicate their knowledge and understanding of history in a clear, concise and effective manner. [10%]
- AO2 present historical explanations, showing understanding of appropriate concepts, and arrive at substantiated judgements. [40%]
- AO3(a) interpret, evaluate and use a range of source material within its historical context. [10%]
- AO3(b) explain and evaluate interpretations of the historical events and topics studied. [10%]

Communication: Communication is a skill which must be developed by candidates. Although it pervades all Assessment Objectives, it is assessed in particular through AO1(b), as indicated in the grids below.

Quality of written communication: All questions require responses in continuous prose. At all levels, these responses are assessed for quality of written communication with reference to: clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

The grid below indicates the marks available for each AO at each level of response, with definitions for each mark band.

	AO1(a)	AO1(b)	AO2	AO3(a)	AO3(b)
BAND ONE	15 excellent, detailed relevant factual knowledge	5 clear, concise and effective communication throughout the answer	20 an excellent understanding of appropriate historical issues and concepts, providing as good an answer as can be expected at AS level.	5 detailed interpretation and evaluation of much of the appropriate source material	5 good explanation and evaluation of varying interpretations of the historical events and topics
BAND TWO	13-14 plentiful relevant factual knowledge		18-19 a very good understanding of appropriate historical issues and concepts, providing a full answer to the question		
BAND THREE	10-12 enough relevant factual knowledge to give an above average answer - little or no inaccuracy	4 clear, concise and effective communication throughout most of the answer	14-17 an understanding of appropriate historical issues and concepts to provide a good answer to the question	4 good interpretation and evaluation of source material	4 some explanation of varying interpretations of the historical events and topics
BAND FOUR	6-9 enough relevant factual knowledge to answer the question - not much inaccuracy	3 clear, concise and effective communication in places	10-13 just enough understanding of appropriate historical issues and concepts to provide an answer to the question	3 reference to, and some interpretation and evaluation of source material	3 awareness of varying interpretations of the historical events and topics studied
BAND FIVE	3-5 barely enough relevant factual knowledge to answer the question - considerable inaccuracy	2 little clear, concise and effective communication	5-9 an understanding of appropriate historical issues and concepts too limited to provide an answer to the specific question	2 little reference to source material and little or no interpretation or evaluation	2 little awareness of the idea of varying interpretations of the historical events and topics
BAND SIX	1-2 too little relevant factual knowledge to answer the question	1 almost no clear, concise and effective communication	1-4 insufficient understanding of appropriate historical issues and concepts to address the topic	1 almost no reference to source material	1 almost no awareness of the idea of varying interpretations of the historical events and topics
BAND SEVEN	0 no relevant factual knowledge	0 no clear, concise and effective communication	0 no understanding of appropriate historical issues and concepts	0 no reference to source material	0 no awareness of the idea of varying interpretations of the historical events and topics

**Oxford Cambridge and RSA
Examinations**

Advanced GCE

**ANCIENT HISTORY
DOCUMENT STUDY 2: GREEK HISTORY**

2459

Specimen Paper

Section A: Herodotus on Persia
Section B: The Athenian Empire, 450-410 BC
Section C: The Trial of Socrates

TIME: 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

In answering the (b) sub-questions, candidates are expected to draw together the historical knowledge and skills acquired over the course as a whole, and to demonstrate overall historical understanding; relevant reference should be made to bodies of material covered in AS papers and other A2 papers.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each part question.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

Section A: Herodotus on Persia

Answer **either** Question 1 **or** Question 2 **and** answer Question 3.

Question 1

Read the extract and then answer both parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

These two crimes were committed against his own kin; both were the acts of a madman - whether or not his madness was due to his treatment of Apis. It may, indeed, have been the result of any one of the many maladies which afflict mankind, and there is, in fact, a story that he had suffered from birth from the serious complaint which some call 'the sacred sickness'. There would then be nothing strange in the fact that a serious physical malady should have affected his brain. But in addition to the two crimes already mentioned, there were other Persians, too, whom he treated with the savagery of a lunatic; for instance, there was the case of Prexaspes, a man who was highly valued by the king and used to bring him his dispatches, and whose son was the king's cup bearer - also a position of no small honour.

(Herodotus 3.33)

[Herodotus, *The Histories*, trans. A. de Sélincourt, ed. J.M. Marincola, Penguin]

- (a) Why do you think Herodotus includes the story about 'the sacred sickness' and what does it suggest about Herodotus' use of his sources for Cambyses? [20]
- (b) On the basis of this passage and your own knowledge, how convincing do you find the discussion of the reasons and motives for Cambyses' actions? [30]

Question 2

Read the extract and then answer both parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

King of Kings Darius, son of Hystaspes, to his servant Gadates thus says:

I hear that you are not in all things obeying my orders; for in that you are cultivating my land, introducing food crops from beyond Euphrates into lower Asia, I commend your policy, and for this great credit will be given to you in the house of the King. But in that you are causing my intention on behalf of the gods to be forgotten, I shall give you, if you do not change your course, cause to know that I am angered; for you have levied tribute from the sacred gardeners of Apollo, and ordered them to dig un-hallowed soil, not knowing my feeling towards the god, who spoke all truth to the Persians.

(Letter of Darius)

[LACTOR 16 no. 24]

- (a) How typical is this passage of Darius' presentation of himself? [20]
- (b) On the basis of this passage and your own knowledge, discuss the nature of his reign and how far his rule differed from that of other kings. [30]

Question 3

Read the extracts and then answer both parts of the question which follows. You are expected to refer to the extracts and to use your own knowledge in your answers.

A The following are certain Persian customs which I can describe from personal knowledge. The erection of statues, temples, and altars is not an accepted practice amongst them, and anyone who does such a thing is considered a fool, because, presumably, the Persian religion is not anthropomorphic like the Greek. Zeus, in their system, is the whole circle of the heavens, and they sacrifice to him from the tops of mountains. They also worship the sun, moon, and earth, fire, water, and winds, which are their only original deities: it was later that they learned from the Assyrians and Arabians the cult of Uranian Aphrodite. The Assyrian name for Aphrodite is Mylitta, the Arabian Alilat, the Persian Mitra.

(Herodotus 1.131)

[Herodotus, *The Histories*, trans. A. de Sélincourt, ed. J.M. Marincola, Penguin]

B All this I am able to state definitely from my personal knowledge. There is another practice however, concerning the burial of the dead, which is not spoken of openly and is something of a mystery: it is that a male Persian is never buried until the body has been torn by a bird or a dog. I know for certain that the Magi have this custom.

(Herodotus 1.140)

[Herodotus, *The Histories*, trans. A. de Sélincourt, ed. J.M. Marincola, Penguin]

- (a) Why do you think Herodotus feels it is necessary to state that he has personal knowledge of the information he gives in these passages? [20]
- (b) On the basis of these passages and your own knowledge, discuss the strengths and weaknesses of Herodotus' account of Persian religion. [30]

Section B: The Athenian Empire, 450-410 BC

Answer **either** Question 4 **or** Question 5 **and** answer Question 6

Question 4

Read the extract and then answer both parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

The Council and People decided. The tribe Antiokhis were prytaneis, Drakontides was President, Diognetos made the proposal: The Athenian Council and Dikasts are to swear an oath on the following terms: ...

The Khalkidians are to swear an oath on the following terms: 'I will not revolt from the people of Athens by any means or device whatsoever, neither in word nor in deed, nor will I obey anyone who does revolt, and if anyone revolts I will denounce him to the Athenians, and I will pay whatever tribute I persuade them to agree, and I will be the best and fairest ally I am able to be and will help and defend the Athenian people, in the event of anyone wronging the Athenian people, and I will obey the Athenian people.' All the Khalkidians of military age and above are to swear. If anyone does not swear he is to be deprived of his civic rights and his property is to be confiscated and a tithe of it dedicated to Olympian Zeus.

(‘The Chalcis decree’, ML 52.1-14, 21-35)

[LACTOR 1 no. 78]

- (a) In what ways and to what extent was the political freedom of the people of Chalcis restricted by this decree? [20]
- (b) On the basis of this passage and your own knowledge, how harsh do you think were the settlements of allied cities by the Athenians after revolts? [30]

Question 5

Read the extract and then answer both parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Peisthetaerus: Here I am, but what exactly do you want?

Informer: Wings, wings of course: do I have to keep telling you?

Peisthetaerus : Are you thinking of flying straight to Pellene, for a new cloak?

Informer: No, no, I need them for my job. I'm a summoner: an informer, you know. I work the islands.

Peisthetaerus : A noble profession: I congratulate you.

Informer: Rigging up prosecutions and so on. Well now, if I had wings I could really put the wind up those islanders - fly round and summon the whole lot.

Peisthetaerus : You mean you can summon them more efficiently if you're on the wing?

Informer: No, but I can avoid the pirates. I can fly back home with the cranes, with a cropful of lawsuits for ballast.

Peisthetaerus : And this is how you earn your living? A young man like you, with nothing better to do than go round laying information against foreigners?

Informer: What else can I do? I'm no good at digging.

Peisthetaerus : There are lots of respectable jobs a man like you could do. You could earn an honest living instead of hanging round the law courts all the time.

(Aristophanes, *Birds* 1419-1435)

[Aristophanes, *The Birds and other plays*, trans. David Barrett; Penguin]

- (a) What can this passage tell us about the allied cities' experience of Athenian rule? [20]
- (b) On the basis of this passage and your own knowledge, assess the strengths and weaknesses of Aristophanes as a source for the administration of the Athenian empire. [30]

Question 6

Read the extracts and then answer both parts of the question which follows. You are expected to refer to the extracts and to use your own knowledge in your answers.

A He told the Athenians to be confident since they generally had 600 talents of tribute coming in to the city annually from the allies, not counting other income, that they had at that time 6,000 talents of coined silver on the Akropolis (at its greatest this reserve had amounted to 9,700 talents, but they had spent on the Propylaia, other buildings, and the Potidea campaign out of that), without counting the gold and silver contained in private and public dedications and all the sacred equipment used for processions and contests and the Persian War spoils, and such like, amounting to at least 5,000 talents.

(Thucydides 2.13.3-4)

[LACTOR1 no. 111]

B Needing money for the siege [of Mytilene, 428], the Athenians then for the first time themselves contributed an eisphora of 200 talents.

(Thucydides 3.19.1)

[LACTOR 1 no. 135]

- (a) What do these passages tell us about Athenian priorities in raising and spending money? [20]
- (b) On the basis of these passages and your own knowledge, discuss the relationship between tribute and Athenian imperial power. [30]

Section C: The Trial of Socrates

Answer **either** Question 7 **or** Question 8 **and** answer Question 9

Question 7

Read the extract and then answer both parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Euthyphro: People really believe of their own accord... that Zeus is the best and most righteous of all the gods; at the same time they agree that he put his father in chains for swallowing his sons in defiance of the right, and that his father correspondingly mutilated his father on similar grounds. Yet they take me to task for prosecuting my father when he does wrong, this contradicting themselves by laying down one rule for the gods and another for me.

Socrates: Do you think this is the reason why I am being called to trial, Euthyphro, because when I hear anyone telling stories like these about the gods I somehow find it difficult to accept them? Naturally that will make it said that my views are quite wrong.

(Plato, Euthyphro 5e-6a)

[Plato, The last days of Socrates, trans. H. Tredennick; Penguin]

- (a) How typical is this passage of Plato's presentation of Socrates' religious attitudes? [20]
- (b) On the basis of this passage and your own knowledge, do you think that the Athenians had generally recognised notions of piety? [30]

Question 8

Read the extract and then answer both parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Socrates: Well, what have you come for?

Strepsiades: I want to be made an orator. Heartless usurers and creditors are laying me waste with fire, the sword and bailiffs.

Socrates: How did you manage to get so much in debt without realizing it?

Strepsiades: It was all because of a violent attack of a terrible disease called horsitis. But anyway, Socrates, will you teach me that Argument of yours - you know, that one that always pays off and never pays up? it doesn't matter what your fees are; I'll pay them, I swear it by the gods.

Socrates: Ah, but what gods? The first thing you'll have to learn is that with us the gods are no longer current.

(Aristophanes, Clouds 239-248)

[Aristophanes, Lysistrata and other plays, trans. Alan H. Sommerstein; Penguin]

- (a) For what reasons did Aristophanes choose to present Socrates in this way? [20]
- (b) On the basis of this passage and your own knowledge, discuss the reasons why ‘corruption of the young’ was one of the charges made against Socrates. [30]

Question 9

Read the extracts and then answer both parts of the question which follows. You are expected to refer to the extracts and to use your own knowledge in your answers.

A The reason for this is what you have often heard me say before on many other occasions: that I am subject to a divine or supernatural experience which Meletus saw fit to travesty in his indictment. It began in early childhood - a sort of voice which comes to me; and when it comes it always dissuades me from what I am proposing to do, and never urges me on. It is this which debars me from entering public life and a very good thing to, in my opinion.

(Plato, Apology 31c)

[Plato, The last days of Socrates, trans. H. Tredennick; Penguin]

B Everyone could see that he sacrificed regularly at home and also at the public altars of the State; and he made no secret of using divination; in fact it was common gossip that Socrates claimed that the divine communicated to him. This was the chief reason for accusing him of introducing new deities. Yet it was no more heretical than any other people who believe in divination and rely on portents and omens and chance meetings and sacrifices...

But whereas most people say that it is the omen or the encounter that dissuades or encourages them, Socrates asserted what he actually believed: he said that the divine does the communicating. He often warned his associates to do this or not to do that, at the prompting of the divine, and those who took his advice benefited from it, while those who did not were sorry for it afterwards.

(Xenophon, Memorabilia 1.1.2-4)

[Xenophon, Conversations of Socrates, trans. H. Tredennick and R. Waterfield; Penguin]

- (a) How far are these two depictions of Socrates’ ‘divine voice’ consistent with each other? [20]
- (b) On the basis of these passages and your own knowledge, discuss the extent to which Athenian attitudes to Socrates were affected by his claims to be following divine instructions. [30]

**Oxford, Cambridge and RSA
Examinations**



Advanced GCE

ANCIENT HISTORY

DOCUMENT STUDY 2: GREEK HISTORY

2459

Mark Scheme

Answers to (b) subquestions should make reference to historical knowledge and skills acquired over the course as a whole.

Section A: Herodotus on Persia

- 1 (a) Why do you think Herodotus includes the story about ‘the sacred sickness’ and what does it suggest about Herodotus’ use of his sources for Cambyses? [20]**

Answers which discuss that Herodotus provides more than one explanation here and shows sense in dealing with his Egyptian sources to some extent, will score highly on AO2 and AO3 providing well-substantiated judgements on the material; answers which discuss some of the issues of balance, allowing the reader to decide, not making a judgement himself, relating to his methods and aims, will show understanding (AO3) and provided evidence of specific knowledge for good answers (AO1). Answers with little detail of his methods, limited use of text and examples will score less well being unbalanced or reasonable if well-argued.

- (b) On the basis of this passage and your own knowledge, how convincing do you find the discussion of the reasons and motives for Cambyses’ actions? [30]**

Good answers should provide specific information from Herodotus (AO1) and other sources to discuss the validity of the portrayal (AO2 and 3). Comparisons with Darius’ propaganda and his rise to power should characterise higher marks for AO2 and AO3. Herodotus’ use of source-material is another area where candidates can score well on AO3. Lower marks will characterise answers which fail to develop the text with other evidence (AO2) and argue from insufficient evidence (AO1), making unsupported assertions. To satisfy the requirement for synoptic assessment candidates should, for example, refer to the presentation of autocrats in other sources and periods that they have studied (such as Roman Emperors, treatment of Britain by Rome)

- 2 (a) How typical is this passage of Darius’ presentation of himself? [20]**

Candidates should show awareness of other documents in the Lactor, including, for example the Behistun inscription, letters to governors, Herodotus’ stories. High marks in AO2 and AO3 will be gained only with a close use of the text and comparisons with other sources. Limited detail of Darius’ reign will score average marks in AO1. Points that could be raised include his praise for good work, rewards loyal servants, his concern for the gods, his desire to control all aspects of his rule etc

- (b) On the basis of these passages and your own knowledge, discuss the nature of his reign and how far his rule differed from that of other kings. [30]**

Specific material on aspects of his administration - control of governors, punishment of others, financial organisation, for example - is needed- good detail on one or two aspects is

fine for high marks in AO1; AO2 and AO3 need some comparison with other kings (one will do) for higher marks - the less bureaucratic Cyrus for example; autocratic Xerxes but with examples - generalised assertions will receive lower than half marks. To satisfy the requirement for synoptic assessment candidates should, for example, refer to handling of matters of cult etc. by other autocrats such as Roman Emperors, emperor worship, Christianity etc..

- 3 (a) Why do you think Herodotus feels it is necessary to state that he has personal knowledge of the information he gives in these passages?**

[20]

Sufficient detail for discussion of his use of sources is needed for high marks on AO1- issue to be raised include his methodology and his wish to be seen to be as accurate as possible, the attitude of his audience to Persian information, the date of composition and attitudes to history in general etc.; a good discussion of any one should merit above half marks in AO2 and AO3, and reference to his aims and purposes (for example, 1.1, 1.5) is to be equally rewarded in AO1 and AO2, more so if precise reference is used.

- (b) On the basis of these passages and your own knowledge, discuss the strengths and weaknesses of Herodotus' account of Persian religion.**

[30]

There are specific problems- above half marks in AO1 and AO2 for use of any: Mithras is masculine, a sun-god, referred to by Plutarch; other names seem correct; his discussion of burial again understates some detail; further passages about sacrifice follow 1.131, as well as more details relating to practice. Well-substantiated judgements will consider his own prejudices in the context (being Ionian Greek) and consider how this affects his account (AO3). To satisfy the requirement for synoptic assessment candidates should, for example, make reference to the handling of religious matters by other historians, for example Suetonius or Tacitus on Christianity; Caesar on Druids etc)

Section B: The Athenian Empire, 450-410 BC

- 4 (a) In what ways and to what extent was the political freedom of the people of Chalcis restricted by this decree?**

[20]

Emphasis should be on terms of the oath - unequal terms, and need to obey Athenians (AO1, AO3): best answers will contrast this with supposed equality under 'Delian League' (AO1, AO2). Credit for stress that self-government continues, with protection of basic rights, and especially awareness that this limits opponents of Athens, not sympathisers (AO2).

- (b) On the basis of this passage and your own knowledge, how harsh do you think were the settlements of allied cities by the Athenians after revolts?**

[30]

Answers should refer to specific examples rather than make general statements (AO1, AO3), but may obviously range widely. Answers may emphasize harshness or lack of it (executions of ringleaders, loss of property elsewhere) and suggest common practices (for example, oaths of allegiance) as well as differences (forms of government etc.). To satisfy the requirement for synoptic assessment candidates should, for example, compare the treatment of dissent and revolt in other periods that they have studied.

5 (a) What can this passage tell us about the allied cities' experience of Athenian rule? [20]

Emphasis is on Athenian interference in judicial affairs, and best answers will point out that informers are unofficial (AO1). The question of the kind of cases brought against foreigners is also significant. Some discussion of the fact that this is comedy (and fantasy) relevant here, as long as it is focused on the passage (AO2, AO3). Reference to the mention of pirates (despite the Athenian navy) should be rewarded.

(b) On the basis of this passage and your own knowledge, assess the strengths and weaknesses of Aristophanes as a source for the administration of the Athenian empire. [30]

Strengths include: variety of examples (especially in *Birds*, but other plays are relevant, for example, *Acharnians*); he is contemporary source, playing to an audience that sometimes included allies; interest in individual experience in his plays. Weaknesses concentrate on genre, perhaps on political leanings (although best answers will be aware of the impossibility of identifying these). These should be rewarded under AO1 and AO3. To satisfy the requirement for synoptic assessment candidates should, for example, compare the problems of using literary sources as evidence for institutional arrangements in other periods.

6 (a) What do these passages tell us about Athenian priorities in raising and spending money? [20]

To score well on AO1 and AO3 there should be awareness of both parts of the question. Raising: both external and internal sources, but internal (i.e. *eisphora*) only when necessary; should indicate that reserve includes 'other income' not specified. Spending: Thucydides does not really distinguish between war-spending and building works, but both were clearly important at least in peace-time; second passage indicates that the reserve was either very quickly depleted by 428, or being saved. Discussion of points like the latter should be rewarded under AO2.

(b) On the basis of these passages and your own knowledge, discuss the relationship between tribute and Athenian imperial power. [30]

To score well on AO1 and AO3, answers should assess other possible forms of income (for example, *eisphora* can raise an amount equivalent to a third of the total tribute in one year from Athens alone), but will also discuss evidence for attempts to tighten up and raise dramatically tribute collection. To satisfy the requirement for synoptic assessment candidates should, for example, compare the relationship between money and power in other imperial situations, such as Roman provincial government.

Section C: The Trial of Socrates

- 7 (a) **How typical is this passage of Plato's presentation of Socrates' religious attitudes?** [20]

High marks in AO3 will require some detail on other representations of his religious views for comparison and contrast (for example, Aristophanes and his view on Zeus, Xenophon on his sacrificing), giving accurate information, for example from Apology. A focus on what is said here is important for high marks in AO2 and AO3 about the stories of the gods. Answers which tend to one view only will tend to be in the middle range of marks.

- (b) **On the basis of this passage and your own knowledge, do you think that the Athenians had generally recognised notions of piety?** [30]

Use of this passage is important to score well on AO3 with both Euthyphro's and Socrates' views presented; answers focusing on that for comparison and other information will score above half marks on AO2 and AO3. General discussions of piety without much reference to the source material or background (AO1) will score in the lower bands for all objectives. Answers will also discuss the nature of piety to some extent for high marks in AO2. To satisfy the requirement for synoptic assessment candidates should, for example, compare notions of piety in Roman history such as Cicero's view or in Virgil's work.

- 8 (a) **For what reasons did Aristophanes choose to present Socrates in this way?** [20]

Some discussion of Socrates as a stereotype, that he was well-known, an Athenian etc. and the usefulness of this for the comic poet will score well on AO2 and AO3; further use of the play should be rewarded with above half marks in AO3 and AO1, more so if accurate and specific. Knowledge that it was not necessarily an accurate portrayal should be credited in AO1, and AO2 if used to focus on the issue of Aristophanes' purpose (AO3) and the context of comedy (AO1). Very good answers will show awareness of the aspects of comic portrayals for all objectives.

- (b) **On the basis of this passage and your own knowledge, discuss the reasons why 'corruption of the young' was one of the charges made against Socrates.** [30]

Answers should start from this passage and use material from other authors to discuss the charge for AO1 and AO2; discussion of the validity of the charge or impression of Socrates the majority had will be needed for AO3 if candidates are to focus on the reasons for the charge. Candidates should show awareness of the importance attached to the role of young men in ancient societies, and general concerns about corruption or moral decline. There must be good detail of the evidence for high marks showing accuracy and good interpretation, including aspects of bias for and against Socrates. Average answers might well assume it was an inappropriate charge without much discussion. To satisfy the requirement for synoptic assessment candidates should, for example, discuss the politics of education and/or the use of moral corruption as a political charge in other periods.

- 9 (a) How far are these two depictions of Socrates' 'divine voice' consistent with each other? [20]**

The good answer in AO1 and AO2 must deal with the passage specifically and show skill in identifying the important points and making comparisons. High marks in AO3 will need to consider points for and against; those answers which deal well with one idea should be awarded with above half marks provided they use the passages. Considerations of the authors' purposes may well identify the better answer in AO2 and AO3. Simple use of the passage should score reasonably if well-argued, but repetition of parts of them should not.

- (b) On the basis of these passages and your own knowledge, discuss the extent to which Athenian attitudes to Socrates were affected by his claims to be following divine instructions. [30]**

Some discussion of Plato's and Xenophon's defence of Socrates should be included in the discussion for a reasonable mark in AO2; good detail will raise the mark as will reference to less well-known sources; specific knowledge of Athenian attitudes, and what can be inferred from the evidence will score highly in AO3 and AO1. Answers must focus on attitudes in relation to the divine voice as far as possible to score above half marks. Answers which include some information about religious attitudes in general should be rewarded in AO1 with high marks. To satisfy the requirement for synoptic assessment candidates should, for example, discuss reactions to claims of peculiar religious gifts in other periods.

**Oxford Cambridge and RSA
Examinations**

Advanced GCE

ANCIENT HISTORY

DOCUMENT STUDY 2: ROMAN HISTORY

2460

Specimen Paper

Section A: The Catilinarian Conspiracy

Section B: Augustus and Augustan Propaganda

Section C: Nero

TIME: 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

In answering the (b) sub-questions candidates are expected to draw together the historical knowledge and skills acquired over the course as a whole, and to demonstrate overall historical understanding; relevant reference should be made to bodies of material covered in AS papers and other A2 papers.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each part question.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

Section A: The Catilinarian Conspiracy

Answer **either** Question 1 **or** Question 2 **and** answer Question 3

Question 1

Read the extract and then answer both parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

The fourth group are indeed a motley and seditious crew, men long since overwhelmed by life, who never break through to the surface, men who stagger under old debts, partly through innate idleness, partly by bad management, partly by extravagance, men harassed by having to pay bail, by trial procedure, by the confiscation of their property - thousands in all who are said to have left city and country to flock to Catiline's standard. These people, I fancy, are not so much eager soldiers as bad debtors.

(Cicero, Second Catilinarian Oration 21)

[LACTOR 7, p. 40]

- (a) How fair a description is this of Catiline's poorer supporters? [20]
- (b) On the basis of this passage and your own knowledge, how far do you think the Catilinarian conspiracy had the support of the poorer sections of Roman society? [30]

Question 2

Read the extract and then answer both parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

It was now evening and Cicero went up through the forum to his house. There was no longer the usual silence and regular order in the crowds of citizens who escorted him there. Wherever he passed people shouted aloud and clapped their hands, calling him the saviour and the founder of his country. The streets were brightly lit, since people had put lamps and torches in their doorways. The women also showed lights from the roofs of the houses in his honour and so that they might see him going up in this splendid procession with the greatest men in Rome escorting him. Most of these had been victors in famous campaigns, and had added great areas of land and sea to the Roman dominions; but now as they walked in this procession they acknowledged to each other that the Roman people owed thanks to many commanders and generals of the time for riches and spoils and power, but for the safety and security of the whole their thanks were due to Cicero and Cicero alone, who had delivered them from this great and terrible danger.

(Plutarch, Life of Cicero 22)

[Plutarch, Fall of the Roman Republic trans. Rex Warner; Penguin]

(a) How convincing do you find this account? [20]

(b) On the basis of this passage and your own knowledge, how important a political event did Roman politicians consider the defeat of Catiline. [30]

Question 3

Read the extracts and then answer both parts of the question which follows. You are expected to refer to the extracts and to use your own knowledge in your answers.

A About the same time a needy young noble called Gnaeus Piso, a faction fighter of reckless daring, was being goaded into a revolutionary intrigue by his poverty and unprincipled character. To this man Catiline and Autronius revealed their plans in the first week of December: they were plotting to assassinate the new consuls Lucius Cotta and Lucius Torquatus in the Capitol on the first of January, to seize the consular fasces for themselves, and to send Piso with an army to occupy the two Spanish provinces. Because their murderous intent was discovered, they postponed its execution till the fifth of February, and this time they planned to destroy most of the senators as well as the consuls. Had not Catiline been in too great a hurry to give the signal to his accomplices in front of the Senate House, that day would have seen the commission of the most heinous crime in the annals of Rome.

(Sallust, Catiline 18)

[Sallust, Jugurthine War and Conspiracy of Catiline trans. S.A. Handford; Penguin]

B At the moment I am proposing to defend my fellow-candidate Catiline. We have the jury we want, with full co-operation from the prosecution. If he is acquitted I hope he will be more inclined to work with me in the campaign. But if it should go otherwise, I shall bear it philosophically.

(Cicero, Letter to Atticus 1.2)

[Cicero, Selected Letters trans. D.R. Shackleton Bailey; Penguin]

(a) In the light of the information revealed by Cicero (passage B), how credible is Sallust's account of these events (passage A)? [20]

(b) On the basis of these passages and your own knowledge, assess the view that the 'first Catilinarian conspiracy' was a historian's invention. [30]

Section B: Augustus and Augustan Propaganda

Answer **either** Question 4 **or** Question 5 **and** answer Question 6

Question 4

Read the extract and then answer both parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Gods, by these tokens make our young quick pupils
Of virtue, give the aged peace and quiet,
Rain on the races of Romulus' wealth, offspring,
Honours of every kind;

And when, tonight, with blood of milk-white oxen
The glorious son of Venus and Anchises
Invokes you, grant his prayers. Long may Augustus
Conquer but spare his foe.

(Horace, Centennial Hymn)

[Horace, The complete odes and epodes with the centennial hymn trans. W.G. Shepherd; Penguin]

- (a) How far is the portrayal in this passage an accurate reflection of Augustus and his reign? [20]
- (b) On the basis of this passage and your own knowledge, consider the importance to the Augustan regime of the images and themes presented here. [30]

Question 5

Read the extract and then answer both parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

He also revived certain obsolescent rites and appointments: the augury of the Goddess Safety, the office of Flamen Dialis, the Lupercalian Festival, the Saecular Games, and the Cross-Roads Festival. 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. The images of the Cross-Road gods were to be crowned twice a year, with wreaths of spring and summer flowers. Next to the Immortals, Augustus most honoured the memory of those citizens who had raised the Roman people from small beginnings to their present glory.

(Suetonius, Augustus 31)

[Suetonius, The twelve Caesars, trans. R. Graves, revised. M. Grant; Penguin]

(a) Why do you think Augustus was concerned to deal with the matters described in this passage? [20]

(b) On the basis of this passage and your own knowledge, how important was religion and the practice of religion to his regime? [30]

Question 6

Read the extracts and then answer both parts of the question which follows. You are expected to refer to the extracts and to use your own knowledge in your answers.

A The whole of Italy of its own free will swore allegiance to me and demanded me as leader in the war in which I was victorious at Actium. The Gallic and Spanish provinces, Africa, Sicily and Sardinia swore the same oath of allegiance. More than seven hundred senators served under my standards at that time, including eighty-three who previously or subsequently (down to the time of writing) were appointed consuls, and about one hundred and seventy who were appointed priests.

(Res Gestae 25.2)

[The Res Gestae of the Divine Augustus trans. P. Brunt and J. Moore; Cambridge UP]

B In the centre could be seen the bronze-plated fleets battling at Actium. All Leucate, in ferment of moving martial array, came into view; the waves shone out with gold. On one side was Augustus Caesar leading Italians into battle, having with him the senate and the populace, the little gods of Home and the Great Gods of the race.

(Virgil, Aeneid 8 675-9)

[Virgil, The Aeneid, trans. W.F. Jackson Knight; Penguin]

(a) What particular events do these passages deal with and how accurate is the presentation of Augustus' achievements? [20]

(b) On the basis of these passages and your own knowledge, consider why it was important to present these actions and achievements in this way. [30]

Section C: Nero

Answer **either** Question 7 **or** Question 8 **and** answer Question 9

Question 7

Read the extract and then answer both parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

After Seneca's elimination it was easy to bring down the commander of the Guard Faenius Rufus, who was accused of friendship with Agrippina. Faenius' colleague Tigellinus became more powerful every day. But he felt that his criminal aptitudes - the only qualities he possessed - would influence the emperor more if he could make them partners in crime. Studying Nero's fears, Tigellinus found he chiefly dreaded Rubellius Plautus and Faustus Cornelius Sulla Felix. One had been recently removed to Asia, the other to southern Gaul. Tigellinus enlarged on their aristocratic origins, and their present proximity to the armies of the east and of Germany respectively.

(Tacitus, *Annals* XIV.57)

[Tacitus, *The Annals of Imperial Rome*, trans. M. Grant; Penguin]

- (a) Why should Nero have feared these men, and what is the significance of the arguments Tigellinus used to play on Nero's fears? [20]
- (b) On the basis of this passage and your own knowledge, how much influence do you think others were able to assert over Nero, and why? [30]

Question 8

Read the extract and then answer both parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Afterwards Nero played the lyre in public and also drove a chariot, sporting the colours of the Greens and wearing a charioteer's helmet. Tiridates was disgusted with him for this, but praised Corbulo, only finding fault with him on one point, namely that he managed to put up with such a master. In no way did he try to conceal this view even from Nero, but one day said to him, 'Master, you have a good slave in Corbulo.' Nero did not understand the meaning of this remark.

(Cassius Dio 63.6)

[LACTOR 15]

- (a) What were the circumstances behind this event, and why does Dio present it in this way? [20]
- (b) On the basis of this passage and your own knowledge, assess the reasons why members of the elite supported or opposed Nero. [30]

Question 9

Read the extracts and then answer both parts of the question which follows. You are expected to refer to the extracts and to use your own knowledge in your answers.

A Nero attended the senate and acknowledged its support and the army's backing. Then he spoke of his advisers, and of the examples of good rulers before his eyes. 'Besides, I bring with me no feud, no resentment or vindictiveness,' he asserted. 'No civil war, no family quarrels, clouded my early years.' Then, outlining his future policy, he renounced everything that had occasioned recent unpopularity. 'I will not judge every kind of case myself', he said, 'and give too free reign to the influence of a few individuals by hearing prosecutors and defendants behind my closed doors.'

(Tacitus, *Annals* XIII.4)

[Tacitus, *The Annals of Imperial Rome*, trans. M. Grant; Penguin]

B As a further guarantee of his virtuous intentions, he promised to model his rule on the principles laid down by Augustus, and never missed an opportunity of being generous or merciful, or of showing how affable he was.

(Suetonius, *Nero* 10)

[Suetonius, *The twelve Caesars*, trans. R. Graves, revised. M. Grant; Penguin]

- (a) Why did Nero associate himself with Augustus but distance himself from the previous regimes? [20]
- (b) On the basis of these passages and your own knowledge, discuss the ways in which Nero did and did not live up to his accession promises. [30]

Oxford Cambridge and RSA Examinations

Advanced GCE

ANCIENT HISTORY

DOCUMENT STUDY 2: ROMAN HISTORY

Mark Scheme



RECOGNISING ACHIEVEMENT

2460

Section A: The Catilinarian Conspiracy

1 (a) How fair a description is this of Catiline's poorer supporters? [20]

Debt and lack of property are the main issues here, and credit should be given for discussion of these issues (AO1 and AO3), but better candidates will note that Cicero blames it on immorality rather than economic and social pressures (reward under AO2). The best answers will point out the circumstances of the speech (AO1, AO3). There is a contrast between this group and the less poor Sullan veterans.

(b) On the basis of this passage and your own knowledge, how far do you think the Catilinarian conspiracy had the support of the poorer sections of Roman society? [30]

Under AO1 and AO3 reward discussion of the level of poverty - credit for being aware of 'city and country' being involved, and difference between two groups; awareness out that Catiline's supporters were probably a small minority (AO2). Use can be made of Sallust's comments, with the best indicating his limitations (AO1, AO3). To satisfy the requirement for synoptic assessment candidates should, for example, compare the role of the poor in potentially revolutionary situations in other periods that they have studied, such as revolts in the Athenian empire or Roman Britain.

2 (a) How convincing do you find this account? [20]

Candidates will score well under AO2 for a well presented argument, which might take either view. Reasons for suspicion: exaggerated description of Cicero's companions, and of comparison between military triumphs and Cicero's actions; generally stylized presentation. Reasons for confidence: Plutarch's access to good sources (but the best answers will be aware of problems of 'cult of Cicero'), the fact that conspiracy had been efficiently dealt with (as the passage goes on to say). Such points should be rewarded under AO1 and AO3.

(b) On the basis of this passage and your own knowledge, how important a political event did Roman politicians consider the defeat of Catiline. [30]

The passage indicates immediate reactions from those present. Other knowledge might include Cicero's self-promotion, Caesar's concern to investigate further, Pompey's lack of interest, Cicero's subsequent fall from grace (reward under AO1, AO3). Good answers should distinguish between short- and long-term reactions (reward under AO2). To satisfy the requirement for synoptic assessment candidates should, for example, refer to the suppression of revolts or revolutionary movements in other periods that they have studied.

3 (a) In the light of the information revealed by Cicero (passage B), how credible is Sallust's account of these events (passage A)? [20]

Candidates should point to the apparent public knowledge of Catiline's attempt in Sallust, but the lack of concern about it from Cicero (events are early 65, letter is July 65) (reward under AO1, AO3); they may point to the problem of Catiline making a revised more ambitious plan

after the failure of the first, for which they should be rewarded under AO2. The better candidates will also refer to absence of other evidence.

- (b) On the basis of these passages and your own knowledge, assess the view that the ‘first Catilinarian conspiracy’ was a historian’s invention. [30]**

Candidates should show awareness of the debate, and may offer possible explanations, for example Sallust linking Catiline to Piso’s planned rebellion (Suet. Julius Caesar 9). This should be rewarded under AO1, AO2 and AO3. Answers should be tied to clear evidence as far as possible to receive highest marks under AO3. Discussion should also include consideration of the motives for writing historical accounts. To satisfy the requirement for synoptic assessment candidates should, for example, discuss the presence and function of fictitious events in sources for other periods that they have studied, for example in Herodotus.

Section B: Augustus and Augustan Propaganda

- 4 (a) How far is the portrayal in this passage an accurate reflection of Augustus and his reign? [20]**

Specific knowledge of the relationship of the text to events is needed for highmarks in AO1 and AO2; the main themes and their importance (and presence) in his regime such as peace and stability; military power and conquest; clementia; religious observance; social and moral values need to be included with reference to the text for high marks in AO3 and AO2. Limited use of some will score less well, but a good argument on one can achieve over half marks if well-supported by information.

- (b) On the basis of this passage and your own knowledge, consider the importance to the Augustan regime of the images and themes presented here. [30]**

The themes of renewal and improvement of morals; restoration of religion and peace; also importance of image of military power and success touched with clemency towards the defeated are all present here and some, but not all, must be used for higher marks. Use should be made of other contemporary works, particularly Res Gestae, Virgil and other poets for high marks in AO1 and AO2 to support arguments of importance. To satisfy the requirement for synoptic assessment candidates should, for example, compare the use of references to past history and mythology by regimes in other periods that they have studied such as Athens in 5th century.

- 5 (a) Why do you think Augustus was concerned to deal with the matters described in this passage? [20]**

Good answers will show awareness that many of these offices and festivals had fallen into disuse in Republic - discussions on how this shows Augustus as restorer of Rome, emphasises Roman values and religion and honours of ancestors and heroes of past; higher marks will be awarded for answers which show how this links Augustus with the past etc.

Answers which deal with one of these well will score above half marks in AO2 and AO3, provided the text is used. Otherwise lower marks will be gained.

- (b) On the basis of this passage and your own knowledge, how important was religion and the practice of religion to his regime? [30]**

Answers which provide a discussion of religion under Augustus, including traditional Roman religion and use of cults like genius Augusti, lares and penates, cult of Rome and Augustus and imperial cult can expect to score highly on AO1 and AO2. Good AO3 answers should include use of both literary and archaeological material (inscriptions, references in Horace Odes 3, building of temples etc) in relation to this text. To satisfy the requirement for synoptic assessment candidates should, for example, compare the role of cult and religion in other autocratic or imperial regimes such as the Persian Empire.

- 6 (a) What particular events do these passages deal with and how accurate is the presentation of Augustus' achievements? [20]**

Precise reference to oath of allegiance to Octavian by Italy and provinces is needed for AO1; discussion of extent of swearing and whether it was by free-will is needed for AO2 and AO3; battle of Actium - again there has to be sensible discussion of its presentation as foreign war fought by Rome and gods of Rome against threat from East, not as civil war. High marks in AO2 and AO3 for use of other evidence relating to these events; less marks if only the passage is used in AO2.

- (b) On the basis of these passages and your own knowledge, consider why it was important to present these actions and achievements in this way. [30]**

Marks for AO2 and AO3 require a discussion of image of Aug.; idea of a united Italy (totā Italia) comes across very strongly in RG, Virgil and other contemporary literature; the need to avoid presenting Augustus as fermenting civil war, so Antony (who isn't named) is fighting as a foreign invader with Cleopatra against Rome and its gods; In AO2 and AO3 reward highly discussion of other sections of RG that deal with triumviral period in oblique way. To satisfy the requirement for synoptic assessment candidates should, for example, compare the way in which autocratic or imperial regimes in other periods were presented in contemporary literary or archaeological sources.

Section C: Nero

- 7 (a) Why should Nero have feared these men, and what is the significance of the arguments Tigellinus used to play on Nero's fears? [20]**

Candidates should point to: aristocratic origins (Plautus grandson of Germanicus; Sulla descended from Pompey and Sulla); related to imperial family (Plautus through birth; Sulla married to Claudius' daughter) (both rewarded under AO1 and AO3); reward under AO2 comparisons with Nero's own birth and position in imperial family; potential contenders for throne; both had previously been implicated in plots or accused of plotting and were in exile. Maybe they weren't that much of a threat. Arguments - they were real potential rivals

because of birth and family links; nearness to armies in Syria and Germany (but not that near, in Asia and Marseilles); importance of army support (reward under AO1 and AO2).

- (b) On the basis of this passage and your own knowledge, how much influence do you think others were able to assert over Nero, and why?** [30]

Candidates should discuss critically who may have influenced Nero and question whether or not they actually did. Possible subjects are: Seneca and Burrus, Agrippina, Poppaea, Acte, Tigellinus, Nymphidius Sabinus, Petronius - reward under AO1 and AO3 for specific detail. The best candidates will discuss the nature of the imperial court and the nature of rulership in the ancient world, and should be rewarded under AO1 and AO2. To satisfy the requirement for synoptic assessment candidates should, for example, compare the role of advisers to prominent political leaders or autocratic rulers at other periods, such as Artabanus in Herodotus.

- 8 (a) What were the circumstances behind this event, and why does Dio present it in this way?** [20]

Key issues include: the presence of Tiridates in Rome to receive crown from Nero; Corbulo present as former governor of Syria and commander of campaign against Tiridates; best candidates will note his key role in successful campaigns and diplomacy, and be rewarded under AO1. Candidates are likely to point out that Dio aims to present Nero in a bad light; Corbulo is used as a foil; suggesting that even the Parthians disapproved of Nero's actions. These points to be rewarded under AO2, AO3.

- (b) On the basis of this passage and your own knowledge, assess the reasons why members of the elite like Corbulo supported or opposed Nero.** [30]

Good answers will include explanation and essay-type discussion of the relationship between senators and elites and rulers. Sensible explanations for support of emperor (emperor as patron, nature of principate), and for opposition (behaviour and actions towards senate, family etc.; artistic leanings, 'stoic' opposition etc.) should be well rewarded under AO1, AO2. To satisfy the requirement for synoptic assessment candidates should, for example, compare the relationship between the elite and an autocratic ruler or regime at other periods.

- 9 (a) Why did Nero associate himself with or distance himself from previous regimes?** [20]

Candidates should point to Augustus as an example of a good emperor. Better candidates will note that earlier emperors did the same. Good answers will show some awareness of nature of imperial rule under Augustus, relations with senate etc, to be rewarded under AO1. Candidates should show awareness of Claudius' poor relations with senate, treason trials, executions, influence of wives, freedmen etc. Reward under AO2 observations of inconsistencies - civil war may refer to Augustus, family quarrels to predecessors - all leads to optimistic start to Nero's reign.

- (b) On the basis of these passages and your own knowledge, discuss the ways in which Nero did and did not live up to his accession promises.**

[30]

It is important that candidates present a balanced discussion with use of specific examples to illustrate points (which should be rewarded under AO1 and AO3 as appropriate). To score well on AO1, Nero's 'good' behaviour, including idea of quinquennium Neronis should be considered as well as examples of 'bad'. Better candidates will show some criticism of the sources, rewarded under AO3, and awareness of the demands upon popular rulers in the ancient world, as well as awareness of the constraints or absence of constraint on the actions of powerful individuals (reward under AO1 and AO2). To satisfy the requirement for synoptic assessment candidates should, for example, compare the gap between promises and their fulfillment by other autocratic or imperial regimes.

Advanced GCE

ANCIENT HISTORY

DOCUMENT STUDY 2: ROMAN WORLD

2461

Section A: Britain through Roman Eyes

Section B: Julian

TIME: 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer two questions from **either** Section A or Section B

In answering the (b) sub-questions, candidates are expected to draw together the historical knowledge and skills acquired over the course as a whole, and to demonstrate overall historical understanding; relevant reference should be made to bodies of material covered in AS papers and other A2 papers.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each part question.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

Answer two questions from **either** Section A **or** Section B.

Section A: Britain through Roman Eyes

Answer **either** Question 1 **or** Question 2 **and** answer Question 3

Question 1

Read the extract and then answer all three parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Claudius had given sums of money to the leading Britons, and according to Decianus Catus, the procurator of the island, this money had to be returned together with the rest. The confiscation of this money was the pretext for the war. In addition, Seneca, with a view to a good rate of interest, had lent the reluctant islanders 40,000,000 sesterces and had then called it all in at once, and not very gently. So rebellion broke out. But above all the rousing of the Britons, the persuading of them to fight against the Romans, the winning of the leadership and the command throughout the war - this was the work of Buduica, a woman of the British royal family who had uncommon intelligence for a woman. When she had collected an army about 120,000 strong, Buduica mounted a rostrum built in the Roman fashion of heaped-up earth. She was very tall and grim; her gaze was penetrating and her voice was harsh; she grew her long auburn hair to the hips and wore a large golden torque and a voluminous patterned cloak with a thick plaid fastened over it.

(Cassius Dio 62.2)

[LACTOR 11]

- (a) How convincing is Dio's explanation for the outbreak of the Boudiccan revolt? [20]
- (b) On the basis of this passage and your own knowledge, consider why Cassius Dio presents the revolt in the way he does. [30]

Question 2

Read the extract and then answer all three parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

'Out of sight of subject shores, we kept even our eyes free from the defilement of tyranny. We, the most distant dwellers upon earth, the last of the free, have been shielded till today by our very remoteness and by the obscurity in which it has shrouded our name. Now, the farthest bounds of Britain lie open to our enemies; and what men know nothing about they always assume to be a valuable prize. But there are no more nations beyond us; nothing is there but waves and rocks, and the Romans, more deadly still than these - for in them is an arrogance which no

submission or good behaviour can escape. Pillagers of the world, they have exhausted the land by their indiscriminate plunder, and now they ransack the sea. A rich enemy excites their cupidity; a poor one, their lust for power. East and West alike have failed to satisfy them. They are the only people on earth to whose covetousness both riches and poverty are equally tempting. To robbery, butchery, and rapine, they give the lying name of “government”; they create a desolation and call it peace.’

(Tacitus, Agricola 30)

[Tacitus, The Agricola and the Germania, trans. H. Mattingly, revised S.A. Handford; Penguin]

- (a) For what purposes does Tacitus include this speech in the Agricola? [20]
- (b) On the basis of this passage and your own knowledge, how reliable an account of Roman policy towards Britain does Tacitus provide? [30]

Question 3

Read the extracts and then answer all three parts of the question which follows. You are expected to refer to the extracts and to use your own knowledge in your answers.

A Most of Britain is marshland, since it is flooded by the ocean tides. It is the custom of the barbarians to swim in these swamps, or to run in them submerged to the waist. Because the greater part of the body is naked they do not mind the mud. They are unfamiliar with the use of clothing, but decorate their waists and necks with iron, valuing this metal as an ornament and as a symbol of wealth in the way that other barbarians value gold. They tattoo their bodies with various patterns and with pictures of all kinds of animals. This is why they do not wear clothes, so as not to cover up the pictures on their bodies.

(Herodian 3.14.6-8)

[LACTOR 11]

B They (the Meatae and Caledonians) both inhabit wild and waterless mountains and lonely and swampy plains, without walls, cities, or cultivated land. They live by pasturing flocks, hunting, and off certain fruits; for although the stocks of fish are limitless and immense they leave them untouched. They live in tents, unclothed and unshod, sharing their women and bringing up all their children together. Their government is for the most part democratic, and because their especial pleasure is plundering, they choose the bravest men to be their rulers.... They can endure hunger and cold and any form of hardship; for they plunge into the marshes and hold out for many days with only their heads above water, and in the forest they live off bark and roots; and for any crises they prepare a sort of food, and when they have eaten a portion of this the size of a bean they do not become hungry or thirsty.

(Cassius Dio 76.12.1-4)

[LACTOR 11]

- (a) What sources might have been available to these historians and why do they depict the Britons in this way? [20]

- (b) On the basis of these passages and your own knowledge, assess the reliability of these accounts of the northern Britons? **[30]**

Section B: Julian

Answer **either** Question 4 **or** Question 5 **and** answer Question 6

Question 4

Read the extract and then answer all three parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

In the first place he imposed upon himself and practised strict self-discipline - no mean achievement. He behaved as if he were bound by the sumptuary laws which the Romans copied from the rhetrai or law code of Lycurgus. These were long observed at Rome, and when they were falling into disuse were gradually revived by the dictator Sulla, who agreed with Democritus in thinking that 'fortune provides a man's table with luxuries, virtue with only a frugal meal'.... Finally, though he constantly read the instructions which Constantius had written out for him with his own hand, as if he were sending a younger relative to the university, and in which he made very liberal provision for the expense of the Caesar's table, Julian forbade such delicacies as pheasant and sow's womb and udders to be ordered and served for him, and contented himself with the cheap food of the common soldiers, whatever it might be.

(Ammianus 16.3.5)

[Ammianus Marcellinus, *The Later Roman Empire (A.D. 354-378)*, trans. Walter Hamilton; Penguin]

- (a) In what ways and why does Ammianus make use of past examples in his presentation of Julian? [20]
- (b) On the basis of this passage and your own knowledge, discuss the extent to which Julian is presented as an ideal leader. [30]

Question 5

Read the extract and then answer all three parts of the question which follows. You are expected to refer to the extract and to use your own knowledge in your answers.

Although Julian from his earliest boyhood had nursed an inclination towards the worship of the pagan gods, which gradually grew into an ardent passion as he grew older, fear of the consequences had kept him from practising its rites except in the greatest possible secrecy. Now however that this fear was removed and he saw that the time had come when he could do as he liked, he revealed what was in his heart and directed in plain unvarnished terms that the temples should be opened, sacrifices brought to their altars, and the worship of the old gods restored. To make this ordinance more effective he summoned to the palace the Christian bishops, who were far from being of one mind, together with their flocks, who were no less divided by schism, and warned them in polite terms to lay aside their differences and allow every man to practise his belief boldly without hindrance.

(Ammianus 22.5.1)

[Ammianus Marcellinus, *The Later Roman Empire* (A.D. 354-378), trans. Walter Hamilton; Penguin]

- (a) How helpful is this passage for our understanding of Julian's adoption of paganism? [20]
- (b) On the basis of this passage and your own knowledge, discuss the relationship between Julian's religious views and his public activities. [30]

Question 6

Read the extracts and then answer all three parts of the question which follows. You are expected to refer to the extracts and to use your own knowledge in your answers.

A Behold the miracle which reveals not only the power of God but his inexpressible love of men. The holy martyr was reposing once more within the sacred precincts where he had lain previously, before he was removed to Daphne. But the unhappy god soon realised that his wily artifices had been in vain and that the struggle was not with a dead body but with a living and moving spirit, triumphant not only over Apollo himself but over all gods. For Babylas prayed that God would send down fire upon the temple of Daphne: whereupon fire indeed destroyed the whole of the roof and consumed the idol right down to its feet, leaving nothing but a heap of dust and ashes: and of the whole temple only the walls were left standing.
(John Chrysostom, *Homily on St Babylas* 92-93)
[The emperor Julian: panegyric and polemic, ed. S.N.C. Lieu; Liverpool UP]

B At this same period, on 22 October the superb temple of Apollo at Daphne, which was built by that choleric and cruel king Antiochus Epiphanes, together with the statue of the god, which equalled in size that of Zeus at Olympia, was suddenly set on fire and burnt to the ground. The unexpected destruction of the shrine by so fearful an accident roused the emperor to such rage that he ordered an unusually strict investigation and the closure of the great church at Antioch. He suspected that the fire was an act of spite by the Christians, because they could not bear to see the temple enclosed by a magnificent colonnade. It was rumoured, however, though on very slight grounds, that the philosopher Asclepiades, whom I have mentioned in my account of Magnentius, was responsible for the fire.
(Ammianus 22.13.1)
[Ammianus Marcellinus, *The Later Roman Empire* (A.D. 354-378), trans. Walter Hamilton; Penguin]

- (a) Compare John Chrysostom's and Ammianus' accounts of the burning of the temple at Daphne. [20]
- (b) On the basis of this passage and your own knowledge, discuss the ways in which religious conflict in this period might be sparked off by chance events. [30]

**Oxford Cambridge and RSA
Examinations**

Advanced GCE

ANCIENT HISTORY
DOCUMENT STUDY 2: ROMAN WORLD

Mark Scheme



2461

Section A: Britain through Roman Eyes

- 1 (a) **How convincing is Dio's explanation for the outbreak of the Boudiccan revolt?** [20]

Very good answers need to engage in a general critical discussion; high marks in AO2 and AO3 will need to show awareness of Tacitus Annals and Agricola; all objectives will need to provide some discussion of Dio's sources and awareness of when he was writing to inform discussion and provide well-substantiated arguments. Answers must pick up the financial issue, role of Catus, and of Boudicca and deal with these issues for high marks.

- (b) **On the basis of this passage and your own knowledge, consider why Cassius Dio presents the revolt in the way he does.** [30]

Discussion of Dio's historical aims, perspective (particularly his attitude to women and barbarians) and the context of ancient historical writing as well as the time he was writing will be needed for a very good mark in all objectives. Use of other sources could be well rewarded in AO2 and AO3 if related to the issue here by comparison with how others deal with the event. To satisfy the requirement for synoptic assessment candidates should make comparisons with other treatments of revolts, for example Tacitus, Sallust, Herodotus, the Bisitun Inscription (depending on other topics studied).

- 2 (a) **For what purposes does Tacitus include this speech in the Agricola?** [20]

Specific reference to this speech of Calgacus to British troops before Mons Graupius is needed for AO1 marks and its context; AO2 and AO3 are concerned with one or more of the following: a critical appreciation and questioning of reliability needed, possibility in context of writing ancient history and formulae for describing set-piece battles; higher marks can be gained in discussion of anti-Roman sentiments linked with idea of noble savage, or the contrast of Rome and imperialism and imperial dominance with 'freedom' of barbarians. One of these issues needs to be addressed in detail for above half marks.

- (b) **On the basis of this passage and your own knowledge, how reliable an account of Roman policy towards Britain does Tacitus provide?** [30]

AO1 concerns detail of Roman activities in Britain, both economic (mining, agricultural etc.); taxation and abuses of collection of tribute etc.; awareness of abuses prior to Boudiccan revolt, but some discussion on whether that continues (AO3) is also relevant; some or all of these can be used to provide factual recall to support the discussion; in AO2 and AO3 answers which question reliability of both this and Agricola's speech will score above half marks. To satisfy the requirement for synoptic assessment, candidates should, for example, make use of speeches and enemies' views in other ancient historical writings.

- 3 (a) **What sources might have been available to these historians and why do they depict the Britons in this way?** [20]

High marks in AO1 can be gained by reference to some of the following: earlier historical and ethnographic works (Caesar, Strabo, Ptolemy, Tacitus etc.), observations by earlier travellers; accounts by those on Severus' campaigns; oral tradition (reward other sensible suggestions). In AO2 and AO3 discussion of the depiction of Britons should deal with the novelty value in their works; campaigns of Severus, possible excusing their lack of progress because of particularly barbaric enemy or other issues. Judgements must be supported by reference to the texts as far as possible. Use of other texts will be rewarded highly in AO3.

- (b) On the basis of these passages and your own knowledge, assess the reliability of these accounts of the northern Britons? [30]**

Answers will gain high marks in AO2 and AO3 for a critical discussion; this requires knowledge of archaeological material (AO1) (Celtic and Roman, use of coins, agricultural evidence, hill-forts etc); In AO2 and AO3 there is a need to question reliability, especially on topography of Britain (knowledge may be limited to a very small area, for example) and marsh dwelling, living in tents, life-styles etc. Very good answers need not deal with everything but must provide comparable material for contrast. Answers might also deal with the methods of the authors and use of sources (AO1, AO2 and AO3) To satisfy the requirement for synoptic assessment, candidates should, for example, also compare the presentation of distant lands and peoples in other ancient writers, for example Herodotus.

Section B: Julian

- 4 (a) In what ways and why does Ammianus make use of past examples in his presentation of Julian? [20]**

Candidates are expected to discuss the references to Lycurgus, Democritus and Sulla, and knowledge of who these figures were should be rewarded (AO1); the best answers will point out that Ammianus refers to their disuse (AO2). Good answers will also be aware of traditional Roman reverence for the past (AO1, AO2).

- (b) On the basis of this passage and your own knowledge, discuss the extent to which Julian is presented as an ideal leader. [30]**

There is emphasis on frugality and hostility to excess (AO1, AO3); good answers should show awareness of typical qualities of ideal leaders, for example sharing the conditions of the common soldiers, self-discipline etc (AO2). To satisfy the requirements for synoptic assessment candidates should, for example, compare the presentation of ideal leaders in other sources and other periods of ancient history.

- 5 (a) How helpful is this passage for our understanding of Julian's adoption of paganism? [20]**

Candidates should notice the focus on personal motivation rather than political background (i.e. the extent to which leading Christian figures had been associates of Constantius, and thus were potentially hostile) (AO1, AO3). Discussion of Ammianus' possible pro-pagan

bias should be rewarded (AO2). Reward also comment on his ‘politeness’ to the bishops (AO3).

- (b) On the basis of this passage and your own knowledge, discuss the relationship between Julian’s religious views and his public activities.** [20]

Answers should note that Julian’s promotion of paganism required public sacrifices by communities, and that summoning bishops to the palace was a major public undertaking (AO1, AO3). Good answers will discuss relationship between public duties and private views in the ancient world in general, and draw attention to the difficulty in establishing the beliefs of individuals (AO2). To satisfy the requirement for synoptic assessment candidates should also discuss, for example, the public nature of religion in the ancient world more generally.

- 6 (a) Compare John Chrysostom’s and Ammianus’ accounts of the burning of the temple at Daphne.** [20]

Candidates should point out that John gives an unashamedly Christian interpretation of the story, explicitly lays the responsibility for the fire on Babylas, and represents it as a contest between Apollo and the Christian God; Ammianus parades his knowledge of classical history and culture (Antiochus IV, Olympia), and gives alternative versions of who was responsible.

- (b) On the basis of these passages and your own knowledge, discuss the ways in which religious conflict in this period might be sparked off by chance events.** [30]

Candidates should note the variety of conflicting explanations for the temple-burning in this case, and the ease in which it was used as an excuse for confrontation (AO1, AO3). The best candidates may discuss the question of whether this was a chance incident, either in reality or in the eyes of those who wrote about it (AO2). To satisfy the requirement for synoptic assessment, candidates should, for example, discuss cases of conflict in other periods of ancient history (including, for example, Nero and the burning of Rome, Darius and the burning of Sardis etc.).

**Oxford Cambridge and RSA
Examinations**

Advanced GCE

ANCIENT HISTORY

SOURCE-BASED STUDY 2: GREEK HISTORY

2462

Section A: Herodotus and the Conflict of Greece and Persia, 499-479 BC

Section B: Greek History, 446-413 BC

Section C: The Culture of Athens, 447-399 BC

TIME: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer two questions from **either** Section A **or** Section B **or** Section C.

Knowledge of the relevant ancient sources should be displayed in **all** answers.

INFORMATION FOR CANDIDATES

Each question is marked out of 50.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

Answer two questions from **either** Section A **or** Section B **or** Section C.

Section A: Herodotus and the Conflict of Greece and Persia, 499-479 BC

- 1 How reliable is Herodotus' account of the Ionian revolt? [50]
- 2 To what extent did Darius and Xerxes have the same aims in invading Greece? [50]
- 3 How far were the city states of Greece motivated by the same aims and objectives in their actions and attitudes towards the Persians? [50]
- 4 What difficulties and problems are there in reconstructing the battle of Salamis from our sources? [50]
- 5 Discuss the view that the Athenians were more important to the Greek victory over the Persians than the Spartans. [50]

Section B: Greek History, 446-413 BC

- 6 What were the aims of Athenian activity overseas in the period before the outbreak of the Peloponnesian War? [50]
- 7 To what extent were the courts used to achieve political aims in this period? [50]
- 8 How convincing do you find Thucydides' account of the causes of the Peloponnesian War? [50]
- 9 How dominant a position did Thebes hold in the Boeotian Confederacy in this period? [50]
- 10 What were the purposes of the 'Periclean building programme'? [50]

Section 3: The Culture of Athens, 447-399 BC

- 11 How did the politically ambitious Athenian make his way in politics? What did he have to do to succeed in this period? [50]
- 12 What do our sources suggest about the attitudes towards the Sophists in Athens during this period? [50]
- 13 In what ways and for what reasons are the buildings of the Acropolis erected during this period so special architecturally? [50]
- 14 How far does the way women are represented in art during the period reflect the traditional values of Athens? [50]
- 15 To what extent were the dramatists of the period constrained in their treatment of contemporary issues by the context in which plays were performed? (You may confine your answer to one dramatist if you wish.) [50]

**Oxford Cambridge and RSA
Examinations**

Advanced GCE

ANCIENT HISTORY

SOURCE-BASED STUDY 2: GREEK HISTORY

2462

Mark Scheme

Section A: Herodotus and the Conflict of Greece and Persia, 499-479 BC

1 How reliable is Herodotus' account of the Ionian revolt? [50]

A factual account of the Ionian revolt with little reference to Herodotus is below average on all objectives. The events must be related to the account to score well on AO1 and AO2; an answer which traces the revolt through Herodotus and uses it to develop the issues and concepts of historical method and explanations will score highly; evaluation of his credibility either by use of other information or by internal evidence should be rewarded highly in AO2 and AO3(a). Answers which dwell on one aspect (for example, the causes, or the result/effects) should be treated as good in AO1 if the detail is clear and accurate, and in AO2 and AO3, if the discussion of Herodotus shows critical use.

2 To what extent did Darius and Xerxes have the same aims in invading Greece? [50]

Good answers should have knowledge of professed reasons reported in Herodotus (AO1 and AO3(a)) and evaluation of this information is relevant to good marks in AO2 and 3(b). Further argument for marks in AO1, AO2 and AO3(b) can be gained from interpretation of the events of the campaigns and the wider context of Persian political and military aims. Average marks are likely for answers which focus on the basic 'revenge' motive and recount events alone (AO1, AO2 and AO3(b)) without clear argument on motives and objectives. Highest marks only for an explicit comparison of the two - narrating both sets of motives does not answer the question for AO2 and AO3(b).

3 How far were the city states of Greece motivated by the same aims and objectives in their actions and attitudes towards the Persians? [50]

Factual content (AO1) should include a number of states (from Athens, Sparta, Corinth, Argos, Aegina, Thebes, Northern States, Sicily etc.) for higher marks and compare the attitudes and motivations for AO2 and AO3(b) to be considered good or above; for higher marks reference should be made to neutral states and to different strategies. There should be a clear focus on the changes in aims over the period for high marks in AO2 and AO3; evaluation of Herodotus' views is needed for high marks on source interpretation(AO3(a)). Answers which deal with Athens and Sparta only are in the average range depending on the detail.

4 What difficulties and problems are there in reconstructing the battle of Salamis from our sources? [50]

An accurate (as far the sources allow) account of the battle with discussion of the tactics, strength and weaknesses on both sides would cover all objectives for a good answer provided it deals in some way with the problems in reconstruction (AO2). A simple narrative is average on all objectives, and may be lower if not a full account of both preparations and the battle. Discussion of the differences between the sources, for example Herodotus and Aeschylus, should be highly rewarded in AO1 and AO3(a) and AO3(b). Some ideas on alternative views should put the answer in the top bands for AO2 and AO3(b).

5 Discuss the view that Athens was more important to the Greek victory over the Persians than the Spartans. [50]

Answers can score well for AO1 if they provide balanced detail of the events relating to both states and the contribution they made. Discussion of their relative importance to the outcome should include such issues as the importance of the separate battles, the contribution of individuals and the quality of the resources (AO2 and AO3(b)). Use of source views (for example Herodotus on Athens 7.139, the end of Book 8, or 9.1-2) should be rewarded under all objectives. A clearly focused argument is needed for AO1(b) in this case and not a list of what each does with a conclusion. Answers dealing with political contexts should score good or above in AO2 and AO3(a).

Section B: Greek History, 446-413 BC

6 What were the aims of Athenian activity overseas in the period before the outbreak of the Peloponnesian War? [50]

Main material includes Pericles' naval expeditions to Black Sea and elsewhere; colonization in Chersonese, Amphipolis etc., relations with Corcyra (AO1(a)) and actions within the empire (for example, Samos). Under AO3(a) there may be discussion of Thuc. on Corcyra, and ideally Plutarch. Main issues for discussion (AO2): imperialism/self-defence; concern with grain supply specifically, and perhaps trade more generally; internal concerns, i.e. employment for poor, popularity, gaining of booty. Best answers may also mention need to justify receipt of tribute.

6 To what extent were the courts used to achieve political aims in this period? [50]

The evidence of Aristophanes is important, but also, for example, attacks on Pericles, as found in Plutarch (AO3(a)). Best answers will be aware that courts have a basic political role (for example, *graphe paranomon*, but also *euthynai*). Average answers will indicate that some cases had a clear political aim, and will give specific examples (AO1, AO3(a)). Descriptions of how the courts functioned are only marginally relevant here.

8 How convincing do you find Thucydides' account of the causes of the Peloponnesian War? [50]

As well as Thucydides' *'aitiai'*, there is likely to be reference to Megarian decree(s) and longer-term questions (ideological difference, competition). To score highly on AO2 and AO3(a), answers need to keep to the issue of Thucydides' credibility, and the best candidates should be able to discuss critically the question of what Thucydides' explanation actually was. Answers which merely recount the *aitiai* and *'truest cause'* may score well on AO1, but less so on AO2.

9 How dominant a position did Thebes hold in the Boeotian Confederacy in this period? [50]

To score above average marks, candidates will need to show awareness of *'constitution'* of Boeotian confederacy in Hellenica Oxyrhynchia (AO1, AO3(a)); discussion of

Boeotian/Theban involvement in military activity, especially after 431 is also important. To score well under AO2 discussion will probably compare Thebes' nominal position with the reality implied by role of Thebans described in Thucydides.

10 What were the purposes of the 'Periclean building programme'? [50]

Answers which refer exclusively to the Parthenon or the Acropolis will gain only average marks on AO1, although these are likely to be the main focus. Best answers will be aware of the background (Persian sack of Athens, 'Congress decree') and be aware that much of the work is rebuilding. Emphasis on use of *aparche* from tribute to be rewarded, as is reference to genuine religious motives in part. Celebration of past and present glories esp. as depicted in sculpture (AO3(a)); employment etc. Answers should include a number of purposes to score highly on AO2, but need not include absolutely everything.

Section C: The Culture of Athens, 447-399 BC

11 How did the politically ambitious Athenian make his way in politics? What did he have to do to succeed in this period? [50]

High marks on AO1 should include a range of features - oratory, wealth, status and good family, military success, with a clear understanding of the context of the *Ekklesia*, *Dikasteria* etc (AO2). Answers which interpret the careers of specific politicians should be highly rewarded (AO2 and 3(b)) (for example, Pericles, Cleon, Alcibiades). Excellent/impressive answers should include references to sources and their bias for AO1, AO2 and AO3(b). Average answers could include good detail of politicians and their success but lack interpretative qualities. Answers which deal with two at most are average in AO1 and possibly below in other objectives since interpretations will be limited.

12 What do our sources suggest about the attitudes towards the Sophists in Athens during this period? [50]

An excellent answer will display knowledge of a range of Sophists in AO1; there should be detailed use of Plato, Aristotle (4th c.) and Aristophanes (5th c) at least with some evaluation as primary sources for AO1 and AO3. Answers which provide good knowledge without sources fail to provide relevant factual content (AO1), although a discussion of attitudes can score reasonably on AO2 and AO3 with limited source material. Average and below in AO1 will lack detail of more than two sophists and their teaching and the support of sources (AO3(a)), as well as being largely descriptive (AO2).

13 In what ways and for what reasons are the buildings of the Acropolis erected during this period so special architecturally? [50]

High marks for AO1 and AO3(a) can be gained only with accurate and full detail of most of the buildings on the Acropolis (Parthenon only is limited and will be good in AO1 and 3(a)). Reward should be given for detail of architectural styles and decoration in AO2. Discussion of reasons should include artistic and historical factors (Dorian/Ionian styles, number of metopes on the Parthenon, technical innovations, political interpretations of the decorations, for example) for high marks on AO2 and AO3. Descriptions only score average or below in AO2 and AO3 if developing little of the concepts and issues.

14 How far does the way women are represented in art during the period reflect the traditional values of Athens? [50]

High marks under AO1 and 3(a) should be awarded only for use of specific examples (either sculpture or vases). General accounts are average. Reference to values alone (which might include source material) will gain marks for AO2 and AO3(b) but can be no higher than good without examples. A range of role-representations – including, for example, girls, women at work, religious occasions, funerals, hetairai, as mothers, wives etc. - should be provided in excellent/impressive answers. Good answers can be limited here provided examples are specific. Below average answers will be characterised by generalised information and little evaluation of values (AO2 and O 3).

15 To what extent were the dramatists of the period constrained in their treatment of contemporary issues by the context in which plays were performed? (You may confine your answer to one dramatist if you wish.) [50]

Relevant knowledge of festivals, public occasions, competition, production rules, political contexts etc. is needed to score well on AO1 as well as relevant knowledge of the plays. The effect upon drama of these factors should be discussed with reference to specific parts of plays for AO2 and AO3(b) (for example, the effect of the use of myth in tragedy) for higher bands; candidates can score well on both AO1 and AO3(a) if references are accurate and relevant. Good answers can develop a limited number of contexts well. Average answers in AO1 will lack a range of examples, and discuss those with limited understanding or in adescriptive manner. Candidates can use either Comedy or Tragedy or both.

**Oxford Cambridge and RSA
Examinations**

Advanced GCE

ANCIENT HISTORY

SOURCE-BASED STUDY 2: ROMAN HISTORY

2463

Section A: Roman History, 81-44 BC

Section B: The Age of Augustus, 31 BC-AD 14

Section C: Roman History, AD 14-68

TIME: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer two questions from **either** Section A **or** Section B **or** Section C

Knowledge of the relevant ancient sources should be displayed in **all** answers.

INFORMATION FOR CANDIDATES

Each question is marked out of 50.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

Answer questions from **either** Section A **or** Section B **or** Section C

Section A: Roman History, 81 - 44 BC

- 1 In what ways, and with what success, did Sulla strengthen the position of the Senate? [50]
- 2 How much influence did tribunes have on Roman politics in the period after 70 BC? [50]
- 3 What are the main shortcomings of either Cicero's letters or Cicero's speeches as evidence for political activity in Rome? [50]
- 4 Was Caesar motivated solely by personal ambition? [50]
- 5 Was religion 'manipulated' for political purposes in this period? [50]

Section B: The Age of Augustus 31 BC - AD 14

- 6 Could his contemporaries have doubted that Augustus created a monarchy? [50]
- 7 Did Augustus face any serious opposition after 31 BC? [50]
- 8 How did the ordinary population of the city of Rome benefit from Augustus' rule? [50]
- 9 Is it possible to assess the impact of Augustus' social legislation? [50]
- 10 To what extent did Augustus enjoy a divine status during his lifetime? [50]

Section C: Roman History, AD 14-68

- 11 Does Suetonius pay too much attention to gossip in his Lives of the emperors? (You should discuss the Lives of at least two emperors.) [50]
- 12 To what extent and in what ways did Claudius reform the administration of the Roman empire? [50]
- 13 How important were good relations between emperor and army in this period? [50]
- 13 How consistent were the attitudes of emperors to the imperial cult in the provinces? [50]
- 15 How much influence did the women of the Julio-Claudian family have on the running of the Roman empire? [50]

**Oxford Cambridge and RSA
Examinations**

Advanced GCE

ANCIENT HISTORY

SOURCE-BASED STUDY 2: ROMAN HISTORY

2463

Mark Scheme

Section A: Roman History, 81 - 44 BC

- 1 **In what ways, and with what success, did Sulla strengthen the position of the Senate?** [50]

Answers should include as many as possible of the following points: increasing numbers, formalizing appointment via the quaestorship, restoration of courts to Senatorial control, limiting power of tribunes (AO1). Best assessments of success will look beyond 70s to the end of the period. The existence of powerful individuals and the 'bending' of traditional practices are relevant here, but not necessarily evidence of senatorial weakness (AO2). Both Plutarch and Cicero provide plenty of relevant material here (AO3(a)).

- 2 **How much influence did tribunes have on Roman politics in the period after 70 BC?** [50]

Best answers will give a number of examples (Gabinus, Manilius, Clodius, Antonius), and distinguish between those acting on their own, and lieutenants of others (AO1, AO3(a)). Awareness that some tribunes went on to higher office is also relevant. The role of the concilium plebis is important, and best answers will show knowledge of its organization (tribal structure); discussion of the veto and the particular issue of physical personal intervention as part of tribunes legal role should also be rewarded. Although candidates are likely to say that Tribunes were influential, a case can be made that they were usually the tools of others, and a good argument either way should be well rewarded under AO2.

- 3 **What are the main shortcomings of either Cicero's letters or Cicero's speeches as evidence for political activity in Rome?** [50]

Letters: main points might be Cicero's own lack of understanding of the events around him, and especially of the importance of military areas, and his tendency to play up his own role in Roman politics; letters other than those to Atticus may also have their own agendas. Speeches: they have inevitable political motivation, although better candidates will point out that it is possible to assess and then discount much of the bias. For answers to score above average marks they should include a number of specific examples (AO1, AO3(a)). To score well under AO2, answers should put documents into their correct political context.

- 4 **Was Caesar motivated solely by personal ambition?** [50]

Evidence of other factors in his programme as consul and programme and plans as dictator; and discussion of activities in Gaul are significant. The best answers will show awareness that ambition was an accepted and acceptable part of Roman political culture. Simple narratives of Caesar's career may score well on AO1, if major points are covered, but are unlikely to score well on AO2. Use of evidence, especially Cicero, and possibly Caesar, although detailed knowledge of his work is not expected, should be rewarded (AO3(a)).

5 Was religion ‘manipulated’ for political purposes in this period? [50]

Candidates are likely to consider some or more of the following: the breaking up of political meetings and the preventing elections because of omens; competition for priesthoods; temple-building, for example, on site of Cicero’s house; Caesar and ruler cult (to be rewarded under AO1(a) and AO3(a) as appropriate). Good answers will focus on ‘manipulation’, and consider who took these things seriously (if no-one in the elite, why did people do it at all?) (AO2). Awareness that religion was overseen by senate, and that priesthoods were generally held by leading politicians, are also relevant.

Section B: The Age of Augustus, 31 BC - AD 14

7 Could his contemporaries have doubted that Augustus created a monarchy? [50]

Descriptions of Augustus’ political settlements will not receive marks of above average (AO1, AO2); discussion of Augustus’ constitutional position should be discussed for good marks, along with evidence for the existence or not of monarchy and its trappings. Some knowledge is needed of the sources for this period and the difficulties in using them (AO3); candidates who deploy specific knowledge sources such as Res Gestae and Cassius Dio will receive higher marks.

7 Did Augustus face any serious opposition after 31 BC? [50]

Candidates who discuss the difficulties of the sources on this issue will receive marks of impressive or above for AO3. For good marks on AO1 and AO2, candidates must be aware of the major ‘conspiracies’ against Augustus (particularly 23 BC, Egnatius Rufus and the Julia affair involving Iullus Antonius), and discuss critically the seriousness of them.

8 How did the ordinary population of the city of Rome benefit from Augustus’ rule? [50]

There is a range of areas in which candidates can score marks on this question, discussing issues such as the value of political stability for the ordinary people, the corn supply and other handouts, creation of the Urban Cohorts and vigiles, provision of public entertainment, possibly new buildings (which do bring employment). Candidates who include discussion comparing the advantages with the late Republic are likely to receive impressive or excellent marks on AO1 and AO2, as will those who question the extent to which ordinary people benefited or saw a difference.

9 Is it possible to assess the impact of Augustus’ social legislation? [50]

For good and above marks on AO2 and AO3, candidates must include some discussion of the difficulties of the evidence in assessing this topic, and show some awareness of the types of evidence available, and should not just look at the *Ars Amatoria*. Candidates who discuss legislation aimed at freedmen and women as well as the freeborn should receive marks for AO1 of good or above.

10 To what extent did Augustus enjoy a divine status during his lifetime? [50]

Specific evidence, which may be drawn from literary sources or from inscriptions, needs to be cited and discussed for good marks on AO2 and AO3; for good marks on AO1 and AO3, candidates also need to show awareness of different attitudes towards Augustus' divinity in different geographic areas of the empire, and the best candidates will point to the different requirements placed on different social groups (non-citizens, freedmen etc.).

Section C: Roman History, AD 14-68

11 Does Suetonius pay too much attention to gossip in his Lives of the emperors? (You should discuss the Lives of at least two emperors.) [50]

For good marks in all criteria candidates must use fully two of Suetonius' biographies (full use of one and passing references to another is not sufficient). To score well on AO1(a), candidates will need to show a good grasp of the careers of the relevant emperors. For good marks on AO3, candidates must use specific examples of gossip to illustrate their discussion, and comparison with other sources will score higher marks. The case may be argued in various ways, and the best candidates might point out that the personalities of emperors did have a potentially profound effect on the history of the period (AO2).

12 To what extent and in what ways did Claudius reform the administration of the Roman empire? [50]

This essay requires principally a discussion of the issue of 'centralization' under Claudius, the development of the equestrian order and *cursus honorum* and the increased role of freedmen within the imperial household for state affairs. Candidates who discuss these themes critically will receive good marks and higher for AO1 and AO2. Generalized discussions of the imperial household will not score above average. For AO3(a), candidates who cite specific examples and make use of Tacitus will receive good marks.

13 How important were good relations between emperor and army in this period? [50]

General discussion of this issue without specific examples will not score above average on AO1 or AO2. Candidates who can cite examples from several reigns will score highly, but should not discuss only the relationship between emperor and Praetorian Guard. For marks of good or above, some awareness is necessary of the nature of the Principate and discussion of whether the army was more important than other institutions. There is plenty of evidence in Suetonius and Tacitus to support the argument (AO3(a)).

14 How consistent were the attitudes of emperors to the imperial cult in the provinces? [50]

For good marks on AO1 and AO2, candidates need to consider change over the period or between the reigns of different emperors, and any regional variations, but should not discuss

Italy; candidates who can point to inconsistencies in attitude will score higher marks. The focus should be on the attitudes of emperors, and simple descriptions of the imperial cult are unlikely to score even average marks. Use of specific documents or literary texts will gain marks of good and above (AO3(a)).

15 How much influence did the women of the Julio-Claudian family have on the running of the Roman empire? [50]

Descriptions of imperial women and their influence on emperors will not score above average marks. For good marks and above in AO1 and AO2, candidates must consider the women in the context of the running of the empire. They will also need to point to a range of examples, for example Livia, Agrippina the older and younger, and perhaps Poppaea. Specific examples must be provided for good marks in AO3(a), and for impressive and excellent marks, critical use of the sources is necessary with some discussion of the literary image of imperial women.

Advanced GCE

ANCIENT HISTORY

SOURCE-BASED STUDY 2: ROMAN WORLD

2464

Specimen Paper

Section A: Roman Britain, AD 43-c. 160

Section B: Diocletian and Constantine, AD 284-337

TIME: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B.

Knowledge of the relevant ancient sources should be displayed in all answers.

INFORMATION FOR CANDIDATES

Each question is marked out of 50.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

Answer **two** questions from **either** Section A **or** Section B

Section A: Roman Britain, AD 43-c. 160

- 1 To what extent was Claudius' decision to invade influenced by events in Britain during the reigns of his predecessors? [50]
- 2 Explain the strategy employed by Roman governors in the conquest of lowland Britain from the invasion to the capture of Caratacus. [50]
- 3 What was the function of Roman colonies in Britain in the first century AD? How successful were they in fulfilling their functions? [50]
- 4 'Britain was completely conquered, then allowed to slip from our grasp.' Is Tacitus right in his assessment of Roman policy in Britain under the Flavian emperors? [50]
- 5 Did Hadrian's Wall prove to be an unsatisfactory frontier? [50]

Section B: Diocletian and Constantine, AD 284-337

- 6 What was the role of the emperor, and to what extent did it change during the reigns of Diocletian and Constantine? [50]
- 7 How radical were Diocletian's economic and financial measures? [50]
- 8 What role did the senatorial order have under Diocletian and Constantine? [50]
- 9 'A rigidly static society'. How valid is this view of Late Antiquity? [50]
- 10 What was the effect of Constantine's conversion on the relationship between the Roman state and the Christian Church? [50]



**Oxford Cambridge and RSA
Examinations**

Advanced GCE

ANCIENT HISTORY

SOURCE-BASED STUDY 2: ROMAN WORLD

2464

Mark Scheme

Section A: Roman Britain, AD 43-c. 160

- 1 To what extent was Claudius' decision to invade influenced by events in Britain during the reigns of his predecessors? [50]**

This question requires specific knowledge of pre-Roman Britain, the nature of the kingdoms, relationships between British kings and Rome, and the expansion of the Catuvellauni (AO1). Narrative of events in Britain between the invasions or the reasons for the Claudian invasion are likely to receive below average marks. Awareness of the difficulties of the sources (both literary and archaeology) will receive good and higher marks on AO3.

- 2 Explain the strategy employed by Roman governors in the conquest of lowland Britain from the invasion to the capture of Caratacus. [50]**

Candidates should discuss the strategy of the initial invasion, the targeting of Colchester, and campaigns of various legions up to AD 51, considering the routes taken, significance of the defeat of the Catuvellauni, the use of client kings and establishment of forts and roads (AO1 and AO2). Narratives of the campaigns will receive below average marks.

- 3 What was the function of Roman colonies in Britain in the first century AD? How successful were they in fulfilling their functions? [50]**

Candidates are likely to concentrate on Colchester, but should be rewarded for discussing Gloucester and Lincoln too; knowledge of Roman views on the role of colonies may receive marks of impressive (AO3). For good marks and above on AO1 and AO2, candidates must address both questions.

- 4 'Britain was completely conquered, then allowed to slip from our grasp.' Is Tacitus right in his assessment of Roman policy in Britain under the Flavian emperors? [50]**

Candidates must consider Agricola's predecessors as well as his successors (whoever they were) in order to gain good marks and above (AO1 and AO2); those who attempt an explanation of the quotation will receive higher marks. Some awareness of the problems of evidence, particularly after Agricola, will gain good and higher marks for AO3.

- 5 Did Hadrian's Wall prove to be an unsatisfactory frontier? [50]**

Descriptions of Hadrian's Wall are likely to receive below average marks; good answers and higher need to consider Roman activity on the Wall and further north, making use of specific evidence for occupation of different frontiers (AO3).

Section B: Diocletian and Constantine, AD 284-337

6 What was the role of the emperor, and to what extent did it change during the reigns of Diocletian and Constantine? [50]

Answers should examine the emperor's role in military, judicial and religious matters, as well as changes in the symbolic representation of the imperial office (AO1(a)). They should discuss the issue of how the tetrarchy and the family of Constantine addressed the need for a multiplicity of legitimate military leaders; the relationship between the emperor and praetorian prefects and other officials; and the extent to which emperors had to intervene directly in judicial and religious disputes (AO2). Good essays will address both ancient and modern views about whether the emperor's role reflects a shift towards a more despotic, centralised and interventionist political system (AO3).

7 How radical were Diocletian's economic and financial measures? [50]

Answers should discuss details of Diocletian's new taxation system, interventions in the currency, and Edict on maximum prices (AO1). They will assess what military and social problems he was trying to solve, and why the new taxation system survived while other reforms failed (AO2). Under AO3(a) and AO3(b) essays will address both ancient and modern views about whether Diocletian's policies reflect a shift towards a despotic, centralised 'redistributive' administrative and economic system.

8 What role did the senatorial order have under Diocletian and Constantine? [50]

Answers will discuss the historical role of the senatorial order in providing magistrates for Rome and serving as a focus for elite families throughout the empire (AO1); the better candidates will refer to Constantine's creation of a second senate at Constantinople, and critical discussion of what this indicates about Constantine's attitude to the idea of a senate should be highly rewarded. Consideration will be given to how this influence declined in the period up to Diocletian, and to whether it was restored by Constantine (AO2). Candidates will be aware of the views of fourth-century writers such as the 'Historia Augusta' about the ideal relationship between emperor and Senate (AO3(a)).

9 'A rigidly static society'. How valid is this view of Late Antiquity? [50]

Answers should refer both to examples of social and geographical mobility and to imperial legislation on the colonate, city councils and corporations (AO1). They will discuss the reasons for such legislation, and the extent to which these developments were the culmination of a longer process (AO2). The best candidates will point to factors such as the nature of the economy which are likely in any case to limit mobility. Texts such as the 'Theodosian Code' are relevant for assessing such views as those of A.H.M. Jones and others about the economically and socially static nature of the late Roman world (AO3).

10 What was the effect of Constantine's conversion on the relationship between the Roman state and the Christian Church? [50]

Answers should discuss Constantine's interventions into Church affairs on theological issues, and his financial support for Christian communities (AO1). They should assess the extent to which association with the Roman state made it more difficult for Christians to maintain their distance from the cultural norms of secular society, and the resulting consequences (for example, asceticism, for discussion of which Jerome's 'Letters' are relevant) (AO2). To score well on AO3, answers should refer to the evidence for the wealth of churches, particularly Rome ('Book of Pontiffs'); and both to contemporary polemic and to later views about the loss of the purity and autonomy of earlier Christianity.

Advanced GCE

ANCIENT HISTORY

THEMATIC STUDY 2: GREEK HISTORY

2465

Specimen Paper

Section A: The Culture of Tyranny in the Greek world, c. 600-479 BC

Section B: Sparta in the Greek world, 520-400 BC

Section C: Athenian Democracy, 508-399 BC

TIME: 1 hour 30 minutes

INSTRUCTIONS FOR CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

Candidates are expected throughout the paper to draw together the historical knowledge and skills acquired over the course as a whole, and to demonstrate overall historical understanding. Relevant reference should be made to bodies of material covered in AS papers and other A2 papers.

INFORMATION FOR CANDIDATES

Each question is marked out of 50.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

Answer two questions from **either** Section A **or** Section B **or** Section C.

Section A: The Culture of Tyranny in the Greek World, c. 600-479 BC

Answer **either** Question 1 **or** Question 2.

- 1 How far did the tyrants of this period contribute to the political development of the Greek states? [50]
- 2 Were the tyrants during this period always hated by those who experienced them? [50]

Answer **either** Question 3 **or** Question 4.

Candidates are expected to employ their knowledge and understanding of ancient sources studied in the evaluation of the historical practice of the source named.

- 3 To what extent is Herodotus' account of the tyranny of Peisistratus reliable in your view? [50]
- 4 How fair are Herodotus' criticisms of the tyrants of this period? [50]

Section B: Sparta in the Greek World, 520-400 BC

Answer **either** Question 5 **or** Question 6.

- 5 What weaknesses in the Spartan educational system are revealed by the history of the period? [50]
- 9 ‘Sparta needed her allies more than they needed her.’ To what extent and why is this the case during this period? [50]

Answer **either** Question 7 **or** Question 8.

Candidates are expected to employ their knowledge and understanding of ancient sources studied in other units in the evaluation of the historical practice of the source named.

- 7 Does Herodotus over-emphasize the importance of the kings in the Spartan constitution? [50]
- 9 What does Thucydides’ account of the debate at Sparta about war with Athens (1.79-88) tell us about decision-making in Sparta and in the Peloponnesian League? [50]

Section C: Athenian Democracy, 508-399 BC

Answer **either** Question 9 **or** Question 10.

- 9** How and why did the role of the Council of 500 (Boule) change during the period? [50]
- 10** To what extent, and for what reasons, did the character of political leadership in Athens change over the period? [50]

Answer **either** Question 11 **or** Question 12.

Candidates are expected to employ their knowledge and understanding of ancient sources studied in other units in the evaluation of the historical practice of the source named.

- 11** How far do the remarks about popular participation in Athenian politics made in Pericles' Funeral Speech (Thucydides 2.35-46) hold true for the period as a whole? [50]
- 12** Are the views about political leadership expressed in Aristophanes' Knights fair comment on political leaders at the time? [50]

**Oxford Cambridge and RSA
Examinations**

Advanced GCE

ANCIENT HISTORY

THEMATIC STUDY 2: GREEK HISTORY

2465

Mark Scheme

Section A: The Culture of Tyranny in the Greek World, c. 600-479 BC

1 How far did the tyrants of this period contribute to the political development of the Greek states? [50]

A range of tyrannies is needed for AO1 and there should be good detail of, for example, Peisistratus, Periander, Ionian tyrants. For AO2 and AO3(b), and to satisfy the requirement for synoptic assessment good answers and above ought also to have material on the states which relates to the effect of constitution on development and draw conclusions, for example, democracy in Athens or the principate at Rome. Good answers might deal with the political stability provided by tyrants, maintenance of constitutions etc. in discussions. The more precise the factual content the higher the mark. Reference to more than one source should score highly.

2 Were the tyrants during this period always hated by those who experienced them? [50]

Good answers must be able to interpret the factual material for AO2 and AO3. High marks will need information about the 2nd/3rd generation tyrannies, showing how tyrannies were welcomed initially, by some at least. Differentiation of groups within states ought to be well-rewarded in AO2 and AO3 (especially if related to specific contexts of states, for example, contrast of Ionian and mainland tyrannies. Good or average answers are likely to score well on AO1 and AO3(a) while lacking discussion (AO2, AO3(a)); use of source material especially poetry should be highly rewarded, although evaluation of evidence from outside the period should be included for high marks. To satisfy the requirement for synoptic assessment candidates should reflect more generally on the gap between contemporary and later reputations of regimes.

3 To what extent is Herodotus' account of the tyranny of Peisistratus reliable in your view? [50]

Good knowledge of Herodotus' account and some understanding of how it differs from other material (Constitution of Athens) should characterise good answers and above on AO1 and AO3(a). Evaluation of Herodotus' use of sources and his own objectives, and narrative techniques will characterise the best answers on AO3(a). Average answers are likely to have basic material on the tyranny, without detail on Herodotus, and are likely to generalise about the author's use of oral sources uncritically. To satisfy the requirement for synoptic assessment candidates should reflect upon the factors that affect the presentation of autocratic regimes in ancient sources dealing with other periods.

4 How fair are Herodotus' criticisms of the tyrants of this period? [50]

At least two tyrannies should be used for good marks on AO1(a) and AO3(a). Some understanding of Herodotus' aims and objectives, use of sources and 5th century perspective will characterise very good answers for AO2 and AO3 in general. Limited discussion of his criticisms will characterise average answers which may well describe the tyrannies rather

than discuss the accounts. Good answers should be able to provide some balance of sources on tyrants for the discussion of Herodotus. More specific use gains marks under AO2 and 3(b). To satisfy the requirement for synoptic assessment candidates should compare the sorts of criticisms made of autocratic regimes by ancient sources dealing with other periods.

Section B: Sparta in the Greek World, 520-400 BC

5 What weaknesses in the Spartan educational system are revealed by the history of the period? [50]

Simple description of the Spartan education system will score no more than average on AO1, and less than that on AO2. Answers will use events from the period to indicate Spartan shortcomings, with examples from across the whole period needed to score highly on AO1. For AO2 best answers will relate problems (lack of ambition, unwillingness to support overseas activity etc.) to the ethos of Spartan education. To satisfy the requirement for synoptic assessment candidates should compare the effects of other education systems on other ancient states.

6 ‘Sparta needed her allies more than they needed her.’ To what extent and why is this the case during this period? [50]

Helots are an important issue for Spartan need of allies (AO1, AO2), but so is lack of naval power (in Persian Wars as well as Peloponnesian War). Evidence of allies’ ability to look elsewhere in 460s, and speeches in Th. at outbreak of Peloponnesian War - possibly also in Theban coolness after 404. Lack of support for, for example, Cleomenes, Brasidas, Lysander can be raised as evidence of Spartan inability to cope on its own. To satisfy the requirement for synoptic assessment candidates should reflect on the need for and use of allies by other states in other periods of Greek and Roman history.

7 Does Herodotus over-emphasize the importance of the kings in the Spartan constitution? [50]

Discussion should concentrate on specified passages, with the best answers aware of Herodotus’ tendency to focus on individuals in general (AO3). Candidates may emphasise constitutional points - limited power of kings etc. (AO1, AO2) or may illustrate by examples whether or not kings have influence (AO1, AO2). Answers which do not name individual kings are unlikely to score very highly in AO1. To satisfy the requirement for synoptic assessment candidates should, for example, compare the way in which other ancient sources concentrate attention upon individuals who were institutionally prominent.

8 What does Thucydides’ account of the debate at Sparta about war with Athens (1.79-88) tell us about decision-making in Sparta and in the Peloponnesian League? [50]

Answers should include formal points, such as procedures, limited involvement of allies, who speaks, who votes (AO1, AO3); and also underlying issues such as role of kings, circumstances under which Sparta is prepared to act. Best answers will discuss Thucydides’ method and reliability here (AO2, AO3). To satisfy the requirement for synoptic assessment

candidates should, for example, discuss the presentation of debates in deliberative bodies at other periods in Greek and Roman history.

Section C: Athenian Democracy, 508-399 BC

- 9 How and why did the role of the Council of 500 (Boule) change during the period? [50]**

Description of the Council, both theory and practice, is needed for good marks and above in AO1; source material supporting examples of role score well in AO3 (including inscriptions especially). Discussion of its function in the democracy as a whole will be needed for high marks in AO2. To satisfy the requirement for synoptic assessment candidates should, for example, reflect on continuity and change in the history of other deliberative bodies, for example the Senate at Rome.

- 10 To what extent, and for what reasons, did the character of political leadership in Athens change over the period? [50]**

Answers must focus on leadership, not leaders (although specific use of these will be important for discussions), and the changes in style, and practice across the whole period for AO1 and AO2; good marks will need detail of changes in the democracy and requirements for a successful leader in AO1 and AO3 to inform conclusions on reason. Contrasting the evidence of sources (Thucydides, Aristophanes, Plutarch) should be highly rewarded in AO3. Good answers should refer to these in general at least. To satisfy the requirement for synoptic assessment candidates should make comparisons with changes in political leadership in other states and in other periods of Greek and Roman history.

- 11 How far do the remarks about popular participation in Athenian politics made in Pericles' Funeral Speech (Thucydides 2.35-46) hold true for the period as a whole? [50]**

Generalised description of Assembly attendance/Council membership/jury participation should not score above average marks, although there may be additional detail in use of sources (for example, Wasps) to raise the overall mark. Good discussion should start from Funeral speech comments and include references to use of wealth, status, and specific examples. The more detail the higher the mark. Consideration of who participated mostly should score well in AO2. To satisfy the requirement for synoptic assessment candidates should refer to the gaps between ideal types of constitution and their actual operation in other periods of Greek and Roman history.

- 12 Are the views about political leadership expressed in Aristophanes' Knights fair comment on political leaders at the time? [50]**

Good detail of Knights is needed; accuracy of citation should be a measure of difference between good and excellent. Evaluation of Aristophanes' bias, context of comedy etc. is required for AO2 and AO3. Reference to specific targets and what is known about them should be rewarded in all objectives. To satisfy the requirement for synoptic assessment candidates should, for example, compare/contrast the presentation of political figures in comic/satirical and/or 'serious' literature at other periods.

**Oxford Cambridge and RSA
Examinations**

Advanced GCE

**ANCIENT HISTORY
THEMATIC STUDY 2: ROMAN HISTORY**

2466

Specimen Paper

Section A: The Growth and Government of the Roman Empire, 133-30 BC

Section B: The City of Rome, 33 BC-AD 117

Section C: Emperors and Empire, AD 14-117

TIME: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer two questions from **either** Section A **or** Section B **or** Section C.

Candidates are expected throughout the paper to draw together the historical knowledge and skills acquired over the course as a whole, and to demonstrate overall historical understanding. Relevant reference should be made to bodies of material covered in AS papers and other A2 papers.

INFORMATION FOR CANDIDATES

Each question is marked out of 50.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

Section A: The Growth and Government of the Roman Empire, 133-30 BC

Answer **either** Question 1 **or** Question 2

- 1 To what extent was the expansion of the Roman empire in this period the result of a deliberate policy? [50]
- 2 How consistent was the Roman approach to the administration of the areas they conquered? [50]

Answer **either** Question 3 **or** Question 4

Candidates are expected to employ their knowledge and understanding of ancient sources studied in other units in the evaluation of the historical practice of the source named.

- 3 What do Cicero's letters reveal about the military responsibilities of a provincial governor in this period? [50]
- 4 How far do Cicero's letters from Cilicia provide a typical record of Roman provincial administration in the period? [50]

Section B: The City of Rome 33 BC - AD 117

Answer **either** Question 5 **or** Question 6

- 5 What means are available to assess the size of Rome's population? How useful are they? [50]
- 6 To what extent were emperors able to impose their own ideologies on the architecture of the city of Rome? [50]

Answer **either** Question 7 **or** Question 8.

Candidates are expected to employ their knowledge and understanding of ancient sources studied in the evaluation of the historical practice of the source named.

- 7 Does Juvenal's third Satire accurately reflect the dangers of living in the city of Rome? [50]

- 8 What can we learn from Juvenal's Satires and Martial's Epigrams about the importance of baths and bathing in the city of Rome? [50]

Section C: Emperors and Empire, AD 14-117

Answer **either** Question 9 **or** Question 10

- 9 How valuable is Trajan's Column in studying the Roman army in the period AD 14-117 [50]
- 10 Discuss the role of the Equestrian order in Roman provincial administration in the period AD 14-117. [50]

Answer **either** Question 11 or Question 12

Candidates are expected to employ their knowledge and understanding of ancient sources studied in the evaluation of the historical practice of the source named.

- 11 How far do Pliny's letters to Trajan (Book 10) provide a typical record of Roman provincial administration in the period? [50]
- 12 How valuable are Pliny's letters in studying the economic problems faced by Roman provinces in the period? [50]

**Oxford Cambridge and RSA
Examinations**

Advanced GCE

ANCIENT HISTORY

THEMATIC STUDY 2: ROMAN HISTORY

2466

Mark Scheme

Section A: The Growth and Government of the Roman Empire, 133-30 BC

- 1 To what extent was the expansion of the Roman empire in this period the result of a deliberate policy? [50]**

Answers should examine the whole period to score well on AO1(a). Likelihood is that most answers will suggest lack of policy, and should indicate the variety of immediate motives (including external offers, for example Asia) gradual Romanization (Transalpine Gaul etc.) as well as conquest; Caesar's campaigns are a good example of clearly unintended expansion. The Senate's lack of responsibility for conduct of campaigns is relevant here too. On the other hand, awareness that the Roman system, and competitive ethos, drove the constant need to expand should be rewarded (AO1(a), AO2). To satisfy the requirement for synoptic assessment candidates should compare imperial expansion in other periods (for example, Persian empire, Athenian empire, Romans in Britain).

- 2 How consistent was the Roman approach to the administration of the areas they conquered? [50]**

Good answers should discuss range of types of area: free cities, client kings as well as fixed provinces, and fluidity between these and of provincial boundaries (AO1(a)). Discussion of specific cases, with explanation of why particular means of settlement were chosen, should be rewarded (AO1(a), AO3(a)). Candidates who simply describe one or more type of administration will not score above average on AO2. To satisfy the requirement for synoptic assessment candidates should compare the way in which empires were administered at other periods of Greek and/or Roman history.

- 3 What do Cicero's letters reveal about the military responsibilities of a provincial governor in this period? [50]**

Candidates may suggest that even pacified provinces had military problems - constant possibilities of unrest, banditry etc. as well as (remote) Parthian threat; the governor was on campaign for most of the campaigning season; discussion of details of responsibilities on the basis of the letters is to be well rewarded under AO1(a) and AO3(a). To score well on AO2 candidates should keep the discussion focused on military issues. To satisfy the requirement for synoptic assessment candidates should, for example, compare the problems of using evidence from actor-observers from other periods.

- 4 How far do Cicero's letters from Cilicia provide a typical record of Roman provincial administration in the period? [50]**

To receive above average marks on AO1(a) and AO2, candidates will consider what counts as 'typical' - for example, they may point to the contrast between area of established control and 'frontier zone'. Key areas which may be discussed: judicial, military activities etc., relations with local groups, relations with correspondents (AO1(a)). Contrast between Cicero's practice and that of others is relevant here (AO2, AO3). To satisfy the requirement

for synoptic assessment candidates should, for example, compare the problems of using evidence from actor-observers from other periods (Thucydides, Caesar in Britain).

Section B: The City of Rome 33 BC - AD 117

5 What means are available to assess the size of Rome's population? How useful are they? [50]

Both questions must be addressed for marks of good and above in all criteria, and the positive and negative aspects of different means of assessing population in antiquity discussed. The different methods should be specifically relevant to the city of Rome for marks of good and above on AO3 (for example, censuses, grain supply, aqueducts, numbers of insulae etc.). To satisfy the requirement for synoptic assessment candidates should compare the problems of assessing populations of other places in other periods of Greek and/or Roman history.

6 To what extent were emperors able to impose their own ideologies on the architecture of the city of Rome? [50]

Candidates should not just concentrate on Augustus - other emperors must be considered for good marks and above on AO2. Some knowledge of different emperor's ideologies is needed, illustrated with specific examples (for good marks and above on AO3). To satisfy the requirement for synoptic assessment candidates should compare the extent to which political ideology is expressed in architecture in other periods (for example, in classical Athens, in Roman Britain, or in the Roman empire of Constantine).

7 Does Juvenal's third Satire accurately reflect the dangers of living in the city of Rome? [50]

This essay requires understanding of the nature and reliability of satire as a genre, and critical and specific discussion of Juvenal's portrait of Rome in Satire 3, compared with other evidence, for good marks and higher on AO2 and AO3. To satisfy the requirement for synoptic assessment candidates should compare/contrast the use of comic/satiric and/or serious literature to assess daily life in other periods.

8 What can we learn from Juvenal's Satires and Martial's Epigrams about the importance of baths and bathing in the city of Rome? [50]

The importance of baths for social and political interaction and business must be considered with direct reference to the sources for good marks in AO2 and AO3. For impressive and excellent marks, critical use of the sources is necessary. To satisfy the requirement for synoptic assessment candidates should compare/contrast the use of comic/satiric and/or serious literature to assess daily life in other periods.

Section C: Emperors and Empire, AD 14-117

9 How valuable is Trajan's Column in studying the Roman army in the period AD 14-117? [50]

Descriptions of Trajan's Column will receive marks of average or lower. For good marks, candidates must display a sound knowledge of the column and scenes from it (AO1(a) and AO3(a)), and the problems in interpreting it (AO2). Candidates who discuss its value critically will receive impressive marks in AO2. Awareness of other evidence about the army in this period should also be rewarded (AO3(a)). To satisfy the requirement for synoptic assessment candidates should compare the problems involved in deriving evidence from the visual arts in other periods (such as Athenian pottery and architectural sculpture).

10 Discuss the role of the Equestrian order in Roman provincial administration in the period AD 14-117. [50]

Good answers should consider the role of equestrian procurators as provincial governors, financial officers in imperial provinces, and as imperial agents. Candidates considering equestrians in local administration and as patrons of towns should receive impressive marks in AO1(a) and AO2. Some examples should be cited to gain good marks in AO3(a), but these are unlikely to be particularly numerous. Awareness of the epigraphic nature of much of the evidence should be rewarded. To satisfy the requirement for synoptic assessment candidates should, for example, compare the role of the social elite in other imperial situations.

11 How far do Pliny's letters to Trajan (Book 10) provide a typical record of Roman provincial administration in the period? [50]

Accounts and commentaries on some of Pliny's correspondence are unlikely to receive more than average marks. For good marks and above, essays need to address the issue of whether they are typical, making sound use of the information in the letters (AO3(a)), and discussing critically their value. Discussion of problems of evidence and comparisons with evidence from other province should receive impressive and excellent marks in AO2 and AO3. To satisfy the requirement for synoptic assessment candidates should, for example, compare the difficulty of using evidence from actor-observers in other periods.

12 How valuable are Pliny's letters in studying the economic problems faced by Roman provinces in the period? [50]

Knowledge of specific letters dealing with economic difficulties need to be discussed in this essay for good and above marks in AO2 and AO3(a), and candidates must consider the value of the letters. Candidates will have to discuss the nature of the economic problems, but essays which simply describe the financial difficulties of Bithynian cities are unlikely to score above average marks under AO1(a) and AO2. To satisfy the requirement for synoptic assessment candidates should compare the use of Pliny's Letters with the problems of deriving economic information from other sources in other periods.

**Oxford Cambridge and RSA
Examinations**

Advanced GCE

**ANCIENT HISTORY
THEMATIC STUDY 2: ROMAN WORLD**

2467

Specimen Paper

Section A: The Romanisation of Britain, AD 43-AD 415

Section B: The Christianising of the Roman Empire, AD 284-395

Time: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

Answer **two** questions from **either** Section A **or** Section B .

Candidates are expected throughout the paper to draw together the historical knowledge and skills acquired over the course as a whole, and to demonstrate overall historical understanding. Relevant reference should be made to bodies of material covered in AS papers and other A2 papers.

INFORMATION FOR CANDIDATES

Each question is marked out of 50.

You will be awarded marks for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.

Answer **two** questions from **either** Section A **or** Section B.

Section A: The Romanisation of Britain AD 43 - AD 415

Answer **either** Question 1 **or** Question 2.

- 1 How important was the army in the spread of Roman culture in Britain? [50]
- 2 With reference to at least **two** specific examples, discuss the social and economic functions of villas in Roman Britain. [50]

Answer **either** Question 3 **or** Question 4

Candidates are expected to employ their knowledge and understanding of ancient sources studied in the evaluation of the historical practice of the source named.

- 3 How can inscriptions help us to understand the religions of Roman Britain? [50]
- 4 What can inscriptions tell us about the contribution made by local elites to the government of Roman Britain? [50]

Section B: The Christianising of the Roman Empire, AD 284-395.

Answer **either** Question 5 **or** Question 6

- 5** How radically did the problems facing Christians differ before and after Constantine? **[50]**
- 6** Was the Roman government's attitude to Christianity always simply a matter of politics? **[50]**

Answer **either** Question 7 **or** Question 8

Candidates are expected to employ their knowledge and understanding of ancient sources studied in other units in the evaluation of the historical practice of the source named.

- 7** How objective is Eusebius's account of the persecution of the Christians? **[50]**
- 8** How far do Eusebius's citations of imperial laws support his picture of Constantine as a Christian emperor? **[50]**

**Oxford Cambridge and RSA
Examinations**

Advanced GCE

ANCIENT HISTORY

THEMATIC STUDY 2: ROMAN WORLD

Mark Scheme



2467

Section A: The Romanisation of Britain AD 43 - AD 415

1 How important was the army in the spread of Roman culture in Britain? [50]

Some use of knowledge of archaeological, epigraphic and other evidence should be provided for good marks and above in AO3. Discussion of canabae, veteran settlement, importation of religion etc. should be included under AO1 and AO2. General essays on the spread of Roman culture without specific reference to the army will not score above average. To satisfy the requirement for synoptic assessment candidates should, for example, discuss the factors which influenced the spread of culture in other periods or the influence of armed forces in other periods.

2 With reference to at least two specific examples, discuss the social and economic functions of villas in Roman Britain. [50]

For marks of above average in all criteria, two examples must be discussed in full. Descriptions of the development of villa typology will score below average marks. Good essays will consider both social and economic functions making specific reference to the evidence. Applied awareness of the difficulties in interpreting some of the evidence will score impressive or excellent marks on AO3. To satisfy the requirement for synoptic assessment candidates should compare villas in Britain to elite dwellings and agricultural establishments in other periods of Greek and/or Roman history.

3 How can inscriptions help us to understand the religions of Roman Britain? [50]

Specific reference is needed in this essay to epigraphic material for good and above marks in AO1 and AO3. Vague references to evidence are likely to score below average marks. For good marks in AO2, candidates must evaluate the evidence. To satisfy the requirement for synoptic assessment candidates should compare the value of inscriptions or other texts for an understanding of religion in other periods of Greek or Roman history.

4 What can inscriptions tell us about the contribution made by local elites to the government of Roman Britain? [50]

Again, specific reference, discussion and evaluation of inscriptions is necessary for good marks in all criteria. Candidates should discuss town councils, magistrates, priests of the imperial cult etc. To satisfy the requirement for synoptic assessment candidates should compare the contribution of local elites to government in, for example, Persian empire, Athenian empire, other parts of the Roman empire.

Section B: The Christianising of the Roman Empire, AD 284-395.

5 How radically did the problems facing Christians differ before and after Constantine? [50]

Answers are likely to show factual knowledge of recent persecution and marginalisation of Christians both at local and empire-wide levels, and of imperial interventions in doctrinal

issues (AO1). They should assess the extent to which association with the Roman state made it more difficult for Christians to maintain their distance from the cultural norms of secular society, and the resulting consequences (for example, asceticism) (AO2). General accounts of Constantine's policies towards Christianity will not receive high marks unless they are related to the problems facing Christians. Answers should contain references both to contemporary polemic and to later views about the loss of the purity of earlier Christianity (AO3). To satisfy the requirement for synoptic assessment candidates should discuss the impact of single laws or the acts of single rulers in other situations in Greek and/or Roman history.

6 Was the Roman government's attitude to Christianity always simply a matter of politics? [50]

Good answers will show knowledge of emperors' interventions in Church affairs from the time of Aurelian and Paul of Samosata to Theodosius' recognition of papal authority, and answers which discuss only one or two examples are unlikely to score average marks or higher (AO1(a)). Candidates should refer to the reasons why individual emperors felt threatened by, for example, episcopal schisms and uncertainty about orthodox doctrine, particularly about the Trinity (AO2). They will discuss contemporary and modern views about the effect on the development of Christian doctrine (AO3). To satisfy the requirement for synoptic assessment candidates should raise the issue of the relationship of religion and politics in other periods of Greek and/or Roman history.

7 How objective is Eusebius's account of the persecution of the Christians? [50]

To score above average marks, candidates will need to show substantial knowledge of Eusebius, and of the documents he cites (AO1(a)). They should consider the role of persecution in his thinking about the development of the Church, and the best candidates will consider critically whether the evidence he cites supports his views (AO2). They will show awareness of modern reservations about his use of sources, and the place of the persecutions in the political history of the period (AO3). To satisfy the requirement for synoptic assessment candidates should compare treatments of other religions and/or cultures by other sources at other periods of Greek and/or Roman history.

8 How far do Eusebius's citations of imperial laws support his picture of Constantine as a Christian emperor? [50]

To score average or above marks, candidates will need to identify specific examples in the text of Eusebius (AO1(a)). Generalized discussions of Eusebius' use of documents will not score highly. They should consider how far the evidence supports his picture of Constantine as an ideal emperor consciously trying to create a Christian society (AO2), and should make use of other sources to present alternative interpretations of Constantine's career, policies and motives (AO3(a)). To satisfy the requirement for synoptic assessment candidates should compare the usefulness of the evidence of laws for assessing the nature of those who moved them in other periods of history.