



**General Certificate of Education
June 2010**

Classical Civilisation

CIV3D

**Augustus and the Foundation of the
Principate**

Unit 3D

Final

Mark Scheme

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

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

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INTRODUCTION

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

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

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

DESCRIPTIONS OF LEVELS OF RESPONSE

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

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

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

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

QUALITY OF WRITTEN COMMUNICATION

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

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

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

Level 4	<p>Demonstrates</p> <ul style="list-style-type: none"> • accurate and relevant knowledge covering central aspects of the question • clear understanding of central aspects of the question • ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion • ability generally to use specialist vocabulary when appropriate. 	9-10
Level 3	<p>Demonstrates</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge • some understanding of some aspects of the question • some evidence of analysis and/or evaluation appropriate to the question • some ability to use specialist vocabulary when appropriate. 	6-8
Level 2	<p>Demonstrates either</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • some relevant opinions with inadequate accurate knowledge to support them. 	3-5
Level 1	<p>Demonstrates either</p> <ul style="list-style-type: none"> • some patchy accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • an occasional attempt to make a relevant comment with no accurate knowledge to support it. 	1-2

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

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

LEVELS OF RESPONSE FOR QUESTIONS WORTH 40 MARKS

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

Level 5	<p>Demonstrates</p> <ul style="list-style-type: none"> • well chosen accurate and relevant knowledge covering most of the central aspects of the question • coherent understanding of the links between the central aspects of the question and the values of the classical world • ability to sustain an argument which <ul style="list-style-type: none"> is explicitly comparative has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, fluently links comment to detail, has a clear and logical structure reaches a reasoned conclusion is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate. 	37-40
Level 4	<p>Demonstrates</p> <ul style="list-style-type: none"> • generally adequate accurate and relevant knowledge from different sources which covers many of the central aspects of the question • Sound understanding of many of the central aspects of the question, including the values implicit in the material under discussion • ability to develop an argument which <ul style="list-style-type: none"> makes connections and comparisons has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. 	27-36
Level 3	<p>Demonstrates</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge from different sources • some understanding of some aspects of the question, including some awareness of classical values • some evidence of analysis and/or evaluation appropriate to the question • some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar • some ability to use specialist vocabulary when appropriate. 	17-26

Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	8-16
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-7

Mark Scheme**Unit 3D****Augustus and the Foundation of the Principate****SECTION ONE****Option A****01 From what year does Augustus count his tribunician power?**

23 BC (allow 30 BC)

(1 mark)

02 Elsewhere in *Res Gestae* Augustus notes other titles or positions of power offered to or conferred on him throughout his career. Give four of these.

Four of e.g. perpetual consul [1], dictator [1], pontifex maximus [1], imperator [1], triumvir [1], princeps senatus [1], pater patriae [1] augur [1], quindecimvir sacris faciundis [1] (imperium – power rather than position, but acceptable [1]); supervisor of the corn supply [1], Augustus [1], Romulus [1]

(4 marks)

03 To what extent does the nature of *Res Gestae* limit its usefulness as a historical source?

This is an open discussion, but might consider these points:

- This is an account by Augustus himself, intended as an obituary/memorial
- His own self-presentation is a major theme of any study of his reign and influence
- It has a particular set of readers in Rome in mind, and places emphasis on activities which were of benefit to them and their city
- It is selective about Augustus' military control of his empire,
- and also about his legal and administrative reforms
- Although the date of Augustus' death provides the publication date, there is little reference to events after 2 BC, and much of the text may have been drafted earlier
- plays down opposition

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 How important to our understanding of Augustus' career is his statement that he would not accept any office 'inconsistent with the custom of our ancestors'?

Again, an open question, but answers might take into account e.g.:

- the nature of Augustus' self-presentation as a ruler via existing powers and offices
- the consistent thread of propaganda which presents Augustus as the latest manifestation of ancestral (personal and ethnic) practice and character
- his use of an understanding of the powers he has as a group rather than individually
- his success in handling senate collectively and individually on this basis
- his use of his powers in supporting political careers for the equites and in improving the urban environment of Rome, as earlier magnates had done on a more limited basis, and in providing cultural patronage and thereby gaining support from the urban populace
- his moral legislation, which draws on traditional family and gender structures
- his success in establishing a long lasting political structure
- alternative approaches are possible

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

05 Identify the statue of Augustus illustrated in Photograph A and give its approximate date.

Prima Porta Augustus [1]; after 20 BC [1], marble copy of bronze original [1]

(2 marks)

06 Identify the figure beside the statue's right leg and explain its significance.

Cupid [1] riding a dolphin [1] which relates to the story of Venus' birth from the sea [1] an arrival onshore in a shell drawn by dolphins [1]; a sign of Augustus' family claim [1] of descent from Venus [1].

(3 marks)

07 How effectively do the figures on the breastplate in Photograph B celebrate Augustus?

- Central figures of Parthian handing over legionary standard to Mars Ultor/Roman legions/Tiberius
- Mourning women to centre left and right representing conquered provinces and client states
- Sky and Earth gods top and bottom centre
- Sun and Moon top left and right
- Apollo and Diana bottom left and right

Answers should link this to commemoration of victory over the Parthians in 20 BC, accompanied by a collective imagery of empire and domination supported by divine, and especially cosmic powers.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

08 *How consistent, in your view, is this statue with Augustus' use of sculpture and architecture to celebrate his regime? Refer to Ara Pacis and the Forum of Augustus in your answer*

An open discussion, but points which might be included:

- the statue itself derives in part from the Doryphoros of Polycleitus with all its implications of athletic prowess, and its cultural fame in the Rome of Augustus as a work of Greek art
- strong emphasis on traditional 'heroic' imagery – bare feet, classicised features,
- military dress, oratorical gesture
- complex imagery of breastplate

And fit with:

- gradual formalisation of city spaces with traditional classical buildings including Forum Augusti, and temples, including Mars Ultor
- use of codified imagery and stylistic references elsewhere, including the Ara Pacis frieze with its Parthenon frieze parallels
- persistent reference to and ratification by the past in all of Augustus' presentation of his activities

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

09 *How important was Augustus' building programme to his vision of Rome as an imperial capital? Support your answer with reference to the texts and material evidence you have studied.*

There is no single answer to this; the candidate's angle of discussion will depend on their particular interests, and answers may be weighted in terms of textual or archaeological/art-historical knowledge. Points which might support the answer could include:

- Augustus' own account of his urban developments in the *Res Gestae*, 19-24 with his implied rationale for them: he mentions e.g. the Senate House, temples in various meaningful places, the Capitol, the theatre of Pompey, but also restoration of the aqueduct system and the Via Flaminia
- Suetonius' account especially chapters 28-31; with an awareness of Suetonius' probable view of their purpose – he makes a good deal of Augustus' consciousness of the tatty state of the Rome he inherited, and of his use of Republican tradition to validate his own position
- knowledge of the prescribed monuments, and an awareness of their fit with the urban scheme
- awareness of Augustus' attention to the city infrastructure and its underpinning administration – see Suetonius chapter 30.
- a vision of the nature of a capital city

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

- 10** *'Despite its faults, Suetonius' biography of Augustus provides more insights into his character and ambitions than the autobiographical Res Gestae.'* How far do you agree?

Refer to both sources in your answer.

Again, there is no single right answer, but a good one might take into account

- the degree of coincidence, or not, with the *Res Gestae*
- the probable aims of Suetonius' biographies – at least to counterbalance the Emperors' own self-assessments
- the emphases of both texts – *Res Gestae* at least ostensibly a self-generated account of specific achievements of a reign; Suetonius' account trying to stand away from them and look at a bigger picture in which they are embedded
- the effect of consideration of other kinds of evidence
- the kinds of evidence Suetonius used, e.g. oral information, and arrangement of that evidence

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

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

Either

Option A

	AO1	AO2	TOTAL
01	1		1
02	4		4
03	3	7	10
04	10	10	20
TOTAL	18	17	35

Or

Option B

	AO1	AO2	TOTAL
05	2		2
06	3		3
07	3	7	10
08	10	10	20
TOTAL	16	19	35

SECTION TWO

Either

Option C

	AO1	AO2	TOTAL
09	18	22	40
TOTAL	18	22	40

Or

Option D

	AO1	AO2	TOTAL
10	18	22	40
TOTAL	18	22	40

OVERALL

	AO1	AO2	TOTAL
TOTAL	36	39	75
%	48%	52%	100%