



**General Certificate of Education  
June 2012**

**Classical Civilisation 2021**

**Augustus and the Foundation of the  
Principate**

**A2 Unit 3D**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' 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 students' 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 students' 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 student 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 students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students 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 student's ability

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

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

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

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

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

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 40 MARKS

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

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

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

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

**Section 1**

**Option A**

**01 Give the date of the Ara Pacis Augustae.**

13-9 BC [1]

(1 mark)

**02 What does the scene in the photograph show? Make four points.**

Three of: Mother Earth [1], fertility [1], Peace [1] and prosperity [1]; Italia / Italy [1] mother and children [1], animals with young [1] rich plant life [1] water [1]

(4 marks)

**03 How important a contribution does this scene make to the overall message of the Ara Pacis Augustae?**

This relief goes with three others showing Aeneas sacrificing, Romulus and Remus, and Roma in armour; together they represent foundation myths, military success and therefore peace, and continuation of the ancient city and its life and customs. The continuous frieze refers to the role of Augustus as a formal religious leader and the centre of a large and successful family with ongoing life and children, and a quasi-divine background, validated by its connection with the foundation myths of the city, its peacemaking role, and its part in formal religious practice. The interior of the structure represents an ancient form of sacrificial structure to contain the altar proper and so supports validation by the past.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**04 How far does the Ara Pacis Augustae fit with the main themes of the Res Gestae Divi Augusti?**

Cue for discussion of links between the Ara Pacis: and the *Res Gestae*: key repeated themes should include,

- divine ancestry
- peace
- wealth
- validation by past history and myth / tradition
- traditional power structures
- religious revival (in a formal sense)
- propriety, both legal and behavioural
- prosperity
- Augustus' provision of the circumstances which will make these possible.

Credit too for differences in emphasis e.g. positions held, honours received, expenditure etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)



### **Option B**

#### **05 How had Augustus secured his power between 31 and 28 BC? Make five points.**

Five from:

- peace, recognised by the closing of Temple of Janus and triumph (29 BC) [1]
- his claim to have freed Rome from oriental despotism [1]
- large donations to urban plebians and veterans [1]
- gladiatorial shows
- building programme
- support and demobilisation of armies
- consulship every year 31-27
- possibly kept powers of triumvir
- census of Senate 28 BC
- remission of Italian towns' freewill offerings
- *imperium* by virtue of his consular powers.

(5 marks)

#### **06 How significant were the rewards which Augustus mentions in lines 4-6?**

Arguably the first to hold the title of Augustus – gives him a link with sacred sites and traditional ceremonies described in the same way: a version of his self-validation by tradition and descent from the Divine Julius.

The bay leaves are a sign of victory, and the civic crown (wreath of oak leaves) was traditionally awarded for conspicuous bravery, especially in saving the life of a fellow-citizen. The golden shield was dedicated near to the altar of victory, and celebrated Augustus' *virtus*, clemency, *pietas*.

The reader is expected to see that these notable signs of recognition underwrite Augustus' worthiness of the exceptional authority which he continued to enjoy.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

#### **07 Taking into account the period from 28 to 19 BC, how misleading do you consider Augustus' claim to have 'transferred the republic from my power to the dominion of the senate and people of Rome' (lines 2-3)?**

This might include discussion of:

- renunciation of all powers and provinces for the disposal of the Roman senate and people in 27
- receipt of aggregated provinces including Cilicia, Cyprus, Gaul and Spain together with retention of Egypt for 10 years, on the grounds of potential revolt / invasion; undertaking to restore them when safe
- preponderance of army in these areas
- governed it as consul (or proconsul if he ceased to be consul)
- other provinces to be governed by magistrates responsible to Senate (precedent in Pompey – consul while governing Spain via legates in 52).
- other outstanding leaders had been called *Principes*
- gave up consulship in 23; ended unrepublican perpetuity and allowed pairs of qualified nobles to become consuls and then be available for administrative jobs
- Augustus was granted *Maius imperium* in return – could override other proconsuls, and did not lose power when entering the *pomerium*
- tribunician power with *ius primae relationis* for civil authority in Rome (traditional

- relationship with protection from tyranny)
- possible grant of consular *imperium* in 19.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section 2

### Option C

- 08** *'In his attempts to improve life in the city of Rome, Augustus' main concern was with stability.'*

***How far do you think this view is supported by Augustus' policies for Rome and its citizens? Support your answer with reference to Suetonius' Augustus, the Res Gestae Divi Augusti and the visual evidence you have studied.***

Answers should demonstrate familiarity with:

Augustus' programmes of local administration in his Roman arrondissements and his policies for the enhancement and improvement of civic amenities including:

the water supply  
sewage disposal  
maintenance of the river fronts  
fire service  
policing  
entertainment etc.

even when delegated to, or dedicated in the name of, other members of his family and circle.

They should also show some knowledge of the overall intentions of the building programme, with its prodigy buildings, religious overtones, insistence on the enhancement of tradition, and religious and personal propriety, and thus the enhancement of the city's formal structures, 82 temples etc. and its status as a capital city.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

**Option D**

- 09** ***‘The Forum of Augustus was the strongest expression of Augustus’ power and achievements.’***  
***To what extent do you agree? Support your answer with reference to the Res Gestae Divi Augusti and other visual evidence you have studied.***

This will require a detailed knowledge of the content and iconography of this particular monument:

- the temple of Mars Ultor and its triad
- the statuary in the exedrae of the colonnades (mythical and actual ancestry, great men of the past etc.),
- Augustus’ chariot, the form of the enclosure
- its (deliberate) links with the Forum Julii
- and the temple of Venus Genetrix
- the architecture of the temple of Mars Ultor and its significance as a building to both Augustus and the Roman citizen

and some sense of Augustus’ use of visual propaganda as underwritten by the *Res Gestae* and other monuments.

Apply Levels of Response at beginning of Mark Scheme.

*(40 marks)*

**Assessment Objectives Grid****Unit 3D Augustus and the Foundation of the Principate****Section 1****Either  
Option A**

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

**Or  
Option B**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>05</b>	5		5
<b>06</b>	4	6	10
<b>07</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Section 2****Either  
Option C**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>08</b>	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**Or  
Option D**

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

**OVERALL**

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

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