

# A-LEVEL

# CLASSICAL CIVILISATION

CIV1F The Life and Times of Cicero

Mark scheme

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2020  
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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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.

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**LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS**

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

**LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS**

<b>Level 5</b>	Demonstrates <ul style="list-style-type: none"> <li>• well chosen accurate and relevant knowledge covering most of the central aspects of the question</li> <li>• coherent understanding of the central aspects of the question</li> <li>• ability to sustain an argument which             <ul style="list-style-type: none"> <li>has an almost wholly analytical and/or evaluative focus,</li> <li>responds to the precise terms of the question,</li> <li>effectively links comment to detail,</li> <li>has a clear structure</li> <li>reaches a reasoned conclusion</li> <li>is clear and coherent, using appropriate, accurate language and</li> <li>makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>19-20</b>
<b>Level 4</b>	Demonstrates <ul style="list-style-type: none"> <li>• generally adequate accurate and relevant knowledge covering many of the central aspects of the question</li> <li>• understanding of many of the central aspects of the question</li> <li>• ability to develop an argument which             <ul style="list-style-type: none"> <li>has a generally analytical and/or evaluative focus,</li> <li>is broadly appropriate to the question,</li> <li>mainly supports comment with detail and</li> <li>has a discernible structure</li> <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 30 MARKS**

<b>Level 5</b>	<p>Demonstrates</p> <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,</li> <li>responds to the precise terms of the question,</li> <li>effectively links comment to detail,</li> <li>has a clear structure</li> <li>reaches a reasoned conclusion</li> <li>is clear and coherent, using appropriate, accurate language and</li> <li>makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>27-30</b>
<b>Level 4</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• generally adequate accurate and relevant knowledge covering many of the central aspects of the question</li> <li>• understanding of many of the central aspects of the question</li> <li>• ability to develop an argument which <ul style="list-style-type: none"> <li>has a generally analytical and/or evaluative focus,</li> <li>is broadly appropriate to the question,</li> <li>mainly supports comment with detail</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>20-26</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 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>13-19</b>
<b>Level 2</b>	<p>Demonstrates</p> <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> writes with sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>7-12</b>
<b>Level 1</b>	<p>Demonstrates</p> <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>1-6</b>

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## **Unit 1F The Life and Times of Cicero**

### **Section 1**

#### **Option A**

**01 Where was Cicero in exile?**

Greece / Macedonia / Thessalonica / Dyrrhachium [1]

*(1 mark)*

**02 Who put forward the bill to exile Cicero?**

Clodius [1]

*(1 mark)*

**03 For what action was Cicero exiled?**

executing citizens without trial / (Catilinarian) conspirators / or disproving Clodius' alibi at (Bona Dea) trial [1]

*(1 mark)*

**04 For how long was Cicero in exile?**

allow any period between 12 and 18 months [1]

*(1 mark)*

**05 What happened to Cicero's house on the Palatine while he was in exile?**

demolished / replaced with shrine to Liberty / columns sold [1]

*(1 mark)*



**06 How significant a part did tribunes play in Roman politics in the period you have studied? Give the reasons for your views, including specific examples.**

Judgements may be supported by discussion of range (but **not** necessarily all) of **e.g.**

- officials, elected by people in people's assembly, with power to prevent any action by state that was perceived to be against plebeian interests, and so had ability to obstruct legislation and thwart wishes of senate; tribunes presided over People's assembly, which had power to pass laws; *populares* senators used tribunes to pass measures through people's assembly without securing support of senate etc.
- tribune's growing importance reflected in Sulla's attempt to emasculate tribunate (could propose to people only legislation sanctioned by senate, restricted in right of veto, barred from future political office) and subsequent removal of these restrictions – ban on holding future political office removed by consul 75 BC, restrictions on legislative powers and on right of veto imposed by Sulla removed by consuls Pompey and Crassus 70 BC – importance of these measures referred to by Cicero in *Against Verres 1* etc.
- 67 BC tribune Gabinius secured Pompey's command against pirates contrary to wishes of senate; 66 BC tribune Manilius proposed Pompey's command against Mithridates, supported by Caesar and Cicero etc.
- 59 BC Vatinius proposed bills granting Caesar Cisalpine Gaul and Illyricum and ratifying Pompey's eastern *acta*; prominent in opposition to Bibulus etc.
- 55 BC Trebonius proposed Pompey's and Crassus' 5-year commands in Spain and Syria etc.
- 50 BC bill of 10 tribunes legitimising Caesar's demand to stand for consulship *in absentia*; Caesar's use of Antony as tribune etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

07 'Between 62 and 50 BC, both Pompey and Caesar needed Cicero's support as much as he needed their support.'

To what extent do you agree with this statement? Give the reasons for your views.

You might include discussion of:

- Cicero's ambitions after his consulship, and his letter to Pompey in Asia Minor
- the reasons for the formation of the first triumvirate and Cicero's relationship to it
- Cicero's recall from exile
- the reasons for the conference at Luca
- the consequences of this conference for Caesar, Pompey and Cicero
- Cicero's reaction to being sent to Cilicia.

Judgements may be supported by discussion of range (but **not** necessarily all) of e.g.

- wanted to continue *concordia ordinum*, cooperation between senate and *equites* manifest during Catilinarian crisis, to preserve republic in which he would have leading role advising Pompey whom he needed for his military successes and popularity and whom he wished to steer away from seeking unchecked personal power; Pompey's cool response to Cicero's handling of Catiline's conspiracy etc.
- for Pompey and Caesar, Cicero's support desirable but not essential; Cicero's attempts to appease *optimates* (perhaps from fear of retribution after execution of citizens without trial) rather than support Pompey's legitimate requests contributed to formation of triumvirate, which represented everything Cicero wanted to avoid (individuals wielding power for their benefit unchecked by senate) and which vigorously but unsuccessfully opposed etc.
- support of Caesar as *pontifex maximus* for Clodius' plebeian adoption enabled latter to embark on highly populist tribunate and to seek revenge for Cicero's disproving of his alibi at Bona Dea trial; Cicero rejected Caesar's offers by which he would have been protected; if Cicero would not support Caesar, more advantageous to latter that source of opposition be removed, as Cato had been dispatched to Cyprus; Pompey refused to see Cicero etc.
- Pompey, feeling own position threatened by machinations of Crassus and Clodius, certainly instrumental in having Cicero recalled; Cicero saw opportunity to detach Pompey from other triumvirs and gain his support by proposing he take charge of corn supply; in *pro Sestio* went further by proposing discussion of Caesar's Campanian Land Law should be reopened, thus alienating both and precipitating conference at Luca; Cicero forced to recant in letter to Pompey, to support Caesar's extended governorship of Gaul in *de Provinciis Consularibus*, defend triumvirs' friends / Cicero's enemies Vatinius and Gabinius and acquiesce in Pompey's governorship of Spain *in absentia* put forward in tribune Trebonius' bill, which he regarded as unrepublican – all advantageous to Pompey and Caesar, but essential for Cicero's survival etc.
- during later 50s BC Cicero effectively sidelined from politics, demonstrating his need for support from more powerful individuals or factions; as tension rose between Pompey and Caesar after deaths of Julia and Crassus and Pompey's power increased with sole consulship, Cicero merely spectator and, lacking any intervention from Pompey, compelled by his legislation to take up governorship of Cilicia against his will so that unable to play any part as Rome slid towards civil war; financially and militarily successful as governor with support, not from Pompey or Caesar, but Quintus etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

**Option B**

**08 What was Cicero's connection with Arpinum?**

birthplace / hometown [1]

(1 mark)

**09 Who was Quintus?**

brother [1]

(1 mark)

**10 What relation was Pomponia to Atticus?**

sister [1]

(1 mark)

**11 Explain why Cicero was sent to Cilicia. Make two points.**

**TWO** of e.g. as governor [1] because law of Pompey [1] imposed (5-year) gap between magistracy / praetorship / consulship and provincial command [1] to reduce corruption [1] (?) to frustrate Caesar [1] and so shortage of governors [1] that necessitated ex-consuls who had not taken up governorship putting themselves forward for / being allotted provincial commands [1] Cicero had not taken provincial command after his consulship [1] but had transferred province to colleague (Antonius Hybrida) [1] to ensure his cooperation [1] etc.

(2 marks)

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**12 Judging from your reading of Cicero's letters, how strong do you think Cicero's friendship with Atticus was? Give the reasons for your views.**

Judgements may be supported by discussion of range (but **not** necessarily all) of **e.g.**

- lifelong friends since childhood, subsequently linked by Quintus' marriage to Pomponia; shared basically similar republican principles but Atticus' quietist Epicureanism in contrast to Cicero's active engagement in politics, ambition and risk-taking etc.
- Cicero wrote to Atticus regularly to seek advice, often in informal style / tone, expressing personal feelings on day-to-day politics and principles, but did not always take Atticus' advice, e.g. had initially rejected advice to cooperate with triumvirs because of desire to impress *optimates* and for sake of *concordia ordinum* etc.
- Cicero also discussed family matters with Atticus e.g. Tullia etc.
- as well as looking after Tullia when mistreated by Dolabella, Atticus took care of Cicero's houses, advised on his writing, published his work, fitted out Cicero's libraries and carried on other business for him e.g. guaranteeing validity of Cicero's title to property he was selling and settling debt of 800,000 sesterces to Oppius etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**13 ‘Cicero’s relationship with women was based on their usefulness to him rather than on affection.’**

**To what extent do you agree with this statement? Give the reasons for your views.**

**You might include discussion of:**

- **Terentia**
- **Publilia**
- **Tullia.**

Judgements may be supported by discussion of range (but **not** necessarily all) of **e.g.**

- Terentia: useful to Cicero because of her good name and wealth, which enabled him to enter senate; had 2 children by her; letter from exile shows some mutual affection in that Terentia tried to offer Cicero consolation that exile due to fate rather than folly and Cicero praises her strength / bravery, expresses sadness at suffering he has caused her; tries to boost her morale and praises her loyalty, useful in achieving Cicero’s return to Rome; criticises her selling block of flats – her wealth useful to Cicero since wishes to use it for son’s education, and indication of friction caused by financial matters and her independence; relationship gradually became colder and eventually ended in divorce, but had lasted c.25 years – Cicero accused her of ruining him for own profit but ? also Terentia wanted Cicero to be more accommodating towards Caesar etc.
- Publilia: Cicero married her aged 17 for her much needed wealth immediately after Terentia’s divorce; soon sent back to her parents after Cicero inherited large legacy on grounds that she was unsympathetic at Tullia’s death etc.
- Tullia: used her in various attempts to secure advantageous political alliances (as customary in Rome); betrothed her to C Piso Frugi when 9/10 to make link with noble family; describes her as ‘our darling daughter’ in letter from exile; after Tullia widowed aged 20/21 during his exile, went to meet him at Brundisium on his return; then married to another potential political ally Furius Crassipes 56 BC and (after divorce as Crassipes still alive), as arranged by Terentia while Cicero in Cilicia, to Dolabella, supporter of Caesar – very unhappy marriage: Tullia had to leave Dolabella’s house while pregnant; Cicero showed only limited sensitivity to this as preoccupied with outbreak of Civil War; departure for Greece delayed as much by hesitation over questions of principle and inclement weather as by Tullia’s confinement; in letter to Atticus praises her goodness / sweet character / affection and expresses distaste at her miserable marriage, made worse by Dolabella’s political behaviour; dithered over Tullia’s divorce; when Tullia died 45 BC Cicero guilt- / grief-stricken, proposed building of shrine, though project later abandoned, took refuge in philosophy; subsequently enrolled on Dolabella’s staff etc.

Apply Levels of Response at beginning of Mark Scheme.

*(20 marks)*

## Section 2

### Option C

14 'In his career between 80 and 63 BC, Cicero was never afraid to take huge risks.'

To what extent do you agree with this statement? Give the reasons for your views.

You might include discussion of:

- the reasons why Cicero acted as he did
- the trial of Roscius
- the actions he took to gain public office
- the trial of Verres
- his attitudes towards Pompey's commands against the pirates and against Mithridates
- his opposition to Rullus and defence of Rabirius
- Catiline's conspiracy.

Judgements may be supported by discussion of range (but **not** necessarily all) of e.g.

- Roscius: first in Sulla's court and Cicero's first criminal case, before starting on *cursus honorum* / entering senate; charge of parricide; case weak but initiated by Chrysogonus, Sulla's powerful freedman; Cicero did not produce hard evidence but arguments based on probability and *cui bono?*; lambasted Chrysogonus' lavish lifestyle and profiteering from proscriptions; tactfully persuaded jury that Sulla could not know everything about his freedman; risk paid off – able to extend *clientele* by taking on more cases; though Plutarch says Cicero had to leave Rome for fear of Sulla's revenge, Cicero claims purpose was to develop oratorical stamina etc.
- successfully gained quaestorship *suo anno*, role which he performed without taking any risks, although on return realised risk to reputation if absent from Rome etc.
- Verres: obligation to Sicilian *clientes* but huge risk because of Verres' powerful friends, especially Metelli and advocate Hortensius; increased risk by effectively putting senatorial jury on trial alongside Verres; however, clear that tendency of senatorial juries to acquit blatantly guilty fellows because of bribery increasingly seen as scandalous and Cicero aligning himself with consul Pompey whose promise to stop corruption of extortion courts had received roar of popular approval; cleverly reduced risks by changing normal court procedure and flattering president of court and jurors for their integrity while leaving no doubt about Verres' guilt by totally damning his entire career and machinations to derail Cicero and postpone trial; again risk paid off – gained reputation as defender of fair senatorial government and opponent of dishonest administration (not sustained in defence of Fonteius), and as Rome's leading lawyer increased *clientela* and wealth etc.
- although in Verres trial had broadly aligned himself with Pompey's progressive reforms, did not speak out in support of *lex Gabinia* giving Pompey unprecedented military powers against pirates against wishes of senate, from whom needed support in election to praetorship, though supported deposition of tribune opposing it; as praetor forcefully spoke in favour of *lex Manilia* at Assembly although it gave further Pompey further unprecedented powers, because Pompey's rapid success against pirates had weakened senatorial opposition, Caesar supporting Pompey and Cicero need support of *equites* and perhaps Pompey's *clientela* for consular election, but reduced risk of alienating senate by praising Lucullus' achievements etc.

- after praetorship, declined governorship abroad despite wealth this could bring for election campaign for consulship and concentrated on extending *clientela* through personal contacts; *In Toga Candida* besmirched reputations of rival Catiline and Hybrida (not without some substance), and successfully presented himself as safe pair of hands etc.
- unclear how risky *in Rullum* was because unclear what the proposer's and Cicero's motivations were – argued against allocating land and establishing colonies in Italy and provinces by means of normal commission of ten on grounds that against Pompey's interests etc.
- equally unclear how risky his defence of Rabirius on appeal was since use of archaic charge of *perduellio* was inappropriate for allegation that elderly Rabirius had merely been part of group that murdered tribune Saturninus while SCU in force 37 years earlier rather than actual murderer and appeal interrupted by archaic expedient of lowering flag on Janiculum etc.
- Catiline: appealing to interests of poor / discontented against interests of senate / *equites* by proposing cancellation of all debt, though difficult to assess seriousness of threat because knowledge mainly from Cicero's hostile speeches (and Sallust); Cicero ? took risk in precipitating crisis by preventing Catiline's election to consulship for 62 BC by appearing at polls with bodyguard and wearing breastplate under toga; acting on intelligence that Catiline planning risings throughout Italy, Cicero got SCU passed despite difficulties in persuading senate of danger; posted troops throughout Italy; after further intelligence, avoided assassination and denounced Catiline to face in senate; forced Catiline to flee Rome; persuaded senate to vote Catiline and Manlius public enemies; addressed people in forum (2<sup>nd</sup> *Catilinarian*) identifying conspiracy with 6 hated groups (rich, debtors, Sulla's veterans, feral underclass, criminals, Catiline's cronies); because of lack of incriminating written evidence, persuaded Allobroges to trick conspirators into signing treasonable documents; arrested 5 ringleaders in Rome; consulted senate what to do with them; with senate favouring death penalty after Cato's speech, despite Caesar's opposition, immediately had ringleaders executed despite dubious legality (whether SCU trumped fundamental citizen rights / merely referred to situation when passed or also to what developed / covered acts committed or also those intended + relevant reference to Rabirius trial + provided unforeseen pretext for Cicero's subsequent exile); let colleague Antonius Hybrida assume military command against Catiline himself, whose forces soon defeated by subordinate; etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)



## Option D

- 15 'From the beginning of the Civil War until his death, Cicero seriously misjudged the actions and ambitions of other leading Romans.'

To what extent do you agree with this statement? Give the reasons for your views.

You might include discussion of:

- Cicero's opinion of Pompey's strategy and of the attitude of Pompey's supporters in the Civil War
- Cicero's letter to Caesar at the start of the Civil War
- his subsequent dealings with Caesar
- Cicero's opinions about Brutus and the other conspirators
- his views on Antony and on Octavian
- his letter to Plancus.

Judgements may be supported by discussion of range (but **not** necessarily all) of **e.g.**

- Pompey: much distressed by Pompey's failure to mobilise troops in Italy and loss of Picenum and highly critical of his abandoning Rome for Brundisium and Greece, where Pompey believed he could rally more support, because enabled Caesar to gain control of *aerarium* and later to move against Pompey's supporters in Spain; despite Pompey's urgent and flattering letter and his obligations to Pompey, Cicero hesitated to join him, setting out concerns of principle in letter to Atticus and fearing his intentions even if possibly less autocratic than Caesar's; once in Greece, Cicero detested bellicose intentions of republicans and after defeat at Pharsalus, from which absent, refused offer of command from Cato, returning instead to Brundisium to await Caesar's pardon, perhaps correctly judging outcome of war and Caesar's *clementia* etc.
- Caesar: 19 March letter to Caesar urged reconciliation and protection for himself as mediator, flattering Caesar by claiming (presumably contrary to his real opinion) he thought Caesar aiming at peace, and war caused by infringements of his rights – this might be seen as misjudged as Caesar responded 16 April with threats to convince him to stay neutral despite some flattery and appeals to their friendship; at Brundisium had to wait agonising 11 months for Caesar to arrive and pardon him; after Thapsus outspokenly eulogised Cato despite their vitriolic arguments before and after Pharsalus, but only in Sept 46 BC returned to active politics with *Pro Marcello* praising Caesar's clemency and urging him to restore *res publica* in line with Caesar's own programme of reform, but his autocracy evident when for 45 Caesar had himself elected sole consul in addition to 10-year dictatorship and while in Spain left Lepidus in charge with unelected Oppius and Balbus etc.
- Brutus: in letter to Atticus Aug 45 BC critical of Brutus for approval of Caesar and inability to act with same heroism as ancestor; initially jubilant after Caesar's assassination ('our heroes') and visited conspirators soon after on Capitol, but quickly demoralised when 'free government' not restored and criticised sparing of Antony (though consul) and Brutus' speech to people; failed to galvanise conspirators into taking control of senate, so Antony able to take control of events as Cicero feared, though Cicero managed to secure contradictory compromise that conspirators would not be prosecuted and Caesar's *acta* would not be repealed; nevertheless fear of reprisals caused Cicero to leave Rome and even to enrol on Dolabella's staff, thus missing opportunities to influence events in Rome etc.



- Antony: disobeyed Antony's request to attend senate 1 Sept, but 2<sup>nd</sup> Sept delivered 1<sup>st</sup> *Philippic* praising and criticising Antony; did not attend 19 Sept when Antony in retaliation delivered comprehensively damning attack on Cicero; by October from country circulated defamatory 2<sup>nd</sup> *Philippic* so vituperative that reconciliation impossible; 20 December 3<sup>rd</sup> *Philippic* rallied senate, and subsequently 4<sup>th</sup> *Philippic* rallied people – successfully persuaded both of legitimacy of Decimus Brutus and Octavian fighting against consul Antony (act normally regarded as treason); Jan 43 opposed peace negotiations with Antony in 5<sup>th</sup> *Philippic* to senate and 6<sup>th</sup> *Philippic* to people etc.
- Octavian: despite Octavian's youth and illegal raising of private army using Caesar's name, Cicero proposed he be made senator and given propraetorian power to support consuls against Antony, wrongly believing that once he had been used to obliterate Antony he could just be dropped; Antony defeated at Mutina but survived; consular army victorious but both consuls dead so that Octavian in command of both; though senate tried to discard Octavian by awarding Decimus Brutus triumph and command against Antony declared enemy 26 April 43 and by giving command of eastern provinces to Brutus and Cassius adoptive father's murderers, Octavian refused to surrender legions / cooperate with Decimus Brutus and demanded consulship; snubbed by Cicero and senate, marched on Rome, seized consulship with cousin Quintus Pedius as colleague, revoked decree outlawing Antony, legalised his adoption, condemned Caesar's assassins *in absentia* and Nov 43 BC formed 2<sup>nd</sup> Triumvirate – Cicero's persuasion of senate in 5<sup>th</sup> *Philippic* that Octavian trustworthy a disastrous error of judgement etc.
- Plancus: Cicero attempted to rally support for republican cause, but failed to win him over etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

**Assessment Objectives Grid****Unit 1F The Life and Times of Cicero****Section 1****Either  
Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	1	-	1
<b>02</b>	1	-	1
<b>03</b>	1	-	1
<b>04</b>	1	-	1
<b>05</b>	1	-	1
<b>06</b>	5	5	10
<b>07</b>	8	12	20
<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>

**Or  
Option B**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>08</b>	1	-	1
<b>09</b>	1	-	1
<b>10</b>	1	-	1
<b>11</b>	2	-	2
<b>12</b>	5	5	10
<b>13</b>	8	12	20
<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>

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

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>14</b>	12	18	30
<b>TOTAL</b>	<b>12</b>	<b>18</b>	<b>30</b>

**Or  
Option D**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>15</b>	12	18	30
<b>TOTAL</b>	<b>12</b>	<b>18</b>	<b>30</b>

**OVERALL**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>TOTAL</b>	<b>30</b>	<b>35</b>	<b>65</b>
<b>%</b>	<b>46%</b>	<b>54%</b>	<b>100%</b>