

A-LEVEL

CLASSICAL CIVILISATION

CIV3D Augustus and the Foundation of the Principate
Mark scheme

2020
June 2014

Version/Stage: Final V1.0

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

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

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. 	8-10
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. 	5-7
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. 	3-4
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 <ul style="list-style-type: none"> 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 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.

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|----------------|--|--------------|
| Level 5 | <p>Demonstrates</p> <ul style="list-style-type: none"> • 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 <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 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 |

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	<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. 	8-16
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. 	1-7

Unit 3D Augustus and the Foundation of the Principate

Section 1

Option A

01 Which part of the Ara Pacis Augustae does the photograph show, and what was the approximate date of the structure?

Interior [1] of outer wall [1] 13-9 BC [1].

(2 marks)

02 Identify three features of the decorative scheme shown in the photograph.

Three of: paterae [1], garlands [1], ribbons / sacred bands [1] bulls' skulls [1], fencing dado [1], acanthus / palmette frieze [1] Corinthian pilaster [1].

(3 marks)

03 To what extent was the decorative scheme of the whole Ara Pacis Augustae appropriate to its function?

The function might be expressed as essentially to assert continuity of religious and social values and ritual practice, and official status. Points which might appear:

- the decorative features of the interior derive from a (romantic) sense of traditional sanctuary structures and their equipment and accumulated votives, etc.
- sacrificial bull-skulls
- libation dishes for a traditional ritual practice
- wreaths / garlands as traditional offerings
- altars in a grove of trees, often with a sacred enclosure defined by a fence
- Corinthian columns often a feature of the interior of a Greek temple (validation by the past)
- acanthus frieze also an assertion of traditional official architecture

and the exterior, with its panels and friezes:

- adopts a style which derives from famous predecessors like the Parthenon frieze
- foregrounds Augustus, his family
- and the representatives of the major components of his power structure and ideological approach
- uses a traditional and respected style
- and an equally validated building form
- makes use of key elements of Roman mythology in the exterior frieze.
- monumental more than functional: link to *Pax Augusta*

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 How far did Augustus foster both traditional and new religious cults?

Supporting points might include:

- became Pontifex Maximus in 12 BC
- enhanced the status of major priestly colleges by being a member
- increased privileges of Vestal Virgins
- restored old temples
- built new ones
- celebrated *Ludi Saeculares* (17 BC)
- appointed *Flamen Dialis*
- linked the worship of *Lares Compitales* to that of *Genius* of Augustus
- cult of *Roma et Augustus*
- iconography of structures such as the *Ara Pacis* and the *Forum Augusti* linked to ancient practice.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

**05 What actions did Augustus take to revise the composition of the Senate?
Make five points.**

Five of e.g. took on the powers of censor [1] reduced numbers [1] from 1000 to 800 [1] in 29 BC [1] and again to 600 [1] in 18 BC [1]; tried to introduce cross nomination [1] and co-opting procedure [1] in 29 BC [1] or 18 BC [1]; on the other occasion using exclusion [1] or persuasion [1]; expelled 'Orcus Men' [1]; financial qualification established [1].

(5 marks)

06 How effectively did Augustus improve the efficiency of the Senate?

Points might include:

- established a quorum
- increased fines for absence
- created a Council of Senate
- membership of the Order to depend on military service and good character
- as well as financial qualification
- membership granted to men not of senatorial birth
- established a senatorial career
- needed permission to leave Rome
- random speaker selection

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

07 In the other reforms Augustus made to the government of Rome, how far do you think that he showed respect for the past, and how far was he innovative?

Discussion might include:

- Augustus' use of 'existing' constitutional arrangements and precedents
- religion
- equestrian careers
- officials responsible for public buildings, water supply, flood prevention, corn supply, major roads, etc.
- *vigiles*
- *cohortes urbanae* and *praefectus urbi*
- provincial administration
- taxation.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

08 'Augustus demonstrated more skill as a politician than as a military leader in the period between 43 and 31 BC.'

How far, in your view, is this a fair assessment? Refer to both *Res Gestae Divi Augusti* and Suetonius' *Augustus* in your answer.

Open discussion; points which might be used include:

- execution of Caesar's will: funeral games and deification of Caesar
- his use of the name of Caesar to attract a faction
- the part played by Cicero: battles of Forum Gallorum and Mutina 43 BC
- the march on Rome
- the second Triumvirate 43 BC
- proscriptions
- Phillippi
- the defeat of Lucius Antonius in 41 BC
- Antony and Octavian reconciled at Brundisium 40 BC
- treaty of Misenum placates Pompey 39 BC
- the defeat of Pompey by Octavian and Agrippa at Naulochus 36 BC; disgrace of Lepidus
- Octavian in Illyricum 35-33 BC
- propaganda contrasting Antony's orientalism with Augustus' defence of the west
- marriage to Livia 37 BC
- Actium 31
- the part played by / his use of Agrippa.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

09 How far did Augustus' changes to provincial administration benefit both Romans and provincials? Refer to both *Res Gestae Divi Augusti* and Suetonius' *Augustus* in your answer.

Discussion might use:

- two groups of provinces: a) ruled by senate and governed by proconsuls, b) ruled by emperor and governed by senatorial *legati Augusti pro praetore* or by equestrian *procuratores*
- *legati* and *procuratores* might hold office for more than one year, depended on Augustus' favour, and so generally efficient group of professional administrators
- endemic corruption of Republican period now more easily detected and remedied
- carried out censuses in provinces to determine wealth and provide fair basis for taxation
- in imperial provinces direct taxes collected by equestrian *procurator*, indirect taxes still collected by *publicani*, but supervised closely
- *publicani* still collected taxes in some senatorial provinces but also more supervision
- road improvement
- provincial Councils to promote imperial cult as a unifying factor
- also a check on provincial governor
- encouragement of city life wherever possible
- settlement of veterans
- Roman control often based on support of self-governing communities
- personal tours of inspection
- peace
- consistent frontier policy, so prosperity and security.

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**

	AO1	AO2	TOTAL
01	2		2
02	3		3
03	4	6	10
04	8	12	20
TOTAL	17	18	35

**Or
Option B**

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

Section 2**Either
Option C**

	AO1	AO2	TOTAL
08	16	24	40
TOTAL	16	24	40

**Or
Option D**

	AO1	AO2	TOTAL
09	16	24	40
TOTAL	16	24	40

OVERALL

	AO1	AO2	TOTAL
TOTAL	33	42	75
%	44%	56%	100%