

A-LEVEL

Classical Civilisation

CIV3D Augustus and the Foundation of the Principate
Mark scheme

2020
June 2015

V1 Final Mark Scheme

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	Demonstrates <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	Demonstrates <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	Demonstrates either <ul style="list-style-type: none">• a range of accurate and relevant knowledge or <ul style="list-style-type: none">• some relevant opinions with inadequate accurate knowledge to support them.	3-4
Level 1	Demonstrates either <ul style="list-style-type: none">• some patchy accurate and relevant knowledge or <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	Demonstrates <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	Demonstrates <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	Demonstrates <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	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. 	5-8
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. 	1-4

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.

- | | | |
|----------------|--|--------------|
| 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	Demonstrates <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

Unit 3D Augustus and the Foundation of the Principate

Section 1

Option A

01 Identify the feature of the Forum of Augustus shown in the photograph and give the date when the Forum was dedicated.

Frieze (of upper portico) [1], dedicated 2 BC [1].

[2 marks]

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

Caryatids [1] or, shield [1], head of Jupiter Ammon [1], cornice [1]. Credit for relevant description rather than technical terms for these, and any sensible observations on symmetry, mirror images, male / female combination etc rather than some of the specifics above.

[3 marks]

03 How important to Augustus was his restoration and building of temples?

Students might discuss eg

- Augustus' statement in the passage about the number of temples he restored
- his degree of attention to their physical state
- the comment about the private sites of the Forum and the temple of Mars the Avenger

And the heritage and public *pietas* angle:

- Caryatids derived from the Erechtheion in Athens
- Athens as a cultural reference
- parallels between the Erechtheion as an ancestral cult site and the Forum as an assertion of Augustus' ancestry
- shield as a sign of approval / honour for a citizen who defends country / other citizens
- Jupiter as the Father of the gods: in this manifestation a reminder of the conquest of Egypt.

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

04 To what extent did the Forum of Augustus and the Temple of Mars the Avenger present a positive image of Augustus?

Supporting points might include:

What we know of the temple sculpture suggests that it showed Caesar, Mars and Venus (together with Rome and Fortune), making the following links, among others

- deification of Caesar and Augustus
- Mars and Augustus' military prowess
- their presentation as commanders
- Augustus' divine descent from Venus
- visual references to Alexander perhaps less positive.

The Forum included statues of:

- Augustus as *pater patriae*
- Aeneas
- Romulus and Remus
- Kings of Alba Longa
- Julian ancestors
- Roman military and political leaders.

The deliberate cross-reference to Athens and its core cult-site links with the messages of the Forum to assert Augustus' ancestral rights, and with his sense of his place in Graeco-Roman myth-history.

Answers should use some of this to reflect on Augustus' thematic emphases on ancestry, peace, prosperity and fertility as an outcome of military success, and cultural descent from Greek antecedents.

Apply Levels of Response at beginning of Mark Scheme.

[20 marks]

Option B

05 Give the year in which Augustus began the distributions he mentions in Passage A (line 2).

18 BC.

[1 mark]

06 From whom did Augustus receive his ‘patrimony’ (Passage A, line 3) and from what two other sources did he gain his private wealth?

Inheritance from Caesar [1], legacies from friends and prominent Romans [1]; loot [1]; Egypt / Ptolemies [1]; proscriptions [1].

[3 marks]

07 Agrippa married Augustus’ daughter Julia in 21 BC. What was the significance of this marriage?

One of:

Further marked Agrippa (already held joint consulships in 28 and 27 BC) as Augustus’ deputy [1]; attempt to secure succession [1].

[1 mark]

08 How effective, in your view, were Augustus’ methods of ensuring the supply and distribution of corn in Rome?

Discussion might include:

- Context: increase in Roman population, used to receiving free corn; uncertainty of harvest; need to import, but doing it by sea hazardous especially in winter; piracy a factor. Defeat of Sextus Pompey in 36 BC helped; Augustus had irrigation ditches in Egypt improved to enhance yield.
- Crisis of 23 BC: Augustus relieved famine by providing a year’s corn at his own expense (RG 5.2); instituted *praefecti frumenti dandi* (2 then 4 ex-praetors) to be responsible to the Senate for distribution, but not permanent arrangements for procurement at this stage.
- By 12 BC Agrippa had built granaries.
- By 2 BC Augustus had modified the entitled dole numbers from 250,000 to 200,000
- Famine of 6 AD: Augustus doubled corn dole from 5.5 *modii* (enough for a single man but not a family – uncertain whether permanent or a one-off). List of recipients established ward by ward; unsuccessful attempt to change distribution from monthly to quarterly; AD 7 set up two ex-consuls to control procurement, replaced before his death by equestrian *praefectus annonae*, directly responsible to him.
- Intention easier to assess than effectiveness. No extraordinary distribution after AD 6, so perhaps successful, but later emperors had corn crises. Agricultural and trading conditions of time may have made total success impossible.

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

09 How far do you agree with Suetonius that Augustus was more concerned to improve the welfare of the citizens of Rome than to increase his own popularity?

Discussion might include:

- Water supply: Agrippa cleared sewers, built Aqua Julia as aedile in 33 BC; added Aqua Virgo in 19 BC; on death in 12 BC left staff of 240 slaves to Augustus to form a permanent workforce. Augustus placed them under three *curatores aquarum*; in 5/4 BC Aug. repaired aqueduct channels, doubled Aqua Marcia supply, added Aqua Alsietina. Total increase about 75% in Augustus' reign – links to increased size and population of Rome.
- Flooding: Tiber channel defined and cleared by consuls of 8BC; *curatores riparum* probably not established until 15 AD.
- Fire: 21 BC public slaves under control of aediles; AD 6, 7 cohorts of 1000 *vigiles* each, each responsible for 2 of the 14 city regions under equestrian *praefectus vigilum*.
- Policing: by 7 BC three *cohortes urbanae* (1,000 each) under senatorial *praefectus urbi*.
- Building: great attention in RG to new buildings and restorations for which he and his family, etc. were responsible (brick to marble): employment for large workforce; 2 ex-praetors or ex-consuls responsible as curators *operum publicorum*.
- Building programme provided employment, but was that the main purpose? Suetonius (Aug 37) suggests that the creation of posts such as *curatores operum publicorum* as to give more men experience of governmental duties, but no reason to assume that this was the main or sole motive. Agrippa had been consul in 37: demotion to aedile in 33 may be an indicator of the seriousness with which Aug. treated public well-being. A strength that he could invent policies which combined social utility with effective propaganda; good order in the city had the same advantages for his regime as peace abroad.

Apply Levels of Response at beginning of Mark Scheme.

[20 marks]

Section 2

Option C

- 10 **‘Augustus felt no temptation to increase the boundaries of the empire or enhance his military glory.’ (Suetonius, ‘Augustus’, 21).**

How accurate is this comment on the policies which Augustus actually pursued? Support your answer by reference to the ‘Res Gestae’ and Suetonius’ ‘Augustus’.

Open discussion; points which might be used include:

- military and diplomatic achievements stressed in ‘Res Gestae’
- actions against pirates and establishment of permanent fleets at Misenum and Ravenna to keep the Mediterranean peaceful for trade
- overall objective generally believed to be to provide empire with more easily defensible frontiers – views of poets, eg Horace probably hyperbole
- additions to empire: Egypt, much of Balkans, Austria, Switzerland
- consolidation of empire: Galatia, pacification of Alpine tribes, Spain
- intention to take over Bohemia and Germany west of Elbe before AD 6-9
- expeditions to Arabia and Ethiopia in search of wealth
- recapture of standards taken by Parthians at Carrhae
- client kingdoms, eg Armenia
- credit for Octavian’s campaigns to avenge Caesar’s murder and defeat Antony and Cleopatra at Actium if used with caution.

Apply Levels of Response at beginning of Mark Scheme.

[40 marks]

Option D

- 11 How far do you agree that Augustus deserves a reputation as a great emperor? Support your answer by reference to the ‘Res Gestae’, Suetonius’ ‘Augustus’ and the visual sources you have studied.**

There is no single right answer. Students should try to select evidence which allows for a balanced discussion; they might include:

In favour eg

- bringing peace, order, stability after a long period of civil war
- skill in managing Senate as a body and in giving honourable roles to individuals
- skill in creating a political career for equestrians
- generosity, donations, spectacles securing support from urban populace
- simple private life, aligned with traditional Republican morality
- propaganda skill, building programme, support of major poets
- skill in choice of able supports (Agrippa, Tiberius, Maecenas)
- establishment of long-lasting political order.

Against eg

- power-hunger, readiness to step outside constitution (eg 1st consulship in 43 BC)
- cruelty during triumviral period (eg proscriptions, Perusine War (Suetonius 13, 27))
- personal morality not always in line with his pronouncements
- treatment of family (Julia, Agrippa Postumus)
- long reign (45 years from Actium); as Tacitus says, when he died few Romans knew of any other system than the Principate
- historical tradition largely favourable, but Suetonius’ remarks on Augustus’ cruelty shows that other views were preserved.

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	1	-	1
06	3	-	3
07	1	-	1
08	4	6	10
09	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%