



version 1.1

General Certificate of Education

Classical Civilisation 2020

CIV3A Mycenaean Civilisation

Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses [the new numbering system](#)

INTRODUCTION

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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• the 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
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LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

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- 1-7**

Mark Scheme
CIV3A Mycenaean Civilisation

SECTION ONE

Option A

0	1
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 Mask of Agamemnon [1] c. 1500 BC [1] *(2 marks)*

0	2
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 Gold [1] hammered/repoussé [1] death mask covering face of élite corpse [1] *(3 marks)*

0	3
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 Discussion may include: description of grave shafts marked by tombstones, surrounded by wall; inhumation burial with sacrificial ceremony of richly equipped dead, implying afterlife like this one only more so, faces of laid-out corpses covered by gold masks; gold ornaments on clothing, jewellery; weapons and vessels of metal, stone and clay; women as richly equipped as men. High-status built tombs which could be re-used for family members. A good response should notice that we can report practice in terms of status indicators and the level of material wealth involved, but much less about the belief system from which they derive.

Apply Levels of Response at beginning of Mark Scheme. *(10 marks)*

0	4
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 Discussion may include: importance as indicators of wealth gold objects, foreign contacts (objects of Minoan origin, the presence of e.g. amber, attempt at embalming), technical expertise as indicated by level of competence in metalwork stone carving etc.), importance of ruling élite, reasons for enclosure within defences, trade etc. Some overlap with (b) permissible if not too repetitive.

Apply Levels of Response at beginning of Mark Scheme. *(20 marks)*

Option B

0	5
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 Tiryns [1]; 14th-13th centuries BC [1] *(2 marks)*

0	6
---	---

 Three of e.g. central megaron [1] with controlled approach [1] portico [1] outer courtyard[1]; outbuildings paralleled elsewhere [1] containment within fortification [1] *(3 marks)*

0	7
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 Discussion should build on the above, but emphasize the site of the place as a defensive structure, strategically placed on a prominent and defensible rock to protect roads and surrounding country, with a protected water supply. Obvious parallels with Mycenae; fewer with Pylos, which has the palace but less of the defence.

Apply Levels of Response at beginning of Mark Scheme. *(10 marks)*

0 8

Discussion may include: layout as centre of administrative and military organisation (Mycenae and Tiryns), with storage as manufacturing and exchange centre; megaron system suggests importance of monarch/leader (Mycenae, Tiryns and Pylos) and of his protection. Records in archive suggest central control of army and defence, agriculture and economy (all three palace sites). Buildings themselves give clues about priorities of Mycenaean life and technology; emphasis on defence suggests a need for it; Mycenae similarly organised as essentially a military and economic centre; Pylos less so – not defended in the same way and more emphasis on trade, specialised skills and storage etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

Discussion may include: lists rather than complete picture of Mycenaean society; bureaucracy of a specialised kind for specialised purposes; concerned with palace centres, and so tends to make us think in terms of palaces as centres of government and warehouses, to exclusion of thoughts about realities of government, the military, or the Mycenaean in the street or on the farm; gaps are as significant as what we do know. See also MS for 2(c) for further thoughts about the framework. A recognition of what we do not know as much about, including agricultural practice, manufacture, and extra-palatial life, would be important.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

Foreign objects in burials as grave goods, more diffuse evidence of contact or influence, Mycenaean objects (especially pottery) or other evidence of Mycenaean presence abroad. Shipping; Linear B stock lists. Items made from foreign materials (e.g. amber at Mycenae, gold anywhere). Evaluation should include the effects of importing luxury goods and raw materials – imitation then adaptation and local production (valuables, vessels, even decorative patterns on pots) and of the debt owed by the Mycenaean to e.g. Crete and less directly to Egypt. Higher standard of living, bureaucratic organisation, ?writing?, supported by some specific examples.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)



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Classical Civilisation 2020

CIV3B The Persian Wars

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Mark Scheme**CIV3****A study of an aspect of Classical Civilisation 1****Option B****The Persian Wars****SECTION ONE****Option A**

0 | 1

FIVE of: Part of an account of the dual [1] Spartan kingship [1] which outlines royal prerogatives [1] in terms of ritual [1], leadership [1] law [1], custom [1] and privilege [1] and compares them with Persian practice [1] (5 marks)

0 | 2

The Spartan account fits into the account of Darius' enquiries into the probable reactions of the Greek states to his declaration of hostilities – are they going to surrender or resist? The account goes into considerable detail about individual reactions, and provides an interpretative explanation on the basis of state character and governance. The Spartan state parallels the Persian one in being a monarchy (and Herodotus provides the mythological account of its origins which links it to Persia and possibly Egypt, also monarchies, but it is distinctive in being bipartite. One view of Herodotus' purpose might be that he is providing a set of criteria for looking at the Spartans as a state, which for all these reasons, could be pivotal: they might Medize, they might resist against all odds (as in fact they will do at Thermopylae), and their actions are crucial to the outcome for Greece. And they are not like Athens.

Apply Levels of Response at beginning of Mark Scheme. (10 marks)

0 | 3

Cue for discussion of the build-up in the narrative to a climax in the battle: Darius' encroachment on Greek states, Lade, Miletus, spotlight on Miltiades, setbacks, invasive diplomacy, accounts of the collective personalities of the Greek states and turf-wars, resurgence of Miltiades, Pheidippides, Hippias, and Marathon itself, with narrowing in on Athenian (and Plataean) victory etc. Answers are likely to think about narrative tactical parallels in the later books, which do rather similar things at greater length: Xerxes' political situation, pre-invasion activity, Thermopylae, Themistocles, inter-state rivalry, emergence of Athens as both victim and leading state, detailed account of battle.

Apply Levels of Response at beginning of Mark Scheme. (20 marks)

Option B

0 | 4

To the Chorus [1] after their entry and before the arrival of the Messenger [1]. (2 marks)

0 | 5

THREE of: The two women represent Persia and Greece potentially yoked as a team/empire[1]; the Persian accepts Xerxes' rule [1] the Greek, rebelling against the constraints of the harness/resisting the Persian invasion[1], causes Xerxes' downfall [1] and the destruction of Darius' achievement [1]. (3 marks)

0 6

First aria by major character – a purple passage designed to set up audience reaction to a view of Persian culture, while providing a view of what is un-Greek about it; it prepares the way both for the relationship between Xerxes and both parents, and for his eventual appearance towards the end.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

0 7

Arguments may vary, but are likely to focus on the function of the speech as a central set piece in a drama which lacks a complex plot, and is very dependent on description and on the operatic commentary function of the choruses. This and the Messenger speech in particular provide the big colourful bricks around which the Choruses act as the cement.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

Discussion of both texts will probably focus on how far they support the idea that without Athens and her function as a cohesive factor and provider of necessary human and other resources, the Greeks would have been unable to muster enough moral and physical superiority to defeat the Persians. That said, Aeschylus' focus on the Athenians' distinctive collective personality is one thing, but there is also a tendency to avoid the suggestion that there are any other Greeks at all. Hdt. has more space and a different genre to play with, and so does tell the reader about the other states involved, and assigns credit where credit is due – Thermopylae etc. Intended audience probably an important factor, and Aeschylus a participant writing for participants where Hdt. has other aims.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

Here discussion might start from thoughts about narrative and its most effective forms. This should promote discussion of the play as an essentially plotless drama, in which the emotional effects are achieved by descriptive report, dialogue, choral odes etc., rather than by manipulation of characters against one another or by confrontation or argument.

Candidates will probably want to find the connective thread, though they will find it difficult to argue for a gradual build to a climax. They should be able to think about the other strategies *The Persians* employs as an extended lament for a quite different end. Herodotus should provide a good contrast as a sort of prose epic, involving narrative, speech, cliffhangers, and the build of tension towards Salamis - would his narrative work as a play?

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Mark Scheme
CIV3C Greek Tragedy

SECTION ONE

Option A

0	1
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 Burying Polynices' body[1], against Creon's specific edict [1] (2 marks)

0	2
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THREE of: In burying the body, she has done her duty [1] as a female family member [1] recognising a traditional [1] and socially expected [1] religious role [1] (3 marks)

0	3
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 Prompt for short discussion of Creon's treatment of Antigone straightforwardly as one who has disobeyed his edict, without any sign of a more nuanced consideration of her view of her position and the obligations she has as female member of the family. His initial threat to include Ismene in the punishment and the polarisation of family and state which results from his behaviour may come into the answer, and so may a view of Creon's decision to utter the edict in the first place.

Apply Levels of Response at beginning of Mark Scheme. (10 marks)

0	4
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 An opportunity to display a grasp of the complexity of the family theme and of the place of the female rôle within it. This lament is inserted into a format which in itself reflects wedding and funeral ceremonies, both instantly recognisable to an Athenian audience; the passage itself laments Antigone's incapacity to perform the maternal and marital functions expected of her precisely because she has engaged in another traditional female duty. This speech crystallises the polarised forces between which Antigone is torn; the demands of family piety and the female duty to a family member, and the issue of obedience to the state. She has been portrayed earlier as dedicated, self-sacrificial, and uncompromising in her view of what she needs to do; capable of profound psychological cruelty to Ismene when she gets in the way, and of tough and explicit opposition to Creon. Here we see the other side of this – the traditional role she is turning down, along with life itself.

Apply Levels of Response at beginning of Mark Scheme. (20 marks)

Option B

0	5
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FIVE of e.g. The nurse has begun the play by explaining the background to Medea's presence in Corinth with Jason [1], and tells us that he has now married Creon's daughter [1]. Medea has gone into mourning, but is showing signs of planning revenge via their children [1]. The children's tutor, entering with the children, adds to the situation by announcing that Creon is contemplating sending Medea and her children out of the territory [1]. The nurse sends them off, and Medea is heard raising a vengeful lament offstage, to which the Nurse responds. The chorus of Women of Corinth enter [1] and comment sympathetically [1], and Medea appears [1], launching into this speech [1]. (5 marks)

0	6
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Her major points touch first on pride, reputation, immigrant status and behaviour, fit with a new community; then she moves on to generic married female status, and specifically subjection to the husband's power, and the problems of divorce. Men can, as she says, walk out of the house when fed up; women are traditionally isolated in the home. Childbearing is every bit as dangerous and burdened with commitment as military service. She then solicits the Women, who are at least in their own homeland with friends, to support her by maintaining silence about her plans in taking revenge for her husband's desertion; compromising the integrity of the marriage bed deserves punishment. Answers will not pick up all these points, but the nature and extent of the revenge of Medea, and the issue of making the punishment fit the crime, together with her foreignness and the circumstances of her exile from her own home are likely to frame the response.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

0	7
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Cue for extended discussion: Medea's history as a frustrated and power-hungry woman is picked up here. There is an interesting and contrasting parallel with Phaedra in Hippolytus, whom we first meet in an equally dejected state (for other reasons) from which, in dialogue with the Nurse, emerges a psychological insight. This speech establishes Medea's self-justification for her later actions, on which she enlarges in the exchanges with Creon and Jason which follow. The major issues are the reputational and political/domestic consequences of her abandonment by Jason, the loss of power, and her refusal to be deflected by maternal feeling from the revenge she needs to take. She has to secure her future by making a deal with yet another man, Aegeus. The rhetoric of this speech to the Women is very much echoed by her other speeches, and its militant feminism is the essential framework of the portrayal, together with the capacity for deviousness, and the sense of the rightness of her position.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO**Option C**

A way of inducing discussion, using the set texts, of issues of content and dramaturgy in the particular context of 5th century tragedy. What are the advantages or disadvantages of using the mythical frame of reference to discuss issues of contemporary relevance, especially as most of the stories used are set away from Athens? How does likely audience knowledge of the outcome of the plot contribute to the dramatic effect? Why not construct fictional characters and plot, as we would, to explore the issues involved?

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

Cue for a discussion of the contribution of reporters of offstage events to the forward movement of the plot or of the intellectual content of the play, or both. *Oedipus* clearly does advance with each new individual contribution to the store of knowledge about the sequence of events which led to Oedipus' position; the *Antigone's* characters, by expressing and arguing their views, each add to the complexity of the debate about individual values versus those of the state. *Hippolytus* and *Medea* have elements of both plot and argument management via serial introduction of their characters, though the dialogue scenes in the latter are playing as important a structural role. Fairly close knowledge of all four plays will be required, but there should be plenty of material to feed the answer.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)



version 1.1

General Certificate of Education

Classical Civilisation 2020

CIV3D Augustus and the Foundation of Principate

Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses the [new numbering system](#)

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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 Advanced course and in the time available in the examination.

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	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• the 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 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	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 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 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 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 | <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 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** Demonstrates
- **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
- **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
CIV3D Augustus and the Foundation of Principate

SECTION A

Option A

- 0 1 Actium (1 mark)
- 0 2 31 BC (1 mark)
- 0 3 **Three from:** the name/title Augustus; (wreath of) bay leaves (on door posts); *corona civica*; *clipeus virtutum* (3 marks)
- 0 4 Discussion might include the following:
- A first-hand account by Augustus himself, presenting what he would wish known, but outright lies on matters of fact would be noticed and so self-defeating;
 - However, Augustus' propaganda itself forms part of what happened and so is worth knowing if we are to understand the period;
 - Especially since it reveals sensitive points which required careful handling (e.g. moral renewal – cf Ara Pacis, poets; omission of references to *imperium*, mention of *auctoritas*)
 - Omissions: Brutus & Cassius, Antony, Sextus Pompeius not mentioned by name; no reference to Augustus' continuing control of almost all legions and the provinces in which they were positioned; does not cover all his legislation or administrative reforms.
 - Despite the fact that our text comes from provincial cities, *RG* was written for an audience in Rome (Augustus' expenditure, largesse, spectacles)
 - May have been drafted in 20s BC, few references to events after 2 BC, only made public on death of Augustus.
- Apply Levels of Response at beginning of Mark Scheme. (10 marks)
- 0 5 This is an open question and candidates are not obliged to reach one particular conclusion but should consider evidence both in favour of Augustus' claim and against it. Discussion might include the following:
- Augustus claims that he had surrendered his power as triumvir at the end of 33 BC; until 28, although he had colleagues as consul, he retained sole use of lictors/fasces; 'complete control of affairs' may refer to the oath of loyalty sworn by all Italy in 32 BC or to his victory over Antony and Cleopatra in 31. All these irregular powers had come to an end by 27.
 - In 27 BC, elections were restored (and laws against bribery suggest they were genuine)
 - (Dio confirms that) Augustus offered to surrender his powers.
 - Augustus makes no point in *RG* of (Dio's) further point that his offer was greeted with dismay by the senators and that he was begged to take back some of the powers he had just given up. (Was it all a put-up job?) (Syme describes the settlement of 27 as 'a painless and superficial transformation').
 - Augustus received a huge province (Syria, Cilicia, Cyprus, Gaul, Spain, Egypt), containing most of the legions. (He gave Cyprus and Gallia Narbonensis back to the senate in 22 BC, and took over Illyria in 11 BC.)
 - He continued to hold the consulship each year to 23 BC, controlling his province through legates.

- Much depends on what Augustus and his contemporaries meant by 'republic' / *res publica*. It could have a quite general meaning ('public affairs', 'the common good'). Augustus could claim that the machinery of republican offices was now working again, that his repeated consulships had republican precedent (Marius – 107, 104-100 BC), that Pompey had governed Spain through legates without leaving Rome, that Rome had never had a written constitution, that the republic had undergone frequent changes (struggle between Orders, Sulla).

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

0 6

Three from: inheritance from Caesar; legacies from friends and prominent Romans; booty; Egypt/Ptolemies; proscriptions

(3 marks)

0 7

One of: Agrippa marked out as Augustus' deputy; for succession

(1 marks)

0 8

Tiberius

(1 marks)

0 9

Discussion might include the following:

- Context: Increase in population of Rome, used to receiving free corn; uncertainty of harvest; need to import but sailing hazardous, esp. in winter; piracy - all made for a potentially dangerous situation. Defeat of Sextus Pompeius (36 BC) eased situation, and Augustus had the irrigation ditches in Egypt cleaned, to improve yield.
- The crisis of 23 BC: Augustus relieved famine by providing year's free corn at his own expense - 'within a few days I delivered the whole city from apprehension' (RG 5.2); instituted *praefecti frumenti dandi* (2, later 4, ex-praetors) to be responsible to senate for distribution, but made no permanent arrangements for procurement at this stage.
- By 12 BC Agrippa had built granaries.
- By 2 BC Augustus had reduced number qualified to receive the corn dole from 250,000 to 200,000.
- In connexion with famine of AD 6, Augustus doubled the corn dole (normally 5½ modii per month, sufficient for a single man, insufficient for a family - was this increase permanent or a one-off?); established lists of recipients ward by ward; attempted to change distribution from monthly to quarterly system, unsuccessful; AD 7 set up two ex-consuls to control procurement, replacing them at some time before his death by equestrian *praefectus annonae* responsible directly to Augustus (the first, Turranius, had previously been prefect of Egypt and may therefore have brought expertise)
- Easier to assess intention than effectiveness. Absence of any extraordinary distribution after AD 6 suggests system worked, but subsequent emperors faced corn crises. Nature of agriculture and conditions of trade in ancient world might suggest that complete success was impossible.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

1 0

Discussion might include the following:

- Water supply: Agrippa cleared out sewers, built Aqua Julia as aedile in 33 BC; added Aqua Virgo in 19 BC; on death (12 BC) left staff of 240 slaves to Augustus to form basis of permanent work force. Augustus placed them under three *curatores aquarum* (the senior, an ex-consul); in 5/4 BC Augustus repaired aqueduct channels, doubled supply to Aqua Marcia, added Aqua Alsietina. Total increase in supply during reign of Augustus, about 75% - to take account of increased size and population of Rome.
- Flooding: Channel of Tiber defined and cleared by consuls of 8 BC; *curatores riparum Tiberis* probably not established until AD 15.
- Fire: 21 BC, public slaves under control of aediles; AD 6, force of seven cohorts (1000 each) of *vigiles* set up, each responsible for two of the 14 city regions, under equestrian *praefectus vigilum*.
- City organization: 14 regions under magistrates chosen by lot; divided between 265 wards / *vici*, each under 4 *vicomagistri* (usually freedmen).
- Police: by 7 BC three *cohortes urbanae* (1000 each) under senatorial *praefectus urbi*.
- Building: Augustus gives great attention in *RG* to the new buildings and restorations for which he, his family and supporters were responsible (brick to marble, Suet *Aug* 28); this programme would have provided employment for large work force; 2 ex-praetors or ex-consuls responsible as *curatores operum publicorum*.
- The building programme provided employment, but was this its main purpose? Suetonius (*Aug* 37) suggests that Augustus created posts like the *curatores operum publicorum* in order to give more men experience of governmental duties but there is no reason to assume this was his sole, or even main, motive. Agrippa had been consul in 37 BC; his 'demotion' to aedile in 33 may be taken as a measure of the serious concern Augustus' regime showed for public well-being. It was one of Augustus' strengths that he could devise policies combining genuine social utility with effective propaganda, and good order in the city had the same advantages for the regime as peace abroad.

[Answers should not include evidence from outside Rome, nor refer to the moral/marital legislation of Augustus.]

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

This is an open question, with no single correct answer. Candidates should select evidence which permits a balanced discussion and might include the following:

- Augustus stresses his military and diplomatic achievements in *RG*, though he only commanded armies twice in person (v. Dalmatians and Cantabrians); Temple of Janus closed on three occasions; 2 ovations, 3 triumphs (but Balbus' triumph in 19 BC was last from outside the imperial family)
- actions against pirates and fleets stationed at Ravenna and Misenum
- overall objective may have been to secure defensible frontiers; references in poets to further conquests, Roman mission to rule, perhaps exaggeration;
- forward policy in Germany, campaigning between Rhine and Elbe, continued until Varus' disaster of AD 9
- additions to empire: Egypt, much of Balkans, Austria, Switzerland;
- consolidation of empire: annexation of Galatia, pacification of Spain and Alpine tribes
- expeditions to Arabia and Ethiopia for wealth
- recapture, by diplomatic means, of standards captured by Parthians
- client kingdoms: Judaea, Armenia
- campaigns to avenge Caesar and against Sextus Pompeius and Antony
- continuing control of majority of armed forces

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

This is an open question, with no single correct answer. Candidates should select evidence which permits a balanced discussion and might include the following:

In favour of Augustus' high reputation

- bringing peace, stability and good order after long period of insecurity and civil wars
- skill in handling senate as a body and in providing honourable roles for individual senators
- skill in making available a political career for members of equestrian order
- generosity, donations, spectacles secured support of urban populace
- simple private life, in line with traditional morality of republican Rome
- propaganda skill, support of poets, building programme
- skill in choosing able supporters (e.g. Agrippa, Maecenas, Tiberius)
- establishment of a political order which, with amendment, lasted for some 200 years

Against the high reputation

- Thirst for power, readiness to go outside the constitution (e.g. 1st consulship, 43 BC)
- Ruthless cruelty during triumviral period (e.g. proscriptions, Perusine War – Suet, *Aug* 13 & 27)
- Personal morality did not always match his pronouncements
- Treatment of family (Julia, Agrippa Postumus)
- Later perceptions of Augustus
- Augustus had a long reign (45 years from Actium); (as Tacitus points out,) when Augustus died few Romans knew any other system than the principate
- the historical tradition was generally favourable, but Suetonius' section on Augustus' cruelty shows that alternative views were also preserved
- (so does Tacitus' summary of opinions about Augustus (*Annals* 1. 9-10))