

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
AS GCE
F392

CLASSICS: ANCIENT HISTORY

Roman History from original sources

THURSDAY 17 MAY 2012: Afternoon

DURATION: 1 hour 30 minutes
plus your additional time allowance

MODIFIED ENLARGED

Candidates answer on the Answer Booklet.

OCR SUPPLIED MATERIALS:

16 page Answer Booklet
(sent with general stationery)

OTHER MATERIALS REQUIRED:

None

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces provided on the Answer Booklet. Please write clearly and in capital letters.
- Use black ink.
- Choose ONE option. Answer ONE question from SECTION A and ONE from SECTION B. Both questions must be from the same option.
- Read each question carefully. Make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 100.
- This question paper contains questions on the following three options:
 - Option 1: Cicero and political life in late Republican Rome
 - Option 2: Augustus and the Principate
 - Option 3: Britain in the Roman Empire

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OPTION 1: CICERO AND POLITICAL LIFE IN LATE REPUBLICAN ROME

Answer ONE question from Section A and ONE question from Section B.

SECTION A: COMMENTARY QUESTIONS

Answer ONE question from this section.

**MARKS ARE AWARDED IN PARTS (b) AND (c) OF
QUESTIONS 1 AND 2 FOR THE QUALITY OF WRITTEN
COMMUNICATION IN YOUR ANSWER.**

- 1 Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.**

The position as regards my candidature, in which I know you are deeply interested, is as follows, so far as can be foreseen up to date: Only P. Galba is canvassing, and he is getting for answer a good old Roman 'No', plain and unvarnished. It's generally thought that this premature canvass of his has rather helped my prospects, for people are commonly refusing him on the ground that they are obligated to me. So I hope to draw some advantage when the word goes round that a great many friends of mine are coming to light. I was thinking of starting my canvass just when Cincius says your boy will leave with this letter, i.e. 17 July, at the tribunician elections in the Campus. As apparently certain rivals I have Galba, Antonius, and Q. Cornificius. When you read this last I fancy you will either

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laugh or cry. Now get ready to slap your forehead:
some folk think Caesonius may stand too! As
for Aquilius, I don't expect he will. He has both 20
said he won't and entered a plea of ill health
and alleged his monarchy over the law courts in
excuse. If Catiline's jury finds that the sun doesn't
shine at midday, he will certainly be a candidate. I
don't think that you will be waiting for me to write 25
about Aufidius and Palicanus.

Cicero, *Letters* 3

[Cicero, *Selected Letters*, trans. D. R. Shackleton
Bailey, Penguin]

- (a) What does this passage tell us about Cicero's attitudes to his election campaign and to his rivals in 65 BC? [10]
- (b) What can we learn from other sources about the changes in Cicero's attitude to Catiline in the period 65–63 BC? [20]
- (c) On the basis of this passage and other sources you have studied, consider how far Cicero was supported by 'a great many friends' (line 11) during his consulship. [25]

OPTION 1: CICERO AND POLITICAL LIFE IN LATE REPUBLICAN ROME

**DO NOT ANSWER THIS QUESTION IF YOU HAVE
ALREADY ANSWERED QUESTION 1.**

- 2 Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.**

‘Our ancestors, gentlemen, never lacked wisdom or courage, and they were never too proud to take over a sound institution from another country. ... for they would rather copy a good thing than be consumed with envy because they had not got it. In this period of imitation they followed the Greek custom of flogging citizens and executing convicted criminals. However, with the growth of the state, and the development of party strife resulting from the increase of population, innocent people were victimized, and other similar abuses grew up. To check them, the Porcian law was enacted, and other laws which allowed condemned persons the alternative of going into exile. This seems to me, gentlemen, a particularly strong argument against our making any innovation. For I cannot but think that there was greater virtue and wisdom in our predecessors, who with such small resources created such a vast empire, than there is in us, who find it as much as we can do to keep what they so nobly won.

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‘Am I suggesting, you will ask, that the prisoners be released to go and swell Catiline’s army? By no means. My advice is that their goods be confiscated, and that they be imprisoned in such towns as are best provided to undertake their custody. Further, that their case should not thereafter be debated in the Senate or brought before a public assembly; if anyone contravenes this prohibition, the Senate should, I suggest, register its opinion that his action will be treasonable and contrary to the public interest.’

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Sallust, *Catiline* 51

[*Sallust: The Jugurthine War, The Conspiracy of Catiline*, trans. S. A. Handford, Penguin]

- (a) What does this passage tell us about Caesar’s attitude towards the proposed treatment of the captured Catilinarian conspirators? [10]
- (b) What can we learn from other sources about the extent of the support in 63 BC for the death penalty for the conspirators? [20]
- (c) On the basis of this passage and other sources you have studied, how far did the outcome of the Catilinarian conspiracy contribute to the divisions in Roman politics in the late Republic? [25]

Section A Total [55]

OPTION 1: CICERO AND POLITICAL LIFE IN LATE REPUBLICAN ROME

SECTION B: ESSAYS

Answer ONE question.

Start your answer on a new page.

**MARKS ARE AWARDED FOR THE QUALITY OF WRITTEN
COMMUNICATION IN YOUR ANSWER.**

- 3 How useful are the sources in explaining why the role of the Senate was weakened by the political conflict of the late Republic?**

In your answer, you should:

- **briefly outline the role of the Senate;**
- **consider what the sources tell us about the Senate's role, and how and why it was weakened;**
- **assess the reliability of these sources.**

[45]

- 4 According to the sources, how important a part did factions play in Roman politics in the late 60s and early 50s BC?**

In your answer, you should:

- **describe what the sources tell us about factions in the late Republic;**
- **consider the part played by factions in Roman politics in the late Republic;**
- **assess the reliability of the evidence for the part played by these factions.**

[45]

Section B Total [45]

Paper Total [100]

OPTION 2: AUGUSTUS AND THE PRINCIPATE

Answer ONE question from Section A and ONE question from Section B.

SECTION A: COMMENTARY QUESTIONS

Answer ONE question from this section.

MARKS ARE AWARDED IN PARTS (b) AND (c) OF QUESTIONS 5 AND 6 FOR THE QUALITY OF WRITTEN COMMUNICATION IN YOUR ANSWER.

- 5 Read the poem and answer the questions. You are expected to refer to the poem and to use your own knowledge in your answers.**

**Come now, my boon companions, now's the time
To drink, to dance, beating the earth with foot
Unfettered, and with feasts worthy of the Salii to deck
The couches of our gods – aye, now's the time!**

**For it were sacrilege before to draw up Caecuban
From ancestral cellars, while that queen
Was plotting demented ruin for the Capitol,
Planning our empire's funeral rites** **5**

**With her contaminated crew of men
Diseased by vice, herself without restraint
In hoping for what she fancied and drunk
With fortune's sweetness. But she came to her senses** **10**

When scarcely one ship survived the fire,
And her mind crazed on Mareotic wine
Was brought back to real terrors, when Caesar 15
Pursued her as she flew from Italy,

Pressing on with his oars, like a hawk
Against gentle doves or a swift hunter
Against a hare in the snowy plains
Of Thessaly, his aim to load with chains 20

The doom-laden monster. Seeking
A nobler death, she did not in woman's fashion
Tremble at the sword, nor with her swift fleet
Reach secret coasts for safety.

Horace, *Odes* 1.37

[LACTOR 17]

- (a) What can we learn from this poem about Roman attitudes to Actium and Cleopatra? [10]
- (b) What can we learn from other sources about the extent to which Octavian's victory at Actium was beneficial to Rome? [20]
- (c) On the basis of this poem and other sources you have studied, assess the view that the importance of Octavian's victory at Actium was exaggerated. [25]

OPTION 2: AUGUSTUS AND THE PRINCIPATE

DO NOT ANSWER THIS QUESTION IF YOU HAVE
ALREADY ANSWERED QUESTION 5.

- 6 Read the passages and answer the questions. You are expected to refer to the passages and to use your own knowledge in your answers.

The deified Augustus sent his own daughter into exile. Her promiscuity put her beyond the reach of any formal indictment and brought the scandals of the imperial household into the public domain. It was said that she had made herself available to armies of adulterers, that she had wandered the streets of the city in nocturnal orgies, that the Forum and the Rostrum from which her own father had moved the law against adultery had been a favourite spot for her lecheries, that she went daily to the statue of Marsyas and there, abandoning adultery for prostitution, insisted on her right to every form of lascivious behaviour, even with unknown lovers. These were scandals which any *princeps* had a duty not only to punish but also to conceal, since there are some deeds whose sheer obscenity infects those who seek to punish them. But he could not contain his anger and he made them all public. As time went by, however, his anger turned to shame and he came to lament the fact that he had not concealed her deeds and avoided public comment, having remained in ignorance of them for so long that comment could only bring disgrace.

Younger Seneca, *On Benefits* 6.32

[LACTOR 17]

That year [AD 25] saw also the death of Lucius Antonius, scion of a famous but ill-fated family. His father, Iullus Antonius, had been executed for adultery with Julia, and he himself was little more than a boy when Augustus (his great-uncle) banished him to the state of Massilia (Marseilles), disguising what was effectively a sentence of exile under the pretext of furthering his academic studies.

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Tacitus, *Annals* 4.44

[LACTOR 17]

- (a) What do these passages tell us about how Augustus treated members of his family? [10]**
- (b) What can we learn from other sources about the importance of his family to Augustus? [20]**
- (c) On the basis of these passages and other sources you have studied, how far did Augustus try to involve members of his family in governing Rome? [25]**

Section A Total [55]

OPTION 2: AUGUSTUS AND THE PRINCIPATE

SECTION B: ESSAYS

Answer ONE question.

Start your answer on a new page.

MARKS ARE AWARDED FOR THE QUALITY OF WRITTEN COMMUNICATION IN YOUR ANSWER.

- 7 How useful are the sources in showing how firm a hold on power Augustus had by 23 BC?**

In your answer, you should:

- **outline the different steps taken by Augustus to strengthen his power by 23 BC;**
- **discuss what the sources tell us about how firm a hold Augustus had on power by 23 BC;**
- **assess the reliability of these sources.**

[45]

8 ‘Augustus had an excellent relationship with the soldiers of his army.’ How far do the sources support this view?

In your answer, you should:

- **describe Augustus’ treatment of his soldiers, with specific examples;**
- **discuss what the sources tell us about Augustus’ relationship with his soldiers;**
- **assess the reliability of the sources which describe Augustus’ relationship with his soldiers.**

[45]

Section B Total [45]

Paper Total [100]

OPTION 3: BRITAIN IN THE ROMAN EMPIRE

Answer ONE question from Section A and ONE question from Section B.

SECTION A: COMMENTARY QUESTIONS

Answer ONE question from this section.

MARKS ARE AWARDED IN PARTS (b) AND (c) OF QUESTIONS 9 AND 10 FOR THE QUALITY OF WRITTEN COMMUNICATION IN YOUR ANSWER.

- 9 Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.**

Caesar took with him five legions and the remaining two thousand cavalry, and putting out about sunset was at first carried on his way by a light south-westerly breeze. But about midnight the wind dropped, with the result that he was driven far out of his course by the tidal current and at daybreak saw Britain left behind on the port side. When the set of the current changed he went with it, and rowed hard to make the part of the island where he had found the best landing-places the year before. The soldiers worked splendidly, and by continuous rowing enabled the heavily laden transports to keep up with the warships. When the whole fleet reached Britain about midday, no enemy was to be seen. Caesar discovered afterwards from prisoners that, although large numbers had assembled at the spot, they were frightened by the sight of so many ships and had quitted the shore to conceal

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themselves on higher ground. Including those retained from the previous year and the privately owned vessels built by individuals for their own use, over eight hundred ships were visible simultaneously. 20

Caesar disembarked his army and chose a suitable spot for a camp. On learning from prisoners where the enemy were posted, he left ten cohorts and three hundred cavalry on the coast to guard the fleet and marched against the Britons shortly after midnight, feeling little anxiety about the ships because he was leaving them anchored on an open shore of soft sand. 25 30

Caesar, *Gallic War* 5.8–9

[Caesar, *The Conquest of Gaul*, trans. S. A. Handford, Penguin]

- (a) What does this passage tell us about Caesar's preparations for his second invasion of Britain? [10]
- (b) What can we learn from other sources about the success of Caesar's invasions of Britain? [20]
- (c) On the basis of this passage and other sources and evidence you have studied, discuss the view that Caesar's invasions had very little effect on the Britons. [25]

OPTION 3: BRITAIN IN THE ROMAN EMPIRE

**DO NOT ANSWER THIS QUESTION IF YOU HAVE
ALREADY ANSWERED QUESTION 9.**

- 10 Read the passages and answer the questions. You are expected to refer to the passages and to use your own knowledge in your answers.**

When he became emperor, Hadrian at once reverted to an earlier policy and concentrated on maintaining peace throughout the world; for while those nations which had been subdued by Trajan were rebelling, the Moors also were making attacks, the Sarmatians were waging war, the Britons could not be kept under Roman control, Egypt was hard pressed by riots, and Libya and Palestine were showing an eagerness for rebellion. 5
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So, having reformed his army in an authoritarian way, he set out for Britain. There he put right many abuses and was the first to build a wall, eighty miles long, to separate the barbarians and the Romans. 15

SHA (Scriptores Historiae Augustae)
Hadrian 5.1–2, 11.2

[LACTOR 11]

“(In honour of) the emperor Caesar Trajan Hadrian Augustus, the Second Legion Augusta (*built this*) under Aulus Platorius Nepos, governor.”

**Milecastle 38 building inscription.
*Hadrian’s Wall. A dedication slab found between
1751 and 1757 at Hotbank milecastle, No. 38.
Now in the Museum of Antiquities,
Newcastle upon Tyne.***

[LACTOR 4]

Obverse: Bust of Hadrian wearing a laurel wreath.
“Hadrian Augustus, three times consul,
father of his country.”

Reverse: Britannia seated with right foot resting
on a rock, holding a spear in crook
of left arm. Shield stands beside her.
Around, BRITANNIA. Below, S(ENATVS)
C(ONSVLTO).

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Sestertius of Hadrian, AD 134–138

[LACTOR 4]

- (a) What do these passages tell us about the establishment of the northern frontier in Britain? [10]**
- (b) What can we learn from other sources about the difficulties the Romans had in deciding where to establish the northern frontier of Britain in the period c. AD100–160? [20]**
- (c) On the basis of these passages and other sources you have studied, how effective a barrier ‘to separate the barbarians and the Romans’ (lines 14–15) was the Hadrian’s Wall frontier? [25]**

Section A Total [55]

OPTION 3: BRITAIN IN THE ROMAN EMPIRE

SECTION B: ESSAYS

Answer ONE question.

Start your answer on a new page.

MARKS ARE AWARDED FOR THE QUALITY OF WRITTEN COMMUNICATION IN YOUR ANSWER.

- 11 How useful are the sources in helping us to understand the difficulties the Romans had in conquering Britain in the period AD 43–c. AD 60, before the revolt of Boudicca?**

In your answer, you should:

- **describe what the sources tell us about the stages of Rome's conquest of Britain before c. AD 60;**
- **discuss the difficulties which the Romans encountered;**
- **assess the usefulness of the relevant sources.**

[45]

12 'Britain was an unattractive area for the Romans to conquer and control in the period up to c. AD 60.' How far do the sources support this view?

In your answer, you should:

- **outline the different views the Romans held about Britain;**
- **discuss how useful the sources are about Roman views of Britain;**
- **assess whether Britain was worth conquering for the Romans.**

[45]

Section B Total [45]

Paper Total [100]

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