



**General Certificate of Education
June 2013**

Classical Civilisation 2021

**Augustus and the Foundation of the
Principate**

A2 Unit 3D

Final

Mark Scheme

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

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.

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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 structurereaches a reasoned conclusionis clear and coherent, using appropriate, accurate language andmakes 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 andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally 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** Demonstrates
- 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** Demonstrates
- 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	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

Mark Scheme
Unit 3D Augustus and the Foundation of the Principate

Section 1

Option A

01 In what circumstances had Augustus vowed to build the Temple of Mars the Avenger (Passage A, lines 6-7)? Make two points.

He vowed the temple in 42 BC (1) to celebrate his retribution on the assassins of Caesar (1); it was eventually completed in 2 BC (1) 'battle of Philippi' (1)

(2 marks)

02 When and in what circumstances did the Parthians give back the standards? Make three points.

Three of e.g. the standards were restored in 20 BC (1) the Parthians had captured standards from Crassus at Carrhae in 53 BC / Decidius Saxa in 40 BC / Antony in 36 BC (1), after negotiation (1) and the imposition of a king on Armenia (1), though the return is represented as a victory (1). Tiberius credited as the recipient (1)

Give credit for any one of these rather than insisting on all 3.

(3 marks)

03 How successfully do you think the statue of Augustus shown in Photograph B commemorated the return of the standards from Parthia?

Discussion should include some of these points:

- the presentation of Augustus himself as a hero/general/orator
- the depiction of the handover in the centre of his breastplate
- the variously interpreted personnel involved in the handover
- the setting of the handover between a conquered and an unconquered nation
- the sun travels across the sky, preceded by dawn
- Apollo and Diana appear below.

Success or otherwise will depend on the student's view of the message intended: they may give emphasis to an imagery of empire and domination supported by divine, and especially cosmic, powers.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 How effectively does the imagery of this statue and of the Temple of Mars the Avenger and the Forum of Augustus celebrate Augustus' principate?

This should be an open discussion, but points which might be included:

The statue:

- the Prima Porta statue itself derives in part from the Doryphoros of Polycleitus with all its implications of athletic prowess, and its cultural fame in the Rome of Augustus as a work of Greek art
- strong emphasis on traditional 'heroic' imagery – bare feet, classicised features,
- military dress, oratorical gestures
- complex imagery of Augustus' breastplate
- the Cupid and dolphin

And it may be seen to fit with:

- the use of codified imagery and stylistic references elsewhere, including the Ara Pacis frieze with its Parthenon frieze parallels
- an underlying assumption of divine support for his activities, deriving from divine ancestry
- an assumption that the messages of these images will be read positively

Students might argue for or against some of these themes in a discussion of recurrent core imagery in Augustus' visual propaganda, not least in the Forum Augusti and on the temple:

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

The Forum included statues of:

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

It also had caryatids derived from those on the Erechtheion, and shields with head of Jupiter.

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

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B**05 Give five powers that Augustus held between 43 BC and 23 BC.**

Five of:

- imperium 43 BC
- consulship 43, 33 and each year 31-23 BC
- triumvirates 43-32 BC,
- consul each year between 31-23 BC
- from 27 BC, governance of most provinces with a military presence
- title of *Princeps senatus* 28 BC
- credit for tribunician power

(5 marks)

06 What do you consider the most important reasons why Augustus changed his powers in 23 BC (sometimes known as ‘the second settlement’)?

Discussion might include:

- poor health and possibly tired of routine consular duties
- Augustus’ continuous consulship was not republican and limited the number of other senators who could reach this office (possible motive in the Caepio and Murena conspiracy in 23 BC)
- Augustus was frequently abroad, which may have lessened his apparent domination, but there clearly was resentment about its extent
- M. Primus, proconsul of Macedonia in 24 BC seems to have attacked Thrace without senatorial authority; alleged to have claimed Augustus/Marcellus’ authority, condemned for treason. Showed up weakness of first settlement in that Augustus had no legal power outside his own provinces
- tribunician power increased his overall capacities.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

07 To what extent did the arrangements Augustus made in 23 BC enable stable government for the rest of his principate?

Discussion might include (NB Latin terms not required):

- relinquished consulship and its routine duties – more of the nobility could reach this position
- existing proconsular *imperium* became *maius*, so:
 - his military power became broader but less specific – direct control of all provinces which required an army; flexibility in dividing provinces between emperor and senate
 - he could intervene if necessary in the administration of any province to counter a threat or ensure good governance e.g. Edicts of Cyrene in 7 BC
 - could retain power within the *pomerium*
- Emphasised *tribunicia potestas* as his most important power:
 - right to submit legislation to people, summon senate and put motions to it – may have compensated for loss of consular powers; *ius primae relationis* to compensate for comparatively low status of tribune
 - *ius intercessionis*
 - *ius coercionis*

- *ius auxilii*
- propaganda advantages – protection of plebs against tyrannical ruler

- dissatisfaction and riots in 21-19 BC
- possible claim by Dio that Augustus was given consular powers in 19 BC
- *curae* and *praefecturae* created *ex senatus consulto*
- secured general collaboration of senate and equites etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

- 08 ***'The Senate and its members had prestige under Augustus' rule but no real power.'***
To what extent do you agree with this statement? Explain your views with reference to the Res Gestae and Suetonius' Augustus.

The discussion might include:

- Augustus' power based on military command, largely in the imperial provinces, and on *auctoritas*
- Augustus increased the prestige by:
 - reducing numbers
 - regulating membership
 - punishing non-attendance by fines
 - setting up a standing senatorial committee
- *senatus consulta* became law, but the initiative for them usually came from the emperor, who could also use his tribunician power to pass legislation via the people, and issue decrees
- senatorial courts, including treason trials, but *appellatio* to the emperor
- praetors were in charge of the *aerarium*, but it was frequently enlarged by grants from Augustus' personal wealth; finances of imperial provinces largely independent of senate
- 3 ex-praetors ran the *aerarium militare*
- senatorial mint for copper/bronze; emperor minted gold and silver
- many administrative areas (credit for examples) controlled by prefects/*curatores* appointed by Augustus
- *maius imperium* after 23 BC gave Augustus the potential power to interfere in senatorial provinces, whether or not he actually did so.

Students might use some of these points to argue a case; views on the nature and strength of the power base may differ, as may arguments about the level of Augustus' actual intervention in traditional senatorial practice.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

- 09** ***How far do you think Augustus' building programme in the city of Rome was motivated by practical considerations and how far by other factors? Explain your views with reference to the Res Gestae, Suetonius' Augustus and the buildings you have studied.***

There is no single answer to this; the student's angle of discussion will depend on their particular interests, and answers may be weighted in terms of textual or archaeological/art-historical knowledge. Points which might support the answer could include:

- Augustus' own account of his urban developments in the *Res Gestae*, 19-24 with his implied rationale for them: he mentions
 - the Senate House,
 - temples in various meaningful places,
 - the Capitol,
 - the theatre of Pompey,
 - but also restoration of the aqueduct system and of the Via Flaminia.
- Suetonius' account of the process, especially chapters 28-31; with an awareness of Suetonius' probable view of their purpose – he makes a good deal of Augustus' consciousness of the scruffy physical state of the Rome he inherited, and of his use of Republican tradition to validate his own position
- knowledge of the prescribed monuments, and an awareness of their fit with the urban scheme, especially the *Forum Augusti* and the *Ara Pacis* and its physical context on the Campus Martius.
- awareness of Augustus' attention to the city infrastructure could help to foreground the presentational/reputational element of the less practical projects.

Arguments may go either way, but good ones should make use of at least some of the evidence above to take account both of the prodigy buildings and the more practical and publicly useful building projects and their administrative frameworks.

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%