

A-LEVEL

# Classical Civilisation

CIV3D Augustus and the Foundation of the Principate  
Mark scheme

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2020  
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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](http://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.

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**LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS**

<b>Level 4</b>	Demonstrates <ul style="list-style-type: none"><li>• accurate and relevant knowledge covering central aspects of the question</li><li>• clear understanding of central aspects of the question</li><li>• 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</li><li>• ability generally to use specialist vocabulary when appropriate.</li></ul>	<b>8-10</b>
<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li><li>• some understanding of some aspects of the question</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>5-7</b>
<b>Level 2</b>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• some relevant opinions with inadequate accurate knowledge to support them.</li></ul>	<b>3-4</b>
<b>Level 1</b>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• some patchy accurate and relevant knowledge</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• an occasional attempt to make a relevant comment with no accurate knowledge to support it.</li></ul>	<b>1-2</b>

**LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS**

<b>Level 5</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• well chosen accurate and relevant knowledge covering most of the central aspects of the question</li> <li>• coherent understanding of the central aspects of the question</li> <li>• ability to sustain an argument which <ul style="list-style-type: none"> <li>has an almost wholly analytical and/or evaluative focus,</li> <li>responds to the precise terms of the question,</li> <li>effectively links comment to detail,</li> <li>has a clear structure</li> <li>reaches a reasoned conclusion</li> <li>is clear and coherent, using appropriate, accurate language and</li> <li>makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>19-20</b>
<b>Level 4</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• generally adequate accurate and relevant knowledge covering many of the central aspects of the question</li> <li>• understanding of many of the central aspects of the question</li> <li>• ability to develop an argument which <ul style="list-style-type: none"> <li>has a generally analytical and/or evaluative focus,</li> <li>is broadly appropriate to the question,</li> <li>mainly supports comment with detail and</li> <li>has a discernible structure</li> <li>is generally clear and coherent, using appropriate, generally accurate language and</li> <li>generally makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>14-18</b>
<b>Level 3</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> <li>• some understanding of some aspects of the question</li> <li>• some evidence of analysis and/or evaluation appropriate to the question</li> <li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li> <li>• some ability to use specialist vocabulary when appropriate.</li> </ul>	<b>9-13</b>
<b>Level 2</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> a range of accurate and relevant knowledge</li> <li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li> <li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>5-8</b>
<b>Level 1</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> some patchy accurate and relevant knowledge</li> <li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li> <li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>1-4</b>

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## 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**

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<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge from different sources</li><li>• some understanding of some aspects of the question, including some awareness of classical values</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>17-26</b>
<b>Level 2</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> a range of accurate and relevant knowledge</li><li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li><li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li></ul>	<b>8-16</b>
<b>Level 1</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> some patchy accurate and relevant knowledge</li><li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li><li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li></ul>	<b>1-7</b>

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**Unit CIV3D Augustus and the Foundation of the Principate**

**Section 1**

**Option A**

**0 1** Give the name of the statue of Augustus illustrated opposite and its approximate date.

**[2 marks]**

Prima Porta Augustus [1]; after 20 BC [1]

**0 2** Identify the figure beside the statue's right leg, and explain its significance.

**[3 marks]**

Three of e.g. Cupid [1] riding a dolphin [1] which relates to the story of Venus' birth from the sea [1] an arrival onshore in a shell drawn by dolphins [1]; a sign of Augustus' family claim [1] of descent from Venus [1] reference to Actium [1].

**0 3** How effectively do the scenes and figures on Augustus' breastplate celebrate his achievements as emperor?

**[10 marks]**

Debated, to a certain extent, but students should be aware of some at least of the implications of the figures it uses:

- central figures, probably of Parthian, handing over legionary standard to Mars Ultor / Roman legions / Tiberius
- mourning women to centre left and right representing conquered provinces and client states
- Sky and Earth gods top and bottom centre
- Sun and Moon top left and right
- Apollo and Diana bottom left and right.

Answers should link this to commemoration of victory over the Parthians in 20 BC, accompanied by a collective imagery of empire and domination supported by divine and especially cosmic powers.

Apply Levels of Response at beginning of Mark Scheme.

0 4

**How far do you think this statue and its imagery are consistent with Augustus' use of sculpture on the Ara Pacis and in the Forum of Augustus to celebrate and support his reign?**

[20 marks]

An open discussion, but points which might be included:

- the 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 gesture
- complex imagery of breastplate.

And fit with:

- gradual formalisation of city spaces with traditional classical buildings including Forum Augusti, and temples, including Mars Ultor
- use of codified imagery and stylistic references elsewhere, including the Ara Pacis frieze with its Parthenon frieze parallels
- persistent reference to and ratification by the past in all of Augustus' presentation of his activities.

Apply Levels of Response at beginning of Mark Scheme.

### Option B

0 5

**Give two ways in which Augustus could claim that Antony had 'failed to conduct himself as befitted a Roman citizen' (Passage A, lines 2-3).**

[2 marks]

Two of eg: infatuation with Cleopatra [1], terms of his will which acknowledged his children by Cleopatra despite his marriage to Octavia [1]; expression of wish to be buried next to Cleopatra [1] which allowed Octavian to allege that Antony wished to move the capital to Alexandria [1] celebrated triumph in Alexandria [1]

0 6

**Explain why the oath of allegiance to which Passage B, line 3 refers was so important to Augustus.**

[3 marks]

Three of eg: individual rather than as / to representative of state [1], gave Octavian mandate to attack Antony and Cleopatra [1] though it did not actually confer *imperium* [1]; enabled conflict to be portrayed as civilised orderly Roman west as against oriental corruption and barbarism. Credit for further expansion of any these points as appropriate. Allegiance/ loyalty of soldiers given land initially.

0 7

**How important for both Augustus and Antony were the battle of Actium and its consequences?**

**[10 marks]**

Discussion may include:

- established peace throughout Roman world with Octavian as undisputed ruler
- no credible rivals because Cleopatra fled battle with war-chest
- Antony left to join her
- rest of their land and sea forces captured or surrendered
- subsequent deaths of Antony and Cleopatra in Egypt
- Octavian gains access to wealth of Ptolemies
- Egypt becomes Augustus' domain (useful for corn supply)
- troops began to be disbanded, temple of Janus closed.

Apply Levels of Response at beginning of Mark Scheme.

0 8

**How far had Augustus' relationship with Antony in the period 43 to 31 BC been a 'tenuous one and in continual need of patching' (Passage A, line 2) and what were the causes of the difficulties in their relationship?**

**[20 marks]**

Discussion might include:

- after Caesar's murder and Octavian's arrival in Rome, Octavian sought Antony's support, but Antony bitter because Caesar had adopted Octavian; Antony refused to hand over Caesar's money which he had seized
- using Caesar's name, Octavian won over two of Antony's Macedonian legions
- Cicero supported Octavian against Antony; Octavian defeated Antony at Forum Gallorum
- Mutina and its outcomes
- second Triumvirate
- Octavian and Antony defeated Cassius and Brutus
- Octavian given Spain, Sardinia and Africa, plus task of controlling Sextus Pompeius; Antony sent East
- opposition to Octavian's attempts to find land for veterans from Antony's wife and brother, who raised 8 legions and occupied Perusia, but defeated by Octavian
- Treaty of Brundisium; Antony married Octavia
- conference of Tarentum: second triumvirate renewed; Antony gave Octavian warships to fight Sextus Pompeius, but got no troops in exchange
- Antony sent Octavia back to Italy; met Cleopatra at Antioch; formally acknowledged his children by her
- donations of Alexandria etc.

Reasons for difficulties of relationship eg: Antony spent Caesar's money, resented and underestimated Octavian because of age, power-struggle between the two, Cleopatra's ambitions etc.

Apply Levels of Response at beginning of Mark Scheme.



**Section 2****Option C**

0 | 9

**'In his building programme, Augustus' only concern was to create a city worthy of its empire.'**

**How far do you agree with this view of Augustus' motivation? In your answer, refer to the sources and material evidence you have studied.**

**[40 marks]**

There is no single correct 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
- Suetonius' account especially chapters 28-31; with an awareness of Suetonius' probable view of their purpose
- knowledge of the prescribed monuments, and an awareness of their fit with the urban scheme
- awareness of Augustus' attention to the city infrastructure and its underpinning administration.

And perhaps some of:

- 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 *curatores 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* was 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.

## Option D

1 0

**‘Augustus never satisfactorily solved the problems of one man and his family exercising supreme power while retaining the institutions of the Roman Republic.’**

**How far do you agree? Support your answer by referring to the sources you have studied.**

**[40 marks]**

Open discussion; points which might be used include:

27 BC settlement:

- continuous consulship unrepublican despite precedents, onerous in routine duties and limited number of nobility who could reach this office; apparently a motive in the conspiracy of Caepio and Murena
- proconsular power over very large province, but no legal power beyond this, weakness emphasised by Primus affair, who carried warfare into Thrace without Senatorial authority, although alleged to have claimed Augustus / Marcellus ordered him to do so.

23 BC settlement:

- *proconsular imperium* became *Maius* – military power broader and less specific; instead of being in control of named provinces, Augustus directly in control of all provinces requiring army, so flexibility in dividing provinces between emperor and senate; Augustus could intervene in administration of any province if need arose to counter a threat or to ensure good government, e.g. Cyrene edicts; enabled to retain power within *pomerium*
- problems of consulship removed, though Dio’s apparent claim that Augustus granted consular powers 19 BC
- emphasised *Tribunicia potestas* as most important of his powers, compensating for loss of consular power and giving propaganda advantages since traditionally protected plebs against tyrannical ruler-right to submit legislation to people, to summon senate and put motions before it, *ius primae relationis*, *ius coercionis*, *ius auxilii*, *sacrosanctitas*
- in general secured collaboration of senate and equites and satisfaction of plebs, despite rioting 21-19 BC
- *curae* and *praefecturae* created *ex senatus consulto*.

Subsequent developments and plans for the succession.

Apply Levels of Response at beginning of Mark Scheme.

**Assessment Objectives Grid****CIV3D Augustus and the Foundation of the Principate****Section 1****Either  
Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	2	0	2
<b>02</b>	3	0	3
<b>03</b>	4	6	10
<b>04</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**or  
Option B**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>05</b>	2	0	2
<b>06</b>	3	0	3
<b>07</b>	4	6	10
<b>08</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Section 2****Either  
Option C**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>09</b>	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**or  
Option D**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>10</b>	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**Overall**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>TOTAL</b>	<b>33</b>	<b>42</b>	<b>75</b>
<b>%</b>	<b>44%</b>	<b>56%</b>	<b>100%</b>