

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GCSE**

A032/01

ANCIENT HISTORY

The Rise of Rome

FRIDAY 12 JUNE 2015: Morning

**DURATION: 1 hour 15 minutes
plus your additional time allowance**

MODIFIED ENLARGED 24pt

Candidates answer on the Answer Booklet.

OCR SUPPLIED MATERIALS:

**12 page Answer Booklet
(sent with general stationery)**

OTHER MATERIALS REQUIRED:

None

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

Complete the boxes on the Answer Booklet with your name, centre number and candidate number.

Use black ink.

This paper has TWO options:

Option 1: The origins of Rome: The kings, 753–508 BC.

Option 2: Hannibal's invasion and defeat, 218–146 BC.

Choose ONE option only. Answer ALL the questions in Section A and ONE question from Section B.

Write the number of each question answered in the margin.

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 86.

The quality of written communication will be assessed in your answer to the following questions: 4 or 5 (Option 1), or, 9 or 10 (Option 2). Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

Any blank pages are indicated.

INSTRUCTION TO EXAM OFFICER/INVIGILATOR

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Answer questions from EITHER Option 1 OR Option 2.

OPTION 1: The origins of Rome: The kings, 753–508 BC

SECTION A

Answer ALL the questions in this section.

- 1 Outline TWO details of the role of Remus in the foundation story of Rome. [5]**
- 2 Read Passage 1A from Livy, and answer the questions which follow.**

Passage 1A

The remaining Horatius charged at this single Curiatius with great force. While the Alban army shouted at the other two Curiatii to help their brother, Horatius quickly beat him, and was looking for his second fight. Then the Romans cheered their soldier on with a great cry... . He killed the second Curiatius before the last one, who was not far off, could get near. Now the last two met to fight, but they were not equal in hope or in strength. The one who had no sword wound was encouraged by his two earlier wins and wanted another. The third Curiatius was tired by his wounds and from dragging his tired body around and his spirit had been broken by his enemy killing his two brothers. So it was not a real battle. The Roman was delighted and said: "I have killed two of you in revenge for my brothers. I'll kill a third, so that Rome rules over Alba, the reason for this war." ... Then they buried the dead, but with different feelings because one had power over the other, the other was now their subject.

Livy, 'The History of Rome' 1.25

- (a) What does Passage 1A tell us about the reasons for the victory of the Horatii (the Romans) over the Curiatii (the Albans)? [4]**
- (b) Using details from Passage 1A, explain why the Roman army and the Alban army were so interested in this fight. [4]**
- (c) Using details from Passage 1A, how reliable do you think Livy's account of these events is? [5]**

OPTION 1: The origins of Rome: The kings, 753–508 BC

- 3 Read Passage 1B from Livy, and answer the questions which follow.**

Passage 1B

After the rituals were done the right way, and after he called the people together in an assembly, Romulus gave them laws to bring them together as a group. He also thought that the ordinary people would only follow the laws if he made himself seem more important by having symbols of power. So he made himself look more impressive, and got himself twelve lictors. Some people think that he chose this number because it was the same as the number of birds that appeared as an omen for him being king. I agree with the other opinion which is that the number of twelve lictors came from neighbouring Etruscans, where the idea of attendants for the king came from, because they gave lictors to the king of all the tribes, with each of the twelve tribes giving one lictor. Also the special Roman ‘curule’ throne and the special toga ‘praetexta’ came from the Etruscans too.

Meanwhile the city walls grew as one place after another was made part of it. This was in the hope of more people living there in the future rather than to protect the people who were already there.

Livy, ‘The History of Rome’ 1.8

- (a) In what ways does Passage 1B help us to understand how the Roman state developed during the reign of Romulus?**

You must use and evaluate details from Passage 1B. [14]

- (b) To what extent does Livy help us to understand why Romulus and Numa made political changes?**

You must use and evaluate details from BOTH Passage 1B AND other ancient sources you have studied. [18]

OPTION 1: The origins of Rome: The kings, 753–508 BC

SECTION B

Answer EITHER Question 4 OR Question 5.

Marks are awarded for the quality of written communication in your answer.

4 ‘Aeneas was very important for the Romans.’ To what extent do you agree with this opinion?

In your answer you should:

give a brief account of what Aeneas did;

explain why some sources present Aeneas as important;

show knowledge of relevant sections of Virgil and Livy;

consider how useful these sources are for our understanding of the importance of Aeneas. [30]



Spelling, punctuation and grammar [6]

5 'The later kings of Rome were completely bad.' How far does Livy's account support this statement?

In your answer you should:

give a brief account of the actions of AT LEAST two of the later kings of Rome (NOT Romulus or Numa);

explain to what extent Livy shows the later kings to be completely bad;

show knowledge of relevant sections of Livy;

consider whether Livy's account of the later kings is reliable.
[30]



Spelling, punctuation and grammar [6]

OPTION 2: Hannibal's invasion and defeat, 218–146 BC

Do NOT answer questions from this option if you have already answered OPTION 1.

SECTION A

Answer ALL the questions in this section.

- 6 Outline TWO reasons why the Romans fought against the Carthaginians. [5]**
- 7 Read Passage 2A from Livy, and answer the questions which follow.**

Passage 2A

In his moment of victory Hannibal was surrounded by his staff, crowding round to congratulate him and urge him after such a massive success to spend the remainder of the day and the following night resting himself, and giving his exhausted soldiers time to recover. But Maharbal, his cavalry commander, would have none of it, urging him not to waste a moment. "I'll tell you what this battle has really achieved," he declared, "when in five days time you are feasting on the Capitol. Follow up quickly. I'll go ahead with the cavalry, and before they even realise we are coming, the Romans will discover we've arrived." For Hannibal it all seemed far too optimistic, an almost inconceivable possibility. He commended Maharbal for his imaginative idea, but said he needed time to think it through. Maharbal's reply was short and to the point. "The gods do not give all their gifts to any one man. You can win a battle, Hannibal. But you have no idea how to exploit it."

That single day's delay, by common consent, proved the salvation of Rome and her empire.

Livy, 'The History of Rome' 22.51

- (a) Using Passage 2A, outline the advice given to Hannibal. [4]**
- (b) Using details from Passage 2A, explain why this advice was important for Hannibal and the Romans. [4]**
- (c) Using details from Passage 2A, how accurate do you think Livy's account of these events is? [5]**

OPTION 2: Hannibal's invasion and defeat, 218–146 BC

- 8 Read Passage 2B from Livy, and answer the questions which follow.

Passage 2B

Scipio now marshalled his troops for battle: in front the spearmen (*hastati*), and behind them the second rankers (*principes*), and then the third row men (*triarii*), closing up the rear. He did not deploy his cohorts in conventional close order in front of their individual standards; instead he organised them by companies (*maniples*), with wide passages in between each, so that the enemy's elephants would not disrupt the battle lines as they charged. He put Laelius in command of the Italian cavalry on the left wing. He had been his deputy commander (*legatus*), but for the current year was a special quaestor, appointed by senatorial decree instead of by lot. Masinissa and the Numidians were on the opposite wing, on the right. He filled the open passages between the companies (*maniples*) with platoons of skirmishers (*velites*), who were lightly armed in those days, and gave them strict orders to retreat behind the front lines as soon as the elephants charged, or else to scatter to left and right and link up with the front line troops, thus opening up a route for the elephants to charge through and leave them vulnerable to fire from both quarters.

Livy, 'The History of Rome' 30.33

(a) In what ways does Passage 2B help us to understand the weapons and tactics used by Scipio's army at Zama?

You must use and evaluate details from Passage 2B. [14]

(b) How useful is Livy in helping us to understand why Hannibal lost the battle of Zama?

You must use and evaluate details from BOTH Passage 2B AND other sections of Livy which you have studied. [18]

OPTION 2: Hannibal's invasion and defeat, 218–146 BC

SECTION B

Answer EITHER Question 9 OR Question 10.

Marks are awarded for the quality of written communication in your answer.

9 'The battle at Lake Trasimene shows Hannibal's skill as a general.' How far do you agree with this opinion?

In your answer you should:

outline Hannibal's tactics at the battle at Lake Trasimene;

explain how far you think these tactics show that he was a skilful general;

show knowledge of the relevant ancient sources;

consider whether the ancient sources give a reliable account of the battle. [30]



Spelling, punctuation and grammar [6]

10 To what extent was there a significant shift in power in the Mediterranean as a result of the Roman victory in the Second Punic War?

In your answer you should:

outline the power that each side had after the battle of Zama;

explain whether you think this was a significant shift in power from the beginning of the war;

show knowledge of relevant sections of the ancient sources;

consider how reliable you think these sources are. [30]



Spelling, punctuation and grammar [6]

END OF QUESTION PAPER

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