

**Monday 20 May 2013 – Afternoon**

**AS GCE CLASSICS: ANCIENT HISTORY**

**F392/01/1** Roman History from original sources

**INSERT – QUESTION BOOKLET**

**Duration:** 1 hour 30 minutes



**INSTRUCTIONS TO CANDIDATES**

- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Choose **one** option. Answer **one** question from Section A and **one** question from Section B. Both questions must be from the same option.

**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 booklet 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
- This document consists of **12** pages. Any blank pages are indicated.

**INSTRUCTION TO EXAMS OFFICER/INVIGILATOR**

- Do not send this Insert for marking; it should be retained in the centre or recycled. Please contact OCR Copyright should you wish to re-use this document.

### 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.

We admit the outstanding success of Lucius Aemilius Paulus, whose triumph was adorned by the presence of Perses, once a mighty and famous monarch. Marius twice saved Italy from blockade and freed us from the threat of slavery and his distinction will never be forgotten. Pompey, who swept in glorious success through all lands under the sun, outshines them all. All these are justly praised, but I feel confident that my own achievement will rank among them – unless, of course, you consider it a greater distinction to extend our empire by opening up new provinces than to ensure that our victorious generals and soldiers may have some home to which they can return. And yet in one respect success in a war overseas is better than victory in a civil war. Foreign enemies are either crushed and become slaves or are accepted as friends and consider themselves bound by ties of gratitude. With citizens the position is more difficult; a kind of criminal madness possesses them, and, once they have started to work openly against their own country, you may prevent them destroying the state but you will never be able to crush them by force or win them over by kindness. I realise, therefore, that my war against these criminals will never end. But I rely both upon your support and that of all respectable citizens and upon the fact that the terrible dangers from which the Roman people have been saved will not be forgotten either here in Rome or anywhere else in the world and am confident that I and my supporters will not come to any harm at their hands.

Cicero, *Against Catiline* IV. 21–22

[LACTOR 7]

- (a) What does this passage tell us about Cicero's view of his 'achievement' (line 6) in dealing with the threat posed by Catiline, compared to successes in wars overseas? [10]
- (b) What can we learn from other sources about Cicero's other achievements during the late 60s and early 50s BC? [20]
- (c) On the basis of this passage and other sources you have studied, how grateful were Romans to Cicero for his achievement in dealing with the Catilinarian conspiracy? [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.

Sestius, who is here now accused of violence, remained quiet on that day: this advocate and champion of my case did nothing, awaiting my enemies' first moves. And what of the men who have planned Sestius' prosecution in this court, how were they behaving? In the dead of night, they took over the forum, the comitium, and the Senate house with armed men (most of whom were slaves); then they attacked Fabricius and laid violent hands on him, killing several people and wounding many others in the process. Marcus Cispus, that most loyal and upright tribune of the people, was also attacked as he was entering the forum and was driven from it. Then, after causing the greatest bloodshed in the same place, with drawn and bloody swords they began to search every corner of the forum, shouting for my brother, my most excellent, brave and devoted brother. The latter, in his great sorrow and longing for me, would gladly have offered his body to their weapons – not to fight back, but to die – had he not preserved his life in the hope of witnessing my return home. Yet, he did not altogether escape the criminal attacks of this band of hooligans: although he had only come to plead with the Roman people for the safety of his brother, he was driven from the rostrum and forced to lie low in the comitium, hiding behind the bodies of slaves and freedmen and guarding his life not with the mantle of the law and justice, but with the cloak of darkness and flight.

Cicero, *Pro Sestio* 75–76

[LACTOR 7]

- (a) What does this passage tell us about violence in Roman politics in the late Republic? [10]
- (b) What can we learn from other sources about the ways in which different factions made use of violence in Roman politics? [20]
- (c) On the basis of this passage and other sources you have studied, how serious an effect on Roman politics did the violent struggles between factions have 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 significant a part did rhetoric play in Roman politics in the late Republic?

In your answer, you should:

- outline what the sources tell us about the part played by rhetoric in Roman politics in the late Republic;
- evaluate the reliability of these sources;
- assess the significance of rhetoric in comparison with other factors which played a part in Roman politics.

**[45]**

**4** How useful are the sources in explaining the importance of competition between individuals in Roman politics in the late 60s and early 50s BC?

In your answer, you should:

- describe what the sources tell us about individual politicians and their ambitions in the late 60s and early 50s BC;
- consider the importance of competition between individuals in Roman politics in the late 60s and early 50s BC;
- assess the reliability of the sources which describe the competition between these individuals.

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

After the deaths of Brutus and Cassius, the republic no longer had an army. Pompey had been defeated in Sicily, Lepidus disposed of, and Antony killed. As a result even the Julian faction had only Caesar left to lead them. He laid aside the title of triumvir and presented himself as a consul, content to defend the people by virtue of the tribunician power. Thereafter, once he had seduced the soldiery with gifts, the people with corn, and everyone with the delights of peace, he gradually increased his power, arrogating to himself the functions of the senate, the magistrates, and the law. He faced no opposition, since the bravest souls had died in battle or fallen victim to proscription, while the surviving nobles enjoyed a wealth and status which increased in proportion to their servility; and having profited by revolution, they preferred present safety to the insecurity of the past. ...

Augustus, however, took various reinforcements for his despotism: he raised Claudius Marcellus, his sister's son, to the pontificate and the curule aedileship while he was still a youth; he promoted Marcus Agrippa, of undistinguished origins but a good soldier who had helped him to victory, to a double consulship, and then on the death of Marcellus made him his son-in-law; he granted imperatorial titles to Tiberius Nero and Claudius Drusus, his step-sons, his own family being then still alive.

Tacitus, *Annals* 1, 2.1, 3.1

[LACTOR 17]

- (a) What can we learn from this passage about the ways in which Augustus secured his position at Rome? [10]
- (b) What can we learn from other sources about the different methods employed by Augustus to secure what Tacitus calls his 'despotism' (line 12)? [20]
- (c) On the basis of this passage and other sources you have studied, how far do you agree that Augustus personally took over 'the functions of the senate, the magistrates, and the law' (lines 7–8)? [25]

### Option 2: Augustus and the Principate

**Do not answer this question if you have already answered Question 5.**

- 6 Study the sources below and answer the questions. You are expected to refer to the sources below and to use your own knowledge in your answers.

There were so many mutinies in his armies, ... Add to these a long list of setbacks – shortage of funds for the armies, the rebellion in Illyricum, the need to enlist slaves, shortage of manpower, plague in Rome, famine in Italy, and his decision to commit suicide which, after four days of starvation, brought him near to death. Then came the disaster to Varus' legions with the disgrace it brought to his own reputation, ...

5

Pliny, *Natural History* 7. 149–50

[LACTOR 17]



*aureus*, issued between 15 and 12 BC in Lyons: Augustus receiving triumphal branches

Obv: Augustus, head bare, left  
Rev: Augustus seated on platform, receiving branches from two men in military dress

[LACTOR 17]

I extended the boundaries of all the provinces of the Roman people which were adjoined by peoples not obedient to our empire. I pacified the provinces of Gaul and Spain, and also Germany, where Ocean surrounds from Cadiz to the mouth of the River Elbe. I pacified the Alps from the region nearest to the Adriatic to the Tuscan sea without making war unjustly on any nation. ... The Cimbri, the Charydes, the Semnones, and other German peoples of that region through ambassadors sought my friendship and that of the Roman people. By my command and under my auspices two armies were led at about the same time into Ethiopia and into Arabia, which is called the Blessed. Great forces of each enemy people were slain in battle and several towns were captured.

5

10

Augustus, *Res Gestae* 26

[LACTOR 17]

- (a) What do the sources above tell us about the challenges Augustus faced in the provinces? [10]
- (b) What can we learn from other sources about the ways in which provincials regarded Augustus? [20]
- (c) On the basis of the sources above and other sources you have studied, how successfully did Augustus maintain good relations with the provincials? [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** To what extent did Augustus use his victory at Actium as propaganda for his principate?

In your answer, you should:

- outline the ways in which Augustus' victory at Actium is portrayed in the sources;
- discuss how far these portrayals were useful as propaganda;
- evaluate the reliability of these sources on the battle of Actium.

**[45]**

**8** 'Augustus was always hostile in his treatment of individuals at Rome.' How far do you agree with this view?

In your answer, you should:

- outline what the sources tell us about Augustus' treatment of individuals at Rome;
- discuss how far the sources show Augustus to be hostile to individuals;
- evaluate the reliability of the sources.

**[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.

Most of the island is low-lying and wooded, but there are many hilly areas. It produces corn, cattle, gold, silver and iron. These things are exported along with hides, slaves and dogs suitable for hunting. ...

The men of Britain are taller than the Gauls and not so yellow-haired. Their bodies are more loosely built. ... I myself in Rome saw youths standing half a foot taller than the tallest in the city although they were bandy-legged and ungainly in build. They live much like the Gauls but some of their customs are more primitive and barbarous. Thus for example some of them are well supplied with milk but do not know how to make cheese; they know nothing of planting crops or of farming in general. They are ruled by their own kings. For the most part they use chariots in war, like some of the Gauls. Their cities are the forests, for they fell trees and fence in large circular enclosures in which they build huts and pen in their cattle, but not for any great length of time. The weather tends to rain rather than snow. Mist is very common, so that for whole days at a stretch the sun is seen only for three or four hours around midday.

Strabo, 4.5.2

[LACTOR 11]

- (a) What does this passage tell us about Strabo's views of Britain and the Britons? [10]
- (b) What can we learn from other sources about Roman views of the Britons? [20]
- (c) On the basis of this passage and other evidence you have studied, discuss how appealing Britain was to the Romans from an economic point of view. [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.

The following winter was spent on schemes of social betterment. Agricola had to deal with people living in isolation and ignorance, and therefore prone to fight; and his object was to accustom them to a life of peace and quiet by the provision of amenities. He therefore gave private encouragement and official assistance to the building of temples, public squares, and good houses. He praised the energetic and scolded the slack; and competition for honour proved as effective as compulsion. 5

Tacitus, *Agricola* 21

(Made) in the ninth consulship of the Emperor Vespasian and in the seventh of Titus, acclaimed *imperator*, in the governorship of Gnaeus Julius Agricola.

*Chester (Deva). Pieces of lead water-piping found in the central range of the fortress. AD 79*

[LACTOR 4]

To the Emperor Titus Caesar Vespasian Augustus, son of the deified Vespasian, *pontifex maximus*, in his ninth year of tribunician power, hailed *imperator* 15 times, consul 7 times, designated consul for the 8th time, censor, father of his country, and Caesar Domitian, son of the deified Vespasian, consul 6 times, designated consul for the 7th time, *princeps iuventutis* and priest of all the colleges, through Gnaeus Julius Agricola, governor, the city of Verulamium to mark the building of the basilica. 5

*St Albans (Verulamium). Fragments of an inscription. AD 79 or 81*

[LACTOR 4]

- (a) What do these passages tell us about the activity of Agricola when governor of Britain? [10]
- (b) What can we learn from other parts of the *Agricola* about the difficulties Agricola had to overcome during his time as governor? [20]
- (c) On the basis of these passages and other sources you have studied, how effective a governor was Agricola? [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** 'The motive for Claudius' invasion of Britain was personal rather than political.' How far do the sources support this view?

In your answer, you should:

- describe what the sources tell us about the factors which led Claudius to invade Britain;
- discuss the ways in which Claudius benefited from the invasion of Britain;
- assess the usefulness and accuracy of the ancient sources.

**[45]**

- 12** According to the sources, how effectively did the Romans deal with the Boudiccan rebellion after it had started?

In your answer, you should:

- include the evidence from the sources about the ways in which the Romans dealt with the Boudiccan rebellion after it had started;
- discuss how effective these ways of dealing with the rebellion were;
- evaluate the evidence about the ways in which the Romans dealt with the rebellion.

**[45]**

**Section B Total [45]**

**Paper Total [100]**



**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.