

Apex Exam Guidebook

Ancient History Year 12 QCE Queensland Curriculum

2026 Edition

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Apex Exam Guidebook

Ancient History

Year 12 QCE

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Acknowledgements

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Contents

Unit 4 People, power and authority	4
2024 – Topic 12: Augustus	4
2024 – Marking Guide.....	15
2023 – Topic 12: Augustus	18
2023 – Marking Guide.....	29
2022 – Topic 12: Augustus	33
2022 – Marking Guide.....	43
2021 – Topic 12: Augustus	47
2021 – Marking Guide.....	56
2020 – Topic 12: Augustus	61
2020 – Marking Guide.....	72

Notes	<p>Two topics are studied in this unit — one from Topics 1–5 and one from Topics 6–12.</p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> • Topic 1: Ancient Egypt — New Kingdom Imperialism • Topic 2: Ancient Greece — the Persian Wars • Topic 3: Ancient Greece — the Peloponnesian War • Topic 4: Ancient Rome — the Punic Wars • Topic 5: Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for external assessment from:</p> <ul style="list-style-type: none"> • Topic 6: Thutmose III • Topic 7: Rameses II • Topic 8: Themistokles • Topic 9: Alkibiades • Topic 10: Scipio Africanus • Topic 11: Julius Caesar • Topic 12: Augustus. <p>Schools will be notified of the topic at least 12 months before the external assessment is implemented.</p>
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2024
Paper 1
Section 1
Question 1

Topic 12:
Augustus

Use evidence from the upper register and the lower register in Source 1 in the stimulus book to explain how visual imagery in the *Gemma Augustea* conveys the extent of Augustus's power. [4 marks]

Source 1

The *Gemma Augustea*



Source: Dioscurides c. 9 CE – 12 CE, *Gemma Augustea*.

Context statement

The *Gemma Augustea* is believed to have been created by the craftsman Dioscurides, or one of his followers, on commission by the imperial court (c. 9 CE – 12 CE). The cameo (engraved gem) is divided into two registers.

Upper register: The emperor Augustus is seated bare-chested on a throne. Beneath the throne is the eagle of Jupiter (king of the Roman gods) and a shield. Augustus is holding a *lituus* (a symbol of high military command) and a sceptre (a symbol of his right to rule the Roman Empire). Augustus is being crowned with a civic crown given to those who have saved Roman citizens from an enemy. Other notable figures in the upper register include, from left to right: Victoria, the winged goddess of victory, who drives a chariot; Roma, the patron goddess of Rome, who holds a spear and sword; and a goddess thought to be Tellus, personification of Earth, or Italia, personification of Italy, who holds a cornucopia (horn of plenty), while the child in front of her holds grain.

Lower register: On the left side of the register, Roman soldiers are erecting a military trophy over subjugated captives.¹ The figure with the helmet and cape is thought to be the god of war, Mars.

b) Evaluate the reliability of Ovid’s description of Augustus’s achievements in Source 2. [3 marks]

2024
Paper 1
Section 1
Question 4

Topic 12:
Augustus

Synthesise evidence from Sources 4–7 in the stimulus book to create a historical argument about the purpose of Augustus’s moral laws.

As part of your historical argument, include one judgment of usefulness and one judgment of reliability for the *Res Gestae* (Source 5). [21 marks]

Source 4

Excerpt from Eck’s *The Age of Augustus*

[Every] conception of Roman society as it ought to be rested on the belief that the existence of Rome and its political and military success depended on the stability of the family and on a [future] generated by the institution of marriage ... Leading families placed the highest priority on legitimate offspring in order to pass on their traditions and fortunes, and from the general populace came sorely needed military recruits to defend and increase the greatness of Rome. Cicero in his treatise *On the Laws* ... proposed as an ideal duty of the censors⁴ that they see to it that Romans did not remain unmarried ...

[Laws on marriage] came into existence in three stages: first, a law of 18 [BCE]; then, in ... [5 CE] modifications ... and finally ... in ... [9 CE] ...

[These laws] required all Roman citizens to marry ... Prompt remarriage was prescribed not only after divorce, but also after the death of one’s spouse ... [Heavy] penalties could be imposed on all who did not comply with the new requirement to marry.

Source: Eck, W 2007, *The Age of Augustus*.

Context statement

Werner Eck is a Professor of Ancient History who specialises in the history and epigraphy (study of inscriptions) of imperial Rome.

4 magistrates who administered the census and supervised public morals

Source 5

Excerpt from Augustus’s *Res Gestae Divi Augusti*

As consul for the fifth time, by order of the people and the Senate, I increased the number of the patricians.

Three times I revised the roll of the Senate. In my sixth consulship ... I made a census of the people. I performed the *lustrum*⁵ after an interval of forty-one years. In this lustration [ritual], 4 063 000 Roman citizens were entered on the census roll. A second time, in the consulship of Gaius Censorinus and Gaius Asinius, I again performed the lustrum alone, with ... consular imperium. In this lustrum, 4 233 000 Roman citizens were entered on the census roll. A third time, with ... consular imperium, and with my son Tiberius Caesar as my colleague, I performed the lustrum in the consulship of Sextus Pompeius and Sextus Apuleius. In this lustrum, 4 937 000 Roman citizens were entered on the census roll.

By the passage of new laws I restored many traditions of our ancestors which were falling into disuse, and I myself set precedents in many things for [future generations] to imitate.

Source: Augustus, *Res Gestae Divi Augusti (The Achievements of the Deified Augustus)*, translated by FW Shipley, 1924.

Context statement

The *Res Gestae Divi Augusti* is Augustus’s account of his career and achievements. He left instructions for this text to be inscribed on bronze pillars at the entrance to his mausoleum (large tomb). Copies were also found throughout the Roman Empire. In this excerpt, Augustus lists his achievements as consul (highest elected political office) and his achievements during the consulships of other Roman magistrates, when he still held consular imperium (the power to command an army).

5 a purification sacrifice made after a census, every five years

Source 6

Excerpt from Dio's *Roman History*

[Augustus] laid heavier assessments upon the unmarried men and upon the women without husbands, and on the other hand offered prizes for marriage and [having] children. And since among the nobility there were far more males than females, he allowed all who wished, except the senators, to marry freedwomen,⁶ and ordered that their offspring should be held legitimate.

...

[When the knights sought] the repeal of the law regarding the unmarried and the childless, he assembled in one part of the Forum the unmarried men of their number, and in another those who were married, including those who also had children.

...

[Augustus said:] 'A strange experience has been mine, O — what shall I call you? Men? But you are not performing any of the offices of men. Citizens? But for all that you are doing, the city is perishing. Romans? ... I am always doing everything to promote an increase of population among you ... For you [the unmarried] ... are bent upon annihilating our entire race and making it in truth mortal, are bent upon destroying and bringing to an end the entire Roman nation ...'

Source: Cassius Dio, *Roman History*, translated by E Cary, 1917.

Context statement

Cassius Dio (c. 164 CE – after 229 CE) was a Roman senator, consul and proconsul who wrote an 80-book history of Rome documenting the founding of Rome, formation of the Republic and creation of the Empire.

Source 7

Excerpt from Goldsworthy's *Augustus: From Revolutionary to Emperor*

The wider future of the Roman race, and especially the elite, also became a great concern of his [Augustus's] at this time. Civil wars and proscriptions had wrought havoc among senatorial and many equestrian⁷ families. Some lines died out altogether, and others had one or more generations cut down before or during the prime years of a political career. Raising children was expensive, especially if they chose to seek office, and there was a widespread belief that more and more men were choosing either to remain bachelors or marry but not have children.

... His concern was moral only in the sense that he wanted Rome's elite to do their duty and keep on providing young men to follow a public career.

Source: Goldsworthy, A 2015, *Augustus: From Revolutionary to Emperor*.

Context statement

Adrian Goldsworthy is a historian who wrote a biography of Augustus.

6 female slaves who had been freed

7 knights; members of the wealthy elite who had not been elected to public office

<p>2024 Paper 1 Section 1 Question 1</p> <p>Topic 12: Augustus</p>	<p>Use evidence from the upper register and the lower register in Source 1 in the stimulus book to explain how visual imagery in the <i>Gemma Augustea</i> conveys the extent of Augustus’s power. [4 marks]</p>	
	<p>Criterion: Comprehending and Analysing</p> <table border="1"> <tr> <th style="text-align: center;">The response</th> </tr> <tr> <td> <ul style="list-style-type: none"> • provides an explanation of how visual imagery conveys the extent of Augustus's power [1 mark] • uses well-chosen evidence from the upper register in Source 1 to support the explanation [1 mark] • uses well-chosen evidence from the lower register in Source 1 to support the explanation [1 mark] • uses terms associated with the <i>Gemma Augustea</i> [1 mark] </td> </tr> </table>	The response
The response		
<ul style="list-style-type: none"> • provides an explanation of how visual imagery conveys the extent of Augustus's power [1 mark] • uses well-chosen evidence from the upper register in Source 1 to support the explanation [1 mark] • uses well-chosen evidence from the lower register in Source 1 to support the explanation [1 mark] • uses terms associated with the <i>Gemma Augustea</i> [1 mark] 		

<p>2024 Paper 1 Section 1 Question 2</p> <p>Topic 12: Augustus</p>	<p>a) Analyse evidence from Source 2 in the stimulus book to explain how Augustus is portrayed by Ovid. [4 marks]</p>		
	<p>Criterion: Analysing and Comprehending</p> <table border="1"> <tr> <th style="text-align: center;">The response</th> </tr> <tr> <td> <ul style="list-style-type: none"> • identifies the way Augustus is portrayed by Ovid [1 mark] • provides an explanation of the way Augustus is portrayed by Ovid [1 mark] • uses well-chosen evidence from Source 2 [1 mark] • uses terms in historical context [1 mark] </td> </tr> </table>	The response	<ul style="list-style-type: none"> • identifies the way Augustus is portrayed by Ovid [1 mark] • provides an explanation of the way Augustus is portrayed by Ovid [1 mark] • uses well-chosen evidence from Source 2 [1 mark] • uses terms in historical context [1 mark]
	The response		
<ul style="list-style-type: none"> • identifies the way Augustus is portrayed by Ovid [1 mark] • provides an explanation of the way Augustus is portrayed by Ovid [1 mark] • uses well-chosen evidence from Source 2 [1 mark] • uses terms in historical context [1 mark] 			
<p>b) Evaluate the reliability of Ovid’s description of Augustus’s achievements in Source 2. [3 marks]</p>			

<p>Criterion: Evaluating and Comprehending</p> <table border="1"> <tr> <th style="text-align: center;">The response</th> </tr> <tr> <td> <ul style="list-style-type: none"> • makes a discerning judgment about the reliability of Ovid’s description of Augustus’s achievements [1 mark] • explains judgment using well-chosen evidence from Source 2 [1 mark] • identifies issues related to the nature of evidence [1 mark] </td> </tr> </table>	The response	<ul style="list-style-type: none"> • makes a discerning judgment about the reliability of Ovid’s description of Augustus’s achievements [1 mark] • explains judgment using well-chosen evidence from Source 2 [1 mark] • identifies issues related to the nature of evidence [1 mark]
The response		
<ul style="list-style-type: none"> • makes a discerning judgment about the reliability of Ovid’s description of Augustus’s achievements [1 mark] • explains judgment using well-chosen evidence from Source 2 [1 mark] • identifies issues related to the nature of evidence [1 mark] 		

<p>2024 Paper 1 Section 1 Question 3</p> <p>Topic 12: Augustus</p>	<p>Analyse evidence from Source 3 in the stimulus book to explain Seneca’s opinion of Augustus and evaluate how reliable Seneca is for understanding Augustus’s approach to leadership. [9 marks]</p>		
	<p>Criterion: Analysing and Comprehending</p> <table border="1"> <tr> <th style="text-align: center;">The response</th> </tr> <tr> <td> <p>[3 marks]</p> <ul style="list-style-type: none"> • explains Seneca’s opinion of Augustus, using well-chosen evidence from Source 3 <p>[2 marks]</p> <ul style="list-style-type: none"> • explains Seneca’s opinion of Augustus, using evidence from Source 3 <p>[1 mark]</p> <ul style="list-style-type: none"> • identifies Seneca’s opinion of Augustus, with reference to evidence from Source 3 <p>[0 marks]</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. </td> </tr> </table>	The response	<p>[3 marks]</p> <ul style="list-style-type: none"> • explains Seneca’s opinion of Augustus, using well-chosen evidence from Source 3 <p>[2 marks]</p> <ul style="list-style-type: none"> • explains Seneca’s opinion of Augustus, using evidence from Source 3 <p>[1 mark]</p> <ul style="list-style-type: none"> • identifies Seneca’s opinion of Augustus, with reference to evidence from Source 3 <p>[0 marks]</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above.
	The response		
	<p>[3 marks]</p> <ul style="list-style-type: none"> • explains Seneca’s opinion of Augustus, using well-chosen evidence from Source 3 <p>[2 marks]</p> <ul style="list-style-type: none"> • explains Seneca’s opinion of Augustus, using evidence from Source 3 <p>[1 mark]</p> <ul style="list-style-type: none"> • identifies Seneca’s opinion of Augustus, with reference to evidence from Source 3 <p>[0 marks]</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 		
<p>The response:</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> • uses terms in historical context [1 mark] • understands issues associated with Augustus’s approach to leadership [1 mark] </td> </tr> </table>	<ul style="list-style-type: none"> • uses terms in historical context [1 mark] • understands issues associated with Augustus’s approach to leadership [1 mark] 		
<ul style="list-style-type: none"> • uses terms in historical context [1 mark] • understands issues associated with Augustus’s approach to leadership [1 mark] 			
<p>Criterion: Evaluating</p> <table border="1"> <tr> <th style="text-align: center;">The response</th> </tr> <tr> <td> <p>[2 marks]</p> <ul style="list-style-type: none"> • makes a discerning judgment about reliability and explains using well-chosen evidence from Source 3 <p>[1 mark]</p> <ul style="list-style-type: none"> • makes a judgment about reliability and explains using evidence from Source 3 <p>[0 marks]</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. </td> </tr> </table>	The response	<p>[2 marks]</p> <ul style="list-style-type: none"> • makes a discerning judgment about reliability and explains using well-chosen evidence from Source 3 <p>[1 mark]</p> <ul style="list-style-type: none"> • makes a judgment about reliability and explains using evidence from Source 3 <p>[0 marks]</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	
The response			
<p>[2 marks]</p> <ul style="list-style-type: none"> • makes a discerning judgment about reliability and explains using well-chosen evidence from Source 3 <p>[1 mark]</p> <ul style="list-style-type: none"> • makes a judgment about reliability and explains using evidence from Source 3 <p>[0 marks]</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 			

	Criterion: Creating and communicating
	The response
	<p>[2 marks]</p> <ul style="list-style-type: none"> organises paragraph/s purposefully to convey ideas relating to the question, acknowledging sources used <p>[1 mark]</p> <ul style="list-style-type: none"> conveys ideas related to the question, acknowledging sources used <p>[0 marks]</p> <ul style="list-style-type: none"> does not satisfy any of the descriptors above.

<p>2024 Paper 1 Section 1 Question 4</p> <p>Topic 12: Augustus</p>	<p>Synthesise evidence from Sources 4–7 in the stimulus book to create a historical argument about the purpose of Augustus’s moral laws.</p> <p>As part of your historical argument, include one judgment of usefulness and one judgment of reliability for the <i>Res Gestae</i> (Source 5). [21 marks]</p>
	Criterion: Synthesising
	The response
	<p>[4 marks]</p> <ul style="list-style-type: none"> presents a sophisticated historical argument about the purpose of Augustus’s moral laws <p>[3 marks]</p> <ul style="list-style-type: none"> presents a reasoned historical argument about the purpose of Augustus’s moral laws <p>[2 marks]</p> <ul style="list-style-type: none"> presents a basic historical argument about the purpose of Augustus’s moral laws <p>[1 mark]</p> <ul style="list-style-type: none"> makes statements about the purpose of Augustus’s moral laws <p>[0 marks]</p> <ul style="list-style-type: none"> does not satisfy any of the descriptors above.
	The response
	<p>[4 marks]</p> <ul style="list-style-type: none"> skilfully combines relevant evidence from all four sources to develop the historical argument <p>[3 marks]</p> <ul style="list-style-type: none"> combines relevant evidence from all four sources to develop the historical argument <p>[2 marks]</p> <ul style="list-style-type: none"> combines evidence from three sources to develop the historical argument <p>[1 mark]</p> <ul style="list-style-type: none"> refers to relevant evidence from two sources <p>[0 marks]</p> <ul style="list-style-type: none"> does not satisfy any of the descriptors above.
Criterion: Comprehending	
The response	
<p>[2 marks]</p> <ul style="list-style-type: none"> demonstrates appropriate use of terms and concepts in historical context <p>[1 mark]</p> <ul style="list-style-type: none"> demonstrates appropriate use of terms and/or concepts <p>[0 marks]</p> <ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	
The response	
<p>[2 marks]</p> <ul style="list-style-type: none"> demonstrates an informed understanding of issues associated with the purpose of Augustus’s moral laws <p>[1 mark]</p> <ul style="list-style-type: none"> demonstrates an understanding of issues associated with the purpose of Augustus’s moral laws <p>[0 marks]</p> <ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	

Criterion: Evaluating**The response, for usefulness**

[3 marks]

- makes a judgment about the usefulness of the Res Gestae (Source 5) that supports the development of the historical argument

[2 marks]

- makes a judgment about the usefulness of the Res Gestae (Source 5) that relates to the argument

[1 mark]

- makes a statement about the usefulness of the Res Gestae (Source 5)

[0 marks]

- does not satisfy any of the descriptors above.

The response, for reliability

[3 marks]

- makes a judgment about the reliability of the Res Gestae (Source 5) that supports the development of the historical argument

[2 marks]

- makes a judgment about the reliability of the Res Gestae (Source 5) that relates to the argument

[1 mark]

- makes a statement about the reliability of the Res Gestae (Source 5)

[0 marks]

- does not satisfy any of the descriptors above.

Criterion: Creating and communicating**The response**

[3 marks]

- organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the historical argument, acknowledging sources used

[2 marks]

- organises paragraph/s to convey ideas relating to the historical argument, acknowledging sources used

[1 mark]

- conveys ideas related to the question

[0 marks]

- does not satisfy any of the descriptors above.

**2023
Paper 1
Section 1
Question 3**

**Topic 12:
Augustus**

Evaluate the extent to which evidence from Sources 3 and 4 in the stimulus book is useful and reliable for understanding Augustus's relationship with the people of the Roman Empire.

For each source, explain one judgment of usefulness and one judgment of reliability. [13 marks]

Source 3

Excerpt from Appian's *The Illyrian Wars*

When Augustus had made himself master of everything, he informed the Senate ... that he had freed Italy from the savage tribes that had so often raided it. He overcame [the tribes] in one campaign ... From these tribes he exacted the tributes they had been failing to pay ... Others which had revolted ... who inhabited islands and practised piracy, he destroyed utterly, putting the young men to death and selling the rest as slaves ... [Two tribes] dwelling within the Alps, surrendered themselves to him at his approach. The Arrepini, who are the most numerous and warlike of the [tribes of Illyria took] themselves from their villages to their city, but when he arrived there they fled to the woods. Augustus took the city, but did not burn it, hoping that they would deliver themselves up, and when they did so he allowed them to occupy it.

Source: Appian, 'Chapter IV' in *The Illyrian Wars*, translated by H White, 1899.

Context statement

Appian of Alexandria (c. 95 CE – c. 165 CE) was a Greek historian who became a Roman citizen and advocate (lawyer) and wrote *The Civil Wars* (published before 162 CE). This excerpt is about Augustus's treatment of Illyricum, a province in the Roman Empire, between c. 35 BCE – c. 33 BCE. Appian used the work of a variety of Greek and Roman authors, including Augustus (who died in 14 CE), but has been criticised for reducing the extensive source material into a single work.

Source 4

Excerpt from an inscription dated to 9 BCE

It was decreed by the Greeks in Asia [westernmost Roman province in Asia Minor] ...

Whereas Providence,² which has arranged all things of our life, has eagerly and most [enthusiastically] mustered the most perfect good for our lives by giving us Augustus, whom she filled with virtue for the benefit of mankind, sending him as a [saviour], both for us and those after us, that he might end war and set all things in order; and

Whereas Caesar [i.e. Augustus], when he appeared, surpassed the hopes of all those who anticipated good tidings, not only surpassing all benefactors before him but not even leaving those to come any hope of surpassing him; and

Whereas the birthday of the god [i.e. Augustus] was the beginning for the world of the good news that came by reason of him ...

Therefore, with good fortune and for our deliverance, it was decreed by the Greeks in Asia, that the New Year for all cities should begin on 23 September, which is the birthday of Augustus.

Source: *Orientalis Graeci Inscriptiones Selectae*, translated by W Dittenberger, 1905.

Context statement

This inscription, dated to approximately 9 BCE, was located on a stele (stone panel with an inscription) in a temple dedicated to Roma (female deity) and Augustus in Pergamon (Greek city in Asia Minor). This decree was enacted by the assembly of Asia during the reign of Augustus, in response to a letter sent by the governor of Asia (appointed by Augustus) who proposed the adoption of a new calendar beginning with Augustus's birthday. This decree was widely published in numerous Greek Asian cities, including less populated areas.

2 divine guidance or care

**2023
Paper 1
Section 1
Question 4**

**Topic 12:
Augustus**

Synthesise evidence from Sources 5–8 in the stimulus book to develop a historical argument in response to the statement: ‘*For the truth was that Augustus had not restored the republic, but had achieved just the opposite*’ (Source 5).

Include an explanation of how evidence from two of these sources corroborates a point being made in your historical argument. [21 marks]

Source 5

Excerpt from Baker’s *Ancient Rome: The rise and fall of an empire*

For the truth was that Augustus had not restored the republic, but had achieved just the opposite. He was in the process of ending the political freedoms of the republic. He was rebuilding the Roman state around himself and his power. He was, with subtlety and ... political skill, forging a new age — the age of the Roman emperors. The Games of the Ages in 17 [BCE] were just one example of an extraordinary [deception]. They celebrated the arrival of the greatest revolution in all Roman history: Augustus’s transformation of the Roman republic into an autocracy — rule by one man.

Source: Baker, S 2007, *Ancient Rome: The rise and fall of an empire*.

Context statement

Baker, who is part of the BBC History Unit, has been involved in the production of a range of programs about the classical world, including *Ancient Rome: The rise and fall of an empire*. The Republic, or Roman Republic, was the period from c. 509 BCE – c. 27 BCE, when the Romans replaced their monarchy with elected magistrates.

Source 6

Excerpt from Mellor’s *Augustus and the Creation of the Roman Empire*

[Augustus] preserved the social hierarchy and the tradition of using local elites to administer the Empire. He restored the rule of law, which had collapsed during the turbulent decades of civil war. He professionalized the Roman army, making it the chief mechanism of social mobility and Romanization in the provinces. In rendering the ideology of monarchic rule, in a carefully sweetened form, acceptable to the Roman people for the first time in five centuries, Augustus provided a means for the transmission of power without using the word ‘king’. And not least, he made the city of Rome worthy of being the capital of the world’s greatest Empire.

Source: Mellor, R 2005, *Augustus and the Creation of the Roman Empire*.

Context statement

Mellor is a distinguished professor, historian and author.

Source 7

Excerpt from Suetonius's *The Lives of the Twelve Caesars*

He twice thought of restoring the republic; first immediately after the overthrow of Antony, remembering that his rival had often made the charge that it was his fault that it was not restored; and again in the weariness of a lingering illness, when he went so far as to summon the magistrates and the senate to his house, and submit an account of the general condition of the empire. Reflecting, however, that as he himself would not be free from danger if he should retire, so too it would be hazardous to trust the State to the control of more than one, he continued to keep it in his hands; and it is not easy to say whether his intentions or their results were the better.

Source: Suetonius, *The Lives of the Twelve Caesars*, translated by JC Rolfe, 1913.

Context statement

Suetonius (c. 69 CE – after 122 CE) was a biographer who wrote *The Lives of the Twelve Caesars* about the personal and public lives of Roman emperors, including Augustus. Suetonius undertook extensive research and had access to public records and many personal documents of the emperors, including Augustus's letters, autobiography and will.

Source 8

Excerpt from Cassius Dio's *Roman History*

You see for yourselves, of course, that it is in my power to rule over you for life ... My military is in the finest condition [in] both loyalty and strength; there is money and there are allies; and, most important of all, you and the people are so disposed toward me that you would distinctly wish to have me at your head. However, I shall lead you no longer, and no one will be able to say that it was to win absolute power that I did whatever has [previously] been done ... I give up my office completely, and restore to you absolutely everything — the army, the laws, and the provinces — not only those which you committed to me, but also those which I myself later acquired for you. Thus my very deeds also will prove to you that even at the outset I desired no position of power, but in very truth wished to avenge my father, cruelly murdered, and to [free] the city from great evils that came on unceasingly.

Source: Cassius Dio, *Roman History*, translated by E Cary, 1917.

Context statement

Cassius Dio (c. 164 CE – after 229 CE) was a Greek-born Roman senator and author of an 80-book history of Rome from its foundation to 229 CE. This excerpt recounts Octavian's address to the Senate during his seventh consulship. A consul was the highest elected political office in the Roman Republic. Consuls served for one year and could not serve successive terms.

The First Settlement followed this address in 27 BCE, whereby the Senate formally consulted with Octavian's supporters to give Octavian authority over much of the Roman Empire, and as a result, most of the Roman army. This is also when Octavian received the title of Augustus.

<p>2023 Paper 1 Section 1 Question 1</p> <p>Topic 12: Augustus</p>	<p>Use evidence from Source 1 in the stimulus book to explain two ways the poet-to-patron relationship benefited Augustus. [4 marks]</p>	
	<p>Criterion: Comprehending</p>	
	<p>The response: First benefit</p> <ul style="list-style-type: none"> describes one way the poet-to-patron relationship benefited Augustus [1 mark] uses well-chosen evidence from Source 1 [1 mark] 	<p>The response: Second benefit</p> <ul style="list-style-type: none"> describes a second way the poet-to-patron relationship benefited Augustus [1 mark] uses well-chosen evidence from Source 1 [1 mark]

<p>2023 Paper 1 Section 1 Question 2</p> <p>Topic 12: Augustus</p>	<p>Analyse evidence from Source 2 in the stimulus book to explain three implicit meanings about Augustus as a military leader. [9 marks]</p>		
	<p>Criterion: Analysing</p>		
	<p>The response Implicit meaning 1</p> <p>[3 marks]</p> <ul style="list-style-type: none"> explains one relevant implicit meaning using well-chosen evidence from Source 2 	<p>The response Implicit meaning 2</p> <p>[3 marks]</p> <ul style="list-style-type: none"> explains one relevant implicit meaning using well-chosen evidence from Source 2 	<p>The response Implicit meaning 3</p> <p>[3 marks]</p> <ul style="list-style-type: none"> explains one relevant implicit meaning using well-chosen evidence from Source 2
	<p>[2 marks]</p> <ul style="list-style-type: none"> explains one relevant implicit meaning using evidence from Source 2 	<p>[2 marks]</p> <ul style="list-style-type: none"> explains one relevant implicit meaning using evidence from Source 2 	<p>[2 marks]</p> <ul style="list-style-type: none"> explains one relevant implicit meaning using evidence from Source 2
	<p>[1 mark]</p> <ul style="list-style-type: none"> describes a meaning related to Augustus's qualities 	<p>[1 mark]</p> <ul style="list-style-type: none"> describes a meaning related to Augustus's qualities 	<p>[1 mark]</p> <ul style="list-style-type: none"> describes a meaning related to Augustus's qualities

<p>2023 Paper 1 Section 1 Question 3</p> <p>Topic 12: Augustus</p>	<p>Evaluate the extent to which evidence from Sources 3 and 4 in the stimulus book is useful and reliable for understanding Augustus's relationship with the people of the Roman Empire.</p>	
	<p>For each source, explain one judgment of usefulness and one judgment of reliability. [13 marks]</p>	
	<p>Criterion: Evaluating</p>	
	<p>The response, for Source 3:</p> <p>Usefulness</p> <p>[2 marks]</p> <ul style="list-style-type: none"> explains a discerning judgment about usefulness using well-chosen evidence from the source 	<p>The response, for Source 4</p> <p>[2 marks]</p> <ul style="list-style-type: none"> explains a discerning judgment about usefulness using well-chosen evidence from the source

Reliability	
[2 marks] • explains a discerning judgment about reliability using well-chosen evidence from the source	[2 marks] • explains a discerning judgment about reliability using well-chosen evidence from the source
[1 mark] • makes a judgment about reliability referring to relevant evidence from the source	[1 mark] • makes a judgment about reliability referring to relevant evidence from the source
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
Criterion: Comprehending	
The response	
[2 marks] • demonstrates an informed understanding of issues related to the question	
[1 mark] • demonstrates an understanding of issues related to the question	
[0 marks] • does not satisfy any of the descriptors above.	
Criterion: Creating and communicating	
The response	
[3 marks] • organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used	
[2 marks] • organises paragraph/s to convey ideas relating to the question, acknowledging sources used	
[1 mark] • conveys ideas related to the question	
[0 marks] • does not satisfy any of the descriptors above.	

**2023
Paper 1
Section 1
Question 4**

**Topic 12:
Augustus**

Synthesise evidence from Sources 5–8 in the stimulus book to develop a historical argument in response to the statement: *‘For the truth was that Augustus had not restored the republic, but had achieved just the opposite’* (Source 5).

Include an explanation of how evidence from two of these sources corroborates a point being made in your historical argument. [21 marks]

Criterion: Synthesising

The response:	
[5 marks]	<ul style="list-style-type: none"> • presents a sophisticated historical argument that responds directly to the question
[4 marks]	<ul style="list-style-type: none"> • presents a reasoned historical argument that responds directly to the question
[3 marks]	<ul style="list-style-type: none"> • presents a basic historical argument that responds to the question
[2 marks]	<ul style="list-style-type: none"> • presents a superficial argument about Augustus and the Roman Republic
[1 mark]	<ul style="list-style-type: none"> • makes statements about Augustus
[0 marks]	<ul style="list-style-type: none"> • does not satisfy any of the descriptors above.
The response:	
[5 marks]	<ul style="list-style-type: none"> • skilfully combines relevant evidence from all four sources to develop the historical argument
[4 marks]	<ul style="list-style-type: none"> • combines relevant evidence from all four sources to develop the historical argument
[3 marks]	<ul style="list-style-type: none"> • combines evidence from three sources to develop the historical argument
[2 marks]	<ul style="list-style-type: none"> • refers to relevant evidence from two sources
[1 mark]	<ul style="list-style-type: none"> • refers to evidence from one source
[0 marks]	<ul style="list-style-type: none"> • does not satisfy any of the descriptors above.

	Criterion: Comprehending
	The response:
	[2 marks] <ul style="list-style-type: none"> demonstrates appropriate use of relevant historical terms and concepts placed in context
	[1 mark] <ul style="list-style-type: none"> demonstrates use of historical terms or concepts
	[0 marks] <ul style="list-style-type: none"> does not satisfy any of the descriptors above.
	The response:
	[3 marks] <ul style="list-style-type: none"> demonstrates an informed understanding of issues associated with Augustus's rule
	[2 marks] <ul style="list-style-type: none"> demonstrates an understanding of issues associated with Augustus's rule
	[1 mark] <ul style="list-style-type: none"> demonstrates a superficial understanding of issues associated with Augustus's rule
	[0 marks] <ul style="list-style-type: none"> does not satisfy any of the descriptors above.
	Criterion: Evaluating
	The response:
	[3 marks] <ul style="list-style-type: none"> explains how evidence from two sources corroborates a point being made in the argument
	[2 marks] <ul style="list-style-type: none"> identifies evidence from two sources that corroborates a point being made in the argument
	[1 mark] <ul style="list-style-type: none"> identifies evidence from two sources that corroborate with each other
	[0 marks] <ul style="list-style-type: none"> does not satisfy any of the descriptors above.
	Criterion: Creating and communicating
	The response:
	[3 marks] <ul style="list-style-type: none"> organises paragraph/s purposefully to succinctly and fluently convey ideas relating to question, acknowledging sources used
	[2 marks] <ul style="list-style-type: none"> organises paragraph/s to convey ideas relating to the question, acknowledging sources used
[1 mark] <ul style="list-style-type: none"> conveys ideas related to the question 	
[0 marks] <ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	

Evaluate the extent to which evidence from Sources 4 and 5 in the stimulus book is reliable and useful for determining whether Rome achieved peace and stability under Augustus. For each source, explain one judgment of reliability and one judgment of usefulness. [14 marks]

Source 4

Excerpt from Tacitus's *The Annals of Imperial Rome*

Filial duty³ and national crisis had been merely pretexts. In actual fact, the motive of Octavian, the future Augustus, was lust for power. Inspired by that, he had mobilized ex-army settlers by gifts of money, raised an army – while he was only a half-grown boy without any official status ... Soon both consuls ... had met their deaths – by enemy action; or perhaps in the one case by the deliberate poisoning of his wound, and in the other at the hand of his own troops, instigated by Octavian. In any case it was he who took over both their armies. Then he had forced the reluctant senate to make him consul. But the forces given to him to deal with Antony he used against the State. His judicial murders and land distributions were distasteful even to those who carried them out. True, Cassius and Brutus died because he had inherited a feud against them; nevertheless, personal enmities ought to be sacrificed to the public interest. Next he had cheated [Pompey] by a spurious⁴ peace treaty, Lepidus by spurious friendship. Then Antony, enticed by the treaties of Tarentum and Brundisium⁵ and his marriage with Octavian's sister, had paid the penalty of that delusive relationship with his life. After that, there had certainly been peace, but it was a bloodstained peace.

Source: Tacitus, *The Annals of Imperial Rome*, translated by M Grant, 1971.

Context statement

Roman historian Tacitus (c. 56 CE – after 117 CE) wrote *The Annals of Imperial Rome*, which is a history of the reigns of the emperors Tiberius, Gaius, Claudius and Nero. Tacitus held important government roles and drew on official Roman sources. Tacitus stated: 'It seems to me a historian's foremost duty [is] to ensure that merit is recorded, and to confront evil words and deeds ...'.

- 3 duty to his father (adopted), Julius Caesar, who had been assassinated in 44 BCE
- 4 false or fake
- 5 treaties signed by the triumvirs Octavian, Antony and Lepidus that renewed their alliance and divided their spheres of influence

Source 5

Excerpt from Velleius Paterculus's *The Roman History*

There is nothing that man can desire from the gods, nothing that the gods can grant to a man, nothing that wish can conceive or good fortune bring to pass, which Augustus on his return to the city did not bestow upon the republic, the Roman people, and the world. The civil wars were ended after twenty years, foreign wars suppressed, peace restored, the frenzy of arms everywhere lulled to rest; validity was restored to the laws, authority to the courts, and dignity to the senate; the power of the magistrates was reduced to its former limits ...

The old traditional form of the republic was restored. Agriculture returned to the fields, respect to religion, to mankind freedom from anxiety, and to each citizen his property rights were now assured; old laws were usefully [amended] and new laws passed for the general good ...

Source: Paterculus, *The Roman History*, translated by FW Shipley, 1924.

Context statement

Velleius Paterculus (c.19 BCE – after 30 CE) was a high-ranking military officer who held the role of quaestor (magistrate in charge of finances) and was nominated to be praetor (magistrate in charge of the legal system) prior to the death of Augustus. A major part of *The Roman History* deals with the career of Augustus.

2022
Paper 1
Section 1
Question 4

Topic 12:
Augustus

Synthesise evidence from Sources 6-9 in the stimulus book to develop a historical argument in response to the question: *To what extent do these sources suggest self-promotion was the key to Augustus's power?*

Include an explanation about how evidence from two of these sources corroborates a point being made in your argument. [21 marks]

Source 6

Excerpt from Fagan's *Augustus: From Revolutionary to Emperor*

This content has not been published for copyright reasons.

Source: Fagan, G 1999, *Augustus: From Revolutionary to Emperor*.

Context statement

Garrett Fagan was a professor of Ancient History at an American university with expertise in Roman history.

6 period of Roman history established by Augustus extending until the late 3rd century CE

7 suspended

Source 7

Photo of the Tellus Panel on the *Ara Pacis Augustae* (Altar of Augustan Peace)

This content has not been published for copyright reasons.

Source: Zucker, S 2012, *Ara Pacis Tellus Panel* (photo).

Context statement

The *Ara Pacis*, dedicated to the Roman goddess of peace, Pax, was commissioned by the Roman Senate during 13 BCE to commemorate the return of Augustus to Rome after three years supervising administration in the provinces of Gaul.

The Tellus panel (east) is a well-preserved marble relief approximately 1.6 metres tall. It depicts a mythological scene of a woman who has been variously identified by historians as Tellus (Mother Earth), Pax or Venus (the goddess associated with fertility, prosperity and victory). On her lap are two babies and below her a sheep and cow.

Source 8

Excerpt from Suetonius's *The Twelve Caesars*

This content has not been published for copyright reasons.

Source: Suetonius, *The Twelve Caesars*, translated by R Graves, 2007.

Context statement

Suetonius (c. 69 CE – after 122 CE) wrote *The Twelve Caesars*, a collection of biographies about the personal and public lives of Roman emperors, including Augustus (63 BCE – 14 CE). Suetonius held military and imperial administration posts, including military tribune, librarian and correspondence secretary. His work included anecdotes that highlighted the virtues and flaws of the emperors.

<p>2022 Paper 1 Section 1 Question 1</p> <p>Topic 12: Augustus</p>	Use evidence from Sources 1 and 2 in the stimulus book to explain two ways Augustus consolidated his power. [8 marks]		
	Criterion: Analysing		
	The response	The response	The response
	[2 marks] • provides a plausible explanation of one way Augustus consolidated his power	[2 marks] • provides a plausible explanation of a second way Augustus consolidated his power	[2 marks] • uses appropriate evidence from both sources to support both explanations
	[1 mark] • makes a plausible statement about a way Augustus consolidated his power	[1 mark] • makes a plausible statement about a second way Augustus consolidated his power	[1 mark] • uses appropriate evidence from one source to support one explanation
	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
	Criterion: Comprehending		
	The response		
	[2 marks] • demonstrates appropriate use of terms in context		
	[1 mark] • demonstrates appropriate use of terms		
[0 marks] • does not satisfy any of the descriptors above.			

<p>2022 Paper 1 Section 1 Question 2</p> <p>Topic 12: Augustus</p>	a) Analyse the evidence in Source 3 in the stimulus book to explain how Suetonius portrays Augustus. [4 marks]		
	Criterion: Analysing		
	The response		
	[4 marks] • provides a discerning explanation of the way Augustus is portrayed by Suetonius, using well-chosen evidence from the source		
	[3 marks] • provides an explanation of the way Augustus is portrayed by Suetonius, using evidence from the source		
	[2 marks] • identifies a way Augustus is portrayed by Suetonius, referring to evidence from Source 3		
	[1 mark] • refers to relevant evidence from the source		
	[0 marks] • does not satisfy any of the descriptors above.		
	b) Evaluate the reliability of the account from Suetonius in Source 3 for understanding Augustus’s leadership of the empire. [3 marks]		
	Criterion: Evaluating		
The response			
[3 marks] • explains a discerning judgment about reliability, using well chosen evidence from the source			
[2 marks] • makes a judgment about reliability, referring to relevant evidence from the source			
[1 mark] • makes a statement about the reliability of Source 3			
[0 marks] • does not satisfy any of the descriptors above.			

**2022
Paper 1
Section 1
Question 3**

**Topic 12:
Augustus**

Evaluate the extent to which evidence from Sources 4 and 5 in the stimulus book is reliable and useful for determining whether Rome achieved peace and stability under Augustus. For each source, explain one judgment of reliability and one judgment of usefulness. [14 marks]

Criterion: Evaluating

The response, for Source 4	The response, for Source 5
[2 marks] • explains a discerning judgment about usefulness, using well-chosen evidence from the source	[2 marks] • explains a discerning judgment about usefulness, using well-chosen evidence from the source
[1 mark] • makes a judgment about usefulness, referring to relevant evidence from the source	[1 mark] • makes a judgment about usefulness, referring to relevant evidence from the source
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
The response, for Source 4	The response, for Source 5
[2 marks] • explains a discerning judgment about reliability, using well-chosen evidence from the source	[2 marks] • explains a discerning judgment about reliability, using well-chosen evidence from the source
[1 mark] • makes a judgment about reliability, referring to relevant evidence from the source	[1 mark] • makes a judgment about reliability, referring to relevant evidence from the source
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

Criterion: Comprehending

The response
[3 marks] • demonstrates an informed understanding of issues related to the question
[2 marks] • demonstrates a basic understanding of issues related to the question
[1 mark] • demonstrates a superficial understanding of issues related to the question
[0 marks] • does not satisfy any of the descriptors above.

Criterion: Creating and communicating

The response
[3 marks] • organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used
[2 marks] • organises paragraph/s to convey ideas relating to the question, acknowledging sources used
[1 mark] • conveys ideas related to the question
[0 marks] • does not satisfy any of the descriptors above.

2022
Paper 1
Section 1
Question 4

Topic 12:
Augustus

Synthesise evidence from Sources 6-9 in the stimulus book to develop a historical argument in response to the question: *To what extent do these sources suggest self-promotion was the key to Augustus's power?*

Include an explanation about how evidence from two of these sources corroborates a point being made in your argument. [21 marks]

Criterion: Synthesising

The response	
[5 marks]	• presents a sophisticated historical argument that responds directly to the question
[4 marks]	• presents a reasoned historical argument that responds directly to the question
[3 marks]	• presents a basic historical argument that responds to the question
[2 marks]	• presents a superficial argument about Augustus's power
[1 mark]	• makes statements about Augustus
[0 marks]	• does not satisfy any of the descriptors above.
The response	
[5 marks]	• skilfully combines relevant evidence from all 4 sources to develop the historical argument
[4 marks]	• combines relevant evidence from all 4 sources to develop the historical argument
[3 marks]	• combines evidence from 3 sources to develop the historical argument
[2 marks]	• refers to relevant evidence from 2 sources
[1 mark]	• refers to evidence from 1 source
[0 marks]	• does not satisfy any of the descriptors above

Criterion: Comprehending

The response	
[3 marks]	• demonstrates appropriate use of relevant terms, placed in historical context
[2 marks]	• demonstrates appropriate use of terms, placed in historical context
[1 mark]	• demonstrates use of historical terms
[0 marks]	• does not satisfy any of the descriptors above.
The response	
[3 marks]	• demonstrates an informed understanding of concepts associated with Augustus's power
[2 marks]	• demonstrates understanding of concepts associated with Augustus's power
[1 mark]	• demonstrates a superficial understanding of concepts associated with Augustus's power
[0 marks]	• does not satisfy the descriptors above.

	Criterion: Evaluating
	The response
	[2 marks] • explains how evidence from 2 sources corroborates a point being made in the argument
	[1 mark] • states that evidence from 2 sources corroborates a point being made in the argument
	[0 marks] • does not satisfy any of the descriptors above.
	Criterion: Creating and communicating
	The response
	[3 marks] • organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used
	[2 marks] • organises paragraph/s to convey ideas relating to the question, acknowledging sources used
	[1 mark] • conveys ideas related to the question
[0 marks] • does not satisfy any of the descriptors above.	

7 refers to Augustus's laws promoting marriage

8 Roman goddess of agriculture

9 chief Roman god; god of sky and thunder

Source 5

Excerpt from Pliny's *Natural History*

Rome is the only place in the whole world where there is a temple dedicated to a comet; it was thought by the late Emperor Augustus to be auspicious¹⁰ to him, from its appearing during the games which he was celebrating in honour of Venus Genetrix¹¹, not long after the death of his father [Julius] Caesar ... He expressed his joy in these terms: 'During the very time of these games of mine, a hairy star was seen during seven days, in the part of the heavens which is under the Great Bear ... The common people supposed the star to indicate, that the soul of [Julius] Caesar was admitted among the immortal Gods; under which designation it was that the star was placed on the bust which was lately consecrated in the forum.' This is what he proclaimed in public, but, in secret, he rejoiced at this auspicious omen, interpreting it as produced for himself.

Source: Pliny the Elder, 'Chap. 23 — Their nature, situation, and species' in *The Natural History of Pliny*, translated by J Bostock & HT Riley, 1855.

Context statement

Pliny the Elder (c. 23 CE – 79 CE) was a Roman military commander, administrator and writer. He was a member of advisory councils to both emperors Vespasian and Titus. *Natural History* is a 37-volume encyclopedia about the natural world.

Source 6

Silver denarius from 17 BCE commemorating the Saecular Games



Source: British Museum, 'Coin'.

Context statement

The silver denarius was a standard coin in the Roman Republic and early Empire. The obverse side of this coin depicts Augustus with the *sidus Iulium* (Caesar's star — a comet that appeared in 44 BCE). The inscription M SANQVINIVS III VIR is the name of the moneyer, one of three Roman officials given responsibility for minting coins. On the reverse is a herald announcing the games dressed in traditional costume with a staff and shield. The inscription reads AVGVST DIVI F[ilius] LVDOS SAE[culares] and translates to *Augustus, son of a god, Saecular Games*.

10 favourable

11 representation of the goddess Venus as a mother; Julius Caesar claimed that his family was descended from Venus

Synthesise evidence from Sources 7, 8, 9 and 10 in the stimulus book to create a historical argument in response to the question: To what extent was the Roman army a problem for Augustus? [18 marks]

Source 7

Excerpt from Goldsworthy (2015)

The legions were his, and the Senate had no real say in how they were run, nor did it any longer control the raising and disbanding of these and other army units ...

Military force had raised Augustus to his position of dominance, and in the end only military force had any real chance of breaking his hold on power, making the legions both essential to him and a potential threat ... The legions and their officers needed to be kept content and loyal.

After Actium ... all of the sixty or so legions in existence came under Augustus' control ... Most of those old enough had at some point taken an oath to Julius Caesar, and this was a powerful emotional tie linking them to his heir; but in itself that was not enough, as the mutinies¹² of men impatient for discharge quickly showed.

Source: Goldsworthy, A 2015, *Augustus: From revolutionary to emperor*.

Context statement

Dr Adrian Goldsworthy is a scholar of Roman history. He has taught Greek and Roman history at a number of British universities and has published extensively on Roman history.

Source 8

Excerpt from Suetonius's 'The deified Augustus'

[Augustus] made many changes and innovations in the army, besides reviving some usages of former times. He exacted the strictest discipline ... He dismissed the entire tenth legion in disgrace, because they were insubordinate, and others, too, that demanded their discharge in an insolent fashion, he disbanded without the rewards which would have been due for faithful service. If any cohorts gave way in battle, he decimated¹³ them, and fed the rest on barley. When centurions left their posts, he punished them with death, just as he did the rank and file.

Source: Suetonius, 'The deified Augustus' in *Suetonius*, translated by JC Rolfe, 1913.

Context statement

Suetonius (c. 69 CE – after 122 CE) wrote *Lives of the Caesars*, a series of biographies describing the public and private lives of Roman emperors, including Augustus. He worked in the imperial archives and was secretary to Emperor Hadrian until being dismissed in 122 CE.

¹² rebellions against military authority

¹³ executed every tenth soldier

Source 9

Excerpt from Cassius Dio's *Roman History*

The soldiers were sorely displeased at the paltry character of the rewards given them for the wars which had been waged ... and none of them consented to bear arms for longer than the regular period of his service. It was therefore voted that twenty thousand sesterces should be given to members of the pretorian guard¹⁴ when they had served sixteen years, and twelve thousand to the other soldiers when they had served twenty years. Twenty-three, or, as others say, twenty-five, legions of citizen soldiers were being supported at this time.

...

Now Augustus lacked funds for all these troops, and therefore he introduced a proposal in the senate that revenues in sufficient amount and continuing from year to year should be set aside ... When no revenues for the military fund were being discovered that suited anybody, but absolutely everybody was vexed because such an attempt was even being made, Augustus in the name of himself and of Tiberius placed money in the treasury which he called the military treasury ... [Later, Augustus] established the tax of five per cent on the inheritances and bequests which should be left by people at their death.

Source: Cassius Dio, *Dio's Roman History*, translated by E Cary, 1917.

Context statement

Cassius Dio (c. 164 CE – after 229 CE) was a Greek-born Roman senator. He wrote an 80-book history of Rome from mythical times to 229 CE.

Source 10

Excerpt from the *Res Gestae Divi Augusti*

Wars, both civil and foreign, I undertook throughout the world, on sea and land, and when victorious I spared all citizens who sued for pardon ... The number of Roman citizens who bound themselves to me by military oath was about 500 000. Of these I settled in colonies or sent back into their own towns, after their term of service, something more than 300 000, and to all I assigned lands, or gave money as a reward for military service.

Source: Augustus, *Res Gestae Divi Augusti (The Acts of Augustus)*, translated by FW Shipley, 1924.

Context statement

The *Res Gestae* is Augustus's account of his achievements. He left instructions for this to be inscribed on bronze pillars at the entrance to his mausoleum. Copies were also set up throughout the Roman Empire.

¹⁴ also spelt *praetorian guard*; a permanent force of nine cohorts that formed Augustus's bodyguard

<p>2021 Paper 1 Section 1 Question 1</p> <p>Topic 12: Augustus</p>	<p>Use evidence from Source 1 in the stimulus book to explain what Galinsky implies about Augustus and the constitution after 23 BCE. In your response, explain the powers of <i>tribunicia potestas</i> and <i>imperium proconsulare maius</i> granted to Augustus. [8 marks]</p>
	<p>Criterion: Analysing</p>
	<p>The response</p>
	<p>[4 marks] • explains a plausible implicit meaning about Augustus and the constitution, using wellchosen evidence from Source 1</p>
	<p>[3 marks] • describes a plausible implicit meaning about Augustus and the constitution, referring to evidence from Source 1</p>
	<p>[2 marks] • describes evidence from Source 1 about Augustus and the constitution</p>
	<p>[1 mark] • describes aspects of Augustus’s powers</p>
	<p>[0 marks] • does not satisfy any of the descriptors above.</p>
	<p>Criterion: Comprehending</p>
	<p>The response</p>
	<p><i>Tribunicia potestas</i></p>
	<p>[2 marks] • explains the power/s associated with <i>tribunicia potestas</i> accurately to develop the response, using relevant evidence from Source 1</p>
	<p>[1 mark] • uses the term <i>tribunicia potestas</i> accurately, referring to evidence from Source 1</p>
	<p>[0 marks] • does not satisfy any of the descriptors above.</p>
	<p><i>Imperium proconsulare maius</i></p>
<p>[2 marks] • explains the power/s associated with <i>imperium proconsulare maius</i> accurately to develop the response, using relevant evidence from Source 1</p>	
<p>[1 mark] • uses the term <i>imperium proconsulare maius</i> accurately, referring to evidence from Source 1</p>	
<p>[0 marks] • does not satisfy any of the descriptors above.</p>	

**2021
Paper 1
Section 1
Question 2**

**Topic 12:
Augustus**

Compare how Cassius Dio in Source 2 and Tacitus in Source 3 in the stimulus book characterise the nature of Augustus's rule. In your response, use evidence from both sources to explain two similarities and two differences in their accounts. [10 marks]

Criterion: Analysing

The response		The response	
Similarity 1		Similarity 2	
[2 marks] • identifies a valid similarity related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the similarity using well-chosen evidence from both sources	[2 marks] • identifies a second valid similarity related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the similarity using well-chosen evidence from both sources	[2 marks] • identifies a second valid similarity related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the similarity using well-chosen evidence from both sources	[2 marks] • identifies a second valid similarity related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the similarity using well-chosen evidence from both sources
[1 mark] • identifies a valid similarity related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the similarity using evidence from Source 2 or 3	[1 mark] • identifies a second valid similarity related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the similarity using evidence from Source 2 or 3	[1 mark] • identifies a second valid similarity related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the similarity using evidence from Source 2 or 3	[1 mark] • identifies a second valid similarity related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the similarity using evidence from Source 2 or 3
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
Difference 1		Difference 2	
[2 marks] • identifies a valid difference related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the difference using well-chosen evidence from both sources	[2 marks] • identifies a second valid difference related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the difference using well-chosen evidence from both sources	[2 marks] • identifies a second valid difference related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the difference using well-chosen evidence from both sources	[2 marks] • identifies a second valid difference related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the difference using well-chosen evidence from both sources
[1 mark] • identifies a valid difference related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the difference using evidence from Source 2 or 3	[1 mark] • identifies a second valid difference related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the difference using evidence from Source 2 or 3	[1 mark] • identifies a second valid difference related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the difference using evidence from Source 2 or 3	[1 mark] • identifies a second valid difference related to the way Augustus's rule is characterised in Sources 2 and 3 • explains the difference using evidence from Source 2 or 3
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

Criterion: Comprehending

The response
[2 marks] • aptly uses relevant terms from the sources placed in historical context
[1 mark] • uses relevant terms from the sources
[0 marks] • does not satisfy any of the descriptors above.

**2021
Paper 1
Section 1
Question 3**

**Topic 12:
Augustus**

Evaluate the extent to which evidence from Sources 4, 5 and 6 in the stimulus book is reliable and useful for assessing the validity of the statement: *Augustus used religion to legitimise his power.*

For each source, explain one judgment of reliability and one judgment of usefulness. [19 marks]

Criterion: Evaluating

The response	The response	The response
Horace (Source 4) – reliability	Pliny (Source 5) – reliability	Coin (Source 6) – reliability
[2 marks] • explains a discerning judgment about reliability, using well-chosen evidence from the source	[2 marks] • explains a discerning judgment about reliability, using well-chosen evidence from the source	[2 marks] • explains a discerning judgment about reliability, using well-chosen evidence from the source
[1 mark] • makes a judgment about reliability, referring to relevant evidence from the source	[1 mark] • makes a judgment about reliability, referring to relevant evidence from the source	[1 mark] • makes a judgment about reliability, referring to relevant evidence from the source
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
Horace (Source 4) – usefulness	Pliny (Source 5) – usefulness	Coin (Source 6) – usefulness
[2 marks] • explains a discerning judgment about usefulness, using well-chosen evidence from the source	[2 marks] • explains a discerning judgment about usefulness, using well-chosen evidence from the source	[2 marks] • explains a discerning judgment about usefulness, using well-chosen evidence from the source
[1 mark] • makes a judgment about usefulness, referring to relevant evidence from the source	[1 mark] • makes a judgment about usefulness, referring to relevant evidence from the source	[1 mark] • makes a judgment about usefulness, referring to relevant evidence from the source
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.

Criterion: Evaluating

The response
[2 marks] • explains how evidence from 2 sources corroborates
[1 mark] • states that evidence from 2 sources corroborates
[0 marks] • does not satisfy any of the descriptors above.

Criterion: Comprehending

The response
[2 marks] • demonstrates an informed understanding of the relationship between concepts of religion and power in the context of the question and sources
[1 mark] • demonstrates a basic understanding of the relationship between concepts of religion and power in the context of the question and sources
[0 marks] • does not satisfy any of the descriptors above.

	Criterion: Creating and communicating
	The response
	[3 marks] • organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used
	[2 marks] • organises paragraph/s to convey ideas relating to the question, acknowledging sources used
	[1 mark] • conveys ideas related to the question
	[0 marks] • does not satisfy any of the descriptors above.

2021 Paper 1 Section 1 Question 4 Topic 12: Augustus	Synthesise evidence from Sources 7, 8, 9 and 10 in the stimulus book to create a historical argument in response to the question: To what extent was the Roman army a problem for Augustus? [18 marks]
	Criterion: Synthesising
	The response
	For the overall historical argument
	[5 marks] • presents a sophisticated historical argument that responds directly to the question
	[4 marks] • presents a reasoned historical argument that responds directly to the question
	[3 marks] • presents a basic historical argument that relates to the question
	[2 marks] • presents a superficial argument about the Roman army under Augustus
	[1 mark] • makes statements about the Roman army
	[0 marks] • does not satisfy any of the descriptors above
	When synthesising evidence from sources
	[6 marks] • skilfully combines relevant evidence from all 4 sources to develop the historical argument
	[5 marks] • skilfully combines relevant evidence from 3 sources to develop the historical argument • includes relevant evidence from a fourth source
	[4 marks] • combines relevant evidence from all 4 sources to develop the historical argument
	[3 marks] • combines relevant evidence from 3 sources to develop the historical argument
	[2 marks] • combines evidence about Augustus and the Roman army from 2 sources
	[1 mark] • refers to evidence about Augustus or the Roman army from 1 source
	[0 marks] • does not satisfy any of the descriptors above.

	Criterion: Comprehending
	The response
	[4 marks] • demonstrates an informed understanding of concept/s or issue/s related to the question • aptly uses relevant terms from the sources placed in historical context
	[3 marks] • demonstrates a basic understanding of concept/s or issue/s related to the question • uses relevant terms from the sources
	[2 marks] • demonstrates a superficial understanding of concept/s or issue/s related to the question • uses relevant terms from the sources
	[1 mark] • uses relevant terms from the sources
	[0 marks] • does not satisfy any of the descriptors above.
	Criterion: Creating and communicating
	The response
	[3 marks] • organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used
	[2 marks] • organises paragraph/s to convey ideas relating to the question, acknowledging sources used
	[1 mark] • conveys ideas related to the question
	[0 marks] • does not satisfy any of the descriptors above.

2020 – Topic 12: Augustus

**2020
Paper 1
Section 1
Question 1**

**Topic 12:
Augustus**

Explain Cicero’s motive for delivering the speech in Source 1 in the stimulus book by analysing his descriptions of Augustus and Mark Antony. Support your response with two examples for each historical figure described. [8 marks]

Source 1

Excerpts from Cicero’s ‘The Third Philippic’ in *The Orations of Marcus Tullius Cicero*

... I saw that a nefarious¹ war against our altars and our hearths, against our lives and our fortunes, was, I will not say being prepared, but being actually waged by a profligate² and desperate man [Mark Antony].

...

Caius Caesar³ [Augustus], a young man, or, I should rather say, almost a boy ... with an incredible and godlike degree of wisdom and valor, at the time when the frenzy of Antonius [Mark Antony] was at its height, and when his cruel and mischievous return from Brundisium [in southern Italy] was an object of apprehension to all, while we neither desired him to do so, nor thought of such a measure, nor ventured even to wish it, (because it did not seem practicable), collected a most trustworthy army from the invincible body of veteran soldiers, and has spent his own patrimony⁴ in doing so.

...

And from this calamity Caesar has delivered the republic ... And if he had not been born in this republic we should, owing to the wickedness of Antonius, now have no republic at all

...

And to him we must, O conscript fathers [senators] ... this day give authority, so that he may be able to defend the republic, not because that defence has been voluntarily undertaken by him, but also because it has been entrusted to him by us.

Source: Cicero, ‘The Third Philippic’, *The Orations of Marcus Tullius Cicero*, CD Yonge (trans.), 1856.

Context statement

Cicero made this speech to the Senate in December 44 BCE. Julius Caesar had been assassinated in March 44 BCE. Marcus Tullius Cicero (106 BCE – 43 BCE) was an influential senator renowned for his skills as a public speaker. He held many important positions in the Roman state including consul and proconsul of a province.

- 1 wicked and criminal
- 2 depraved
- 3 also referred to as Octavian, later Caesar Augustus
- 4 inheritance

**2020
Paper 1
Section 1
Question 3**

**Topic 12:
Augustus**

Evaluate the extent to which evidence from Source 4 and Source 5 in the stimulus book is reliable and useful for assessing the achievements of Augustus. For each source, include two considerations for usefulness and two considerations for reliability to support your judgments. [16 marks]

Source 4

Excerpt from ‘The Caesars’ in *The Works of the Emperor Julian*

Octavian [Augustus] with his usual sagacity¹ understood this, so without stopping to say anything that did not concern himself, he began [speaking to the gods]: “... Like the noble Alexander here I was but a youth when I was called to govern my country ... But since I saw that more than once Rome had been brought to the verge of ruin by internal quarrels, I so administered her affairs as to make her strong ... for all time, unless indeed, O ye gods, you will otherwise. For I did not give way to boundless ambition and aim at enlarging her empire at all costs, but assigned for it two boundaries defined as it were by nature herself, the Danube² and the Euphrates³. Then after conquering the Scythians and Thracians⁴ I did not employ the long reign that you gods [granted] me in making projects for war after war, but devoted my leisure to legislation and to reforming the evils that war had caused ... if I may make bold to say so, I was better advised than any who have ever administered so great an empire. For some of these [other leaders], when they might have remained quiet and not taken the field, kept making one war an excuse for the next ... When I reflect on all this I do not think myself entitled to the lowest place [in the competition].”

Source: Julian, ‘The Caesars’, *The Works of the Emperor Julian*, vol. 2, WC Wright (trans.), 1913.

Context statement

Julian was the Roman Emperor from 361 – 363 CE. ‘The Caesars’ is a comedy he wrote for the festival of Saturnalia (held in honour of the god Saturn) in December 361 CE. The play is about a banquet attended by a number of gods, some past Roman leaders including Augustus (called Octavian in the play) and the Macedonian king, Alexander the Great. The gods decide to hold a competition to decide the best leader. Augustus does not win the competition.

- 1 wisdom
- 2 river in Germany
- 3 river in Middle East
- 4 tribes in the east

Synthesise evidence from Sources 6, 7 and 8 in the stimulus book to create a historical argument in response to the question: To what extent was the Senate important to Augustus's power? [19 marks]

Source 6

Excerpt from *Dio's Roman History*

After this he [Augustus] became censor with Agrippa [29 BCE] as his colleague, and in addition to other reforms which he instituted, he purged the senate. For as a result of the civil wars a large number of knights and even ... foot soldiers were in the senate without justification in merit, so that the membership of that body had swollen to a thousand. Now though it was his wish to remove these men, he did not erase any of their names himself, but urged them rather, on the strength of their own knowledge of their families and their lives, to become their own judges; he thus first persuaded some fifty of them to withdraw from the senate voluntarily, and then compelled one hundred and forty others to imitate their example ... And Caesar [Augustus] caused some other men to become senators ... In addition to these measures he forbade all members of the senate to go outside Italy, unless he himself should command or permit them to do so.

Source: Cassius Dio, *Dio's Roman History*, Vol VI, Book LII, Section 42, E Cary (trans.), 1917.

Context statement

Cassius Dio (c. 164 CE – after 229 CE) was a Greek-born Roman senator. He held many important positions including legate, consul and proconsul. He wrote an 80-book history of Rome from mythical times to 229 CE. Cassius Dio drew on earlier histories for information about events before his time.

Source 7

Excerpt from *Civic Patronage in the Roman Empire*

The corporate prestige of the Senate was guaranteed, but the range and nature of its *auctoritas* diminished; leading senators were allowed to gain the prestige of the office, but found the exercise of their *imperium* to be constrained formally and informally ... To rule the empire the Princeps needed the cooperation of that quintessentially aristocratic body (the Senate) because it incorporated the administrative tradition and the experience of all individual magistrates. Augustus was, moreover, an aristocrat and naturally looked to aristocrats for support and honor. Finally, the very propaganda he had employed in his war against Antonius had stressed the triumph of Italy and of Italian political values over those of Egypt and the monarchic.

Source: Nicols, J 2013, *Civic Patronage in the Roman Empire*.

Context statement

John Nicols is Professor Emeritus of History & Classics at the University of Oregon's Department of History. He has published multiple works on the Roman Empire.

<p>2020 Paper 1 Section 1 Question 1</p> <p>Topic 12: Augustus</p>	<p>Explain Cicero’s motive for delivering the speech in Source 1 in the stimulus book by analysing his descriptions of Augustus and Mark Antony. Support your response with two examples for each historical figure described. [8 marks]</p>
	The response
	<p>[6 marks]</p> <ul style="list-style-type: none"> • provides a plausible explanation of Cicero’s motive • explains 2 ways Augustus is described, using well-chosen evidence from Source 1 • explains 2 ways Antony is described, using well-chosen evidence from Source 1
	<p>[5 marks]</p> <ul style="list-style-type: none"> • provides a plausible explanation of Cicero’s motive • explains 2 ways Augustus is described, using well-chosen evidence from Source 1 • explains 2 ways Antony is described, using some evidence from Source 1 <p>OR</p> <ul style="list-style-type: none"> • provides a plausible explanation of Cicero’s motive • explains 2 ways Augustus is described, using some evidence from Source 1 • explains 2 ways Antony is described, using well-chosen evidence from Source 1
	<p>[4 marks]</p> <ul style="list-style-type: none"> • identifies a plausible motive for Cicero’s speech • explains 2 ways Augustus is described, using some evidence from Source 1 • explains 2 ways Antony is described, using some evidence from Source 1
	<p>[3 marks]</p> <ul style="list-style-type: none"> • makes a statement about Cicero’s motive • explains 1 way Augustus is described, using some evidence from Source 1 • explains 1 way Antony is described, using some evidence from Source 1
	<p>[2 marks]</p> <ul style="list-style-type: none"> • explains a possible motive for Cicero’s speech <p>OR</p> <ul style="list-style-type: none"> • identifies 1 way Augustus is described, using some evidence from Source 1 • identifies 1 way Antony is described, using some evidence from Source 1
	<p>[1 mark]</p> <ul style="list-style-type: none"> • states a possible motive for Cicero’s speech <p>OR</p> <ul style="list-style-type: none"> • identifies 1 way Augustus or Antony is described <p>OR</p> <ul style="list-style-type: none"> • cites relevant evidence about Augustus or Antony from Source 1
	<p>[0 marks]</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above.
	The response
	<p>[2 marks]</p> <ul style="list-style-type: none"> • demonstrates an informed understanding of historical context of the speech
	<p>[1 mark]</p> <ul style="list-style-type: none"> • demonstrates a basic understanding of historical context of the speech
	<p>[0 marks]</p> <ul style="list-style-type: none"> • does not satisfy any of the descriptors above.

**2020
Paper 1
Section 1
Question 2**

**Topic 12:
Augustus**

a) Use evidence from Source 2 in the stimulus book to define the terms *potestas* and *auctoritas* and explain two ways these are different forms of power. [5 marks]

The response	
[5 marks]	<ul style="list-style-type: none"> accurately defines <i>potestas</i> using evidence from Source 2 accurately defines <i>auctoritas</i> using evidence from Source 2 explains 2 points of difference between <i>potestas</i> and <i>auctoritas</i>
[4 marks]	<ul style="list-style-type: none"> accurately defines <i>potestas</i> using evidence from Source 2 accurately defines <i>auctoritas</i> using evidence from Source 2 explains 1 difference between <i>potestas</i> and <i>auctoritas</i>
[3 marks]	<ul style="list-style-type: none"> describes an aspect of <i>potestas</i> that aligns with evidence from Source 2 describes an aspect of <i>auctoritas</i> that aligns with evidence from Source 2
[2 marks]	<ul style="list-style-type: none"> describes an aspect of <i>potestas</i> that aligns with evidence from Source 2 <p>OR</p> <ul style="list-style-type: none"> describes an aspect of <i>auctoritas</i> that aligns with evidence from Source 2
[1 mark]	<ul style="list-style-type: none"> demonstrates rudimentary understanding of <i>potestas</i> or <i>auctoritas</i>
[0 marks]	<ul style="list-style-type: none"> does not satisfy any of the descriptors above.

b) Explain two things Augustus may imply about himself when he refers to his *potestas* and *auctoritas* in Source 3 in the stimulus book. [6 marks]

The response	
[6 marks]	<ul style="list-style-type: none"> explains, with discernment, 2 plausible implicit meanings related to <i>potestas</i> and <i>auctoritas</i>
[5 marks]	<ul style="list-style-type: none"> explains, with discernment, 1 plausible implicit meaning related to <i>potestas</i> explains 1 plausible implicit meaning related to <i>auctoritas</i> <p>OR</p> <ul style="list-style-type: none"> explains, with discernment, 1 plausible implicit meaning related to <i>auctoritas</i> explains 1 plausible implicit meaning related to <i>potestas</i>
[4 marks]	<ul style="list-style-type: none"> explains 2 plausible implicit meanings related to <i>potestas</i> and <i>auctoritas</i> <p>OR</p> <ul style="list-style-type: none"> explains, with discernment, 2 plausible implicit meanings related to <i>potestas</i> or <i>auctoritas</i>
[3 marks]	<ul style="list-style-type: none"> explains 1 plausible implicit meaning related to <i>potestas</i> makes a statement related to <i>auctoritas</i> <p>OR</p> <ul style="list-style-type: none"> explains 1 plausible implicit meaning related to <i>auctoritas</i> makes a statement related to <i>potestas</i>
[2 marks]	<ul style="list-style-type: none"> makes statements about <i>potestas</i> and <i>auctoritas</i> <p>OR</p> <ul style="list-style-type: none"> cites evidence from Source 3 about <i>potestas</i> and <i>auctoritas</i>
[1 mark]	<ul style="list-style-type: none"> makes a statement about <i>potestas</i> or <i>auctoritas</i>
[0 marks]	<ul style="list-style-type: none"> does not satisfy any of the descriptors above.

**2020
Paper 1
Section 1
Question 3**

**Topic 12:
Augustus**

Evaluate the extent to which evidence from Source 4 and Source 5 in the stimulus book is reliable and useful for assessing the achievements of Augustus. For each source, include two considerations for usefulness and two considerations for reliability to support your judgments. [16 marks]

The response		The response	
Julian (Source 4) — reliability		Horace (Source 5) — reliability	
[3 marks] • makes a discerning judgment about reliability by explaining 2 considerations about the source	[3 marks] • makes a discerning judgment about reliability by explaining 2 considerations about the source	[3 marks] • makes a discerning judgment about reliability by explaining 2 considerations about the source	[3 marks] • makes a discerning judgment about reliability by explaining 2 considerations about the source
[2 marks] • makes a plausible judgment about reliability by identifying 2 considerations about the source	[2 marks] • makes a plausible judgment about reliability by identifying 2 considerations about the source	[2 marks] • makes a plausible judgment about reliability by identifying 2 considerations about the source	[2 marks] • makes a plausible judgment about reliability by identifying 2 considerations about the source
[1 mark] • makes a statement about reliability, referring to 1 consideration about the source	[1 mark] • makes a statement about reliability, referring to 1 consideration about the source	[1 mark] • makes a statement about reliability, referring to 1 consideration about the source	[1 mark] • makes a statement about reliability, referring to 1 consideration about the source
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
Julian (Source 4) — usefulness		Horace (Source 5) — usefulness	
[3 marks] • makes a discerning judgment about the extent to which the source is useful by explaining 2 considerations about the source	[3 marks] • makes a discerning judgment about the extent to which the source is useful by explaining 2 considerations about the source	[3 marks] • makes a discerning judgment about the extent to which the source is useful by explaining 2 considerations about the source	[3 marks] • makes a discerning judgment about the extent to which the source is useful by explaining 2 considerations about the source
[2 marks] • makes a judgment about usefulness by identifying 2 considerations about the source	[2 marks] • makes a judgment about usefulness by identifying 2 considerations about the source	[2 marks] • makes a judgment about usefulness by identifying 2 considerations about the source	[2 marks] • makes a judgment about usefulness by identifying 2 considerations about the source
[1 mark] • states 1 way evidence from the source is useful	[1 mark] • states 1 way evidence from the source is useful	[1 mark] • states 1 way evidence from the source is useful	[1 mark] • states 1 way evidence from the source is useful
[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.	[0 marks] • does not satisfy any of the descriptors above.
The response			
[1 mark] • explains 1 way Source 4 and Source 5 corroborate (or do not corroborate)			
[0 marks] • does not satisfy any of the descriptors above.			
The response			
[3 marks] • organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used			
[2 marks] • organises paragraph/s to convey ideas relating to the question, acknowledging sources used			
[1 mark] • conveys ideas related to the question			
[0 marks] • does not satisfy any of the descriptors above.			

<p>2020 Paper 1 Section 1 Question 4</p> <p>Topic 12: Augustus</p>	<p>Synthesise evidence from Sources 6, 7 and 8 in the stimulus book to create a historical argument in response to the question: To what extent was the Senate important to Augustus’s power? [19 marks]</p>
	The response
	[5 marks] • presents a sophisticated historical argument that responds directly to the question
	[4 marks] • presents a reasoned historical argument that responds directly to the question
	[3 marks] • presents a basic historical argument that responds to the question
	[2 marks] • presents a superficial argument about Augustus’s rule
	[1 mark] • makes statements about Augustus or the Senate
	[0 marks] • does not satisfy any of the descriptors above.
	The response
	[6 marks] • skilfully combines relevant evidence from the 3 sources to develop the historical argument
	[5 marks] • skilfully combines relevant evidence from 2 sources to develop the historical argument • includes evidence from a third source that may not be connected to the argument
	[4 marks] • combines relevant evidence from the 3 sources to develop the historical argument
	[3 marks] • combines evidence from 2 of the sources to develop the historical argument
	[2 marks] • refers to relevant evidence from 2 of the sources
	[1 mark] • refers to evidence from 1 of the sources
	[0 marks] • does not satisfy any of the descriptors above.
	The response
	[2 marks] • demonstrates accurate and apt use of relevant terms placed in historical context
	[1 mark] • uses relevant terms
	[0 marks] • does not satisfy any of the descriptors above.
	The response
	[3 marks] • demonstrates informed understanding of the relationship between the republican institution of the Senate and the power and authority of Augustus
	[2 marks] • demonstrates basic understanding of the relationship between the republican institute of the Senate and the power of Augustus
	[1 mark] • demonstrates a basic understanding of issues of power
	[0 marks] • does not satisfy any of the descriptors above.
	The response
	[3 marks] • organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used
[2 marks] • organises paragraph/s to convey ideas relating to the question, acknowledging sources used	
[1 mark] • conveys ideas related to the question	
[0 marks] • does not satisfy any of the descriptors above.	