



ANCIENT HISTORY

ATAR course sample examination

Marking key for Rome

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Short answer

50% (48 Marks)

Part A: Unit 3

25% (24 marks)

Rome: Decline of the Republic

Question 33

(6 marks)

Describe **three** of Gaius Gracchus' reforms.

| Description | Marks |
|---|----------|
| For each of the three examples of Gaius Gracchus reforms (3 x 2 marks) | |
| Describes one of Gaius Gracchus' reforms | 2 |
| Identifies one of Gaius Gracchus reforms | 1 |
| Total | 6 |
| Answers could include: Gaius Gracchus had an extensive reform program during his time as tribunate. The answer needs a description of three of Gaius Gracchus' reforms. | |

Question 34

(6 marks)

Identify and explain **two** reasons for Marius' election to consulship in 107 BCE.

| Description | Marks |
|---|----------|
| For each of the reasons for Marius' election in 107 BCE (2 x 3 marks) | |
| Identifies accurately and explains one reason for Marius' election to consulship in 107 BCE | 3 |
| Identifies accurately and describes one reason for Marius' election to consulship in 107 BCE | 2 |
| Identifies one reason for Marius' election to consulship in 107 BCE | 1 |
| Total | 6 |
| Answers could include: Marius was a <i>novus homo</i> who overcame the lack of ancient lineage to achieve the consulship. <ul style="list-style-type: none"> • Marius gained a reputation amongst the soldiers. • Roman equites in Utica had criticised Metellus for the protracted war against Jugurtha. • Gauda promised to assist Marius to end the Jugurthine war if Marius was elected. • The equites and soldiers communicated to friends and family in Rome encouraging them to support Marius which resonated with the disaffected plebeians. Accept other relevant answers. | |

Question 35

(6 marks)

Explain the significance of **two** of Marius' reforms to the military.

| Description | Marks |
|---|----------|
| For each of the two reforms (2 x 3 marks) | |
| Explains the significance of one of Marius' military reforms | 3 |
| Describes the significance of one of Marius' military reforms | 2 |
| Identifies one of Marius' military reforms | 1 |
| Total | 6 |
| Answers could include: | |
| Marius' many reforms to the military include: | |
| <ul style="list-style-type: none"> • recruitment from the capiti censi • restructure of the military into legions, with cohorts, centuries • Muli Mariani – Marius ended the reliance on the baggage train • use of gladiatorial techniques for training and requiring soldiers to engage in marches and building camps/bridges • Aquila – the introduction of the military standard for each legion increased the identification with the legion and general. | |
| Accept other relevant answers. | |

Question 36

(6 marks)

Outline the reasons for Sulla's Second March on Rome and comment on its consequences.

| Description | Marks |
|--|----------|
| Outlines accurately the reasons for Sulla's Second March on Rome | 4 |
| Outlines with some omissions, the reasons for Sulla's Second March on Rome | 3 |
| Identifies reasons for Sulla's Second March on Rome | 2 |
| Makes general statements about Sulla's Second March on Rome | 1 |
| Subtotal | 4 |
| Comments on the consequences of Sulla's Second March on Rome | 2 |
| Comment/s on the consequences of Sulla's Second March on Rome in a limited/general way | 1 |
| Subtotal | 2 |
| Total | 6 |
| Answers could include: | |
| <ul style="list-style-type: none"> • Sulla had been declared an outlaw when Marius and Cinna marched on Rome and his legislation was revoked. Marius' exile was revoked and he and Cinna were elected consuls. Marius died shortly after and Cinna remained in charge. Many of Sulla's supporters were executed • Sulla warned the Senate that he would punish those who had opposed him. | |
| Consequences: | |
| <ul style="list-style-type: none"> • Sulla marched on Rome to ensure his outlaw status was overturned and he became dictator. He had a large army that needed pensions and so needed his Eastern Settlement to be ratified. The proscriptions that ensued eliminated his opponents, but also gained funds to pay the army • he introduced a legislative program with the aim of returning power to the Senate. | |
| Accept other relevant answers. | |

Question 37

(6 marks)

- (a) Describe the concept of the Senatus Consultum Ultimum (SCU). (2 marks)

| Description | Marks |
|--|----------|
| Describes the concept of the Senatus Consultum Ultimum | 2 |
| Makes a generalised comment about the concept of the Senatus Consultum Ultimum | 1 |
| Total | 2 |
| Answers could include: | |
| An emergency decree of the Senate, usually interpreted as sanctioning any action that saved the state. | |
| Accept other relevant answers. | |

- (b) Explain how the SCU strengthened senatorial power, using
- one**
- example from your period of study. (4 marks)

| Description | Marks |
|---|----------|
| Explains how the use of Senatus Consultum Ultimum strengthened senatorial power, using a relevant example to support the answer | 4 |
| Describes how the use of the Senatus Consultum Ultimum strengthened senatorial power, providing an example of its use | 3 |
| Describes in a generalised way how the use of the Senatus Consultum Ultimum strengthened senatorial power. May provide an example | 2 |
| Makes a general comment on the use of the Senatus Consultum Ultimum or identifies one example of the use of the Senatus Consultum Ultimum | 1 |
| Total | 4 |
| Answers could include: | |
| <ul style="list-style-type: none"> The SCU at the beginning of the decline of the Republic was used to respond to those who championed the plebeians and threatened the traditional power of the Senate. | |
| Accept other relevant answers. | |

Part B: Unit 4

25% (24 marks)

Rome: From Republic to Empire

Question 38

(6 marks)

Identify a reason for each member joining the 'First Triumvirate'.

| Description | Marks |
|---|----------|
| For each member of the triumvirate identify their reason for joining (3 x 2 marks) | |
| Identifies accurately the member and a reason for joining the 'First Triumvirate' | 2 |
| Identifies the member and provides a generalised statement about their joining the 'First Triumvirate' | 1 |
| Total | 6 |
| <p>Answers could include:</p> <ul style="list-style-type: none"> • Pompey desired the ratification of his Eastern Settlement and land for his veterans. His relationship with the optimates had soured due to taking over the command from Lucullus. He brought a large veteran support base for Caesar's election • Crassus appears to have desired a rebate for the tax farmers whose ability to collect tax was disrupted by the Mithridatic Command. He brings wealth to the alliance, and it is alleged he was funding Caesar's rise • Caesar wished to be consul, a move the optimates had attempted to thwart by insisting he could not stand in absentia whilst awaiting his triumph. Some ancient sources claim he had initiated the alliance with a goal of achieving dominance. <p>Accept other relevant answers.</p> | |

Question 39

(6 marks)

Describe in detail the impact of **two** measures introduced by the tribune Clodius in 58 BCE.

| Description | Marks |
|---|----------|
| For each description of the measures and their impacts (2 x 3 marks) | |
| Describes in detail the measure introduced by Clodius and its impact | 3 |
| Describes a measure introduced by Clodius and makes a generalised statement about the impact | 2 |
| Identifies a measure introduced by Clodius | 1 |
| Total | 6 |
| <p>Note: Clodius was elected tribune for 58 BCE with the assistance of Caesar. His measures largely benefitted Caesar.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> introduced a measure to exile those who sentenced to death a Roman citizen without trial. This targeted Cicero who had the conspirators aligned with Catiline executed. Cicero had spoken out against the triumvirs increasingly during 59 BCE Cato was given a special commission to deal with the annexation of Cyprus. Cato was an ardent republican and the father-in-law of Bibulus and had been a very vocal opponent of Caesar, especially regarding the 'illegal' legislation after Bibulus declared a sacred year the creation of collegia, legalised political clubs, resulted in the creation of groups of armed gangs, including Clodius' own collegia (possibly funded by Crassus) which targeted Pompey which was later countered by a collegia led by Milo that caused significant unrest Clodius also abolished the use of omens to suspend public business (as used by Bibulus) and a corn dole to win over support. | |
| Accept other relevant answers. | |

Question 40

(6 marks)

Identify the key constitutional powers of Caesar between 49 and 44 BCE and explain the impact of these powers.

| Description | Marks |
|--|----------|
| Identifies accurately the key constitutional powers of Caesar and explains the impact of these powers | 6 |
| Identifies accurately most of the key constitutional powers of Caesar and explains the impact of these powers | 5 |
| Identifies some of the key constitutional powers of Caesar and describes the impact of these powers | 4 |
| Identifies some of the constitutional powers of Caesar and provides a generalised statement of the powers and/or their impact | 3 |
| Identifies one or two of the constitutional powers of Caesar and/or makes a generalised statement about the powers or their impacts | 2 |
| Identifies one constitutional power of Caesar | 1 |
| Total | 6 |
| <p>Note: This question requires candidates to go beyond identifying the titles and positions but also speak of the powers Caesar held and their impact.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> Caesar held consulships in 48, 46, 45 (sole-consulship) and 44 BCE. This gave him <i>imperium</i> which enabled him to command an army and also propose legislation. These powers are overshadowed by the powers he held as dictator, though the positions were not always held simultaneously dictatorships were held in 49 BCE (11 days), 48 BCE (1 year), 46 BCE (10 years) and 44 BCE (life). The dictatorship allowed him to veto tribunes, have imperium equal to all magistrates, and dominate the Senate as <i>praefectura morum</i> he had the powers of a censor, which allowed control over the membership of the Senate he also had the power to nominate magistrates in advance. <p>Accept other relevant answers.</p> | |

Question 41

(6 marks)

Explain in detail how Octavian rose to his first consulship.

| Description | Marks |
|---|----------|
| Explains in detail how Octavian rose to his first consulship | 6 |
| Explains how Octavian rose to his first consulship | 5 |
| Describes how Octavian rose to his first consulship | 4 |
| Describes in limited way how Octavian rose to his first consulship | 3 |
| Identifies some aspects of how Octavian rose to his first consulship | 2 |
| Identifies an aspect of how Octavian rose to his first consulship | 1 |
| Total | 6 |
| <p>Note: Octavian was named heir to Caesar in the will but this did not give him any political title or power. Within 20 months he went from a <i>privatus</i> to consul despite not being of legal age to do so.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Octavian travelled through Italy after Caesar's death and gained the support of Caesar's troops. On arriving in Rome he was rebuffed by Antony and turned to the Republicans • Cicero cultivated Octavian, believing he could use Octavian as part of the Republican cause • Octavian won the people's affection by fulfilling Caesar's will using his own money and uses his link to Caesar to bolster his status • he receives <i>propraetorian imperium</i> from the Senate to accompany the consuls, Hirtius and Pansa, at the Battle of Mutina against Antony • after the death of Hirtius and Pansa he takes on their legions. He writes to the senate requesting the consulship • Octavian marched on Rome with eight legions and was elected consul. <p>Stronger candidates will reference Octavian/Augustus version of how he achieved the consulship in the <i>Res Gestae</i>.</p> | |
| Accept other relevant answers. | |

Question 42

(6 marks)

Explain in detail the significance of Antony's relationship with Cleopatra in the lead up to the Battle of Actium.

| Description | Marks |
|---|----------|
| Explains in detail the significance of Antony's relationship with Cleopatra in the lead up to the Battle of Actium | 6 |
| Explains the significance of Antony's relationship with Cleopatra in the lead up to the Battle of Actium | 5 |
| Describes the significance of Antony's relationship with Cleopatra in the lead up to the Battle of Actium | 4 |
| Describes some significant aspects of Antony's relationship with Cleopatra in the lead up to the Battle of Actium | 3 |
| Makes generalised statements about the significance of Antony's relationship with Cleopatra in the lead up to the Battle of Actium | 2 |
| Makes a generalised statement about Antony's relationship with Cleopatra | 1 |
| Total | 6 |
| <p>Note: Antony's relationship with Cleopatra has a significant role in his declining reputation among Romans and tension with Octavian.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> Roman coins of 34 BCE signify 'Donations of Alexandria' where Cleopatra and Antony divide the East and give it to her children, including Caesarion, Caesar's son, as well as Mark Antony's children. Seen as a direct threat to Roman rule of the Empire and to Octavian who controls the West – Cleopatra is blamed Cleopatra was important financially for Antony's campaigns in the East. Antony's rejection of resources from Octavia but acceptance of support from Cleopatra diminished his reputation as Octavia was exalted as the embodiment of the virtues of Rome the Donations of Alexandria were a political agreement that offended the Roman people as it promised Roman territory to Antony's children with Cleopatra. In addition the acknowledgment of Caesarion as the son of Julius Caesar antagonised Octavian sending Octavian back to Rome offended Octavian who used this as propaganda against him Octavian seized the will of Antony and used this to secure the support of Rome, Octavian justified the Battle of Actium as a war against a foreign power – Egypt led by Cleopatra in the Battle of Actium, Antony's forces were funded by Cleopatra and this caused unrest amongst some of his forces. | |
| Accept other relevant answers. | |

Section Two: Extended answer

50% (50 Marks)

Part A: Unit 3

25% (25 marks)

Rome: Decline of the Republic

Marking key for Questions 43–44

| Description | Marks |
|--|----------|
| Understanding of historical narrative/context | |
| Constructs a relevant, accurate and detailed historical narrative/context that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. Addresses the question | 9 |
| Constructs a relevant and detailed historical narrative/context that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. Addresses the question | 8 |
| Constructs a relevant, historical narrative/context that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. Addresses the question | 7 |
| Constructs a historical narrative/context that identifies some connections across events, people and ideas, and/or continuity and change, and/or shows some understanding of the reliability of the ancient evidence. Addresses most aspects of the question | 6 |
| Constructs a historical narrative/context which is mainly chronological and makes some reference to events, people and ideas, and/or continuity and change, and/or shows some understanding of the ancient evidence. Attempts to address the question | 5 |
| Constructs a simple historical narrative/context which is often incorrect and makes limited reference to events, people and ideas and/or continuity and change. Attempts to address the question | 4 |
| Presents some points/information in relation to the historical narrative/context and/or the question/topic. Attempts to address the question | 3 |
| Makes generalisations in relation to the historical narrative/context or the question/topic | 2 |
| Makes general, disjointed statements in relation to the historical narrative/context or the topic/question | 1 |
| Subtotal | 9 |
| Use of evidence/sources | |
| Uses evidence effectively to provide support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout the response | 7 |
| Uses evidence effectively to provide some support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and some detail throughout the response | 6 |
| Uses evidence to provide some support for the argument/viewpoint Makes some reference to ancient and/or modern sources in the response | 5 |
| Uses evidence in an attempt to provide some support for the argument/viewpoint Makes some reference to ancient or modern sources in the response | 4 |
| Presents some evidence. Makes an attempt to refer to some of this evidence with inaccuracies | 3 |
| Presents some limited evidence with inaccuracies | 2 |
| Presents minimal evidence which is often irrelevant or inaccurate | 1 |
| Subtotal | 7 |

| | |
|--|-----------|
| Historical terminology/concepts | |
| Uses appropriate historical terms and concepts to support the answer | 2 |
| Uses some historical terms in the answer | 1 |
| Subtotal | 2 |
| Argument/discussion and structure | |
| Constructs a sustained, logical analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response | 7 |
| Constructs a logical analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response | 6 |
| Constructs an analytical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of the response and provides a summary at the conclusion | 5 |
| Constructs a structured argument/discussion that shows some assessment in relation to the topic/question. Presents a proposition that articulates the direction of the response and provides some concluding statements | 4 |
| Presents some relevant points/information in relation to topic/question. Presents a simple proposition and a concluding statement and individual paragraphs have a logical structure | 3 |
| Makes generalisations and some relevant statements in relation to the topic/question Or Presents a statement about the topic and some points/information in relation to the topic/question | 2 |
| Makes general, disjointed statements in relation to the topic/question | 1 |
| Subtotal | 7 |
| Total | 25 |

Question 43

(25 marks)

Describe political actions and reforms of the Gracchi and assess how these challenged the power and authority of the Senate.

Answers could include:

Tiberius Gracchus

- His key public position was that of tribune and he realised that the tribunate was also immensely influential. His actions as Tribune sparked an immediate backlash from the Senate, which feared that Tiberius may be creating precedents for direct control by the people in major areas of government via the Concilium Plebis.
- His land bill – Lex Sempronia Agraria – brought about an immediate reaction from the Senate because he had taken the bill to the Concilium Plebis without first submitting it to the Senate – this was not illegal nor unprecedented, but it was unusual and effectively sidestepped any possible senatorial opposition. The terms of the Lex also created opposition among the landed class who were likely to lose some of their access to the ager publicus.
- A series of public debates were held where Tiberius was opposed by a fellow tribune, Marcus Octavius, who represents much of the Senatorial opposition to Tiberius.
- Heated debates and meetings ended with Tiberius putting a bill forward to expel Octavius from the tribunate because he defied the will of the people. This was an unusual step and increased resentment to Tiberius in the Senate.
- His referral of King Attalus III' s bequest to the People caused an outrage. Normally economic matters were dealt with by the Senate thus this was seen as a direct challenge to the power and authority of the Senate.
- His attempt to gain a second tribunate was seen by many as more outrageous and led to a violent reaction and eventually to significant political violence.
- Led by Scipio Nasica, a mob of senators attacked Tiberius and his supporters. Tiberius was eventually clubbed to death by P. Satureius, a fellow tribune. Some 300 of his supporters also died.

Gaius Gracchus

- Gaius' reform program was much broader than Tiberius'. He wanted to avenge his brother's death, to develop his broad program of reforms, and thus perhaps intended to shift the balance of power in Roman politics away from the Senate. He also intended to deal with problems with the Italian allies. Much of his program of change was a direct threat to the power and authority of the Senate.
- As part of his program, a series of laws were introduced, for example, Lex de Abactis (aimed at M. Octavius), Lex de Provocatione (making illegal capital punishment without the authority of the people), control over juries in the extortion cases to the Equites, the assigning of consular provinces, a law in favour of the Equites concerning the collection of taxes in Asia, a law providing for the distribution of a regular monthly distribution of grain, a Lex Agraria to deal with the distribution of public land.
- Gaius' reform program was necessary but met with resistance from the elite oligarchic faction who opposed change.
- His introduction of policies specifically aimed at restricting/challenging the power of the senatorial aristocracy met with a great deal of opposition, i.e. the foundation of colonies overseas, the construction of a network of roads, the Lex Acilia which targeted corrupt officials.
- The collapse of Gaius' status at Rome is evident in the passing of the Senatus Consultum Ultimum by the Senate, after which Gaius was killed in a violent altercation with forces led by the consul, Opimius.
- The introduction and use of the Senatus Consultum Ultimum indicated how violence could be used as a formidable tool to shore up the power and authority of the Senate.

Accept other relevant answers.

Question 44

(25 marks)

Evaluate the effectiveness of Sulla's reforms to re-establish the traditional power structures of Rome.

Answers could include:

Reforms to the Senate

- Enlarged senate by 300 members (mostly from good equestrian families) – had been depleted by wars, proscriptions, etc.
- Sulla believed membership would be between 5–600 later.
- Sulla provided for future automatic recruitment from ex-quaestors (every ex-quaestor could sit in the senate for eternity).
- The Senate's approval was necessary before legislation was presented to the people.
- The Senate was expected to continue providing provincial commands.

Reforms to tribunate

- Tribunes could not propose legislation by the people unless it was already sanctioned by the Senate.
- Their right of veto was limited.
- They were deprived of their judicial powers.
- Anyone holding the office of a tribune was banned from further political office.

Reform to cursus honorum

- Redrafted the lex Villia Annalis whereby the cursus honorum was to be strictly enforced. He set a minimum age limit for each office: thirty for quaestors, thirty nine for praetors and forty two for consuls.

Reforms to courts

- The number of standing courts increased to seven covering all crimes from forgery to treason.
- The procedures of treating with each type of crime were clearly laid down with fixed penalties and appeals on verdict not allowed.
- The penalties for electoral bribery were increased.
- Juries were again recruited from senators, not equites.

Abolished the corn dole

Most reforms were annulled within a decade of their creation, Sulla did not recognise or resolve genuine issues facing plebeians, which the Senate failed to address and thus made the tribunate an important tool for change.

Additionally he did not resolve the issue of client armies being loyal to commanders and his example of marching on Rome proved to be a more powerful legacy than his 'Restoration'.

- Failed to realise the potential from Italian citizens who could have strengthened the Senate.
- He didn't manage to prevent young men from reaching top political power within his lifetime, Pompey (24) was given extraordinary propraetorian imperium to lead an army against the Marians.
- Corn doles reinstated and used to gain support of the plebeians.
- In 75 BC Aurelius Cotta had enabled tribunes to hold further office.
- By the 70 BCE the power of the tribunes were fully restored by the lex Licinio/Pompeian.

Accept other relevant answers.

Question 45

(25 marks)

(a) Discuss the terms Lex Gabinia and lex Manilia.

(10 marks)

| Description | Marks |
|--|-----------|
| Understanding of historical narrative/context/terminology and concepts | |
| Constructs a logical and detailed historical narrative/context that demonstrates an understanding of the terms Lex Gabinia and lex Manilia. Uses relevant ancient and modern evidence, historical terminology and concepts to develop their discussion | 9–10 |
| Constructs a logical historical narrative/context that demonstrates an understanding of the terms Lex Gabinia and lex Manilia. Uses relevant ancient and modern evidence, historical terminology and concepts to develop their discussion | 7–8 |
| Constructs a coherent narrative/context that identifies some aspects of the terms Lex Gabinia and lex Manilia. Uses mostly relevant ancient and modern evidence, historical terminology and concepts in their response | 6 |
| Constructs a historical narrative/context which is mainly chronological and makes some reference to the terms Lex Gabinia and lex Manilia. Uses some ancient and /or modern evidence, historical terminology and concepts in their response | 5 |
| Constructs a simple historical narrative/context which is often incorrect and makes limited reference to the terms Lex Gabinia and lex Manilia. Uses limited source evidence, historical terminology and concepts | 4 |
| Presents some points/information in relation to the historical narrative/context and/or the question/topic. May use limited evidence, historical terminology and concepts | 3 |
| Makes generalisations in relation to the historical narrative/context or the question/topic. May use limited evidence and historical terminology | 2 |
| Makes general, disjointed statements in relation to the historical narrative/context or the topic/question | 1 |
| Total | 10 |
| <p>Answers could include:</p> <ul style="list-style-type: none"> the Lex Gabinia was passed by the tribune Gabinius to deal with the threat to Rome posed by pirates. The law did not refer to Pompey specifically. the Lex Manilia was passed to deal with the threat of Mithridates in Asia and transferred command from Lucullus to Pompey with the powers and resources already allocated via the Lex Gabinia. control over Cilicia, Bithynia and Pontus added to the previous 50 miles inland. <p>Accept other relevant answers.</p> | |

- (b) Evaluate the significance of extraordinary commands to the career of Pompey. (15 marks)

| Description | Marks |
|--|-----------|
| Argument/discussion and structure | |
| Constructs a sustained, logical and analytical argument/evaluation in relation to the significance of extraordinary commands to the career of Pompey. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response | 7 |
| Constructs a logical and analytical argument/evaluation in relation to the significance of extraordinary commands to the career of Pompey. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response | 6 |
| Constructs a coherent analytical argument/evaluation that shows some analytical thinking in relation to the significance of extraordinary commands to the career of Pompey. Presents a proposition that articulates the direction of the response and provides a summary at the conclusion | 5 |
| Constructs a structured argument/assessment in relation to the significance of extraordinary commands to the career of Pompey. Presents a proposition that articulates the direction of the response and provides some concluding statements | 4 |
| Presents some relevant points/information in relation to significance of extraordinary commands to the career of Pompey. Presents a simple proposition and a concluding statement and individual paragraphs have a logical structure | 3 |
| Makes generalisations and some relevant statements in relation to the significance of the siege of extraordinary commands to the career of Pompey Or Presents a statement about the topic and some points/information in relation to the significance of the siege of extraordinary commands to the career of Pompey | 2 |
| Makes general, disjointed statements in relation to the topic/question | 1 |
| Subtotal | 7 |
| Use of historical narrative, evidence/sources | |
| Uses relevant historical narrative, terminology and evidence with accuracy and detail throughout the response. Makes effective reference to relevant ancient and/or modern sources to provide support for the argument/viewpoint | 8 |
| Uses relevant historical narrative, terminology and evidence with accuracy and detail throughout the response. Refers to ancient and/or modern sources at points where it provides support for the argument/viewpoint | 7 |
| Uses relevant historical narrative, terminology and evidence with accuracy throughout the response. Refers to ancient and/or modern sources at points to provide some support for the argument/viewpoint | 6 |
| Uses historical narrative, terminology and evidence in the response. Makes some reference to ancient and/or modern sources in the response | 5 |
| Uses some historical narrative, terminology and/or evidence in the response. Makes some reference to ancient or modern sources in the response | 4 |
| Presents some historical narrative or evidence. Refers to this evidence but with inaccuracies | 3 |
| Presents some limited historical narrative or evidence with inaccuracies. Makes an attempt to refer to some of this evidence | 2 |
| Presents minimal historical narrative or evidence which is often irrelevant or inaccurate | 1 |
| Subtotal | 8 |
| Total | 15 |

Question 45 (continued)

Answers could include:

- Pompey's path was completely unconventional – he made no effort to pursue a career based on the traditional *cursus honorum* – instead he was opportunistic and used access to troops to advance himself both militarily and politically
- his ascent to the pinnacle of military and political power was achieved in a completely unorthodox fashion and on the way he collected enemies and allies.

Accept other relevant answers.

Part B: Unit 4

25% (25 marks)

Rome: From Republic to Empire

Question 46

(25 marks)

(a) Describe the main features of Caesar's consulship in 59 BCE.

(13 marks)

| Description | Marks |
|---|-----------|
| Understanding of historical narrative/context/ terminology and concepts | |
| Constructs a relevant, accurate and detailed description that demonstrates an understanding of the main features of Caesar's consulship. Uses relevant historical terminology and concepts with accuracy to develop the response | 9 |
| Constructs a relevant and detailed description that demonstrates an understanding of the main features of Caesar's consulship. Uses relevant historical terminology and concepts to develop the response | 8 |
| Constructs a relevant description that demonstrates an understanding of the main features of Caesar's consulship. Uses relevant historical terminology and concepts to develop the response | 7 |
| Constructs a description that shows some understanding of the main features of Caesar's consulship. Uses mostly relevant historical terminology and concepts | 6 |
| Constructs a description which is mainly chronological and makes some reference to the main features of Caesar's consulship. Uses some historical terminology and concepts | 5 |
| Constructs a simple description which is often incorrect and makes limited reference to the main features of Caesar's consulship. Uses limited historical terminology and concepts | 4 |
| Presents some points/information in relation to the main features of Caesar's consulship. May use limited historical terminology and concepts | 3 |
| Makes generalisations in relation to the historical narrative or the question/topic. May use limited historical terminology | 2 |
| Makes general, disjointed statements in relation to the historical narrative or the topic/question | 1 |
| Subtotal | 9 |
| Use of evidence/sources | |
| Uses relevant evidence/sources throughout the response. Refers to this evidence at effective points | 4 |
| Uses relevant evidence/sources in the response. Refers to this evidence at some appropriate points | 3 |
| Presents some limited evidence with inaccuracies. Makes an attempt to refer to some of this evidence | 2 |
| Presents minimal evidence which is often irrelevant or inaccurate | 1 |
| Subtotal | 4 |
| Total | 13 |
| <p>Note: Caesar works to fulfil the aims of the triumvirs – land for Pompey's veterans and tax rebate for Crassus.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Caesar initially tries to work with the Senate, offers to compromise • Caesar's legislation passed enbloc – all items together • Pompey shows support in public • more land for veterans and possible revenge on optimates – Lex Campania confiscates land from existing landowners in Campania to be allocated to veterans and urban poor • change of proconsular province – Vatinius proposes to the assembly that Caesar receive Cisalpine Gaul and Illyricum • Senate extend proconsular command to Transalpine Gaul after the death of the existing governor • this prevents attacks on Caesar, after 59 BCE – Caesar (Pontifex Maximus) and Crassus(money) secure Clodius election as tribune • friendly consuls secured (money and support from clients) – Calpurnius Piso and Gabinius. | |
| Accept other relevant answers. | |

- (b) Examine the tensions within the 'First Triumvirate' that led to the Conference of Luca in 56 BCE. (12 marks)

| Description | Marks |
|---|-----------|
| Argument/discussion and structure | |
| Constructs a sustained, logical and analytical argument/examination in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response | 7 |
| Constructs a logical and analytical argument/examination in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response | 6 |
| Constructs a coherent argument/examination that shows some analytical thinking in relation to the topic/question. Presents a proposition that articulates the direction of the response and provides a summary at the conclusion | 5 |
| Constructs a structured argument/examination in relation to the topic/question. Presents a proposition that articulates the direction of the response and provides some concluding statements | 4 |
| Presents some relevant points/information in relation to topic/question. Presents a simple proposition and a concluding statement and individual paragraphs have a logical structure | 3 |
| Makes generalisations and some relevant statements in relation to the topic/question Or Presents a statement about the topic and some points/information in relation to the topic/question | 2 |
| Makes general, disjointed statements in relation to the topic/question | 1 |
| Subtotal | 7 |
| Use of evidence/sources | |
| Uses relevant evidence/sources with accuracy throughout the response. Refers to this evidence at effective points to provide some support for the argument/viewpoint | 5 |
| Uses relevant evidence/sources in the response. Refers to this evidence at some appropriate points | 4 |
| Presents some relevant evidence. Refers to this evidence but with inaccuracies | 3 |
| Presents some limited evidence with inaccuracies. Makes an attempt to refer to some of this evidence | 2 |
| Presents minimal evidence which is often irrelevant or inaccurate | 1 |
| Subtotal | 5 |
| Total | 12 |
| <p>Note: Candidates should acknowledge that tensions existed between Crassus and Pompey prior to the formation of the triumvirate and were also evident during Caesar's consulship. This was partially resolved by the marriage alliance when Julia married Pompey.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Clodius elected tribune and introduces measures that protect Caesar but contribute to tensions between triumvirs • Clodius' gang supported by Crassus • Pompey under pressure from Clodius and his gang • tension between Crassus and Pompey increase and Pompey begins shift towards the Optimates • Pompey supports the return of Cicero from exile in 57 BCE • Cicero undermines the triumvirate by supporting the appointment of Pompey to a special command to ensure the corn supply and resolve riots in Rome • Cicero revives his criticism of the lex Campania • Ahenobarbus threatens to stand for consulship of 55 BCE and recall Caesar. <p>Accept other relevant answers.</p> | |

Marking key for Questions 47–48

| Description | Marks |
|--|----------|
| Understanding of historical narrative/context | |
| Constructs a relevant, accurate and detailed historical narrative that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence Addresses the question | 9 |
| Constructs a relevant and detailed historical narrative that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence Addresses the question | 8 |
| Constructs a relevant, historical narrative that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence Addresses the question | 7 |
| Constructs a historical narrative that identifies some connections across events, people and ideas, and/or continuity and change, and/or shows some understanding of the reliability of the ancient evidence Addresses most aspects of the question | 6 |
| Constructs a historical narrative which is mainly chronological and makes some reference to events, people and ideas, and/or continuity and change, and/or shows some understanding of the ancient evidence Attempts to address the question | 5 |
| Constructs a simple historical narrative which is often incorrect and makes limited reference to events, people and ideas and/or continuity and change Attempts to address the question | 4 |
| Presents some points/information in relation to the historical narrative and/or the question/topic Attempts to address the question | 3 |
| Makes generalisations in relation to the historical narrative or the question/topic | 2 |
| Makes general, disjointed statements in relation to the historical narrative or the topic/question | 1 |
| Subtotal | 9 |
| Use of evidence/sources | |
| Uses evidence effectively to provide support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout the response | 7 |
| Uses evidence effectively to provide some support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and some detail throughout the response | 6 |
| Uses evidence to provide some support for the argument/viewpoint Makes some reference to ancient and/or modern sources in the response | 5 |
| Uses evidence in an attempt to provide some support for the argument/viewpoint Makes some reference to ancient or modern sources in the response | 4 |
| Presents some evidence. Makes an attempt to refer to some of this evidence with inaccuracies | 3 |
| Presents some limited evidence with inaccuracies | 2 |
| Presents minimal evidence which is often irrelevant or inaccurate | 1 |
| Subtotal | 7 |
| Historical terminology/concepts | |
| Uses appropriate historical terms and concepts to support the answer | 2 |
| Uses some historical terms in the answer | 1 |
| Subtotal | 2 |

Marking key for Questions 47–48 (continued)

| Argument/discussion and structure | |
|--|-----------|
| Constructs a sustained, logical analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response | 7 |
| Constructs a logical analytical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response | 6 |
| Constructs an analytical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of the response and provides a summary at the conclusion | 5 |
| Constructs a structured argument/discussion that shows some assessment in relation to the topic/question Presents a proposition that articulates the direction of the response and provides some concluding statements | 4 |
| Presents some relevant points/information in relation to topic/question Presents a simple proposition and a concluding statement and individual paragraphs have a logical structure | 3 |
| Makes generalisations and some relevant statements in relation to the topic/question Or Presents a statement about the topic and some points/information in relation to the topic/question | 2 |
| Makes general, disjointed statements in relation to the topic/question | 1 |
| Subtotal | 7 |
| Total | 25 |

Question 47

(25 marks)

Evaluate the reasons for the outbreak of the Civil War in 49 BCE. In your answer, identify the importance of key individuals and groups.

Note: Candidates may take a chronological or thematic approach focusing on the three key players: Caesar, Pompey and the Optimates. While Cicero claims the origins of the war are in the formation of the 'First Triumvirate' itself, it is not expected that candidates will start their responses in 60 BCE as the question can be addressed within the time period after 54 BCE. Answers could include:

- Caesar – legal responsibility, attempts to avoid Civil War, i.e. legislation of Curio, use of Cassius and Antony – but these could be viewed as non-genuine, he does attempt to win over people by sending money to support games, refuses request by Senate to demobilise
- Pompey – shifted to Optimates side via marriage and also accepts sole-consulship, antagonised Caesar by offering the legion he lent to Caesar to the Senate, possibly desiring to not upset either side but also he will have no equal, passes legislation that will affect Caesar (requirement to be present in Rome for consular elections, gap before proconsular command) but accepts law of the ten tribunes to exclude Caesar, accepts the sword from Marcellus when Senatus Consultum Ultimum (SCU) passed
- Optimates faction had long hated Caesar (even before 59 BCE), continually pressed for Caesar to be recalled to Rome to face prosecution for illegal legislation, blocked legislation by Curio (voted 370 – 22), Marcellus flogs Senatorial Gauls, passed SCU making Caesar enemy of Rome.

Accept other relevant answers.

Question 48**(25 marks)**

Describe the key features of Augustus' First and Second Settlements (27 and 23 BCE) and analyse the extent to which they consolidated his authority.

Note: Octavian had ceased using the title of triumvir and was officially using the title of consul, with its associated power. He did face a number of challenges between 30 and 23 BCE that forced him to formalise his power within the guise of being constitutional to prevent him being viewed as another Caesar, while still maintaining unprecedented influence.

Answers could include:

Settlements:

- at the beginning of 27 BCE Octavian renounced all his powers and placed them in the hands of the Senate and the people
- it would have been a carefully stage-managed action and there were loud cries of protest and he was persuaded to take a giant province consisting of Gaul, Spain and Syria – the Senate exercised what it had the power to do, it granted him a maius imperium
- on 16 January the name 'Augustus' was added to 'Caesar' and he adopted the title Princeps – or 'first citizen'
- he restored the constitutional forms of government rather than the Republic
- the Second Settlement came about after Augustus recovered from a serious illness and resigned from his eleventh consulship on 1 July, 23 BCE
- the Senate strengthened his imperium by making it a maius imperium proconsulare – this meant that he had a superior imperium over the whole empire and army
- he was also granted the tribunicia potestas which gave him extraordinary powers – he could submit 'bills' and summon the Senate, he had the power of veto, the power to compel obedience (coercitio), the power to help citizens (ius auxilii)
- while he did not officially hold more power, his cumulative positions consolidated his power across the SPQR. The division of the Empire into Imperial and Senatorial provinces meant he had under his command a massive army of 28 legions based mainly in the provinces that were under his control – he invested considerable political and financial capital in the army which was large compared to that of the Republic.

Accept other relevant answers.

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