

SECTION A: The Julio-Claudian Emperors, 31 BC–AD 68

Answer **either** question 1 **or** question 2 **and** then question 3.

Answer **either** question 1 **or** question 2.

- 1* How useful is the evidence for our understanding of attitudes towards the Imperial Cult during this period?

You must use and analyse the ancient sources you have studied as well as your own knowledge to support your answer. **[30]**

- 2* 'Claudius was a more effective and successful emperor than Tiberius.' To what extent is this a fair assessment?

You must use and analyse the ancient sources you have studied as well as your own knowledge to support your answer. **[30]**

Answer question 3.

- 3 Read the interpretation below.

Augustus' claim was not at all that he had set back the clock to some fictitious date in the Roman past and revived the authentic traditional constitution. On the contrary, he claimed to have placed himself within a long tradition of evolution, to have scoured the past for the best precedents to solve present problems, and to have offered to future generations a series of new solutions and new precedents for imitation. ... When he spoke of the 'new status' the foundations of which he felt he had laid, he did not mean that he had given Rome a 'new constitution', but a new version of an old constitution which was founded on deep respect for the past, ...

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Just as it is possible to replace over the course of time the parts of a car one by one, until nothing remains of the original machine, and yet to continue to regard it as the same car ... it is reasonable to think of Augustus as 'restoring' the Republic, although substantially overhauling and replacing a good many of its parts. It is pedantry to complain that he did not restore the status quo that had existed immediately before the civil wars: he did not claim to be doing so.

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A. Wallace-Hadrill, *Augustan Rome* (adapted)

How convincing do you find Wallace-Hadrill's interpretation that Augustus gave Rome 'a new version of an old constitution'?

You must use your knowledge of the historical period and the ancient sources you have studied to analyse and evaluate Wallace-Hadrill's interpretation. **[20]**

SECTION B: The Breakdown of the Late Republic, 88–31 BC

Answer question 4 **and** then **either** question 5 **or** question 6.

Answer question 4.

4 Read the passage below.

Caesar next turned his attention to domestic reforms. First he reorganised the calendar, which the pontifices had allowed to fall into such disorder, ...

He brought the Senate up to strength, created new patricians, and increased the yearly quota of praetors, aediles and quaestors, as well as of minor officials; he reinstated those degraded by the censors or condemned for corruption by a jury. ...He limited jury service to *equites* and senators, disqualifying the treasury tribunes. Caesar conducted a census in a novel way: he made landlords help him to complete the list, street by street, and reduced from 320,000 to 150,000 the number of householders who might draw free grain. ...

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Caesar also granted the citizenship to all medical practitioners and professors of liberal arts resident in Rome, thus inducing them to remain and tempting others to follow suit. He disappointed popular agitators by cancelling no debts, but in the end decreed that every debtor should have his property assessed according to pre-war valuation ...

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In his administration of justice he was both conscientious and severe, and went so far as to degrade senators found guilty of extortion. ...He imposed a tariff on foreign manufacturers; he forbade the use of litters, except on stated occasions, and the wearing of either purple robes or pearls by those below a certain rank and age.

15

Suetonius, *Deified Julius* 40–43

How useful is this passage for our understanding of Caesar's political and social reforms? [12]

Answer **either** question 5 **or** question 6.

5* 'Politicians of this period were motivated solely by personal ambition.' How far do you agree with this view?

You must use and analyse the ancient sources you have studied as well as your own knowledge to support your answer. [36]

6* How far were the actions of military commanders responsible for the breakdown of the Republic?

You must use and analyse the ancient sources you have studied as well as your own knowledge to support your answer. [36]

END OF QUESTION PAPER

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