

**ADVANCED GCE UNIT
ANCIENT HISTORY (JACT)**

Thematic Study 2: Roman History

MONDAY 25 JUNE 2007

2466

Afternoon

Time: 1 hour 30 minutes

Additional materials: Answer Booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer booklet.
- Answer **two** questions from **either** Section A **or** Section B **or** Section C.
- **Both** questions must come from the **same** section.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- Up to 10 marks will be awarded for clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.
- The total number of marks for this paper is 100.
- You are expected throughout the paper to draw together the historical knowledge and skills acquired over the course as a whole, and to demonstrate overall historical understanding. You may make reference, where appropriate, to relevant material covered elsewhere in the course.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **4** printed pages.

Answer **two** questions from **either** Section A **or** Section B **or** Section C.

Both questions must come from the **same** section of the paper.

You are expected throughout the paper to draw together the historical knowledge and skills acquired over the course as a whole, and to demonstrate overall historical understanding. You may make reference, where appropriate, to relevant material covered elsewhere in the course.

Section A

The Growth and Government of the Roman Empire 133-30 BC

Answer **either** Question 1 **or** Question 2.

- 1 To what extent did the changes to the composition of the extortion court juries tackle corruption in the provinces? [45]
- 2 To what extent were Caesar's campaigns in Gaul a turning point in the history of the expansion of the empire? [45]

Answer **either** Question 3 **or** Question 4.

- 3 What can we learn from the *Cilician Letters* about Cicero's view of his own success in carrying out his responsibilities in comparison with other governors during this period? [45]
- 4 How much can we learn from Cicero's *Cilician Letters* about the ways in which provincials could suffer from the actions of Romans throughout this period? [45]

Section B

The City of Rome 33 BC-AD 117

Answer **either** Question 5 **or** Question 6.

- 5 How, and for what reasons, did the people of Rome express their discontent throughout this period, and with what results? [45]
- 6 How, and for what reasons, did the emperors try to influence the religious life of the city throughout this period? [45]

Answer **either** Question 7 **or** Question 8.

- 7 To what extent does Juvenal in *Satires* 3 prove that the measures taken by emperors throughout this period to improve living conditions in Rome were half-hearted or unsuccessful? [45]
- 8 How well do Juvenal in *Satires* 3 and Horace in *Satires* 2.6 illustrate how difficult it was for the people to express their views to those in power during this period? [45]

Section C**Emperors and Empire AD 14-117**

Answer **either** Question 9 **or** Question 10.

- 9 How successful were governors of this period both in being effective military commanders and in winning over provincials to Roman rule? [45]
- 10 How different were the ways in which the emperor was viewed in the various provinces throughout this period? [45]

Answer **either** Question 11 **or** Question 12.

- 11 How far can we use the letters between Pliny and Trajan to assess the success with which local communities preserved their own distinctive cultures and administered their own affairs during this period? [45]
- 12 How far can we use the letters between Pliny and Trajan to assess what the emperors considered to be their own responsibilities in provincial administration during this period? [45]

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

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