

# ANCIENT ROME

## STUDY AND EXAM GUIDE

**HTAV**

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# REVISION CHECKLISTS

## AREA OF STUDY 1: LIVING IN AN ANCIENT SOCIETY (ROME C. 753–146 BCE)

Below are all of the key knowledge outcomes for Area of Study 1 (AOS1) in the VCE History Study Design.<sup>1</sup> You may be required to answer a SAC or an exam question about any of these.

Revise each outcome carefully. Test whether you can explain it to another person or write about it in a practice exam question. Once you have revised each item, tick it off the checklist below.

There are four types of key knowledge outcomes. Basically, you need to be able to explain the features and the early development of Rome, as well as the causes and consequences of conflict between Rome and Carthage. More specifically:

KEY KNOWLEDGE OUTCOME TYPE	WHAT YOU NEED TO BE ABLE TO DO
The <b>social features</b> of Ancient Rome and how these features may have influenced the development of the ancient society	Can you describe the social features of life during the period of the kings and the Roman Republic? Can you explain how these influenced the development of the society and how events brought about change and continuity in these features?
The <b>political features</b> of and changes in Ancient Rome	Can you describe the political features of Ancient Rome, including the rule of the kings and the transition to a Republic? Can you explain how the Conflict of the Orders and other events brought about change and continuity in these features?
The <b>economic features</b> of Ancient Rome and how these features may have caused social and political change	Can you describe the economic features of Ancient Rome and how they influenced the development of Roman society and the political system? Can you explain how the territorial expansion of Rome and other events brought about change and continuity in these features?
The <b>causes, course and consequences of warfare and conflict</b>	Can you describe the causes and motivations of Rome's expansion throughout peninsular Italy and the Mediterranean? Can you explain the key events characterising these wars and conflicts? Can you describe the significance and impact of the territorial expansion of Rome and the conquest of Carthage and Greece?

Notes

Test

### ROME AOS1 KEY KNOWLEDGE: Social, Political and Economic Features of Rome, c. 753–146 BCE


#### TOPIC 1

#### Social Features of Ancient Rome



Foundation narratives

Religious practices and cultural expressions; the development of religious institutions

The paterfamilias




The role of women

Social hierarchy

Relationships between patrons and clients

The role of slaves

Militarism

ROME AOS1 KEY KNOWLEDGE: Social, Political and Economic Features of Rome, c. 753–146 BCE		Notes	Test
<b>TOPIC 2</b> <b>Political Features of Ancient Rome</b> 	The rule of the kings	<input type="checkbox"/>	<input type="checkbox"/>
	The Revolution of 509 BCE and the rule of the oligarchy	<input type="checkbox"/>	<input type="checkbox"/>
	Patricians and plebeians	<input type="checkbox"/>	<input type="checkbox"/>
	Conflict of the Orders	<input type="checkbox"/>	<input type="checkbox"/>
	Government and the role of political institutions	<input type="checkbox"/>	<input type="checkbox"/>
	The Twelve Tables	<input type="checkbox"/>	<input type="checkbox"/>
	Expressions of power	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOPIC 3</b> <b>Economic Features of Ancient Rome</b> 	Growth of Rome from village to city	<input type="checkbox"/>	<input type="checkbox"/>
	Land tenure	<input type="checkbox"/>	<input type="checkbox"/>
	Development of trade and commerce	<input type="checkbox"/>	<input type="checkbox"/>
	Growth of slavery	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOPIC 4</b> <b>The Causes, Course and Consequences of Warfare and Conflict</b> 	The territorial expansion of Rome	<input type="checkbox"/>	<input type="checkbox"/>
	Battle of Lake Regillus	<input type="checkbox"/>	<input type="checkbox"/>
	Conquest of Veii	<input type="checkbox"/>	<input type="checkbox"/>
	The Sack of Rome by the Gauls	<input type="checkbox"/>	<input type="checkbox"/>
	Second Samnite War	<input type="checkbox"/>	<input type="checkbox"/>
	The war with Pyrrhus	<input type="checkbox"/>	<input type="checkbox"/>
	First Punic War	<input type="checkbox"/>	<input type="checkbox"/>
	Second Punic War	<input type="checkbox"/>	<input type="checkbox"/>
	Third Punic War	<input type="checkbox"/>	<input type="checkbox"/>
	Significance of the conquest of Greece	<input type="checkbox"/>	<input type="checkbox"/>

If you want to achieve the highest marks on the exam, it is very helpful to gather and memorise a range of quotations that illustrate different historical perspectives (views of people at the time) and historical interpretations (views of historians) of the features of Ancient Rome.

A good target would be to gather three quotations on each of the following:

HISTORICAL PERSPECTIVES AND INTERPRETATIONS		Notes	Test
<b>ROME AOS1</b>	Foundation narratives	<input type="checkbox"/>	<input type="checkbox"/>
	Life under the kings	<input type="checkbox"/>	<input type="checkbox"/>
	Social institutions and groups: women, slaves, and the paterfamilias's patrons and clients	<input type="checkbox"/>	<input type="checkbox"/>
	Religious practices and institutions	<input type="checkbox"/>	<input type="checkbox"/>
	The Roman constitution including the magistracies and <i>cursus honorum</i> , the Senate and the assemblies, and the influence of militarism on these	<input type="checkbox"/>	<input type="checkbox"/>
	Conflict of the Orders (including the Twelve Tables)	<input type="checkbox"/>	<input type="checkbox"/>
	The territorial expansion of Rome	<input type="checkbox"/>	<input type="checkbox"/>
	The growth of the Roman economy including trade, commerce and slavery	<input type="checkbox"/>	<input type="checkbox"/>
	The Punic Wars and the significance of the conquest of Greece	<input type="checkbox"/>	<input type="checkbox"/>

## AREA OF STUDY 2: PEOPLE IN POWER, SOCIETIES IN CRISIS (THE FALL OF THE REPUBLIC, 133–23 BCE)

Below are all of the key knowledge outcomes for Area of Study 2 (AOS2) in the VCE History Study Design.<sup>2</sup> You may be required to answer a SAC or an exam question about any of these.

Revise each outcome carefully. Test whether you can explain it to another person or write about it in a practice exam question. Once you have revised each item, tick it off the checklist below.

There are three types of key knowledge outcomes. Basically, you need to be able to explain the significance of the demise of the Republic, as well as the impact of key individuals. More specifically:

KEY KNOWLEDGE OUTCOME TYPE	WHAT YOU NEED TO BE ABLE TO DO
The <b>causes</b> of the demise of the Republic (460–404 BCE)	Can you explain the long-term causes and short-term triggers of the demise of the Roman Republic?
The <b>causes, course and consequences of key developments</b> in the crisis	Can you explain how different events throughout the crisis were caused, unfolded and impacted the Roman Republic? Can you explain how key individuals affected these events?
The <b>role, motives and influence</b> of Cornelius Sulla, Pompey, Julius Caesar and Octavian/Augustus	Can you explain how the interests and actions of key figures contributed to the demise of the Republic? Can you explain what these reveal about their roles, motives and influence?

### LEGEND



Key political event



Key military conflict

Notes

Test

### ROME AOS2 KEY KNOWLEDGE: The Fall of the Republic, 133–23 BCE



TOPIC 5

**The Tribunes of the Gracchi**



The tribunate of Tiberius Gracchus




The tribunate of Gaius Gracchus



TOPIC 6

**The Military and Political Career of Marius**



Military career and reforms of Gaius Marius




Political career of Gaius Marius



TOPIC 7

**The Formation and Collapse of the First Triumvirate**



Formation of the First Triumvirate




Collapse of the First Triumvirate




The Civil Wars



TOPIC 8

**The Formation and Collapse of the Second Triumvirate**



Formation of the Second Triumvirate




Collapse of the Second Triumvirate




Battle of Actium



TOPIC 9

**The Role of Sulla**



Military career




Political career




Rivalry with Marius




First march on Rome

























Dictatorship




Restoration of senatorial power



ROME AOS2 KEY KNOWLEDGE: The Fall of the Republic, 133–23 BCE			Notes	Test
<b>TOPIC 10</b> <b>The Role of Pompey</b>	 Military career		<input type="checkbox"/>	<input type="checkbox"/>
	 Political career		<input type="checkbox"/>	<input type="checkbox"/>
	 Involvement in the First Triumvirate		<input type="checkbox"/>	<input type="checkbox"/>
	 Undermining of constitutional norms		<input type="checkbox"/>	<input type="checkbox"/>
<b>TOPIC 11</b> <b>The Role of Julius Caesar</b>	 Ascension through the <i>cursus honorum</i>		<input type="checkbox"/>	<input type="checkbox"/>
	 Priesthoods		<input type="checkbox"/>	<input type="checkbox"/>
	 Alliance with Pompey and Crassus in the First Triumvirate		<input type="checkbox"/>	<input type="checkbox"/>
	 The Gallic Wars		<input type="checkbox"/>	<input type="checkbox"/>
	 Rivalry with Pompey		<input type="checkbox"/>	<input type="checkbox"/>
	 The influence of Cleopatra		<input type="checkbox"/>	<input type="checkbox"/>
	 Dictatorships		<input type="checkbox"/>	<input type="checkbox"/>
	 Assassination		<input type="checkbox"/>	<input type="checkbox"/>
<b>TOPIC 12</b> <b>The Role of Octavian/Augustus</b>	 Adoption by Julius Caesar		<input type="checkbox"/>	<input type="checkbox"/>
	 Political career		<input type="checkbox"/>	<input type="checkbox"/>
	 Involvement in the Second Triumvirate		<input type="checkbox"/>	<input type="checkbox"/>
	 Rivalry with Mark Antony		<input type="checkbox"/>	<input type="checkbox"/>
	 Use of propaganda		<input type="checkbox"/>	<input type="checkbox"/>
	 Exploitation of Mark Antony and Cleopatra's relationship		<input type="checkbox"/>	<input type="checkbox"/>
	 Battle of Actium		<input type="checkbox"/>	<input type="checkbox"/>
	 First Settlement of 27 BCE		<input type="checkbox"/>	<input type="checkbox"/>
	 Second Settlement of 23 BCE		<input type="checkbox"/>	<input type="checkbox"/>

If you want to achieve the highest marks on the exam, it is very helpful to gather and memorise a range of quotations that illustrate different historical perspectives (views of people at the time) and historical interpretations (views of historians) of the Peloponnesian War and the impact of key individuals.

A good target would be to gather three quotations on each of the following:

HISTORICAL PERSPECTIVES AND INTERPRETATIONS		Notes	Test
<b>ROME</b> <b>AOS2</b>	The tribunes of Tiberius and Gaius Gracchus	<input type="checkbox"/>	<input type="checkbox"/>
	The military and political career of Gaius Marius	<input type="checkbox"/>	<input type="checkbox"/>
	The formation and collapse of the First Triumvirate	<input type="checkbox"/>	<input type="checkbox"/>
	The Civil Wars	<input type="checkbox"/>	<input type="checkbox"/>
	The formation and collapse of the Second Triumvirate	<input type="checkbox"/>	<input type="checkbox"/>
	The role and significance of Sulla	<input type="checkbox"/>	<input type="checkbox"/>
	The role and significance of Pompey	<input type="checkbox"/>	<input type="checkbox"/>
	The role and significance of Caesar	<input type="checkbox"/>	<input type="checkbox"/>
	The role and significance of Octavian/Augustus	<input type="checkbox"/>	<input type="checkbox"/>

# AREA OF STUDY 1: LIVING IN AN ANCIENT SOCIETY

## TIMELINE OF KEY EVENTS: ROME C. 753–146 BCE

- 
- 753 BCE**  
Traditional date for the founding of Rome (Start of AOS1)
  - 753–509 BCE**  
Period of the kings in Rome
  - c. 509 BCE**  
Rape of Lucretia and the Revolution of 509; Rome concludes a treaty with Carthage; Temple of Jupiter completed
  - 496 BCE**  
Battle of Lake Regillus
  - 494–287 BCE**  
Conflict of the Orders
  - 494 BCE**  
The First Secession, the founding of the tribunate
  - 451–450 BCE**  
The Twelve Tables
  - 405–396 BCE**  
Siege of Veii
  - 390 BCE**  
Battle of the Allia; Sack of Rome by the Gauls (390 BCE according to Livy; 387 BCE according to Polybius)
  - 367 BCE**  
Leges Licinia Sextiae
  - 342 BCE**  
Lex Genucia
  - 328–302 BCE**  
Second Samnite War

- 326 BCE**  
Abolishing of debt slavery
- 321 BCE**  
The Caudine Forks
- 300 BCE**  
Lex Ogulnia
- 287 BCE**  
Lex Hortensia
- 280 BCE**  
War with Pyrrhus commences; Battle of Heraclea
- 279 BCE**  
Battle of Asculum
- 275 BCE**  
Battle of Beneventum
- 264–241 BCE**  
First Punic War
- 261–260 BCE**  
Rome constructs a fleet
- 219 BCE**  
Siege of Saguntum
- 218–202 BCE**  
Second Punic War
- 218 BCE**  
Battles at Ticinus and the Trebia
- 217 BCE**  
Battle of Lake Trasimene
- 216 BCE**  
Battle of Cannae
- 202 BCE**  
Battle of Zama
- 149–146 BCE**  
Third Punic War
- 146 BCE**  
Defeat and destruction of Carthage and Corinth (conquest of Greece) ◀ (End of AOS1)

## KEY INDIVIDUALS



### ROMULUS (FIRST KING; MAY NOT HAVE EXISTED)

- Became legendary founder of Rome after killing his twin brother Remus in a boundary dispute
- Invited outlaws and criminals to settle in Rome to populate the city
- Oversaw the Rape of the Sabine Women to increase the population
- Divided the Roman people into patricians and plebeians and created the Senate, comprising 100 patrician 'fathers'
- Possibly concluded an agreement with the Sabines and ruled jointly with the Sabine king Titus Tatius



### NUMA POMPILIUS (SECOND KING; MAY NOT HAVE EXISTED)

- Founder of religion, religious institutions and priesthoods in Rome
- Created the Vestal Virgins
- Devised the Roman calendar



### SERVIUS TULLIUS (SIXTH KING)

- Created Rome's first constitution
- Devised the census
- Organised the Roman army
- Organised the tribes and voting system



### TARQUINIUS SUPERBUS (SEVENTH KING)

- An Etruscan king
- According to tradition, he and his wife Tullia killed their spouses and married each other, then killed the reigning king Servius Tullius
- Drained the Forum and built the Cloaca Maxima (Great Drain)
- Constructed the Temple of Jupiter
- A tyrannical ruler who supposedly put to death senators loyal to Servius Tullius
- Unpopular with the plebeians due to forcing them to labour on infrastructure projects
- According to tradition, he was overthrown in c. 509 BCE when his son Sextus Tarquinius raped the virtuous Lucretia

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## CINCINNATUS

- Devoted to the state; became consul in 460 BCE
- Accepted the dictatorship of Rome during a crisis in 458 BCE
- Supposedly saved Rome from defeat by the Aequi tribe, then resigned the dictatorship and returned to his farm
- Very conservative; staunchly opposed to increasing rights for the plebeians
- Seen as a model of Roman virtue




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## HANNIBAL BARCA

- Carthaginian general and son of Hamilcar Barca
- Besieged Saguntum in Spain and crossed the Ebro River with his army
- Crossed the Alps with his army, including elephants
- Defeated the Romans at the battles of the Trebia, Lake Trasimene and Cannae, inflicting considerable losses
- From 216–202 BCE roamed and ravaged Italy with his armies
- Finally defeated at Zama in 202 BCE; died by suicide in Asia in c. 181 BCE




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## FABIUS MAXIMUS

- Appointed dictator following a series of Roman losses in the Second Punic War
- Revised the Roman strategy and carried out a war of attrition against Hannibal
- Upheld as a champion of the patricians and the Senate




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## SCIPIO AFRICANUS

- Son and nephew of Roman generals who had fought Hannibal
- Fought successfully against Carthaginian contingents in Spain, gaining the consulship in 205 BCE
- Sought a change of policy from Fabian tactics, taking the Second Punic War to Spain and Africa and engaging Hannibal on the battlefield once again
- Defeated Hannibal at the Battle of Zama in 202 BCE, leading to Roman victory in the Second Punic War



# TOPIC 1: SOCIAL FEATURES OF ANCIENT ROME

KEY KNOWLEDGE	FEATURES	HOW THESE INFLUENCED THE DEVELOPMENT OF ANCIENT ROME
<p><b>Foundation narratives</b></p>	<ul style="list-style-type: none"> <li>▶ Rome, a new upstart in Latium and a town populated by outlaws from elsewhere, had to fight to gain acceptance and respect from its neighbours.</li> <li>▶ As Rome and its empire grew, it needed appropriate foundation narratives to underpin its status.</li> <li>▶ According to Roman legend, the Roman people were descended from the Trojan hero Aeneas, who founded the nearby town of Lavinium; his son Ascanius founded Alba Longa.</li> <li>▶ Several generations later, the royal baby twins of Alba Longa, Romulus and Remus, were supposedly left on the Tiber floodplain by soldiers instructed to kill them by their uncle, who had usurped the throne. They were found and suckled by a <i>lupa</i> (she-wolf) and cared for by a shepherd.</li> <li>▶ The twins were 'seized by an urge to found a new settlement on the spot where they had been left to drown as infants' (Livy).<sup>3</sup></li> <li>▶ Romulus invited outlaws and vagabonds into his new town to populate it.</li> <li>▶ As Rome lacked sufficient women, Romulus instructed the Romans to seize Sabine women visiting Rome for a festival from their settlement on the Quirinal Hill.</li> <li>▶ Under the king Tullus Hostilius, Rome challenged and defeated its foundation town of Alba Longa, settled by a set of triplets from each town fighting on its behalf.</li> <li>▶ Stories from early Rome resembled Greek narratives: the fall of the monarchy in Rome 509 BCE aligned with the fall of tyranny in Athens, and the story of the siege of Veii in 405–396 BCE displays features that characterised the Trojan War.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Although the historicity of all the kings in the narratives is questionable, Rome had a monarchy during its early period.</li> <li>▶ The joint kingship of Romulus and Titus Tatius may have provided the model for the joint consulship.</li> <li>▶ The narratives remained highly influential; the Julii clan claimed to be descended from Aeneas.</li> <li>▶ Augustus sought to reshape Rome's history and foundations, as this allowed him to legitimise his rule and create a suitable foundation narrative for a city at the heart of the great empire. He enlisted authors such as Virgil to help create this.</li> </ul>
<p><b>Religious practices and cultural expressions; the development of religious institutions</b></p>	<ul style="list-style-type: none"> <li>▶ Rome was a warrior town accustomed to fighting. Numa Pompilius, a character known for his piety, was chosen as the second king to bring a civilising influence on Rome. He was credited with founding many of the priesthoods and developing Roman religion.</li> <li>▶ Rome had several priesthoods and colleges of priests; many could only be held by patricians at first. There was a set hierarchy of priesthoods.</li> <li>▶ Pontiffs were members of a council/college of priests. The word 'pontiff' means 'bridgemaker', possibly symbolising the role of priests as a bridge to the gods or as overseers of the sacred Tiber River.</li> <li>▶ Pontiffs were also record keepers and archivists.</li> <li>▶ The Vestal Virgins were the sole college of priestesses, formed to tend Vesta's communal hearth and a statue of Athena supposedly brought from Troy. They came from the leading families in Rome.</li> <li>▶ The Vestal Virgins originated in Alba Longa, including Rhea Silvia, mother to Romulus and Remus.</li> <li>▶ Rome had augurs, who observed and interpreted signs from the gods such as the flight patterns of birds, entrails of sacrificed animals and the Sibylline Books.</li> <li>▶ Plebeians gained access to the priesthoods with the Lex Ogulnia of 300 BCE.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Pontifex maximus, or chief priest, became a sought-after position.</li> <li>▶ The Vestal Virgins were highly respected and powerful, enabling some patrician women to be freed from the control of the paterfamilias.</li> <li>▶ Few actions were taken without consulting the signs or checking the Sibylline Books.</li> <li>▶ The Lex Ogulnia represented an important social change, as plebeians gained access to prestigious positions.</li> </ul>

KEY KNOWLEDGE	FEATURES	HOW THESE INFLUENCED THE DEVELOPMENT OF ANCIENT ROME
<b>The paterfamilias</b>	<ul style="list-style-type: none"> <li>▶ Rome had a culture of respect for elders.</li> <li>▶ In a patriarchal society, the oldest male was the legal head of the family (paterfamilias).</li> <li>▶ The paterfamilias had patria potestas (absolute power) over the family, even over married children.</li> <li>▶ The paterfamilias technically had the power of life and death over members of the family. A newborn was not accepted as part of the family until the father had picked up the baby.</li> <li>▶ Similar to the priests, who operated on behalf of the city-state, the paterfamilias performed religious rites to protect the relations of his family with the gods.</li> <li>▶ Roman men were expected to adhere to the key Roman values of <i>dignitas</i>, <i>pietas</i> and <i>gloria</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Family values and structure carried over into public life, with elder statesmen afforded respect.</li> <li>▶ Virtues such as <i>pietas</i>, <i>gravitas</i>, <i>auctoritas</i> and <i>dignitas</i> extended beyond the family into interactions with the wider community and the gods.</li> <li>▶ Social status based on Roman values and respect was sought after and highly regarded.</li> <li>▶ Men were expected to show courage in fighting for Rome.</li> </ul>
<b>The role of women</b>	<ul style="list-style-type: none"> <li>▶ Women managed the household, supervised slaves and made religious sacrifices.</li> <li>▶ They were married early and expected to produce several children. Marriages were often arranged for political reasons.</li> <li>▶ Women were expected to adhere to the key Roman values of <i>pietas</i> and <i>dignitas</i> by respecting the authority of the paterfamilias and bearing children. Children were expected to obey.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The paterfamilias retained control over women, including married daughters. However, women could exercise political power by influencing male family members.</li> <li>▶ Later in the Republic aristocratic women gained greater freedoms, including the ability to inherit and own property and manage financial affairs and even businesses.</li> </ul>
<b>Social hierarchy</b>	<ul style="list-style-type: none"> <li>▶ The two main classes of Roman society, supposedly created under the initial king Romulus, were patricians and plebeians.</li> <li>▶ Patricians were the 'fathers' of the city-state, identified by Romulus and expected to serve in the Senate.</li> <li>▶ Plebeians were the lower, non-aristocratic class.</li> <li>▶ Slaves and freedmen and freedwomen formed the lower tiers of society.</li> <li>▶ Access to political office and priesthoods was initially based on social class.</li> <li>▶ The <i>cursus honorum</i> was a ladder of offices culminating in the consulship, comprising the offices of quaestor, aedile, praetor and consul. A minimum age was expected for each step.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Status was linked to one's position on the ladder. This status extended to the family.</li> <li>▶ Pursuing high office was a source of <i>gloria</i>.</li> <li>▶ Men sought to gain higher positions than their fathers.</li> </ul>

KEY KNOWLEDGE	FEATURES	HOW THESE INFLUENCED THE DEVELOPMENT OF ANCIENT ROME
<p><b>Relationships between patrons and clients</b></p>	<ul style="list-style-type: none"> <li>▶ Patrons and clients were a foundation relationship of Roman society.</li> <li>▶ These relationships tended to be hereditary.</li> <li>▶ Patrons: <ul style="list-style-type: none"> <li>▷ were patricians and landowners</li> <li>▷ provided land for their client tenant farmers, legal assistance and help breaking into the <i>cursus honorum</i></li> <li>▷ depended on their clients for votes and political support</li> <li>▷ cultivated a particular relationship with their clients; it was a mark of status to be a patron with numerous clients who would follow their patron into the Forum, illustrating this status publicly.</li> </ul> </li> <li>▶ Clients: <ul style="list-style-type: none"> <li>▷ were (usually) poorer free men who received food, protection, assistance in legal disputes or money from their patron</li> <li>▷ might labour on their patron's estate and receive a grant of land from them</li> <li>▷ were expected to follow their patron into war, help provide the dowry for the patron's daughter(s) and occasionally assist them financially.</li> </ul> </li> <li>▶ Freed slaves became their former master's clients.</li> <li>▶ The rights of clients were officially protected by the Twelve Tables.</li> <li>▶ Clients and patrons were unable to give evidence against one another, and patrons were forbidden from defrauding their clients.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Patron-client relationships led to hereditary debts of gratitude.</li> <li>▶ Social links were created across the social classes by these relationships.</li> <li>▶ Clients could shift the vote in their patron's favour in consular votes.</li> <li>▶ Patron-client relationships proved a powerful and lasting institution and influence in politics.</li> </ul>
<p><b>The role of slaves</b></p>	<ul style="list-style-type: none"> <li>▶ Slaves tended to be prisoners captured in war against other peoples in Italy.</li> <li>▶ Slaves could be owned by private citizens or by towns as public slaves put to work on infrastructure projects.</li> <li>▶ From the second century BCE most slaves were foreigners, with a great influx of slaves coming from victory in the Macedonian and Punic wars.</li> <li>▶ The rise in wealth and luxurious lifestyles following these conquests increased the demand for household slaves.</li> <li>▶ The paterfamilias had legal control over his slaves.</li> <li>▶ Slaves were considered items of property.</li> <li>▶ Most free Romans owned at least one slave.</li> <li>▶ Slaves could be sold or rented out by slave dealers or individual owners.</li> <li>▶ Slaves could purchase their freedom, and many were granted it in their master's will.</li> <li>▶ Children born to freedmen were eligible for political office.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Slavery did not have a significant economic impact in the early Republic.</li> <li>▶ Slaves contributed to increasing the pool and diversity of Roman citizens, as freedmen could become Roman citizens.</li> <li>▶ Freedmen became the clients of their former master, who became their patron. They often worked in and helped their former master's businesses.</li> <li>▶ Due to harsh conditions for those working in agriculture and mining, slave revolts began to break out in the later Republic.</li> </ul>



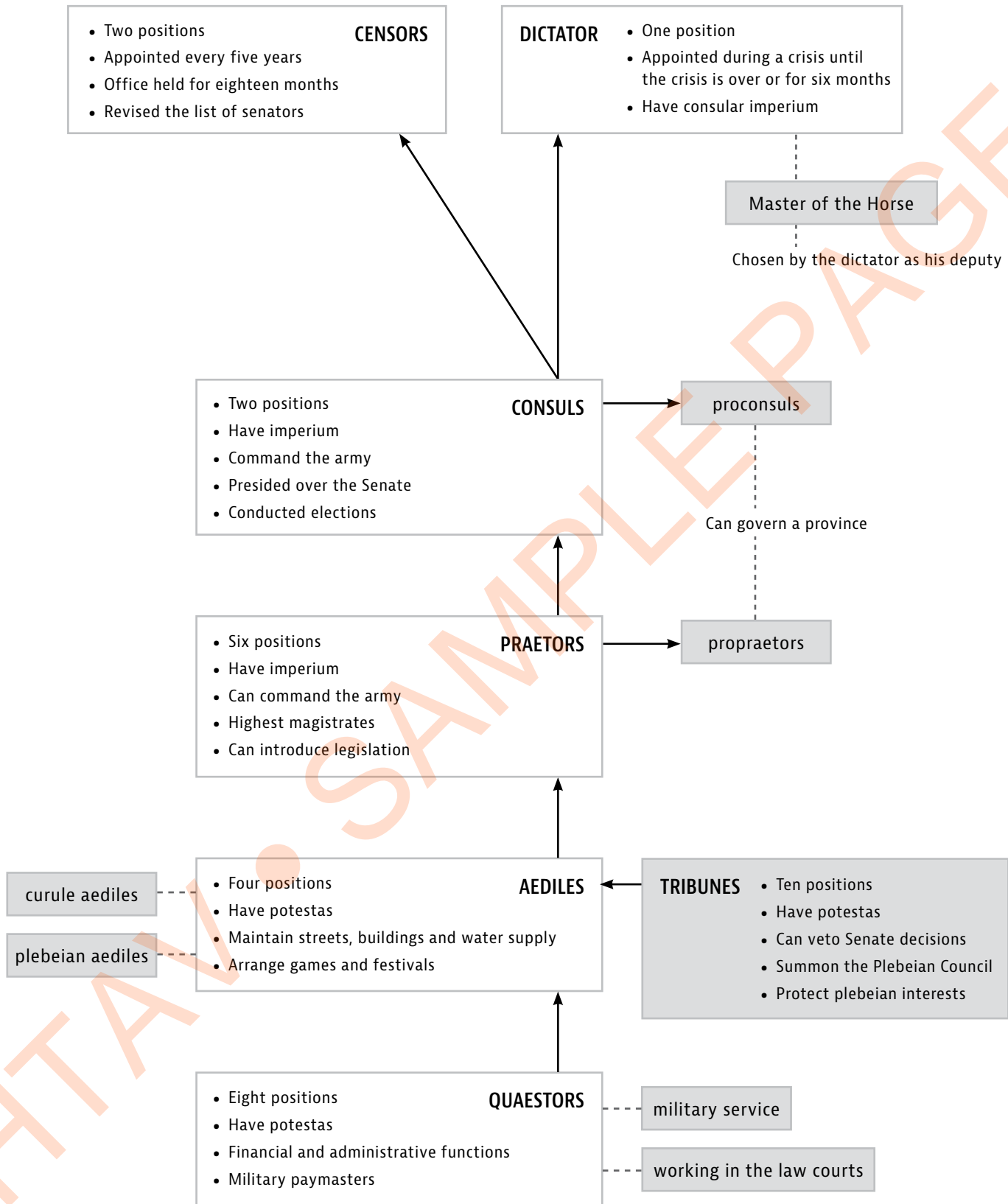
KEY KNOWLEDGE	FEATURES	HOW THESE INFLUENCED THE DEVELOPMENT OF ANCIENT ROME
<b>Militarism</b>	<ul style="list-style-type: none"> <li>▶ The king Tullus Hostilius is painted as a warlike king who created Rome's military culture. He supposedly destroyed Alba Longa.</li> <li>▶ Rome was constantly at war with its neighbours throughout the first centuries of the Republic.</li> <li>▶ The classes derived from the constitution of the king Servius Tullius (based on wealth) also described the military hierarchy.</li> <li>▶ Wealthier Roman citizens were enrolled in the cavalry.</li> <li>▶ Early Roman armies tended to be the private militias of leading families.</li> <li>▶ Private armies based on leading families were replaced by a regular military force.</li> <li>▶ Following the conquest of Veii, soldiers started to be paid, leading to the formation of a professional army.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The constant need for soldiers, who were mostly plebeian, allowed plebeians to agitate for greater political rights.</li> <li>▶ Political events came to be largely driven by military events.</li> <li>▶ After facing the more mobile Gauls at the Battle of the Allia in 390 BCE and the Samnites (who were skilled at mountain fighting), the Romans adjusted their lines, tactics and weapons, shifting from the Greek phalanx to the more flexible maniples and cylindrical, oblong shields.</li> </ul>

## VIEWPOINT

## KEY QUOTATION

<b>Livy (59 BCE–17 CE)</b>	The descendants of the Romans were the Trojans. The virtuous Trojan commander Aeneas founded a settlement in Latium and united with the Latins.	<i>'The Trojans could no longer doubt that at last their travels were over and that they had found a permanent home. They began to build a settlement, which Aeneas named Lavinium after his [Latin] wife Lavinia.'</i> <sup>4</sup>
<b>Livy (59 BCE–17 CE)</b>	Rome was destined for greatness.	<i>'But (I still believe) it was already written in the book of fate that this great city of ours should arise, and the first steps be taken to the founding of the mightiest empire the world has known—next to God's.'</i> <sup>5</sup>
<b>Livy (59 BCE–17 CE)</b>	Rome was very open to accepting others and outsiders as citizens, unlike most other nation-states at the time.	<i>'Meanwhile Rome was growing ... a place of asylum for fugitives. Hither fled for refuge all the rag-tag-and-bobtail from the neighbouring peoples. ... That mob was the first real addition to the City's strength, the first step to her future greatness.'</i> <sup>6</sup>
<b>Plutarch (c. 45–c. 120 CE)</b>	The second king, Numa Pompilius, established Rome's religious institutions and devotion.	<i>'To Numa is also ascribed the institution of that order of high priests who are called Pontifices, and ... the consecration of the Vestal Virgins, ... [and] the worship and care of the perpetual fire entrusted to their charge.'</i> <sup>7</sup>
<b>Plutarch (c. 45–c. 120 CE)</b>	Militarism was a central tenet of Roman culture, and men were seen as virtuous based on their military pursuits.	<i>'The Romans of those days prized above all else the kind of virtue which finds its expression in warlike and military achievements. ... The Romans made courage stand for virtue in all its aspects.'</i> <sup>8</sup>
<b>Mary Beard (2015)</b>	In contrast to some other ancient societies, Rome allowed some slaves to become citizens.	<i>'For many Roman slaves ... it was not necessarily a life sentence. They were regularly given their freedom, or they bought it with cash they had managed to save up; and if their owner was a Roman citizen, then they also gained full Roman citizenship ... a powerful factor in Rome's success.'</i> <sup>9</sup>

# MIND MAP: THE ROMAN CURSUS HONORUM



# GUIDE TO ASSESSMENT IN VCE HISTORY: ANCIENT HISTORY

## SCHOOL-ASSESSED COURSEWORK (SAC) TASKS

Fifty per cent of your marks in VCE History: Ancient History are derived from School-Assessed Coursework (SAC) tasks. These are tasks devised by your teacher to assess your level of knowledge and skill, which you will complete throughout the school year.

At the beginning of each Area of Study, your teacher should tell you:

- the date(s) of each SAC
- the format of each SAC
- the time you will receive to complete each SAC, and what materials are permitted
- how each SAC will be assessed
- what is required to achieve full marks on each SAC.

It is helpful to ask your teacher to provide you with sample SAC questions and exemplar responses to past SACs, but they are not necessarily required to do this.

You will complete at least four SACs in VCE History: Ancient History, with one in each of the following formats:

- ▶ Historical inquiry
- ▶ Extended responses
- ▶ Evaluation of historical sources
- ▶ Essay

### HISTORICAL INQUIRY

This SAC will focus on undertaking independent historical inquiry. This means you will use a question to guide an investigation of the past, gather relevant evidence, and use that evidence to develop an argument.

Your teacher may permit you to frame your own inquiry question for this SAC. In this case, you should consult with your teacher to ensure that your question is well balanced. A question that is too broad will yield a poorly focused report, while a question that is too narrow will prove difficult to research and answer.

Strong questions for **Area of Study 1** will focus on the significance of particular features of life in an ancient society; the impact of events, movements, political structures and reforms on the social, political and economic features of an ancient society; the causes, course and consequences of wars and revolts; and how ancient societies developed and changed. For example:

<i>How did ...</i>	[topic]	... impact the conditions of [group] in [society]? ... cause change and continuity to social/political/economic features of [society]? ... contribute to the rise of [political system/regime]?
<i>How important was ...</i>	[topic]	... in changing/developing the [political system] of [society]? ... in shaping the development of [society]? ... in leading to the outbreak of [war]?
<i>To what extent was ...</i>	[topic]	... the main cause of the growth of [society]'s power? ... responsible for the failure of the [political system] in [society]? ... responsible for the victory of [society] in [war]?
<i>To what extent did ...</i>	[topic]	... lead to change and continuity in social/political/economic features of [society]? ... undermine the ruling government or leader? ... create the conditions necessary for economic growth in [society]?

Strong questions for **Area of Study 2** will focus on factors that developed and interacted to cause crises, the significance of a crisis in an ancient society, and the role, motives and influence of key individuals involved in a crisis. For example:

<i>How effective was ...</i>	[topic]	... in causing the outbreak of [war/crisis]?
<i>Evaluate ...</i>	[topic]	... in leading to the defeat/victory of [society/individual] in [war].
<i>To what extent did ...</i>	[topic]	... cause the outbreak of [war/crisis]? ... destabilise [society/government]? ... lead to victory/success in [war/crisis]? ... allow them to take power in [society]?

Your teacher might permit you to access research materials in the lessons leading up to this SAC. Consult with your teacher to determine what resources you are permitted to access. Take dot-point notes in your own words that you can quickly and easily refer to when writing up your inquiry SAC. Ensure that you develop a timeline of key events, and select a range of suitable quotations from primary sources (participants in the action) and historical interpretations (historians' views).

If your teacher permits you to access research materials for this SAC, some useful resources include the following:

- Livius ([www.livius.org](http://www.livius.org)) provides detailed summaries accompanied by illustrations of key topics and individuals in the ancient world, organised in alphabetical order under each civilisation, including Rome.
  - Perseus Tufts Digital Library ([www.perseus.tufts.edu/hopper](http://www.perseus.tufts.edu/hopper)) provides full copies of classic texts in the original ancient language as well as English translations, including *Plutarch's Lives* and *Parallel Lives* and works by Livy and Appian.
  - Fordham Ancient History Sourcebook ([www.sourcebooks.fordham.edu/ancient/asbook.asp](http://www.sourcebooks.fordham.edu/ancient/asbook.asp)) provides full sources and links to sources elsewhere on the internet.
  - Kings and Generals ([www.youtube.com/c/KingsandGenerals/playlists](http://www.youtube.com/c/KingsandGenerals/playlists)) has excellent videos and playlists about ancient civilisations and Roman history.
  - You can access several ebooks and journal articles using a free State Library of Victoria membership.
- » Refer to the Units 3 and 4 Ancient History research guide here:  
[www.guides.slv.vic.gov.au/vceancienthistory](http://www.guides.slv.vic.gov.au/vceancienthistory).

The conclusions of your historical inquiry will likely be written up as an extended response, essay or analytical report under exam conditions. Appropriate planning, a clear introduction, clear topic and linking sentences, and a clear conclusion will all help your reader to understand your research findings. General guidance on writing a focused response can be found by consulting page 67 on writing extended responses and page 73 on writing essays. You will also need to ask your teacher about their requirements for the SAC.

## ▶ EXTENDED RESPONSES

This SAC will require you to develop a detailed response to one or more questions. You will be expected to present an argument with two or three supporting discussion points that contain evidence. A suitable response might be between 100 and 400 words in length, depending on the demands of the question and the time provided.

Below are some examples of what questions on this SAC might look like:

- Explain how the Second Samnite War contributed to the development of the economy and society of Rome up to 300 BCE.
- Using three or four points, explain how Pompey undermined the constitutional norms of Rome contributing to the fall of the Roman Republic.
- Compare and contrast the impact of the tribunes of Tiberius Gracchus and Gaius Gracchus in causing the demise of the Roman Republic.
- Analyse the impact of women in bringing about political change in Ancient Rome.
- Evaluate the extent to which the Conflict of the Orders achieved equality between the social classes in Rome.
- Evaluate the impact of Octavian/Augustus's use of propaganda in his rivalry with Mark Antony.

You should ask your teacher about their requirements for this SAC. However, here is some general advice that is likely to help you write an extended response.

### **WHAT YOU SHOULD DO**

- Highlight the key terms of the question and determine exactly what it is asking you to do. Refer to the advice on page 79 on how to unpack questions.
- Select three or four discussion points or arguments and write these as a dot-point plan.
- Provide a direct answer to the question in the first sentence.
- Develop your main ideas or themes in short, focused discussion points of 3–5 sentences. It may help to begin each paragraph with a signpost such as 'Firstly' or 'Secondly' to help your reader see the structure of your argument.
- If you are answering a question focused on **causes**, order your discussion points chronologically, beginning with the earliest, and concluding with the last. If a period is provided in the question, try to select discussion points that cover the entire period.
- If you are answering a question that requires you to **evaluate** or **compare**, order your discussion points by theme. For example, group together examples of change in one paragraph and examples of continuity in another, or group together effects on slaves in one paragraph and effects on women in another.
- Ensure that you include some form of specific **evidence** in each discussion point, such as dates, names, quotations, laws, statistics, and so on.

### **WHAT YOU SHOULD NOT DO**

- This is not an essay, so there is no expectation that you write full introduction and conclusion paragraphs. One or two sentences is sufficient. Rather than trying to outline or summarise your arguments, aim to capture the central argument or big idea explored throughout your response.
- Avoid narrative (retelling the story without any argument) or irrelevant discussion (anything the question does not ask for).

## SAMPLE RESPONSE

The following is an example of an extended response that displays a high level of knowledge and skill.

Q

**Evaluate the extent to which the Punic Wars caused change and continuity in the economic features of the Roman Republic to 146 BCE. Use evidence to support your answer. (10 marks)**

Clear, one-sentence **direct response** to the question.

*The Punic Wars, which occurred between 264 BCE and 146 BCE, caused significant change to the economic features of the Roman Republic and exacerbated existing economic inequality in Roman society.*

**Paragraphs** are used to organise the main points in the response.

*Firstly, Rome's victories in the First and Second Punic Wars gained the city-state control over trade routes and resources in the western Mediterranean. Securing the grain islands of Sicily and Sardinia and access to Carthage's arable farmland in Africa ensured a steady supply of corn. The acquisition of Spain also brought with it lucrative silver and copper mines. The revenue was so great that the Roman government ended direct taxation of Roman citizens in 167 BCE. Further, a construction boom in the city provided employment.*

**Signposts** (firstly, secondly) are used to introduce each main discussion point.

These main discussion points are structured using **cause-effect-significance**.

*Secondly, the influx of slaves after Rome's victories boosted the Roman economy. Rome brought in approximately 50,000 people from Carthage after its sacking in 146 BCE and 30,000 more from its defeated ally Tarentum. Slaves were put to work on agricultural estates and in homes. Landlords spent less on food and accommodation for slave labour compared to paid local labourers and did not have to worry about them leaving periodically for military service. Combined with the availability of cheap land—following Hannibal's ravaging of farmland in central Italy during the Second Punic War (218–201 BCE)—patrician landowners built up vast estates (*latifundia*) and turned to profitable cash crops such as olives and wine, or ranching cattle. The *Lex Claudia* (218 BCE) saw senators, who were prohibited from trade and commerce, turning to the land. Large landlords became wealthier, as did the equestrian traders exporting olive oil and other products.*

In the first two paragraphs, each discussion point responds to the question by focusing on a different **change** (control over trade routes and resources in the Mediterranean, and the influx of slaves).

Specific **evidence** such as quotations, dates, laws and events are provided.

### ACTIVITY

Use different highlighter colours to identify where the response:

- » provides evidence from own knowledge
- » links to the key terms of the question.

In the final paragraph, the student addresses the remaining part of the question: **continuity** in economic features of the society.

*However, smaller farmers were not too severely affected by the Punic Wars. Although there were poorer sections of the Italian peninsula, many small-scale farmers continued to make a profit. There was an abundance of capital available for loans to expand farms and overproduction in agriculture in the years following the Punic Wars. Archaeological evidence, such as from the Roman Peasant Project, has shown there were many successful smaller farms with several buildings catering for grain, cash crops and tending animals. Thus, while the Punic Wars brought a great deal of change to Rome's economy, they did not lead to substantial economic inequality on the land or affect agricultural production. (372 words)*

Arguments and evidence are **linked back to the question**, showing how they illustrate the contention.

## EVALUATION OF HISTORICAL SOURCES

This SAC will require you to analyse historical sources and use them to construct arguments about the ancient society. Your teacher may choose any combination of primary and secondary sources, and any combination of written and visual sources.

For this SAC, teachers often assign questions that are formatted in a similar way to the ones that appear in Section A of the exam. You can find guidance on how to respond to these types of exam questions on page 87. You will also need to ask your teacher about their requirements for the SAC.

### WORKING WITH PRIMARY SOURCES

Primary sources are documents and objects created at the time being studied. These include ancient written histories, such as transcripts of speeches, laws, inscriptions and decrees; statues and busts; surviving buildings or building foundations; pottery artefacts such as amphorae; and images and writing on pottery. They provide contemporary historical perspectives that give historians direct insight into how the history we are studying was understood by people living at the time. Historians use primary sources as evidence to support their arguments about how and why change occurred in history.

In VCE History: Ancient History, writers from ancient times provide historical perspectives. Some of these authors were contemporary witnesses, such as:

- Julius Caesar, who wrote his own version of his invasion of Gaul in the 50s BCE (*The Gallic Wars*)
- Marcus Tullius Cicero, who wrote treatises on law in the last century BCE and recorded several famous speeches delivered in the Senate
- Marcus Terentius Varro, who wrote about agriculture in Rome in the last century BCE and criticised the First Triumvirate.

Others were writing sometime after the periods they were describing. However, they are seen as reflecting the thinking of the ancient world (such as how women were regarded) and had access to primary sources from earlier writers; hence, they are accepted as providing a historical perspective for the purposes of VCE History: Ancient History. These writers include:

- Livy, who covered the period of Roman history from the 700s BCE to the 100s BCE; Livy lived from 59 BCE–17 CE and his histories included the period before the Sack of Rome by the Gauls (390 BCE), during which many records were destroyed
- Plutarch, who wrote in the first century CE about prominent Greeks and Romans from previous centuries.

When working with primary sources, it is important to pose intelligent questions that help you to contextualise them and evaluate their usefulness as historical evidence. To prepare for the SAC, you might practise unpacking some sources using the method below.

ASPECT	GUIDING QUESTIONS
Format	<p>What <b>type</b> of source is this (e.g., speech, historical account, image on a vase)?</p> <p>How might the source's format affect its context, purpose and reliability?</p>
Context	<p><b>When</b> was the source created?</p> <p>What <b>insight</b> does it provide into the period being studied? What people, groups, ideas or events are discussed or depicted in this source?</p> <p>How does this source <b>fit in to the larger history</b> we are studying?</p>



ASPECT	GUIDING QUESTIONS
Perspective	<p><b>Who</b> created the source?</p> <p>What <b>view</b> of the past does this source present? To what extent might this be influenced by the creator's involvement in the event/development?</p>
Purpose	<p>Who is the <b>intended audience</b>?</p> <p>What <b>effect</b> is the author hoping to have on them?</p>
Strength of evidence	<p>Are the claims or views expressed in this source <b>corroborated</b> by other sources of evidence?</p> <p>To what extent does the source present a compelling argument or viewpoint? What, if anything, would make you doubt its claims/depictions?</p>

### **WORKING WITH SECONDARY SOURCES**

Secondary sources are texts created by historians after the time being studied. They present **historical interpretations** of how and why change occurred in history. This SAC may require you to analyse and evaluate different interpretations about life, developments, individuals and/or crises in an ancient society.

Your teacher may provide you with one or more extracts from historians that offer interpretations of an aspect of the ancient society. You may be required to compare and evaluate different interpretations, or to use an interpretation to help contextualise and interpret one or more primary sources. You should aim to use these interpretations to assist you in forming your own conclusions about an ancient society.

When historians differ in their interpretations of history, it is often because of one or more of the following factors.

- Limited evidence: No historian has access to a complete and objective record. Sometimes educated guesses must be made where gaps appear in the record.
- New evidence: occasionally, new evidence emerges, thus, changing prior interpretations.
- Different emphases: Some historians tend to focus on structural factors (such as broad political/social/economic conditions), while others focus on the role of individuals. Some historians adopt a certain political viewpoint that affects their conclusions. In the context of ancient societies, historians may differ over the characterisation and motives of different leaders or the long-term causes of wars and upheavals.

Both ancient and modern historians comment on several aspects of individuals, and changes are evident over time. Many of the ancient writers favoured patrician over plebeian consuls in Rome. Some representations, such as those of leaders including Fabius Maximus and Octavian/Augustus in Rome, have darkened over time as attitudes evolve and the influence of propaganda is better understood. Historians argue over issues such as the motives at play in the relationships of Cleopatra. However, **do not get too distracted by the historians themselves**. The key skill you are being asked to use is to analyse how a historical event, development, group or an individual or idea can be interpreted, and to reach your own conclusions. You might prepare for the SAC by identifying historians' interpretations of a key event in your Ancient History textbook, and what evidence can be used to justify these.

**SAMPLE RESPONSES**

The following are sample responses to three possible types of source-based questions you might receive on this SAC.

**Q Using Source 2, outline why hostilities existed between Rome and Veii. (3 marks)**

*According to Source 2, hostilities were inevitable between Rome and Veii because the two city-states were 'intolerably close, meaning that 'neither could feel safe from the other'. Further, Rome 'stood in urgent need of new land' and was suffering from both famine and pestilence at the time. Finally, Rome's occupation of the central Tiber River ford at Fidenae was unacceptable to Veii and 'meant full-scale war'. (66 words)*

The student begins with a statement **directly responding** to the question and introducing the source.

The student uses clear **signposts** to identify the main points they have extracted from the source and distinguish between the points.

All points extracted from the source are illustrated with **short, direct quotations** and are clearly explained in the student's own words.

**Q Using the sources provided and your own knowledge, explain the relationship between Rome and the peoples it conquered. (6 marks)**

*The relationship between Rome and its conquered peoples was based on alliances and the granting of rights. Firstly, the Cassian Treaty (493 BCE) granted Latin rights, a form of 'half-citizenship', permitting intermarriage, trade and residence in Rome. These extended to other conquered peoples during Rome's territorial expansion and helped cement positive relations. In Source 1, Livy notes how this encouraged dealings 'both public and personal' being 'closer and more cordial', to the extent that future relations were like a 'bond of friendship'. In Source 3, Beard describes how these privileges gave allies 'a stake in the Roman enterprise', which included sharing war loot. Additionally, conquered peoples gained a path to Roman citizenship and, hence, voting and officeholding. The main obligation was to provide troops. While it was the 'only long-term obligation' (Source 3), it was 'imposed' on them, and 'the provision and upkeep' of soldiers became taxing for many towns, sometimes souring relations with Rome. However, during the wars with Pyrrhus (280–275 BCE) and Hannibal (218–202 BCE), most peoples in Italy remained loyal to Rome. As Source 3 explains, Roman expansion focused on relationships with people—which generally remained positive—rather than territorial control. According to historian Martin, 'Roman imperialism, in short, was inclusive, not exclusive'. (208 words)*

Clear, one-sentence **direct response** to the whole question. As the question mentions that information must come from both provided sources and own knowledge, the student avoids mentioning the source in the opening statement.

**Quotation from a written source** is used to support the argument, and this is clearly marked with a **signpost phrase** ('In Source 1, Livy notes ...')

**Specific evidence** from own knowledge is provided, such as discussion of the Cassian Treaty, an example of the situation with a particular Latin town, reference to specific battles and a relevant external historical interpretation.

**More than one source** is used, as required by the question.

A **nuanced** view is presented: the main contention is that relations were good overall, but the response acknowledges that there were cracks.

**ACTIVITY**

Use different highlighter colours to identify where the response:

- » provides evidence from own knowledge
- » links to the sources
- » links to the key terms of the question.