

AS LEVEL

Examiners' report

CLASSICAL CIVILISATION

H008

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Version 1

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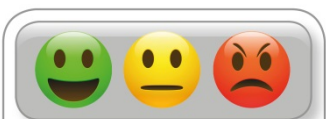
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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper 22 series overview

Candidates are to be commended for the preparation undertaken for this examination. They mostly had a detailed knowledge of individual visual and material sources and could draw appropriate conclusions required for this qualification. Several responses, with careful planning, might have produced even more critical analysis and evaluation. This would avoid the need for asterisks, marginal notes and continuation booklets which results in loss of train of thought for the candidate.

Textbook

Much detail offered was based on the Bloomsbury supporting textbook, with some candidates quoting verbatim sections from it. Whereas candidates held a great deal of knowledge, this sometimes meant a rigid approach to responses and in a few responses an unwillingness to challenge opinions.

There was a feeling too that, for a very few, knowledge of literary sources was derived from here. Without the study of the literary source booklet from the OCR website, candidates may limit the range of references they can offer in essays.

Understanding of social historical and cultural context

Examiners felt that candidates needed a firmer understanding of the context of the sources. For example, many candidates did not know when Suetonius was writing and assumed that he was a poet. Candidates are encouraged to develop an understanding of social historical and cultural context of sources in order to select suitable material for future responses.

Section A

Question 1 (a)


Source A: Temple of Mars Ultor



1 (a) Where in Rome is the Temple of Mars Ultor?

[1]

About half of candidates knew that the temple was in the Forum of Augustus.


	<p>Teaching idea</p>	<p>Candidates might have a simple plan of ancient Rome where various buildings relevant to Augustus can be identified.</p> <p>Alternatively, candidates might take part in a group activity by producing a wall map of ancient Rome with images of buildings added as study progresses.</p>
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Question 1 (b)

(b) What does 'Mars Ultor' mean?

[1]

More candidates knew that Mars Ultor meant "Mars the Avenger" but also "Mars the Punisher" was a legitimate response. A significant number of candidates assumed that Ultor meant Altar.

	Teaching idea	An introductory activity might be a quiz on the meaning of four or five key words such as Mars Ultor.
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Question 2 (a)

2 The Temple of Mars Ultor commemorated Augustus' victory at the Battle of Philippi.

(a) When was the Battle of Philippi?

[1]

Candidates were familiar with the date 42 BC, although "very near" misses were credited as candidates were deemed to have shown sufficient contextual knowledge.

Question 2 (b)

(b) Why do you think Augustus chose to put up a temple to Mars Ultor?

[1]

This question followed on from the two previous questions which acted as "prompts". Before the Battle of Philippi, where the assassins of Julius Caesar were avenged, Augustus had vowed this temple. Most candidates knew this.

Question 3

3 Explain in what ways the Temple of Mars Ultor was an impressive building.

Make **four** points and support each point with reference to the temple shown in **Source A**. [8]

The Temple of Mars Ultor was an impressive building in the Forum of Augustus. The question was worded in such a way as to credit knowledge beyond the image such as the statues. Centres should be reassured that the examiners' aim is always to give candidates as much scope as possible to show their knowledge.

Question 4 (a)

Source B: *Res Gestae Divi Augusti* 8

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4 (a) Explain the term **consulship** (lines 1, 2, 5, 8).

[2]

More candidates than not knew what the term meant. Two marks were available so two different points were required. This response in Exemplar 1 gained no marks as it was not specific to a consul's role.

Exemplar 1

4	a	A political position in Rome that you could get to after being in the senate
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Question 4 (b)

(b) What was a *lustrum* (lines 4, 5, 7)?

[1]

Very few candidates knew what a *lustrum* was. Again, an understanding of the term would offer a candidate the opportunity to add this as a detail to an extended response. The response in Exemplar 2 shows excellent contextual knowledge.

Exemplar 2

4	b	Lustrum was a time period of five years, in which atonement and purification was offered by the censor of Rome, at the closing of the census.
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Question 5

- 5 In the passage Augustus says: 'I brought back many examples of ancestral practices that were becoming obsolete in our time...' (lines 9, 10). Why do you think Augustus did this? [1]

The idea of restoration was key here. However, again, legitimate responses were credited such as 'to gain favour with conservative senators', as demonstrated in Exemplar 3.

Exemplar 3

5	the romans wanted to 'go back
	to the good old days' so
	augustus brought back Practises in
	order to appeal to them and
	make rome the way it used to be

Question 6

- 6 Explain what impression Augustus gives of himself in **Source B**.

Make **four** points and support each point with reference to **Source B**.

[8]

This question is marked on a point-by-point marking grid. Candidates should make their point and support it with a relevant reference from the passage. In addition to observations listed in the Mark Scheme, Augustus' success and abilities were credited. It helps if candidates can make four clear points by using bullet points or leaving a line between four paragraphs.

Question 7

- 7* Evaluate how far the sources you have studied show that Augustus wanted to associate himself with Julius Caesar and the republic.

You may use **Source A** and/or **Source B** as a starting point in your answer.

[16]

The design of the paper is such that questions in Section A lead towards this extended 16-mark question. Having looked at details from two sources, candidates are then invited to use these and/or other similar sources they have studied in an extended response. For this reason, candidates are urged to attempt questions in the order in which they are written.

The most successful responses used both sources in discussion with links to Julius Caesar and the republic. Those who understood the term consul were able to use this in their discussions. Successful responses then continued with evaluation of Augustus' use of coins, especially the moving away from links with Julius Caesar the man to Julius Caesar the god. They then moved on to aspects of the republic using Source B. Examiners were looking for a range of detailed examples to support the argument.

Exemplar 4

On the other hand when studying source B, the Res Gestae Divi Augusti, Augustus clearly associates himself with the Republic ~~the~~ as he stresses that he wishes to uphold traditional values and 'ancestral practises', displaying his commitment to restoring those ancient & religious festivals, such as the Lupercalia festival and the ~~the~~ secular Games; this shows his interest in the old ways of Roman life and his understandings in their importance of Roman

The two sources each were available for candidates if they wished as examples of different links Augustus made to Julius Caesar and the republic. Many used the Temple of Mars Ultor as the link to Julius Caesar, mentioning the avenging of assassins and detail from the various statues. In Exemplar 4, the response goes on to use Source B as a way in to discussion of the connection with the republic and Augustus' wish to "uphold traditional values". The source then prompts reference to the "Lupercalia festival" and "Secular Games". Discussion of the printed sources is optional but almost all candidates used these. Should this response have chosen not to include Source B, then more analysis of detail from elsewhere would have been expected.


Section B overview

Reference to and discussion of scholars and academic works are not required at AS Level.

Question 8

- 8* Assess how far the poets of the Augustan age only show Augustus in a positive way. In your answer, you should refer to the works of Horace, Propertius and Ovid that you have studied. [25]

About 40% of candidates attempted this question. To remind candidates, the “poets of the Augustan age” were listed. However too many also discussed Suetonius. Candidates should be aware that Suetonius was writing in prose and was also writing around a hundred years after Augustus death. This is a good example where the context of a source needs to be known. In this case credit could not be given for discussion of Suetonius. Many candidates analysed the works of Horace, Propertius and Ovid in order which is acceptable for this qualification. Some of the finest responses tackled the authors by themes.

	Misconception	Several candidates assumed Suetonius was a poet, presumably from the reference to the Poetry in Translation website from where the prose translation has been taken.
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Question 9

- 9* ‘People outside Rome never knew much about Augustus.’ Explain how far you agree with this statement. Justify your response. [25]

About 60% of candidates attempted this question. Better arguments were made by candidates who clearly separated material from Rome and material from outside Rome. Apart from coins and buildings examiners were impressed by the detailed knowledge of battles in Gaul and Spain assessing such subjugated peoples as being fully aware of who Augustus was. Discussion of Horace, Propertius and Ovid was perhaps less successful except when given the caveat that this was more appropriate for the elite outside Rome. Visitors to Rome, especially embassies, were also considered and detail was used of what they would have seen.

Exemplar 5 took the analysis further and in this extract appreciates the changing image of Augustus over time and that “really he was a sixty year old man”. Further the response appreciates that people outside Rome never had a full picture “he left his battle plan to Agrippa”. It discusses “what they saw” and how the *aureus* promoted the very image he wanted them to see.

Exemplar 5

Some may agree with the statement as those outside Rome never saw Augustus' face or what he looked like. For over fifty years, those outside Rome believed that Augustus was a god-like man who was young and able to lead his armies and fight in battles. They didn't know that really, he was a sixty year old man who left his battle plans to Agrippa and stayed in his villa. Those outside Rome never really saw Augustus, but what they saw of him was a youthful man who appears to live forever and a force to be reckoned with. However, coins that were distributed far and wide helped outsiders gain a better understanding of who Augustus was and the power he had. The Aeneas' he used depicted him as 'Imperator', 'consul' and 'Pontifex Maximus' (after 12BC). These titles gave people a much more clearer view on what type of man and leader Augustus was.

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