

A LEVEL

Examiners' report

CLASSICAL CIVILISATION

H408

For first teaching in 2017

H408/22 Summer 2022 series

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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. A selection of candidate answers are also provided. 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 and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 22 series overview

Candidates generally showed good knowledge of the sources. Most were secure in their knowledge of the material culture sources but were less secure on the content of the poetry in the literary sources. They were also well aware of the historical and political background of Augustus's rise to power, and then promoted his image to keep it. More successful responses used the sources as evidence for the opinions expressed in them, but there were some who mainly relied on the history at the expense of the sources, which are the focus of the questions.

Finally, legibility and quality of written communication seem to have deteriorated since 2019; perhaps this is another effect of Covid and online learning. This can particularly be seen in the spelling of names and technical terms. Candidates should be advised to read through what they have written to make sure that their work communicates their ideas clearly and effectively. Writing on alternate lines can sometimes make difficult handwriting easier to read.

Assessment for learning



Candidates should be reminded to:

- follow the instructions carefully
- start each 10-, 20- and 30-mark question on a new page of the Answer Booklet
- number questions carefully
- write clearly and legibly.

Candidates who did well on this paper generally did the following:

- read the questions carefully
- followed the rubric carefully
- displayed good examination technique
- used both literary and material culture evidence
- were aware of the dates of the different sources
- had some understanding of the content of the literary sources
- provided quotations/close reference to the literary sources
- were aware of the historical and political background of the period
- addressed the question directly
- came to a conclusion.

Candidates who did less well on this paper generally did the following:

- made little reference to the material and literary sources in the essay
- made little/no reference to scholars in the essay
- had a poor understanding of the historical and political background.
- were not aware of when the various sources were produced
- only discussed the literary sources in general terms
- wrote lengthy introductions to some responses, including lower tariff questions
- started a response to higher tariff questions with a foregone conclusion and then changed their mind over the course of their response, leading to a confusing argument.

Section A overview

Most candidates were able to discuss the coin and analyse the passage from Ovid. They were aware of the relationship between Julius Caesar and Octavian, and of the historical and political events of the period. Few seemed to know when the Ovid passage was written.

Source A

Coin: *Aureus*

obv. bare head of Octavian (Augustus)

Inscription: C CAESAR COS PONT AUG –
Gaius Caesar, consul, priest of the augurs

rev. head of Julius Caesar with laurel wreath

Inscription: C CAESAR DICT PERP PONT
MAX – Gaius Caesar, dictator in perpetuity,
pontifex maximus

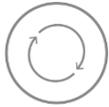
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Question 1 (a)

1 (a) In which year was the coin in **Source A** issued?

[1]

Assessment for learning



To answer this type of question, there is no need for candidates to write a full sentence. Time can be saved by writing a one- or two-word response. The same goes for Questions 1(b), 3, and 4.

Most candidates gave the correct date, although there were some who thought the coin was struck in 42 BC.

Question 1 (b)

(b) What metal is the coin in **Source A** made from?

[1]

There were only a few incorrect responses to this question.

Question 2

2 In issuing this coin, explain how successfully Octavian (Augustus) used the benefits and avoided the dangers of his association with Julius Caesar. [10]

Most candidates were able to select and make useful comments about several features of the coin. Candidates generally tackled both sides of the question; comments were made on the appearance of Octavian and Julius Caesar, and their titles among others.

The most successful responses made several references to the coin and provided short, relevant analysis without spending too much time on their comment for each reference.

Misconception



Some candidates believed that the coin was issued after the deification of Julius Caesar.

Question 3

Source B

Ovid *Metamorphoses* 15. 816–842

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3 Who is 'Cytherean', referred to in line 1 of **Source B**? [1]

Quite a few candidates did not know that 'Cytherean' relates to Venus. The most common wrong response was Julius Caesar.

Question 4

4 Who are the 'Roman general' and his 'Egyptian consort' referred to in line 8 of **Source B**? [2]

Almost all of the candidates identified both figures correctly.

Question 5

5 Explain why Augustus may have approved of this passage by Ovid. [10]

Candidates found the passage to be generally accessible and were able to make several points with relevant references. Some discussed one or two particular points at excessive length, such as Augustus' military successes or the portrayal of Antony and Cleopatra, which limited the number of points which could be made. More perceptive responses commented on the fact that this passage comes from a speech by Jupiter to Venus, which gave Augustus divine backing and implied that he was fated to be successful.

Exemplar 1 below shows how a point can be made and analysed. Although there is no actual quotation from the passage, there is close reference and good contextual knowledge to back up the point.

Exemplar 1

Thirdly, Ovid also depicts Augustus' relationship with Julius Caesar, and especially his Caesar's deification. Augustus was the one who had Caesar deified in 47 BC, after interpreting the comet, and so having this description of it especially as it comes from Jupiter's speech to Venus, giving it legitimacy and glorification from such a great god - shows that the action had credibility and carried importance. This would have been the most effective in winning Augustus' approval since it would have shown him as the 'Divi Filius' he tried so hard to portray himself as, and help give his rule and associations with Caesar a legitimacy through glorification and divine approval.

Question 6*

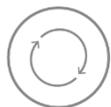
- 6* 'Augustus was a bad military leader who came to power just because he was associated with Julius Caesar.'

Explain how far the sources you have studied support this view. Justify your response.

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

[20]

Assessment for learning



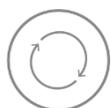
To answer this type of question, candidates need to address all aspects of the question in some detail.

The question is multi-faceted, and the most successful responses discussed well the influence of Julius Caesar in Augustus' rise to power, as well as whether Augustus was a good or bad (or possibly both) military leader. Less successful responses did not strike this balance enough. More perceptive responses pointed out the difference between Augustus' use of Caesar the man to gain power, and his use of Caesar the god to keep power. Some candidates chose to write about the fact that Augustus was only a good military leader in their opinion, ignoring the thrust of the question. Those responses which did use the sources mentioned the Prima Porta statue, as well as the poems of Horace, Ovid and Propertius, and the Res Gestae, with, for balance, Suetonius' accounts of Augustus' military career. More perceptive responses discussed the role of patronage in the production of the flattering references in the poetry.

Some responses virtually ignored the use of sources altogether and wrote an analysis based solely on the historical background; these were less successful.

Exemplar 2 illustrates how the sources on the paper can be used to enhance a point being made in the response.

Assessment for learning



Although there is no requirement for candidates to use the sources on the paper, it would be beneficial for candidates to refer to them in their responses.

Exemplar 2

		<p>Augustus was reliant on his association with Caesar to come to military power. As source A shows, Octavian wanted to show himself as the loyal son of Caesar, similar to his aunt's, who would prove so by avenging his father. In order to gain support for the campaign against the liberators before the Battle of Philippi, Octavian swore a public oath to Man Ulares, or "Men the avenging Avenger" in order to gain support of the veteran legions, this is also mentioned in source B as the "most courageous Avenger of his father's murder". This oath was successful in gaining the loyalty of the troops for the campaign, however, during the first Battle of Philippi, Brutus' forces would push Octavian back however even later that Octavian was caught hiding in a swamp after the battle, which accounts from Livy's 4</p>
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Section B overview

Candidates generally had sound knowledge of the sources, both material culture and literary, and made good use of this knowledge in their responses. The material culture included all of the various media, buildings, coins and statues. The literary evidence used was mainly the *Res Gestae* and Suetonius. Some candidates were under the impression that Suetonius was writing at the time of Augustus.

Question 7*

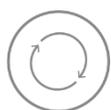
Use classical sources, and secondary sources, scholars and/or academic works to support your argument. You should also consider possible interpretations of sources by different audiences.

7* 'His building programme was the best way for Augustus to give a positive image of himself to the people of Rome.'

Explain how far you agree with this statement. Justify your response.

[30]

Assessment for learning



The question is about the people of Rome, so there is no need to discuss the inhabitants of the rest of the Empire.

This was by far the more popular of the two essay questions. There were some excellent responses which combined very good knowledge of a range of sources with telling evaluation. The most successful responses not only mentioned different buildings constructed during Augustus' reign, but also described them and discussed how they gave a positive image of Augustus to the people of Rome. The most common examples were the Mausoleum, the Forum of Augustus and the *Ara Pacis*. References were also made to temples (even including the Pantheon) using the *Res Gestae* and Suetonius as sources. Comparison was made with other media (coins, literature statues), with discussion of the relative merits of each type of propaganda.

Less successful responses did not know about a range of buildings and/or did not compare the building programme with other media. Other less successful responses concentrated on the other media, and hardly mentioned the building programme, if at all.

Misconception



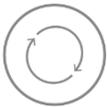
The Prima Porta statue was considered by some to be a part of the building programme.

Question 8*

8* 'Augustus was the perfect *Pater Patriae*.'

Explain how far the sources you have studied show that all Romans agreed with this statement.
Justify your response. [30]

Assessment for learning



To answer this type of question, candidates need to refer to a range of sources, both material culture and literary.

This question was far less popular than Question 7. There were some very good responses, which had a clear awareness of the significance of the *Pater Patriae* title and based their response on Augustus' promotion of this concept. The main sources used were Suetonius and *Res Gestae*, but also statues such as the bust of Livia. In these responses, knowledge and evaluation were well focused and there was good discussion of how far Augustus lived up to the ideal, and of how the people of Rome viewed Augustus.

Some responses had less of a grasp on the concept of *Pater Patriae* and instead discussed other ideas such as the building programme or Augustus' military success. These achieved less highly.

Exemplar 3 illustrates how sources, both material culture and literary, can be integrated into the essay and used as evidence for the candidate's opinion. There is also good use of a scholar, and precise focus on the question about whether all Romans would have agreed with the statement in the question.

Exemplar 3

Another coin showing his care for Rome is the scroll Aeneas from 28 BC, which presents Augustus with a scroll and the inscription "he restored to the Roman people their laws and rights", referring to his campaign for bringing back old morals, which some of the older citizens or elite would have respected, however Beard suggests he micromanaged the people in a new and intrusive way with his *leges iuliae*, and many of the Roman people would agree. Suetonius speaks of how there was extreme backlash to these laws and Augustus had to make concessions, notably more money paid for having children.

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