

GCSE (9-1)

Examiners' report

ANCIENT HISTORY

J198

For first teaching in 2017

J198/21 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 21 series overview

The compulsory longer period study focuses on the kings of Rome and the early Roman Republic, with an emphasis on the most interesting events and characters. Candidates are assessed on their ability to explore and identify key developments in this early period of Rome described by Livy.

To do well on the longer period study, candidates needed to demonstrate their ability to recall key developments, make connections, identify contrasts and analyse the trends prompted by the exam questions. In addition to this candidates are assessed on their ability to analyse the content of an unseen passage to support these skills.

Candidates who did well generally focused on the demands of the question and selected relevant evidence from their own knowledge or the passage to substantiate the judgements they made. In addition these candidates were able to link various events together to explore trends and exceptions which had historical significance.

Candidates who did less well generally wrote narratives or wrote in general terms about the topic in the question. As a consequence they were not able to develop the substantiated judgements or statements found in the stronger responses. Others did not use specific knowledge or specific aspects from the passage to support the assertions made in their responses.

Candidates' performance was encouraging in Questions 3 and 4. Knowledge of the four 'legendary kings' was good. As a consequence many students were able to identify the religious and military themes identified in the passage. Many went further and explored the similarities between the kings, especially those that explored the expansion and development of Rome.

Question 5 responses were also strong. There was a multitude of valid approaches. Most common was a comparison of anti-plebeian consuls with pro-plebeian consuls. There were other exceptional responses which broke free of the two-sided essay structure and developed complex responses. For example, many students created convincing arguments exploring the reasons for change over time and why there was more rapid change after the failure of the Decemvirates.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • Used specific evidence to support their judgements. For example, specific events and names to add depth to their responses. • Signposted contrasts and comparisons to make thematic links clear. • Focused on the demand of the question, rather than on the general topic. • Used the passage to support judgements. This did not have to be a quote or paraphrased. For example, some candidates confidently identified the themes from the passage in Question 4 and developed these with their own knowledge. 	<ul style="list-style-type: none"> • Used vague assertions or made unsubstantiated statements. For example generic comments about the poor or kings which could be associated with multiple civilisations throughout history. • Described each king without specific comparison or contrasts. • Offered a general description of the different kings or experience of the plebeians without clear reference to the question. • Copied large sections of the passage and did not draw themes or inferences from them. • Ran out of time.

Question 1 (a)

The foundations of Rome: From kingship to republic, 753–440 BC

- 1 (a) Name **two** of Rome's kings mentioned by Livy. [2]

Most candidates answered this accurately. The most common response was Romulus and Superbus. A few mentioned Remus or Brutus.

Question 1 (b)

- (b) State **one** of the powers held by a consul in the Roman Republic. [1]

Many candidates found this challenging and confused the consul with the king. The most common response explored the consul's military role.

Question 1 (c)

- (c) Identify **one** of the crimes said to have been committed by Lucius Tarquinius Superbus. [1]

Candidates performed well on this question; most explored his seizing of power, or holding trials to remove his opponents. Many mistakenly attributed the rape of Lucretia to him.

Question 2

- 2 Outline the events which are said to have led to the Second Secession. [6]

Candidate responses were generally strong. Many candidates identified three different aspects and placed them into a short narrative account. The most common points were the reasons for the creation of the Decemvirate, Appius' tyranny, and how the abduction of Virginia led to the second Secession. Some strong candidates did not write a narrative, but instead identified three causes and elaborated with specific knowledge. A small, yet significant, number of candidates mixed the account of the First Secession, in particular the War Veteran, with the actions of the Decemvirate.

Misconception



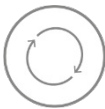
Question 2 does not require a particular style of response. Candidates can identify several features and support them with specific evidence. They could also write a narrative account highlighting several of the key developments leading to a particular event or outcome.

Question 3

3 Using details from **Passage A** and your own knowledge, what can we learn about Numa and Ancus? [10]

The vast majority of candidates used the passage effectively to identify the themes of religion and military. Stronger responses were able to draw out strong conclusions from the passage and support with relevant knowledge. The treatment of Numa was stronger. Most candidates were able to use examples such as the Temple of Janus to support inferences about Numa's character. Inferences about Ancus's personality and actions were very strong, but fewer candidates were able to use specific examples to draw it out. Those that placed Ancus into context, generally did very well. For example, by justifying why Ancus may want to re-emphasise religious practices after the rule of Tullus and the nature of Tullus' death.

Assessment for learning



There is no set response for this question, however, candidates who make clear inferences and analyse with contextual or specific knowledge will find it easier to combine AO1 And AO3 skills to gain higher marks.

Exemplar 1

3		<p>Livy tells us that Ancus recognised Tullus' faults, which were 'the neglect or misconduct of religious ceremonies'. This tells us that he had a good awareness of what made a successful ruler, and would make sure ^{that} his reign would be an improvement. His decision would have been supported by the idea that Tullus had been killed by the gods for a failing to worship them, and so Ancus would recognise that a lack of religion would be cause outrage amongst the people of Rome.</p>
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This candidate has made a clear inference and supported it with a concise quote. Their analysis places the inference in context and then supports it with a specific example to develop their statement.

Question 4

- 4 Using details from **Passage A** and your own knowledge, how different were the policies of Rome's first four kings?

[15]

Most candidates were able to use the passage effectively to analyse the second order concept of difference. The very best candidates were able to evaluate the extent, but most were able to identify differences and similarities.

The most common differences focused on religion and military initiatives. There were a wide variety of similarities and differences analysed, many of them nuanced, exploring the nature of Rome's expansion and diplomacy with other countries.

Some candidates explored the purpose of the early history of Rome, and used their understanding of Livy's Preface to explain why these differences existed. On its own this approach would not have scored highly as the question was looking at 'how different' the kings were. Yet a significant number of candidates used this to explain how the differences were important to understanding the expansion of Rome.

On the whole, candidates were able to choose evidence from their studies to illustrate the conclusions they were making. Romulus and Numa were the best supported, but most candidates were able to combine their knowledge with the passage to explore the differences between the four kings.

Misconception



Many candidates made sweeping comments about the nature of the 'legendary kings.'

For example, a significant number of candidates described Tullus as a cruel war hungry king who did not care for his people. Likewise, Numa was often described as a weak and fearful king. While we may expect a small number of candidates to make these types of assertions, there were a large number of candidates making these types of statements in Question 4, but in Question 3 making more nuanced observations.

Assessment for learning



Candidates who clearly compared the differences of the four kings performed well.

Answers do not require multiple quotes, but can be effective in drawing out the themes from the passage to help structure the response.

Exemplar 2

4	<p>The policies of Rome's first four kings varied drastically. From Romulus and Tullus Hostilius' warlike nature, to a ^{pious} Numa and a more balanced Ancus Marcius - each king was unique in their implementations and profound affect on the Roman society.</p>
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	<p>Romulus' approach varies significantly to that of Numa who adopted a more pious and peaceful approach to his rule. He integrated religion into society, making it the epicentre of all Roman life. We see this in passage A "Numa had established religious observances in time of peace". For the people this was a major shift from the warlike descendant of Mars Romulus. Numa's first initiative as king was to remove the <i>celeres</i> - who were the personal guard to Romulus, he also gave some of Romulus' land to the homeless, who</p>
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This candidate uses the passage effectively to draw out the themes they are going to explore.

The candidate then explores the key features of Romulus' kingship, before contrasting them with Numa's. The candidates use of language to signpost the differences is effective in this response.

N.B Question 4 does not require an introduction or conclusion, but this candidate used an introduction effectively.

Question 5*

5* 'The Republic only served the powerful.' To what extent do you agree with this view? [20]

(✎) Spelling, punctuation and grammar and the use of specialist terminology [5]

Many candidates offered a good response to this question as it allowed them to demonstrate their knowledge of the early Republic.

The vast majority of candidates organised their response into a two-sided answer. On one hand candidates explored the cruelty of the consuls and the second Decemvirate before the First and Second Secession. On the other they looked at the provision of new rights such as the tribune and military tribune. The most successful approach was to explain how far the statement was true, rather than choosing one side. Other candidates would establish a line of argument and evaluate several factors relevant to the argument. For example, that the Republic was governed by the powerful, and only granted concessions to the plebeians after popular protest forced them to.

The highest-achieving responses contained a wide *range* of evidence. Candidates in the highest levels did not always use in depth evidence but referenced a spread of examples. Many gave specific examples and then used them to support their conclusions. Other candidates listed a number of examples to illustrate a trend or theme and then developed one or two of these in detail. For example: the treatment of the War Veteran or the actions of the Second Decemvirate.

A significant number of candidates created good arguments but did not use specific evidence to develop these. It was common to combine the two secessions as examples of plebeian protest without any specific features.

Very few wrote a narrative account of the events leading to the Conflict of Orders.

A small number of candidates ran out of time and then crossed out their essay because they were not happy with it. This would have been marked as no alternative response was provided. Please encourage candidates to only cross work out which they know is *wrong*, such as spellings or grammatical errors.

Assessment for Learning



Making a strong confident opening to the essay can really help candidates express themselves. By referring to this throughout the essay candidates can construct a substantiated and convincing argument.

Exemplar 3

5.	<p>I strongly agree with this view, as "the powerful", basically synonymous with Patricians manipulated the Plebeians into the greeting them with a pleasant life. No matter how many times Plebeians demanded a better life, the Senate would introduce a reform to "help them", always resulting non-beneficial to the poorest, and in essence, just turning a blind eye to their claims.</p>
	<p>Firstly, the Republic harmed Plebeians as it left good men to be punished for debt delinquency that wasn't their fault! Just one of these accounts of injustice is told in the story of the War Veteran. Whilst fighting for Rome's independence - a general nonetheless - his farmland was destroyed by Sabine troops. On return, he had no income so could not pay his taxes. He had to take out a loan, which he couldn't repay, and when appealing to the Senate they did not help; rather he received lashes and lived in servitude towards the debtor, unable to earn money for his own needs. This endless cycle of poverty was prevalent amongst plebeians, but this particular example sparked outrage and led to the first Secessio.</p>
	<p>demands, but with the threat of Sabine attack they had to. Valerio and Horatius were demanded to see the be seen by the Plebeians, who created the Valerio - Horatius Laws as a result of Plebeian Strike. However, despite patricians being at the mercy of the majority of the population, these laws had barely any affect on daily life of a Plebeian. They strengthened right to appeal and a tribune's society, but didn't have any affect on their dismal job opportunities, mistreatment and living standards.</p>

This candidate opens with a very confident argument. This argument is then supported by an in depth account of the War Veteran. It includes analysis to place it within the debate.

The candidate then explores both secessions, before closing with a judgement which links the proceeding ideas together. This is an example of a high Level 5 response.

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