

GCSE (9-1)

Examiners' report

ANCIENT HISTORY

J198

For first teaching in 2017

J198/22 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

The Roman depth studies require candidates to use ancient sources and histories to study significant individuals, societies, events and issues.

To do well on the depth study, candidates need to be able to use their knowledge and understanding to draw out key ideas from the ancient sources, and to analyse the utility of ancient sources to show their understanding of the debates and issues raised by the questions.

Candidates who did well generally had good specific knowledge about the key events and were able to analyse the ancient historians and archaeological record in a balanced way.

Candidates who did less well, generally made unsubstantiated statements or had incomplete understanding of their depth study. There was also an increase in the number of comments about the ancient historians which had little historical value when taken out of context. The most common of these were:

- Livy is an armchair historian who never saw anything happen.
- Suetonius was a biographer who only writes about gossip.

Question 2,7 and 11 continue to be well answered. Candidates continue to draw out good inferences from the passage.

Question 4, 9 and 14 were also stronger. More candidates were answering the second order concept in the question, rather than writing in general terms about the topic. More candidates wrote organised answers exploring several factors. Very few answers were unorganised or offered a general narrative.

Question 5, 10 and 15 were generally well answered. A significant number of candidates still answer the question without any reference to the ancient sources. With 10 marks available for AO3 this limits the marks they can achieve.

A significant number of candidates referred to the ancient sources as unreliable and biased without any reference to what the sources have claimed. Strong candidates, however, were able to choose a few examples from the prescribed sources and explain why this supports their argument. For example, Suetonius account explores Cleopatra's private life so may provide an insight into her personal successes, as opposed to her political ones.

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"> • Had good knowledge and understanding of the key events. • Were able to draw out inferences and themes from the passage. • Were able to analyse the strengths and weaknesses of the ancient sources. • Made make valid judgements, supported with specific evidence. • Created an essay looking at different factors, supported with knowledge. 	<ul style="list-style-type: none"> • Did not support their responses with specific examples. • Copied text from the passage and did not successfully draw out key issues. • Made simple comments about a source's bias. • Wrote responses that were narrative or contained unsupported assertions. • Wrote essays lacking structure and organisation.

Section A overview

A small number of centres chose this option, and the report has a limited number of responses to draw its conclusions from.

Answers were varied and candidates continue to show a good understanding of Hannibal's actions until 216BCE. A significant number also understand the Battle of Zama. Understanding of the period between 216 and 201 continues to be limited to all but the very best candidates.

Candidates showed more successful understanding of how to answer Question 5. A significant number of candidates used an evaluation of either Livy, Plutarch or Polybius to support the conclusions they made in their answers.

Question 1 (a)

SECTION A – Hannibal and the Second Punic War, 218–201 BC

1 (a) Name **one** of Hannibal's victories in Italy between 218 and 216. [1]

Most candidates answered this correctly. There was no preferred option.

Question 1 (b)

(b) Identify **two** reasons why Rome could keep fighting after defeat at Cannae. [2]

Many candidates answered this well making reference to Fabian tactics or Roman resources. A significant number of candidates misread the question and talked about why Hannibal failed. Some of these responses made relevant points: for example, Hannibal failed to siege Rome. A significant number of candidates discussed Hannibal's defeat at Zama or his problems crossing the Alps.

Question 1 (c)

(c) Identify **two** ways Hannibal prepared for his journey from Spain to Rome. [2]

This was generally well answered. The most common responses focused on alliances with tribes and allowing his men time to rest.

Question 2

2 What can we learn from **Source A** about Fabius Maximus? [5]

Candidates responded well to this archaeological source. A small number of candidates merely copied out extracts from the prescription. The vast majority drew out excellent inferences about his achievements and personal qualities. Other candidates discussed his success in overcoming adversity or changing opinions.

Question 3

3 Using details from **Source A**, how accurate do you think this dedication to Fabius Maximus is? [5]

Candidates responded well to this archaeological source. Most candidates were aware that the source was celebrating Fabius' achievements and they were able to link the passage with contextual knowledge of his career and reputation as a cautious general. Others explored the significance of a dedication, which would only be reserved for those whose careers deserved it.

Some candidates explored the language of the dedication. For example, some queried the use of 'cautious' or 'most expert' and a few explored the significance of mentioning the 'people's wish.'

There were a few candidates who argued that it was unreliable because it was propaganda created by Romans, who always exaggerated their achievements.

Prescribed sources

Remember that the passages used in the depth studies will be drawn from the prescribed sources. Candidates should be familiar with all the different sources. It was evident that many centres had discussed the dedication to Fabius Maximus and their candidates were able to analyse it.

Question 4

4 Explain how far Rome's response to Hannibal changed after the Battle of Trasimene. [10]

Responses were varied.

The most successful candidates discussed Fabian tactics and Cannae; many even included the Roman decision to invade Iberia. This allowed for nuanced responses comparing domestic and foreign policy. It was encouraging to see so many of the strongest answers exploring the tension between the 'new men' who acted like demagogues, and the established generals who realised the key to defeating Hannibal involved reducing the resources available to Carthage.

Some responses needed greater precision and understanding. Many wrote about Scipio's success at Zama. A significant number of candidates had insecure understanding of the chronology – for example placing the events around Ager Falernus after the Battle of Cannae. As a result, they made imprecise conclusions about the nature of change after Trasimene.

Question 5*

5* 'Luck was never on Hannibal's side.' How far do you agree with this statement?

You must **use and analyse the ancient sources** you have studied as well as supporting your answer **with your own knowledge**. [20]

Candidates responded well to this question and were able to select appropriate examples from the prescribed sources to analyse.

Some candidates divided the answer into two sides; others looked at different factors such as tactics, Roman mistakes and Carthaginian mistakes. Most used evidence from the early part of the war 218-216 and many mentioned the Battle of Zama. Only a few explored the events in Iberia, and the impact this had on supplying Hannibal's troops in Italy. Very few mentioned the failed siege of Rome in 212.

Many candidates were able to use general comments about Livy and Polybius' motivations to explain why events might be attributed to luck. For example, Livy wanted to celebrate Roman glory so showed Hannibal's victories as lucky or underhand tricks.

More successful responses offered more nuanced analyses to show the flaws with the Roman historical sources. For example, Livy describes disadvantages affecting the Roman army at Cannae to suggest Hannibal's greatest victories were down to luck rather than strategic invention. Likewise for Livy's claims that Hannibal felt abandoned by the gods after the failed siege of Rome and his return to Carthage.

A small number of candidates did not refer to the ancient sources or historians; therefore their responses could not access the 10 marks available for AO3.

Exemplar 1

5	<p>Some historians might argue that luck was on Hannibal's side throughout throughout the Second Punic War due to his successes at Trebia, Trasimene and Cannae. In particular, Livy claims that Hannibal's victories were due to adverse weather conditions for the Romans - such as harsh sunlight and dust at Cannae, although this could perhaps be because Livy was writing for a Roman audience, so would not wish to suggest that the Roman army was simply inferior. Moreover, at Trasimene, perhaps Livy ^{it could be argued} that Hannibal was victorious because the Romans were still in their marching column when ambushed, therefore it is lucky that they were not expecting an ambush, so Hannibal was able to win. However, Polybius was writing to get Greeks to accept Roman rule, so perhaps he wanted to suggest that the Roman army's power was not reflected by their defeat at this battle to make the Roman army seem more formidable, so it was simply luck that Hannibal was victorious.</p>
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This candidate demonstrates how the argument can be combined with an analysis of the ancient sources. In this extract the candidate contrasts Polybius' and Livy's use of luck in their narrative. Supported with detailed and specific knowledge this response is meeting the needs of the Level 5 descriptor.

Section B overview

This was by far the most popular option. Candidates responded well to most of the questions and were able to use their knowledge effectively.

Candidates' use of the ancient sources in Question 8 and 10 was varied. A few candidates confused Suetonius and Plutarch. Others combined all the ancient historians together as Romans who were biased in favour of Rome and against women.

In Question 9 and 10 many candidates could recall the key events and individuals, but only a small proportion were able to link these to an ancient historian or show sound chronological understanding to explain changes over time.

In addition, many candidates had little understanding of the power dynamics of Ptolemaic Egypt, and its relationship with Rome. Therefore, they viewed Cleopatra's actions as 'weak' and dependent on Caesar and Antony. Most candidates limited Cleopatra's success to her 'manipulation' of Antony to secure the donations of Alexandria, or Caesar's role in the removal of her brother.

The best candidates used a variety of ancient sources to illustrate the different Roman perspectives. They were also able to construct a balanced answer supported by source analysis, even if most just tagged their analysis onto the end of a section.

Question 6 (a)

SECTION B – Cleopatra: Rome and Egypt, 69–30 BC

6 (a) Name Cleopatra's family. [1]

This question was well answered by most candidates.

Question 6 (b)

(b) Identify **two** reasons why Mark Antony gave Cleopatra land. [2]

Responses were varied. The most common reasons were connected to their relationship, and to securing trade with Rome.

Question 6 (c)

(c) Identify **two** reasons why Cleopatra committed suicide. [2]

Most candidates answered this well. Most focused on her defeat at Actium and Cleopatra's wish not to be displayed as a trophy by Octavian.

Question 7

7 What can we learn from **Passage B** about Cleopatra's relationship with Julius Caesar? [5]

Most candidates performed well on this question.

A small number of candidates copied out the passage and did not draw out themes. The majority were able to identify at least one inference and support it with a relevant section from the passage.

Some candidates explored different facets of a theme, such as love. Others identified multiple themes from the passage and explored themes such as power, dynasty, Roman perceptions, and even the concept of gossip.

Question 8

8 Using details from **Passage B**, how accurate is Suetonius' description of Cleopatra's relationship with Julius Caesar? [5]

Most candidates were able to use the passage to support their claims.

Many candidates were critical of the passage's accuracy. Most focused on the Roman bias or Roman attitudes to women or foreign queens. More successful responses explored the anecdotal nature of the source.

More successful responses were able to balance this by exploring Suetonius' role as a biographer and his access to the Imperial archives.

The most successful candidates put the passage into context and assessed the validity of the different claims, rather than treating the passage as self-contained.

Exemplar 2

8		<p>I don't think Suetonius is very accurate with this passage as he claims that Caesar made love to queens such as Fanoë and how Caesar presented her and her husband with expensive gifts, but finishes it by saying "so Naro has written". This shows that he's not fully assured by what Naro has claimed and doesn't even know if it's true himself. He's basing his account on what someone else said. Furthermore, he says "he often kept feasts with her going until dawn". We can't fully trust this as Suetonius wasn't actually there to witness how many times Julius Caesar feasted with Cleopatra and whether they even went till dawn most of time. Finally, this account is written many many years after Cleopatra and Julius Caesar lived so the stories could be twisted as it came down to Suetonius and we cannot assume nothing was manipulated in order for it to sound better.</p>
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This is a Level 3 response. The candidate analyses three different claims made in the passage to create a more detailed evaluation.

Question 9

9 Explain the most significant reasons why Cleopatra and Mark Antony developed a relationship.

[10]

Most candidates attempted this question by dividing it into Mark Antony's and Cleopatra's reasons. Some responses just presented simple statements such as that they loved each other. More successful responses were able to support these claims by reference to stories taken from the ancient sources: for example, 12-year-old Cleopatra's alleged meeting with Antony in her father's court.

Other more successful candidates explained which reasons were the most significant and supported them with detailed evidence. The most successful candidates explored themes such as love, trade, military, power, and opposition to Octavian.

Question 10*

10* To what extent do you agree that Cleopatra was a successful queen of Egypt?

You must **use and analyse the ancient sources** you have studied as well as supporting your answer **with your own knowledge**. **[20]**

Most candidates were able to offer a valid response to this question and organised it into two sides.

Many more candidates than in 2019 were using the ancient sources to support their argument. Although, most struggled to use source analysis effectively.

Many candidates included a generic overview of the sources in their conclusion or at the end of a section. For example, we cannot trust any of the ancient historians because they were all Roman and they hated women. Such conclusions were reductive and often invalidated the arguments they had just made.

A small number of candidates performed well by linking each paragraph to a prescribed source and using more specific analysis to critique that historian. This was encouraging, and many of these candidates achieved a Level 4 or a Level 5.

Some candidates wrote a thematic essay and used a particular source or historian to demonstrate how much weight the argument had. For example: Cleopatra's success in Egypt could be seen in Egyptian coinage, which had significant propaganda value when it depicted her as the sole 'divine' ruler.

Most candidates focused on Cleopatra's relationship with Antony and Caesar. For example, her successes were in creating relationships with those men who killed her opponents for her or gave her honours and land. These candidates claimed that her downfall came about because she relied on Antony.

Very few candidates explored Cleopatra's reign and her longevity compared to other Ptolemaic rulers. A few explored her successful handling of riots and the challenges caused by flooding and famine in Egypt. More candidates were able to connect her success as queen to her religion, and her speaking Egyptian.

The most successful candidates understood the complex and volatile position of Egypt after the death of Ptolemy XII. They used evidence of his debts and his reliance on Rome to place the actions of Cleopatra into context, rather than take the simplistic and traditional view that Cleopatra was a weak woman who needed Roman men to help her rule. These candidates made convincing arguments that Cleopatra was more successful than many of her Ptolemaic predecessors and that her plan to create a Roman-Egyptian dynasty nearly succeeded. Some used these arguments to explain why Horace and others would describe Cleopatra as a 'monster' because she had exploited the Roman civil war to attempt to seize control of its growing empire.

Assessment for learning



Encourage candidates to consider the strengths and weaknesses of a particular historian's account of an event, rather than relying on generic statements that the ancient historians are biased and unreliable.

Exemplar 3

In the early years as queen, Cleopatra proved herself to be a good queen. This is because she was the first member of her family to learn Egyptian, allowing her to communicate with her subjects directly, proving her commitment to her nation. As Plutarch outlines, she had attended a local festival to celebrate with her people. This shows her to be an engaging queen as she shows dedication to her subjects. This presents her as a success because she is far more engaging and interactive with her subjects than any monarch before, making her more likable and understanding of her people's customs.

However, Cleopatra is portrayed negatively by authors such as ~~the~~ Valerius Maximus Paterculus and is seen to be a failure, who's involvement in Roman affairs doomed Egypt. This involves the donations of Alexandria, which Cleopatra agrees to. Many Romans, such as Valerius Paterculus suggest this was the end of Roman land and secured the fall of Egypt. However,

the usefulness of Valerius Paterculus is hindered as he grew up following Actium in a very Octavian influenced Rome, making his animosity towards Cleopatra obvious and perhaps misleading to the truth. Therefore, we can see how ^{many} Romans in particular, people believed that Cleopatra's meddling nature caused her to lose Egypt and fall as Queen.

This candidate organises their response into factors and uses different examples from the ancient sources to analyse them. The historical context of each historian is used to evaluate the weight of these factors. By applying this approach, the candidate does not make binary statements about sources being useful or not but identifies the usefulness of the source and its limitations.

Section C overview

A small number of centres chose this option, and the report has a limited number of responses to draw conclusions from. Answers were varied and candidates continue to show a good understanding of the archaeological evidence.

Question 11 (a)

SECTION C – Britannia: from conquest to province, AD 43–c.84

11 (a) Name **one** British leader who resisted Roman rule. [1]

Candidates responded well to this question. Boudicca was the most common response.

Question 11 (b)

(b) Give **two** reasons why Claudius invaded Britain. [2]

Most candidates provided simple but correct answers. For example – 'for glory.'

Question 11 (b)

(c) Give **two** reasons why Agricola was so successful. [2]

Candidates found this question challenging and many left it blank. The most successful candidates mentioned his socialisation programme and his use of divide and rule.

Question 12

12 What can we learn from **Passage C** about the Britons? [5]

More successful candidates were able to identify several different features from the text and make valid inferences about the Britons interactions with the Romans. A handful of less successful candidates misinterpreted the passage or just copied it out.

Question 13

13 Using details from **Passage C**, how accurate do you think Tacitus' portrayal of the Britons is? **[5]**

Candidates answered this question well, and the majority used the passage in their answers.

Most candidates explored Tacitus' relationship to Agricola. However, responses varied: from weaker criticisms based on Roman bias, to stronger views exploring the nature of Tacitus' assessment of Britain.

Many candidates explored the nature of the passage, stating that it was a good example of how Rome viewed its client states.

Question 14

14 Explain how far Roman policies in Britain changed. **[10]**

Candidates offered a wide range of themes and developments in their answers. For example, some candidates looked at the political motivations of different emperors and governors. Others explored the changes in the treatment of the Britons.

The second order concept was not always considered. Most candidates described the changes or the reason for the changes.

The most successful candidates identified some continuities in the treatment of resistance and the Druids. These candidates used this to suggest that Roman aims in Britain did not change significantly as in other subjugated client states. Others argued Roman success led to changes, as the occupation shifted from a military to economic focus.

Some candidates described the conquest of Britain or the Roman building programme to show how the British landscape changed. Other less successful responses had insecure understanding and offered general comments about the way Britain changed for the better. For example, that it became modern and civilised.

Question 15*

15* 'The main way the Romans kept control of Britain was by crushing resistance.' How far do you agree with this view?

You must **use and analyse the ancient sources** you have studied as well as supporting your answer **with your own knowledge**. **[20]**

Most candidates were able to create an argument supported by evidence from ancient sources. Typically, candidates compared the treatment of individuals like Boudicca and Caractacus, with romanisation and urbanisation as revealed by the archaeological record. The best candidates were able to compare the approaches of the different governors – Scapula and Agricola – to create a more nuanced response.

Source analysis was varied, but most candidates were able to use the archaeological record to give weight to their arguments. At times this analysis may have been underdeveloped, but the most successful candidates frequently used places like Fishbourne to show the development of Roman Britain. For example: its development from a granary supporting the invasion, into a villa and palace.

Many of the best candidates were also able to evaluate Tacitus' work beyond his relationship with his father-in-law Agricola. These analyses were used to explain the strengths and weaknesses of the two sides of the argument.

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