

A LEVEL

Examiners' report

CLASSICAL CIVILISATION

H408

For first teaching in 2017

H408/22 Summer 2023 series

Contents

Introduction	3
Paper 22 series overview	4
Section A overview	5
Question 1	5
Question 2	6
Question 3	6
Question 4	8
Question 5	8
Question 6	9
Question 7*	9
Section B overview	11
Question 8*	11
Question 9*	13
Copyright information	14

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 is 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.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Paper 22 series overview

Candidates showed that they had good knowledge of both the events in Augustus' life and the sources. The majority of candidates were secure in their knowledge of the material culture sources, but were less secure on the content of the poetry in the literary sources. Candidates were also aware of the historical and political background to how Augustus rose to power, and then promoted his image to keep it. However, many candidates were not secure in the dates of both Augustus' career and the sources. Better responses used the sources as evidence for the opinions expressed in them, but there were some candidates who mainly relied on the history at the expense of specifically discussing Augustus' Imperial Image.

Finally, legibility and quality of written communication is still an issue. 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.

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. Very few candidates did this, sometimes not even leaving a gap between responses, making it difficult to work out where one response ended and the next one began
- number questions carefully
- write clearly and legibly.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • 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 firm opinion, and then disagreed with their introduction as they continued their response, leading to a confusing argument.

Section A overview

The majority of candidates had a sound knowledge of both sources and were able to use them as a starting point in their response to Question 7. Lack of knowledge of dates sometimes contributed to mistakes in discussion of why some sources were produced.

Assessment for learning



Candidates should be aware of the correct dates both for events in Augustus' life, and the dates when material sources and literary sources were produced.

Question 1

Source A The Tellus Relief



1 Identify the structure on which **Source A** is found.

[1]

The majority of candidates gave the correct response to this question.

Question 2

- 2 Where in Rome was this structure originally located? [1]

The majority of candidates got the right location, but there were candidates who did not respond to this question correctly (e.g. Palatine Hill, Forum of Augustus).

Question 3

- 3 Explain how effectively **Source A** creates a positive impression of the benefits of peace. [10]

The majority of candidates showed reasonable knowledge and understanding of the panel and produced several tenable points. The better responses identified specific details from the source and provided a variety of points in analysis, explaining how specific details created a positive impression of the benefits of peace. There was some good discussion of the identity of the central figure. Weaker responses showed a lack of understanding of the details on the panel, which led to generalised points of analysis, (e.g. Pax means 'Peace').

Exemplar 1

Secondly, the abundance of animals in the relief highlights an abundance of resources and plentifulness as a result of the peace. This can be seen by the bull and sheep depicted below Tellus' feet. Similarly, the crops and flowers pictured in source A also highlight this prosperity. This is particularly apparent as it draws contrasts to the famines that the Romans had to endure during the Sicilian War (36 BCE).

The goddess Tellus depicted in the centre represents prosperity from the earth as a result of the peace brought by Augustus. Although the source is limited in who exactly this goddess is; Pax, Venus or Tellus, either way it still promotes the prosperity brought by Augustus. The goddess is depicted wearing a *stola*, a symbol of female modesty. This is significant as it represents the restoration of morality and in particular female morality from sexual corruption as a result of Augustus' peace pact with the war.

Exemplar 1, which is an extract from a response that scored full marks, demonstrates a candidate who has used good analysis of elements of the panel, bringing in references to contemporary events such as Sextus' Pompey's blockade and the *Leges Iuliae*, as well as considering the various interpretations of the central figure.

Question 4

Source B

An extract from Horace, *Carmen Saeculare*

O kindly Sun, in your shining chariot, who
Herald the day, then hide it, to be born again
New yet the same, you will never know anything
Mightier than Rome!

O gentle Ilithyia, duly revealing
The child at full term, now protect gentle mothers,
Whether you'd rather be known as Lucina,
Or Genitalis.

5

Goddess, nurture our offspring, bring to fruition
The Senate's decrees concerning the wedlock
Of women who'll bear us more of our children,
The laws of marriage,

10

So the fixed cycle of years, ten times eleven,
Will bring back the singing again, bring back the games
We crowd to three times by daylight, as often,
By beautiful night.

15

And you, the Fates, who are truthful in prophecy,
Link happy destinies, as has once been ordained
And let the certain course of events confirm it,
To those that are past.

20

Let Earth that is fruitful in crops, and in cattle,
Adorn our Ceres with garlands of wheat-ears:
And may Jupiter's life-giving rain and breezes
Ripen the harvest.

Gentle and peaceful Apollo, lay down your arms,
And listen now to the young lads' supplications:
Luna, crescent-horned queen of the constellations,
Give ear to the girls.

25

4 In what year were the Secular Games held?

[1]

The majority of candidates did not know the year the Secular Games were held.

Question 5

5 Who are Ceres (line 22) and Luna (line 27)?

[2]

The majority of responses were correct, although some candidates identified the goddesses incorrectly, or did not identify them as goddesses.

Question 6

- 6 Explain how effectively in **Source B** Horace describes the benefits which he hopes will come with the new age of peace. [10]

The majority of candidates were able to identify and comment on a reasonable selection of details from the source. The quality of quotation from the source was good although some candidates did not quote substantial enough phrases to justify their analysis, quoting phrases like 'O Kindly Sun', 'New yet the same' and 'you the Fates, who are truthful in prophecy' which on their own were not substantial enough for the ensuing point made. Pleasingly, many candidates used evidence from the whole passage including the reference to Apollo in the last stanza. Some candidates struggled to explain the effect of selected quotations, simply paraphrasing the quotation which did not explain the point being made.

There were mentions of contemporary events, such as the 'Senate's decrees' referencing the *Leges Iuliae* and 'the fixed cycle of years' referencing the next Secular Games.

Question 7*

- 7* 'Augustus saw himself as a new Saturn (a leader) who introduced a Golden Age of peace and prosperity to Rome and the Empire.'

Evaluate how far the sources you have studied support this opinion.

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

[20]

The majority of candidates were able to identify several useful sources which could be used to back up their argument. Some candidates did not make use of either Source A or Source B in their response. Better responses focused on the question and concentrated on the ideas of peace and prosperity. There were a few responses which mentioned the mythological background of the Hesiodic Golden Age and equated it to how Augustus saw himself in the same light. The minority of candidates mentioned Augustus' claim in the *Res Gestae* that during his reign, the Senate decreed the closing of the Gates of Janus three times. Among the sources used, the most common were the *Pax denarius*, and the *Ara Pacis*.

While the majority of candidates agreed with the proposition, there were candidates who considered that he portrayed himself in a militaristic way, citing the *Res Gestae* and the *Prima Porta Statue* as evidence. There was also much discussion of the idea of 'through victory peace'.

Misconception



Many candidates thought that the *Ara Pacis* was dedicated after the victory at Actium.

Exemplar 2

	In the <i>Res Gestae</i> Augustus actively presents himself as a bringer of peace, as he highlights his ability to close the gates of Janus 3 times in comparison to the 2 times it was closed in Roman history before him, the gates being closed highlighted when the empire was at a state of peace with them being opened for the first time by Juno in the <i>Aeneid</i> . In the text he also attributes it solely to himself by stating he extinguished civil wars throughout the empire despite the fact that Suetonius highlights that Agrippa aided Augustus in his campaigns and many victories can be attributed to him such as the battle of Actium. Augustus' sheer number of military exploits in the <i>Res Gestae</i> also undermines his role as a peace bringer by presenting him as a war mongerer. He lists fights in
--	--

Exemplar 2 demonstrates how the candidate has used the discussion of both Augustus as a bringer of peace, and the counter argument of his militaristic claims.

Section B overview

The majority of candidates had sound knowledge of the sources, both material culture and literary, and made good use of this knowledge in their responses. Discussion of the material culture included all of the various media, buildings, coins and statues. The literary evidence used included the *Res Gestae* and Suetonius, as well as the poems. These included references to Virgil's *Aeneid*. Some candidates were under the impression that Suetonius was writing at the time of Augustus. Both essays were equally popular.

Question 8*

- 8* Assess how far you agree that the *Res Gestae Divi Augusti* were the most effective way for Augustus to create an imperial image of himself beyond his lifetime. Justify your answer. [30]

The majority of candidates were aware of the format and content of the *Res Gestae*. This was compared to other forms of propaganda. Candidates were good at describing specific monuments and coins, and quotation from poetry was often precise. Some candidates made the error of considering statues as part of the building programme. Responses were often differentiated by the precision of the detail used, and the analysis of its usefulness as propaganda. Responses which scored less well had a tendency to only discuss the *Res Gestae*, or to virtually ignore the *Res Gestae* to discuss other forms of propaganda with which candidates were more comfortable.

Better responses included the biography by Suetonius as evidence that the *Res Gestae* were not very effective, as the claims made by Augustus were debunked by Suetonius' rebuttal of the facts. The biased nature of the *Res Gestae* was used as evidence both for and against their effectiveness. Arguments were also made for coins and buildings due to how later emperors imitated Augustus' use of them.

Misconception



Some candidates discussed the Sebasteion and the biography by Suetonius as if Augustus had direct control over their creation.

Exemplar 3

<p>There are many sections of the Res Gestae that can be appreciated as creating an imperial image. The Augustus acknowledges his military successes such as Actium and "freeing the sea from pirates", referencing Sextus Pompey. However, many of Augustus' claims can be disproved. It was Agrippa who defeated Sextus Pompey and as Beard and Wallace-Hadrill correctly puts, Actium was a "shabby" affair. Beard is to acknowledge the truth when discussing how his Res Gestae glosses over the illegalities of his early career. This is evident</p>	<p>when he claims he "extinguished all civil war". Although he most definitely brought peace to some degree to, Suetonius writes an entire section on 'his involvement in civil war'. Acknowledging wars such as Phillip and Mithridates reduces Augustus' reliability. Future Romans may be more critical of his eloquium with far more critical sources. Suetonius is a reliable source as he writes</p>
--	--

past Augustus' lifetime (in 121 AD) therefore included a more honest account of Augustus. Bunt and Moore and therefore wrong when they disagree with Beard and say it would hardly have contained anything untrue as there were too many people to disprove it. It was not that

Exemplar 3 is a good illustration of how a candidate has discussed both effective use of Suetonius to answer this question, and of engagement with modern scholarship.

Question 9*

- 9* 'Augustus was more interested in presenting a positive image of himself to the inhabitants of Rome than to the people of the Empire.'

Assess how far the sources you have studied support this opinion. Justify your answer.

[30]

Candidates needed to consider both Augustus' presentation in Rome, and in the Empire. The majority of responses agreed with the statement of the question. Many candidates wrote well about Augustus' focus on his image in Rome and the majority of candidates tended to concentrate on buildings, coins and literature. The better responses then considered the promotion of Augustus' image in the empire with the Kalabsha Gate. The strongest responses went beyond this, mentioning such things as the foundations of colonies and the worship of the genius of Augustus in places such as Pula, as well as the Meroe Head. It was also noted that both coins and literature spread throughout the empire, although their message may not have been as clear outside of Rome. Some candidates also mentioned the negative portrayal of Egypt in poetry celebrating the victory at Actium.

The minority of candidates only wrote about Augustus' focus on Rome which limited their marks. There were also some candidates who argued that the Sebasteion was Augustan propaganda, although better responses saw this monument as proof of how Augustus' image was seen in the Empire.

Copyright information

Source A: © Adam Eastland/Alamy Stock Photo

Source B: © A.S. Kline, Horace Carmen Seculare II. 9 - 36, A.S. Kline.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Access to Scripts

For the June 2023 series, Exams Officers will be able to download copies of your candidates' completed papers or 'scripts' for all of our General Qualifications including Entry Level, GCSE and AS/A Level. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals.

[Find out more](#).

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.