

Examiners' report

AS LEVEL

CLASSICAL CIVILISATION

**OCR Level 3 Advanced Subsidiary GCE
in Classical Civilisation**

H008

For first teaching in 2017

H008/22 Summer 2025 series

Contents

Introduction	3
Paper 22 series overview	4
Section A overview	5
Question 1	5
Question 2	6
Question 3	6
Question 4	7
Question 5	7
Question 6	7
Question 7	8
Question 8	8
Question 9*	8
Section B overview	10
Question 10*	10
Question 11*	12
Copyright information	13

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 responses 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 [Teach Cambridge](#).

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 generally had good knowledge of both the events in Augustus' life and the sources. Generally, candidates made use of a good range of sources. Many candidates were not secure in the dates of both Augustus' career and of the sources, which limited their usefulness in advancing the discussion. More successful responses used the sources as evidence for the opinions expressed in them, but there were some candidates who did not use many sources in the essay questions.

Legibility and quality of written communication is once again an issue. This can particularly be seen in the spelling of names and technical terms. Candidates should read through what they have written to make sure that their answers communicate their ideas clearly and effectively. A lack of paragraphing in many responses makes it harder for examiners to follow the train of thought of the candidates.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• read the questions carefully • used both literary and material culture evidence • provided quotations/close reference to the literary sources • were aware of the historical and social context of the sources, including the relevant dates • addressed the question directly • came to a conclusion • in the 8-mark questions, made four separate, distinct points • in higher tariff questions, used paragraphs to clarify points made and the line of argument • in the essay questions, discussed sources and their effect.	• made little reference to sources in the essay questions • used information which was not relevant to the question • wrote lengthy introductions to some responses, including lower tariff questions • started a response to higher tariff questions with a conclusion and then disagreed with their introduction, leading to a confusing argument • in both the 8-mark and the higher tariff questions, wrote a continuous response which made it difficult to follow the argument or the separate points being made.

Assessment for learning



Candidates should be reminded to:

- follow the instructions carefully
- number questions clearly and carefully, especially when identifying which essay question
- write clearly and legibly
- start the answer to each 8-, 16- and 25-mark question on a new page of the answer booklet; very few candidates did this, sometimes not even leaving a gap between answers, making it difficult to work out where one answer ended and the next one began.

Section A overview

Candidates were generally aware of the significance of the two coins, and of many other sources dealing with the aftermath of the civil wars and Augustus' consolidation of power. They were able to use their knowledge both in analysing the messages of the coins and how the sources portrayed how Augustus presented himself during and after he became the sole ruler of the Roman empire.

Question 1

Source A: Two coins showing Augustus

Coin 1: Denarius, obv. bare head of Octavian, rev. Pax

Inscription: CAESAR DIVI F – Caesar, son of a god



Coin 2: Aureus, obv. head of Octavian, rev. Octavian seated on bench holding scroll

Inscription: IMP CAESAR DIVI F COS VI // LEGES ET IVRA P R RESTITVIT – Imperator Caesar, son of a god, consul for the sixth time // He has restored to the people of Rome their laws and their rights



1 What two objects is Pax holding on **Coin 1**?

[2]

The majority of candidates named at least one of the objects correctly. Most named both.

Question 2

2 What metal is **Coin 2** made from?

[1]

Most candidates answered this question correctly.

Question 3

3 Explain how the coins in **Source A** create a positive image of Augustus.

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

[8]

On the whole, this question was answered well by candidates. They were able to make a series of good points about how the images and inscriptions on the coins give a positive image of Augustus. Coin 1 was dealt with better than Coin 2. Discussion of Coin 2 was often hampered by some misunderstandings – the laurel wreath was mistaken for the civic crown, while many candidates thought that the image on the reverse of the coin showed Augustus giving the people of Rome the *Leges Iuliae*. The mistaken dating of the coins also caused some issues.

Assessment for learning



Candidates should be aware of the dates when sources, both material culture and literary were produced.

Question 4

Source B

Suetonius, *The Lives of the Twelve Caesars: Augustus 10–11*

Since the officials appointed to oversee Caesar's victory games were afraid of doing so, he gave the games himself, and in order to wield greater authority for his plans, he announced himself as a candidate for a tribuneship of the people, since an incumbent had died, though in theory unqualified, as he was a patrician and not yet a Senator. When Mark Antony, whom as consul that year he had counted on for support, would not even allow him the common right of transfer except on payment of a heavy bribe, he joined the optimates, the senatorial party, aware that they detested Antony, even more so because he was besieging <u>Decimus Brutus</u> in Mutina, and attempting to drive him from the province to which Caesar had appointed him, an appointment ratified by the Senate.	5
Acting on sundry advice, he hired assassins to murder Antony. Fearing retaliation when the plot was discovered, he spent all he could muster on raising a force of veterans to protect himself and the State. Raised to the rank of propraetor by the Senate, and placed in command of this army, he was instructed to join Hirtius and Pansa, the two new consuls, in aiding Decimus Brutus. Augustus completed the military task entrusted to him in three months, fighting two major battles. Antony claimed that Augustus took to flight in the first of these, and did not reappear till the following day, lacking his horse and cloak. But all agree that in the following encounter, Augustus not only led his troops, but played the soldier's part too when, in the midst of the fighting, he shouldered the eagle of the legion, its bearer being wounded, and carried it for some time.	10
Rumours spread that Augustus had engineered the fate of both Hirtius, who died fighting, and Pansa who died after battle from a wound, in order that, with Antony in flight, and the State bereft of its two consuls, he could take control of the victorious armies. The circumstances of Pansa's death, in particular, were so suspicious, that the physician involved, Glyco, was arrested on a charge of poisoning the wound. Aquilius Niger says further that Augustus himself killed Hirtius, the second consul, in the chaos of battle.	15
	20
	25

4 Who was Decimus Brutus (line 8)? [1]

The vast majority of candidates gained the mark for this question.

Question 5

5 In what year was Mark Antony defeated at Mutina? [1]

Although there was a large number of correct answers, there were some candidates who did not give the correct date.

Question 6

6 Why do you think Augustus wanted to fight against Mark Antony at Mutina? [2]

Most candidates were able to make at least one, if not two valid points.

Question 7

7 When did Suetonius publish his 'Life of Augustus'?

[1]

A majority of candidates got the mark for this question.

Question 8

8 Explain how Suetonius gives a negative image of Augustus in **Source B**.

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

[8]

Most candidates were able to make a good range of points, utilising evidence from the passage. Discussion included his ruthlessness in eliminating rivals, his cowardice in battle and his excessive ambition. There was some confusion over why Augustus should not have stood for the position of tribune, and some candidates mistakenly thought that he was fighting against the Senate at Mutina.

Question 9*

9* 'By 27 BC Augustus had restored the Republic.'

Assess to what extent the sources you have studied support this statement.

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

[16]

This question elicited a range of answers. Candidates considered a variety of ways in which Augustus restored the Republic, not just politically but also socially and physically. Candidates were generally able to provide an answer to the question and to use a range of sources as evidence. Better answers contained arguments which disagreed with the statement, fully addressing the 'to what extent' aspect of the question.

Exemplar 1

		Even in the Res Gestae, Augustus also recounts his extraordinary power and influence, by describing how the Parthians and Medians asked him to choose their kings, conveying how he had even these far-flung lands (which were not even provinces of the Roman empire) under his thumb in his control. This does undermines the image which he then tries to convey of him restoring the Republic. Finally, Suetonius directly denies that Augustus restored the Republic, saying that he 'considered it' 'but decided to retain power', suggesting that Augustus had not manage to continue the image of him as having restored the Republic beyond his lifetime. Thus This is added to in Source B where Suetonius describes how Augustus ran for a tribuneship of the people although unqualified as he was not a patrician and not a Senator, implying his disrespect even early on in his career for republican traditions when counter to his own desire for power.
--	--	---

The exemplar shows good use of sources to provide a counter-argument to the statement. This includes both contemporary sources and sources from after Augustus' death, and the candidate has used the sources as evidence that Augustus had not actually restored the Republic.

Section B overview

Candidates generally had a good appreciation of the demands of both questions and were able to answer them effectively. Good use was made of a range of sources in the answers to both questions.

The two essays were answered in roughly equal numbers.

Question 10*

Either

10* 'Augustus relied upon his image as a good military commander more than anything else to remain in power until his death.'

Assess how far you agree with this statement.

Justify your response with close reference to the sources you have studied.

[25]

This question was generally answered well. The best answers were able to include reference to his success in the civil wars as well as some of his campaigns on the edges of the empire. Candidates often supported this with reference to Suetonius and the *Res Gestae*, as well as literary sources, such as Horace and Propertius and images such as the Prima Porta statue, as seen in Exemplar 2. The analysis of the different elements of the statue and the quotation from Horace are used as good evidence for the way Augustus presented himself as a successful military commander. Better answers then contrasted his image as a good military leader with other aspects of his propaganda, such as his building programme or his position as a religious leader, before coming to a conclusion as to which was the most important aspect of propaganda to help him to stay in power.

Misconception



Many candidates were under the misapprehension that on the Prima Porta statue, Augustus is wearing a toga, when it is in fact a general's cloak. It is possible to argue that the cloak is draped over Augustus' arm in a way reminiscent of a toga and therefore to posit that the cloak takes on a double meaning, portraying Augustus as both general and politician. But to state outright that Augustus is wearing a toga is incorrect.

Exemplar 2

		Augustus' depiction of himself as militarily mighty was a key part of his image throughout his reign. In the Prima Porta statue of 20 BC, Augustus is dressed as a military commander with a tunic and breastplate. He is in an addressio position, as if giving orders to a crowd, suggesting he is securely in control. Plus, his muscles are clearly defined under his breastplate, suggesting he is strong and virile. All of this implies that Augustus would not be easy to defeat in battle, discouraging uprisings. As this statue celebrates the Parthian campaign, which was more of a diplomatic victory than a military one, it also suggests that Augustus ^{was} keen to present his victories as testaments to his military might even when they were not, suggesting ^{the} his importance of being a military commander to his image. Furthermore, poetry of the time also presents Augustus as a great general, for example in Epode IX Horace says 'in the war with Jugurtha, you never returned such a general to us', implying Augustus is greater than Gaius Marius, a famous Roman military hero. Furthermore,
--	--	---

In Exemplar 2, the analysis of the different elements of the statue and the quotation from Horace are used as good evidence for the way Augustus presented himself as a successful military commander.

Question 11*

- 11*** Assess how far the sources you have studied show that Augustus was able to portray himself as a good role model for Roman men.

In your answer, you should refer to how he lived and the personal qualities that were expected of a Roman man. **[25]**

Candidates were able to identify aspects of Augustus' life which would make him a role model for Roman men. The best answers formulated a coherent understanding of what defined a perfect Roman man which was often summarised in a focused introduction and/or conclusion. Candidates were then able to analyse relevant sources in support of their analysis of a range of qualities in the main part of the essay. These included his family life, and his role as a religious and military leader. Candidates made full use of the different types of sources – statues, buildings, coinage and literature.

Copyright information

Question 1, Source A, Coin 1 image appears with permission of wildwinds.com, ex Gemini, Auction lot 301, Jan. 2005.

Question 1, Source A, Coin 2 image is © The Trustees of the British Museum. Shared under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) licence.

Question 4, Source B text is © Suetonius, Translated by A. S. Kline, The Twelve Caesars, www.poetryintranslation.com. Reproduced by kind permission of 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

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. 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 professional development 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 exam paper builder platform for a range of our qualifications. [Find out more](#).

Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

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

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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 (examined units only).

[Find out more](#).

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



Designing and testing in [collaboration with you](#) and your students



Helping young people develop an [ethical view of the world](#)



Equality, diversity, inclusion and belonging (EDIB) are [part of everything we do](#)

Contact the team at:

☎ 01223 553998

📧 ocr.org.uk

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk



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

OCR is a Company Limited by Guarantee and an exempt charity. Registered in England. Registered office: The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number: 3484466.

We operate academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers.

We are committed to providing a fully accessible experience across all our products, platforms, and websites. Find out more about our [accessibility standards](#).

© OCR 2025. All rights reserved. We retain the copyright on all our publications. However, our registered centres are permitted to copy and distribute our material for their own internal use, in line with any specific restrictions detailed in the publication. Find out more about our [copyright policies](#).

We update our publications regularly so please check you have the most up-to-date version.

We cannot be held responsible for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and do not guarantee that any content on such websites is, or will remain, accurate or appropriate.

When we update our specifications, you'll see a new version number and a summary of the changes. While we do our best to reflect these changes in all associated resources on [Teach Cambridge](#), if you notice any discrepancies, please refer to the latest specification on our website and [let us know](#).

Our resources do not represent any teaching method we expect you to use. We cannot be held responsible for any errors or omissions in our resources.