AS LEVEL

Examiners' report

CLASSICAL CIVILISATION

H008
For first teaching in 2017

H008/22 Summer 2023 series

Contents

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.

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Paper 22 series overview

Candidates showed that they had good knowledge of both the events in Augustus' life and the sources. Overall, a good range of sources was used. Most 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. They were also aware of the historical and political background to how Augustus rose to power, and then promoted his image to keep it. However, there were candidates who were not secure in the dates of both Augustus' career and the sources. Better candidates used the sources as evidence for the opinions expressed in them, but there were some candidates who mainly relied on the history instead 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 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 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:**
• 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.	• made little reference to the material and literary sources in the higher tariff questions • 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 • 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

Most candidates had a sound knowledge of both sources and were able to use them as a starting point in their response to Question 8. Not knowing the dates sometimes contributed to mistakes in discussion of why some sources were produced.

Question 1 (a)

Source A
A panel from the *Ara Pacis Augustae*

1   (a)   In which city is the *Ara Pacis Augustae* located?   [1]

The majority of candidates responded correctly to this question.

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 (b)

(b) Where was it originally located in that city? [1]

The majority of candidates responded correctly to this question although candidates gave a variety of locations, such as the Palatine Hill or the Forum of Augustus.

Question 2

2 Which other structure from Augustus' building programme was located near to the *Ara Pacis Augustae*? [1]

The majority of candidates responded correctly to this question.

Question 3

3 Explain how **Source A** creates a positive impression of the benefits of peace. [8]

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

The majority of candidates showed at least 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. Poorer 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

| 3 | a | one way that Source A creates a positive impression of peace is the two babies in the centre of the image. This gives us the impression that peace leads to fertility and that children are safe and thrive. |

3	a	Another way source A creates a positive impression is the plants scattered throught the image. This implies that peace brings to prosperity as there are wheat crops in the corner of the image so therefore Rome will prosper.

Exemplar 1 shows an effective way of responding to this question, with each paragraph dealing with one aspect of the panel and an explanation of how this gives a positive impression of the benefits of peace.

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   5
The child at full term, now protect gentle mothers,
Whether you'd rather be known as Lucina,
Or Genitalis.

Goddess, nurture our offspring, bring to fruition
The Senate's decrees concerning the wedlock   10
Of women who'll bear us more of our children,
The laws of marriage,

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,   15
By beautiful night.

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,   25
And listen now to the young lads' supplications:
Luna, crescent-horned queen of the constellations,
Give ear to the girls.

4   In what year were the Secular Games held?   [1]

The majority of candidates did not know the date 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, and some even did not identify them as goddesses.

Question 6

6   Why do you think that Augustus commissioned Horace to compose the *Carmen Saeculare*?
Make **two** points.   **[2]**

The majority of candidates responded correctly to this question making two valid points.

Question 7

7   Explain how in **Source B** Horace describes the benefits which he hopes will come with the new age of peace.   **[8]**

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

Candidates were able to make four valid points identifying and commenting 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. 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 'laws of marriage' referencing the *Leges Iuliae.*

Question 8*

8*   'Augustus saw himself as a leader who introduced an age of peace and prosperity to Rome.'

Explain 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.   [16]

Candidates were able to identify several useful sources which could be used to back up their argument. A few 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. Not many 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 some who considered that he portrayed himself in a militaristic way, citing the *Res Gestae* and the Prima Porta Statue as evidence.

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

Exemplar 2

Firstly his use of coinage suggests that he saw himself as a leader who brought about peace and prosperity. We can see this through the coin with the barehead of Octavian and the Goddess Pax, Goddess of Peace, with a cornucopia. This clearly showed he saw himself as a bringer of peace, through war, as the coin was used to pay his soldiers. In addition the cornucopia is a clear sign of prosperity which shows viewers that Octavian was the bringer of peace and plenty. In addition Augustus' enhanced his role of Pater Patriae through his coins, seen by the coin of Gaius and Lucius Caes and the oak wreathed head of Augustus. The suggest grandsons are portrayed to be carrying both religious implements seen in the simpulum and also also swords and shields. This highlights both their religious piety and military strength suggesting that Octavian/Augustus was producing worthy successors, and therefore

avoiding the potential for civil war, bringing stability and peace to Rome. This would have been greatly popular as civil war was hated by Romans therefore showing Augustus' drive to reach peace and stability.

Exemplar 2 is a good example of a candidate who has discussed how Augustus used coins to further his image, a bringer of peace. It also shows how even a good response could benefit from the use of paragraphs.

Section B overview

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 9*

9* Explain 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.

In your answer, you should consider both visual/material culture and literary sources.   [25]

Candidates were aware of the format and content of the *Res Gestae.* This was compared to other forms of propaganda. Candidates gave good responses 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 which did not gain full marks 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.

Misconception

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

Exemplar 3

The main reasons the Res Gestae were important to his legacy was the sheer scale, spanning hundreds of pages, and being completely under his control. This meant that Augustus could paint events however he wished, and this was exactly what he did. One example is the Battle of Actium, a defining moment in his political career, being glossed over, and his rival, Mark Antony, remaining anonymous. The primary reason for this was that Antony himself was a Roman, a part of the second triumvirate, who married Cleopatra and tried to centre Rome more around Alexandria, even holding his triumphs there. Thus, their conflict was a civil war, a hated concept among Romans which could damage his legacy, so it was brushed aside, with only his victory being noted. This wasn't that effective in hushing up the true nature of the event, as it is mentioned in Suetonius' 'Lives of the Twelve Caesars', written decades after his demise. Additionally, large swathes of the Roman population were illiterate, and would never read the Res Gestae. Thus, the fact that many would never read the texts, and the biased writing was unsuccessful in covering up the whole truth of his reign, makes it clear the Res Gestae was not his best tool in maintaining a legacy.

Exemplar 3 demonstrates despite the misconception about the length of the *Res Gestae*, shows a convincing discussion of both sides of the argument, and good use of Suetonius to show that the *Res Gestae* were not an effective way for Augustus to create an imperial image of himself beyond his lifetime.

Question 10*

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

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

In your answer, you should consider the different ways in which Augustus portrayed himself to **both** the inhabitants of Rome **and** the people of the Empire. [25]

Candidates needed to consider both Augustus' presentation in Rome, and in the Empire. The majority of candidates agreed with the statement of the question. Candidates wrote well thought out responses about Augustus' focus on his image in Rome and most candidates tended to concentrate on buildings, coins and literature. The better candidates then considered the promotion of Augustus' image in the empire with the Kalabsha Gate featuring in most responses. The most successful 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.

There were candidates who 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.

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