

**AS LEVEL**

**Examiners' report**

# **CLASSICAL CIVILISATION**

**H008**

For first teaching in 2017

**H008/22 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

Candidates showed knowledge of individual visual and material sources and scores for AO1 were generally strong. There were hardly any very weak responses. A reminder that reference to scholars is not required at AS Level, but if used should be relevant to the question.

### Textbook

Inevitably, much detail offered was based on the Bloomsbury supporting textbook, with some candidates quoting verbatim sections from it. Those who did not use the textbook had been equally well-prepared and used an interesting range of sources. Discussion of sources beyond those in the textbook is welcome and given suitable credit where relevant.

### Understanding of social, historical and cultural context

Many more candidates understood the context of the sources. For example, candidates knew when Suetonius was writing and were keen to explain the pros and cons of this. Only one candidate referred to Suetonius as a poet.

### Spelling and Grammar

The spelling of technical terms and classical names were of concern. One response, knowing Mark Antony and Cleopatra, referred to them as Mark and Cleo. Others referred to the *Res Gestae* as *RG* and Julius Caesar as *JC*. Examiners expect students to refer to these people and sources in full rather than shortening them.

### Teaching for learning

An introductory activity to a lesson might be for candidates to check the spelling of five classical names or terms perhaps linked to a previous lesson or topic.

### Candidates who did well on this paper generally did the following:

- followed the order of questions
- referred back to the question frequently in responses
- used a range of sources to support points.

### Candidates who did less well on this paper generally did the following:

- answered Questions 8, 9 or 10 before studying and answering questions on the sources printed on the question paper
- misspelt almost all classical names.

## Section A overview

This year a significant number of candidates misnumbered the questions. Questions 1(a) and 1(b) were identified as Questions 1 and 2, with consequential errors. A large number of Question 10 essays were numbered as 9. Most confusing was that some candidates omitted questions but had continuous numbering. This is frustrating for examiners who in effect have to do the work of identifying questions for the candidate often from the content of the responses alone. Centres should advise that it is the responsibility of candidates to make sure they have identified their responses correctly.

### Question 1 (a)

#### Source A

**Coin: Aureus, issued in 43 BC**

obv. bare head of Octavian (Augustus)

**Inscription:** C CAESAR COS PONT AUG –  
Gaius Caesar, consul, priest of the augurs

rev. head of Julius Caesar with laurel wreath

**Inscription:** C CAESAR DICT PERP PONT MAX –  
Gaius Caesar, dictator in perpetuity, pontifex  
maximus

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copyright restrictions

1 (a) What metal is the coin in **Source A** made from?

[1]

Quite a few candidates did not know that the coin was made from gold, offering silver, brass, and copper. A handful of candidates wrote "aureus".

## Question 1 (b)

(b) Why do you think Octavian (Augustus) decided to issue the coin in **Source A** in 43 BC?

Make **two** points.

[2]

The question informed candidates of the date of issue and could not have shown Augustus as a son of a god as the deification of Julius Caesar happens later. Candidates should be aware that information is often included in questions as guidance.

The use of two distinct bullet points would also have helped examiners here.

## Exemplar 1

B	Octavian decided to issue the coin to liken himself to Julius Caesar's good characteristics. He also decided to issue it to show him as the son of a God which Julius Caesar later became.
---	--

The response in Exemplar 1 was given 1 of the 2 marks.

## Question 2

2 Explain how the coin in **Source A** shows that Octavian (Augustus) and Julius Caesar were **both** similar **and** different.

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

[8]

Again, a lot of information was given to candidates as guidance. A significant number ignored this, resulting in the incorrect identification of Julius Caesar and Augustus. On the whole candidates' responses were felt to be less successful compared to the other 8-mark question and conclusions could have been more fully supported with appropriate evidence.

Examiners felt that suggesting Augustus wanted to link himself to the family name, supporting this with CAESAR, was acceptable, it was a struggle to say that Augustus deliberately made himself look like Julius Caesar (having the same chin and nose). After some deliberation, it was also decided that simply saying that Augustus was not as good as Caesar, on several different counts, because he didn't have a laurel wreath (frequently misspelt) was not a message that Augustus put out.

## Exemplar 2 (a)

	Octavian has a bare head, whereas Julius wears a laurel wreath
	symbolic of a triumph. Julius Caesar was awarded by the senate
	to wear the laurel wreath at any time, not only during a triumph
	so became an evocative symbol of him, and perhaps his tyranny.
	Octavian has not yet earned a triumph showing they are different.

## Exemplar 2 (b)

Caesar is depicted laureate whereas Octavian is not, showing Caesar to be an accomplished military figure and Octavian to have different priorities which he doesn't centre around fighting.

Exemplars 2(a) and 2(b) show more acceptable reasons for the laurel wreath versus bare head.
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## Question 3

### Source B

Ovid *Metamorphoses* 15. 816–842

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3 Who is 'Cytherean', referred to in line 1 of **Source B**?

[1]

Most candidates assumed this was Julius Caesar.

#### Teaching idea

When reading through prescribed literary sources candidates might be encouraged to make notes on technical terms and references. This could also form a preparatory task as independent study.



## Question 4

- 4 Why is Augustus referred to as Julius Caesar's 'son' in line 2 of **Source B**? [1]

Most candidates knew of Augustus' adoption.

## Question 5

- 5 Who are the 'Roman General' and his 'Egyptian consort' referred to in line 8 of **Source B**? [2]

These were known by candidates but of the classical names, these were the most frequently misspelt.

## Question 6

- 6 Give the name of the 'virtuous wife' referred to in lines 16 and 17 of **Source B**. [1]

A variety of women were named here.

## Question 7

- 7 Explain how Ovid in **Source B** gives a positive image of Augustus. [8]

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

Most candidates were able to gain some marks here. Some misunderstood the lines "will ensure he ascends to heaven as a god" and thought this referred to Augustus. More successful responses used the line to explain Augustus' filial piety.

At AS Level candidates are encouraged to answer these questions using four bullet points or paragraphs to set out four different points. Examiners felt that some candidates used selections from the text to support what was essentially the same point: "a brave soldier" / "good military leader" / "good fighter" / "wins battles".

## Question 8\*

- 8\* Explain how successfully Octavian (Augustus), in his career, used the benefits and avoided the dangers of his association with Julius Caesar.

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

[16]

Candidates who started answering the paper with this question missed opportunities and not all of these responses were successful. Source A gave an example of Augustus linking himself to Julius Caesar the man and Source B showed a link to Julius Caesar the god. For this reason, candidates are urged to attempt questions in the order in which they are written. Candidates are not obliged to use the sources printed on the paper, but examiners strongly encourage the use of those printed. Other sources regularly seen were *Res Gestae*, denarius with eight-rayed comet and denarius with Pax.

### Exemplar 3

8 . At the start of his political career in 43 BCE, following the assassination of Caesar and his return to Rome, Octavian made sure that he could reap the benefits of his great-uncle/adopted father Julius Caesar by using clever imagery to remind the gold-spending Senatorial class of Rome of how good Caesar was for them, namely for his role as a member of the *populares* and redistributions of land and grain. The Aureus from 43 BCE depicting both Caesar and Octavian is evidence of this. By having themselves so close together in the public eye, they would be linked together and as a result Octavian would be associated with him. The imagery on the coin itself shows a triumphant Caesar wearing his laurel *corona triumphalis*, signifying his right to rule and nobility, whereas Octavian is bareheaded. Had he been wearing a crown of his own, he likely would have appeared as a usurper trying to become the next dictator, and would not have gotten far. However, he did not, and retained his role as consul, a far humbler title to have on his coin than “dictator in perpetuity” by any measure.

The response continues using Source B:

However, as the years went by and Caesar became a historical figure Rome, Octavian became an immensely powerful man with many of the same powers held by Caesar himself. By 12 BCE he was Pontifex Maximus as his “father” had been, and he was consul successively for so long that he could be described as an unofficial dictator. To combat the risk of being associated with Caesar at this point in his life, Augustus twisted the story to present himself not linked to Caesar the man, who might cause the Senate to turn against him, but Caesar the God. The deification of Julius Caesar was a process that required the assistance of poets, masons and coinminters alike, but ultimately, Augustus succeeded. He claimed, as did Ovid in his *Metamorphoses*, that at Julius Caesar’s death, Venus came down and “took his soul from his body”, turning it into a burning star and “released it from her breast”, so that it flew across the sky and brought Caesar to godhood. This “comet” was reportedly seen at the funeral games held by Octavian, and was used in his propaganda also as he morphed into yet another name, that of *Divi Filius*.

In the marking of this unit, sources were highlighted to assess the *range* as defined in the marking grids. AO2 assesses how these sources are subsequently used. Exemplar 3 above shows how the sources printed on the paper can be used effectively in extended responses.

## Section B overview

Question 9 was far more popular with candidates than Question 10.

### Question 9\*

9\* Assess to what extent you agree that Augustus' building programme was the best way for him to give a positive image of himself.

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

[25]

Candidates who did well on this question generally did the following:	Candidates who did less well on this question generally did the following:
<ul style="list-style-type: none"> <li>used a range of buildings with detailed support and discussion. The most popular were the Mausoleum, Temple of Mars Ultor, Forum of Augustus, and the Ara Pacis</li> <li>included the improvements to sanitation and the effect on the population</li> <li>considered visual material such as coins and statues</li> <li>used a range of literary sources with details about their contexts and meanings and appreciated the <i>Res Gestae</i> as covering both buildings and literature</li> <li>considered Augustus' image as seen by the plebeians, senators and the rest of the empire and included discussion of the Kalabsha Gate.</li> </ul>	<ul style="list-style-type: none"> <li><i>listed</i> buildings for example: "as in the Forum of Augustus" with few supporting details or discussion</li> <li>provided insufficient examples of coins, statues and literature, if any OR</li> <li>were less discriminating and wrote everything about, for example, the Prima Porta statue without addressing the question</li> <li>ignored the impact on various members of society.</li> </ul>

### Misconception



Discussion of the Sabasteion was not appropriate here as the focus was on Augustus' building programme and how this reflected positively on him. The Sabasteion was begun after Augustus' death and so the discussion would be more appropriate to questions on later representations.

## Question 10\*

**10\*** 'Most Romans thought that Augustus was the perfect *Pater Patriae*.'

Explain how far the sources you have studied show that this statement is true.

In your answer, you should consider Augustus' success in portraying his role as *Pater Patriae* to different classes of Roman society. **[25]**

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"> <li>• spelt correctly and defined <i>pater patriae</i></li> <li>• offered some background to the title</li> <li>• discussed a range of topics related to the title including Augustus' moral reforms and religious reforms</li> <li>• used a range of sources including literature, and visual material such as coins and the bust of Livia</li> <li>• considered different classes of Roman society.</li> </ul>	<ul style="list-style-type: none"> <li>• failed to define or give their understanding of the term <i>pater patriae</i></li> <li>• made general points about Augustus' moral reforms without any reference to sources</li> <li>• missed the opportunity to discuss different classes of Roman society.</li> </ul>

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