OCR
Oxford Cambridge and RSA

Accredited

AS Level Classical Civilisation
H008/22 Imperial Image
Sample Question Paper   Version 1.7

Date – Morning/Afternoon
Time allowed: 1 hour 30 minutes

You must have:
* the OCR 12-page Answer Booklet
  (OCR12 *sent with general stationery*)

Other materials required:
* None

INSTRUCTIONS
* Use black ink.
* Complete the boxes on the front of the Answer Booklet.
* Answer **all** the questions in **Section A** and **one** question in **Section B**.
* Read each question carefully. Make sure you know what you have to do before starting your answer.
* Write the number of each question clearly in the margin.
* Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
* Do **not** write in the bar codes.

INFORMATION
* The total mark for this paper is **65**.
* The marks for each question are shown in brackets **[ ]**.
* Quality of extended response will be assessed in questions marked with an asterisk (*).
* This document consists of **4** pages.

Section A

Answer **all** questions in this section.

Source A: Gold coin (*aureus*), 2 BC–4 AD

Inscriptions on coins:

CAESAR AVGVSTVS DIVI F PATER PATRIAE – *Caesar Augustus, Son of a god, father of the nation*

AVGVSTI F COS DESIG PRINC IVVENT, C L CAESARES – *Sons of Augustus, consuls designate, first amongst the young, Caius and Lucius Caesar*

1   **a)** What is Augustus wearing on his head in this image?

                    [1]

    b) Why do you think he had himself depicted wearing this?

                    [1]

2   Who were the biological parents of Caius and Lucius?

                    [2]

3   Explain what impression of Caius and Lucius is created by Source A.

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

                    [8]

Source B: Horace *Odes 4.15*

Caesar, this age has restored rich crops

to the fields, and brought back the standards, at last,

to Jupiter, those that we've now recovered

from insolent Parthian pillars,

and closed the gates of Romulus' temple,   *5*

freed at last from all war, and tightened the rein

on lawlessness, straying beyond just limits,

and has driven out crime, and summoned

the ancient arts again, by which the name

of Rome and Italian power grew great,   *10*

and the fame and majesty of our empire,

were spread from the sun's lair in the west,

to the regions where it rises at dawn.

With Caesar protecting the state, no civil

disturbance will banish the peace, no violence,   *15*

no anger that forges swords, and makes

mutual enemies of wretched towns.

4   Outline the nature of Horace's relationship to Augustus.

[2]

5   **a)** What does it mean when the 'gates of Romulus' temple' are closed?

[1]

b) Why do you think Horace chooses to use this reference?

[1]

6   Explain what this passage suggests are the achievements of Augustus.

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

[8]

*7   Evaluate how effectively Augustus portrayed himself as the protector of Rome.

You may use Sources A and B as a starting point, as well as your own knowledge.

[16]

Section B

Answer **one** of the following questions

*8 'Augustus' greatest success was the way his public image endured beyond his own lifetime.' To what extent do you agree with this statement? Justify your response.

[25]

*9 'Visual/material culture was essential for the creation of Augustus' powerful public image.' To what extent do you agree with this statement? Justify your response.

[25]

BLANK PAGE

BLANK PAGE

BLANK PAGE

Summary of updates

Date	Version	Details
May 2022	1.7	Updated copyright acknowledgements.

…day June 20XX – Morning/Afternoon

AS Level Classical Civilisation
H008/22 Imperial Image

SAMPLE MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK   65

MARKING INSTRUCTIONS

PREPARATION FOR MARKING ON SCORIS
1.   Make sure that you have accessed and completed the relevant training packages for on-screen marking: *Scoris Assessor Online Training*; *OCR Essential Guide to Marking*.
2.   Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca.
3.   Log-in to Scoris and mark the **required number** of practice responses ('scripts') and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING
1.   Mark strictly to the mark scheme.
2.   Marks awarded must relate directly to the marking criteria.
3.   The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4.   If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the Scoris messaging system.
5.   Work crossed out:
      a.   where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
      b.   if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6.   Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7.   Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)
8.   There is a NR (No Response) option. Award NR (No Response) if:
      • there is nothing written at all in the answer space
      • OR there is a comment that does not in any way relate to the question (e.g. 'can't do', 'don't know')
      • OR there is a mark (e.g. a dash, a question mark) that is not an attempt at the question.
      Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
9.   The Scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
      If you have any questions or comments for your Team Leader, use the phone, the Scoris messaging system, or e-mail.

10. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

SUBJECT–SPECIFIC MARKING INSTRUCTIONS

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:
- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Information and instructions for examiners

The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Using the Mark Scheme

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Information and instructions for examiners

The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

<u>**Section A**</u>

Question	Indicative Content	Marks (AO)	Guidance
1a	**What is Augustus wearing on his head in this image?** Oak wreath/Civic Crown (1)	**1** **(AO1)**	
1b	**Why do you think he had himself depicted wearing this?** Answers may include: • The second highest military honour; so he looks like a great general/leader (1) • Not the highest honour; looks modest (1) • Reminds people of his achievements (1) • Civic Crown awarded when you save someone; reminds people that he is their savior (1)	**1** **(AO2)**	*All legitimate answers should be credited*
2	**Who were the biological parents of Caius and Lucius?** Julia (1) Agrippa (1)	**2** **(AO1)**	

| 3 | **Explain what impression of Caius and Lucius is created by Source A.**
 Make four points and support each point with reference to Source A.

 Accept any **four** points and award up to **two** marks each. Assess against point-by-point marking grid below.

 <table><tr><td>2</td><td>expresses a valid point, with accurate, relevant and suitably explained reference to the source.</td></tr><tr><td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection evidence from the source.</td></tr><tr><td>0</td><td>Point is not valid, or none are drawn</td></tr></table>
 Answer may include:
 • Conveys the importance of father-son relationship with Augustus (AO2)
      ○ *Augustus is displayed on the obverse, and reverse shows his two adopted sons (AO1)*
      ○ *'sons of Augustus' (AO1)*
 • Shows them emulating their father (AO2): <br> mirroring Augustus' role as Pontifex Maximus and the religious connotation of his name "Augustus" (AO2)
      ○ *Lucius and Caius are surrounded by priestly paraphernalia (AO1)*
 mirrors Augustus' many consulships (AO2)
      ○ *'consuls designate' (AO1)*
 mirrors Augustus' title 'Princeps' (AO2)
      ○ *'first amongst the young' (AO1)*
 • Shows them as pius (AO2)
      ○ *surrounded by priestly paraphernalia (AO1)*
 • They are shown to be grandsons of a god (AO2)
      ○ *Augustus is 'Son of a god' (AO1)*
 • Idea of close familial/fraternal bond (AO2)
      ○ *The brothers are shown close together in the same pose (AO1)* | **4 (AO1)**

 4 (AO2) | *AO1 marks are awarded for the selection of material from the source.*

 AO2 marks for the interpretation, analysis and interpretation.

 The indicative content is intended to be illustrative not prescriptive. All legitimate answers and approaches must be credited appropriately. |

4	**Outline the nature of Horace's relationship to Augustus.** Two from: Horace's patron was Maecenas (1) a close ally/friend of Augustus (1) Horace became a kind of 'poet laureate' for the regime (1)	**2** **(AO1)**	
5a	**What does it mean when the 'gates of Romulus' temple' are closed?** Only closed when Rome is not at war with anyone/ means Rome is at Peace (1)	**1** **(AO1)**	
5b	**Why do you think Horace chooses to use this reference?** Answers may include: • The gates had only been closed twice before Augustus' reign, very significant (1) • Augustus depicted himself as a bringer of Peace (1) • Very powerful, strong image to denote Peace as it would mean a lot to the original audience (1)	**1** **(AO2)**	*All legitimate answers should be credited*

6	**Explain what this passage suggests are the achievements of Augustus. Make four points and support each point with reference to Source B.**
	
	Accept any **four** points and award up to **two** marks each. Assess against point-by-point marking grid below.
	
	<table><tr><td>2</td><td>expresses a valid point, with accurate, relevant and suitably explained reference to the source.</td></tr><tr><td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection evidence from the source.</td></tr><tr><td>0</td><td>Point is not valid, or none are drawn</td></tr></table>
	Answers may include:
	
	• he brought prosperity (AO2)
	   ○ *rich crops (AO1)*
	• he ensured safety for the Roman people from crime (AO2)
	   ○ *driven out crime (AO1)*
	   ○ *tightened the rein on lawlessness (AO1)*
	• promotes and expands the Empire (AO2)
	   ○ *positions Rome at the centre of a safe and secure empire that stretches*
		4
		(AO1)
		
		4
		(AO2)
			AO1 marks are awarded for the selection of material from the source.
			
			AO2 marks for the interpretation, analysis and interpretation.
			
			The indicative content is intended to be illustrative not prescriptive. All legitimate answers and approaches must be credited appropriately.

	from 'the sun's lair in the west to the regions where it rises at dawn' (AO1)
	 • and from civil war (AO2)
	     o *no civil disturbance (AO1)*
	     o *no anger…mutual enemies of wretched towns (AO1)*
	 • he confirmed and restored Rome's superiority over other peoples (AO2)
	     o *fame and majesty of our empire (AO1)*
	     o *brought back the standards… from insolent Parthian pillars (AO1)*		

7	**Evaluate how effectively Augustus portrayed himself as the protector of Rome. You may use Sources A and B as a starting point, as well as your own knowledge.**
	
	 AO1
	 Candidates might show knowledge and understanding of:
	 • Augustus' campaigns, including wars against Julius Caesar's assassins, against Marc Antony, against Sextus Pompeius and at the edges of the empire to extend and secure boundaries
	     o The presentation of these campaigns in both literature and visual/material culture
	 • The granting of his titles 'father of the people' (Source A) and 'Augustus'
	 • Source B: depicted as protecting the people from crime and civil war, whilst providing peace and prosperity
	 • His moral laws including those on marriage
	 • Religious programme including temple building
	 • The way he is offered sole power in 27BC despite 'resigning' and the Senate's reasons for doing this
	
	 AO2
	 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:
	
	 • Augustus' presentation of himself protecting Rome militarily, for example the civil war such against Antony was depicted as protection from foreign enemies (Cleopatra)
	 • Augustus' presentation of himself as a capable military leader who could be trusted to safeguard Rome and her army
	     o the public involvement of Agrippa in planning and executing Augustus' wars could be seen as tainting or undermining this image
	 • the use of wars to assert Roman superiority over the people of the empire, could
		8 (AO1)
		
		 8 (AO2)
			The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.
			
			 Assess using the marking grids for the 16-mark extended response.
			
			 Whilst candidates may use the provided source as a starting point, they should not be penalised if they offer a full and detailed response which does not do so.

| | be argued as protecting Rome's image and status
• he might also be argued to be the moral and religious protector of Rome through his focus on bringing back traditional morality and religion
• the fact that the Senate did not accept his resignation might be evidence of how much they valued him as protector
• his participation in civil wars and unconstitutional power, which eventually destroys the Republic, could be argued as undermining this image in the eyes of those wedded to the idea of the *Res Publica*
• the use of titles such as 'father of the people' carried connotations of protector-ship in the manner of a *paterfamilias* within his household | | |

Guidance on applying the marking grids for the 16-mark extended response
Two Assessment Objectives are being assessed in this question: AO1 and AO2.The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:
- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

		AO1			AO2
Level	**Marks**	**Characteristics of Performance**	**Level**	**Marks**	**Characteristics of Performance**
4	7–8	• very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources, and appropriate, effective use of their cultural context and possible interpretation	4	7–8	• a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources *the response is logically structured, with a well-developed and clear line of reasoning*
3	5–6	• good knowledge and understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources, and appropriate use of their cultural context and possible interpretation	3	5–6	• a good response to the question containing a range of relevant points leading to appropriate conclusions • points are generally supported by analysis, interpretation and evaluation of classical sources *the response presents a line of reasoning which is mostly relevant and has some structure*
2	3–4	• sound knowledge and understanding of the material studied • use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation	2	3–4	• a sound response to the question containing some relevant points leading to tenable conclusions • some points are supported by analysis, interpretation and evaluation of classical sources *the response presents a line of reasoning but may lack structure*
1	1–2	• limited knowledge and understanding of the material studied • use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation	1	1–2	• limited engagement with the question, any points or conclusions made may be weak and/or limited in relevancy • isolated use of classical sources with little analysis, interpretation and evaluation *the information is communicated in an unstructured way*
	0	No response or no response worthy of credit		0	No response or no response worthy of credit

Question	Indicative Content	Marks	Guidance

8	**'Augustus' greatest success was the way his public image endured beyond his own lifetime.' To what extent do you agree with this statement? Justify your response.**
	
	AO1
	Candidates might show knowledge and understanding of:
	
	• the presentation of Augustus in later sources, the Sebasteion at Aphrodisias and/or Suetonius' *Lives of the Twelve Caesars*
	• Augustus' positioning of himself as Julius Caesar's son and heir but distancing of himself from Julius Caesar's dictatorial connotations
	• Augustus' presentation of his military victories as glorious and himself as a successful military leader
	• Augustus' presentation of himself as a religious leader and restorer of traditional religious practices
	• Augustus' presentation of himself and his family as moral role models for the Roman people
	• Augustus' presentation of himself as the embodiment of traditional Roman values of *virtus, clementia, pietas* and *iustitia*
	• the period of peace and apparent prosperity he is credited with creating
	• examples of how each of the above are depicted in the material and literary sources
	• how these sources endure, the permanence of his building programme for example, or the continued popularity of literature from the period
	
	AO2
	Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:
	• It is likely that candidates will evaluate how successfully he *did* create an enduring image:
	   o the extent to which representations of Augustus in later sources agree with all aspects of his self-presentation during his lifetime
	   o the style and content of literature and visual/material culture and whether this effectively conveys Augustus' public image outside of the context of Augustan Rome
	   o how different aspects of Augustus' self-presentation conflicted with one another, limiting the extent to which they could make a clear and lasting
		10 (AO1)
		
		15 (AO2)
			The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.
			
			Assess using the marking grids for the 25-mark extended response.

Question	Indicative Content	Marks	Guidance
	image		

- o Whether the scandals revealed in Suetonius' *Lives of the Twelve Caesars* are entirely damaging to Augustus' image
- This is likely to be compared to achievements in various other spheres
  - o military achievements
  - o building programme; he "found Rome of brick and left it of marble"
  - o moral and religious achievements
  - o creation of a succession and Imperial line
- it might be argued that the achievements in other spheres contributed to his public image
- the longevity of his image might be attributed to way he chose to depict it; buildings which have lasted to this day, works of literature still studied in schools etc
  - o it could be argued that the endurance of this image is therefore due to the creators of these works and their skill, and so cannot be said to be an achievement of Augustus himself

Guidance on applying the marking grids for the 25-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:
* **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
* **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9–10	• very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources, and appropriate, effective use of their cultural context and possible interpretation	5	13–15	• a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources *the response is logically structured, with a well-developed, sustained and coherent line of reasoning*
4	7–8	• detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources, and appropriate use of their cultural context and possible interpretation	4	10–12	• a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources *the response is logically structured, with a well-developed and clear line of reasoning*
3	5–6	• reasonable knowledge and understanding of the material studied • use of a range of mostly accurate material from classical sources, and some use of their cultural context and possible interpretation	3	7–9	• a reasonable response to the question containing some relevant points leading to tenable conclusions • points are generally supported by analysis, interpretation and evaluation of classical sources *the response presents a line of reasoning which is mostly relevant and has some structure*
2	3–4	• basic knowledge and understanding of the material studied • use of a limited range of material from classical sources with some degree of	2	4–6	• a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions • points are occasionally supported by analysis, interpretation

		accuracy, and limited use of their cultural context and possible interpretation			and evaluation of classical sources *the response presents a line of reasoning but may lack structure*
1	**1–2**	• limited knowledge and understanding of the material studied • use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation	**1**	**1–3**	• little engagement with the question and any points or conclusions made are of little or no relevance • isolated use of classical sources with little analysis, interpretation and evaluation *the information is communicated in an unstructured way*
	0	no response or no response worthy of credit		**0**	no response or no response worthy of credit

Question	Indicative Content	Marks (AO)	Guidance

9	**'Visual/material culture was essential for the creation of Augustus' powerful public image.' To what extent do you agree with this statement? Justify your response.**
	
	AO1
	
	Candidates might show knowledge and understanding of:
	
	• The nature of different sources; their distribution, audience, creation and form, for example the wide distribution of coinage, or size and scale of the *Ara Pacis*
	• The prescribed (or other) sources and how they demonstrate Augustus' portrayal as:
	   ○ Julius Caesar's son and heir
	   ○ champion of the Republic and restorer of traditional Republican values
	   ○ a capable military leader
	   ○ religious leader and moral role model for the Roman people
	   ○ the herald of a new Golden Age
	   ○ father of the Roman people and first citizen
	• Augustus' presentation of the Imperial family, in addition to himself, as paragons of virtue and role models for the Roman people
	
	AO2
	
	Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:
	
	• How effective different forms of "media" would have been in reaching the different classes of Roman society:
	   ○ the wide distribution of coinage
	   ○ the positioning of public monuments such that they would have been visible to the masses
	   ○ the original context of certain works of art in private residences limiting their reach and influence
	   ○ the exclusive and elitist nature of the Roman literary scene
		10 (AO1)
		
		15 (AO2)
			The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.
			
			Assess using the marking grids for the 25-mark extended response.

Question	Indicative Content	Marks (AO)	Guidance

	o issues of literacy when considering the lower, uneducated classes of Rome
	• How effectively different forms of "media" would have been conveying Augustus' public image:
	    o issues of symbolic and iconographical literacy in the reading of images and the extent to which this could have limited the impact of visual/material culture
	    o whether the literature of the Augustan period conveyed Augustus' message in clear and unambiguous terms
	• Candidates may conclude that different aspects of Augustus' public image were conveyed more successfully by literature whereas others were conveyed well by visual/material culture
	• Similarly, they may conclude that certain social classes were reached more successfully by one type of media than another		

Guidance on applying the marking grids for the 25-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:
- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9–10	• very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources, and appropriate, effective use of their cultural context and possible interpretation	5	13–15	• a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources *the response is logically structured, with a well-developed, sustained and coherent line of reasoning*
4	7–8	• detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources, and appropriate use of their cultural context and possible interpretation	4	10–12	• a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources *the response is logically structured, with a well-developed and clear line of reasoning*
3	5–6	• reasonable knowledge and understanding of the material studied • use of a range of mostly accurate material from classical sources, and some use of their cultural context and possible interpretation	3	7–9	• a reasonable response to the question containing some relevant points leading to tenable conclusions • points are generally supported by analysis, interpretation and evaluation of classical sources *the response presents a line of reasoning which is mostly relevant and has some structure*

2	**3–4**	• basic knowledge and understanding of the material studied • use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation	**2**	**4–6**	• a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions • points are occasionally supported by analysis, interpretation and evaluation of classical sources *the response presents a line of reasoning but may lack structure*
1	**1–2**	• limited knowledge and understanding of the material studied • use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation	**1**	**1–3**	• little engagement with the question and any points or conclusions made are of little or no relevance • isolated use of classical sources with little analysis, interpretation and evaluation *the information is communicated in an unstructured way*
	0	no response or no response worthy of credit		**0**	no response or no response worthy of credit

Assessment Objective Grid

	AO1	AO2
1	1	1
2	2	
3	4	4
4	2	
5	1	1
6	4	4
7	8	8
8/9	10	15
Total	**32**	**33**

BLANK PAGE