



General Certificate of Education

Classical Civilisation

CIV3D Augustus and the Foundation of the
Principate

Report on the Examination

2010 examination – June series

Further copies of this Report are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Devas Street, Manchester M15 6EX

CIV3D: Augustus and the Foundation of the Principate

General Comment

The examiners were pleased to see a substantial number of candidates for this examination. The standard of the best work was extremely high, and there were some scripts of outstanding quality. Many candidates had well-developed analytical skills which they demonstrated in their answers to the 10 and 20-mark questions. There was little evidence of difficulty in time-management, though a few candidates devoted too much time to the 20-mark essay at the evident expense of the 40-mark synoptic question. There was encouraging evidence of sophisticated judgement, sensitivity and perception, and of some excellent and committed teaching. However, all the examiners noted some candidates with extremely poor writing and spelling skills. There is still a visible tendency for a few less sophisticated candidates to provide narrative rather than analytical answers, or to use everything they remember about a particular topic, whether appropriate to the question or not.

This unit is new to the examination in this form; it was a popular coursework option in the previous specification. It tries to lay equal emphasis on textual and material evidence for Augustus' deliberate planning and presentation of his power-base and governance. The examiners were pleased to see evidence of both accurate factual recall and interpretative capacity in answering questions on both the prescribed texts and the visual material.

Option A

Most answers to Option A identified 23 BC as Augustus' own date for the start of his tribunician power, identified some of his other titles and positions, both honorific and executive, and were able, in answers to Question 03, to see how his own account of his achievements reflects on his legal and military priorities in benefitting and controlling his empire. Some excellent answers to Question 04 reflected further on his successes in using a portfolio of traditional offices together to support and extend his and others' careers.

Option B

Good answers to Option B showed evidence of a sophisticated grasp of Augustan visual imagery: the Prima Porta statue and its breastplate support an emphasis on Augustus' military and diplomatic successes, his family's ancestral traditions, and his self-validation in combining these strands of imagery with others invoking peace and plenty in an idiom which also invokes the heroic past. Answers to Question 08 then extended this evaluation to explore the contribution made by the Ara Pacis and the Forum Augusti to a deliberate and widespread use of visual propaganda.

Option C

Successful answers to Question 09 – the more popular of the synoptic questions – linked the material evidence to the priorities outlined in the *Res Gestae* and supported or undermined by Suetonius. Many included discussion of Augustus' local government re-organisation and his moral legislation to good effect. The examiners were happy to see good answers using both visual and textual evidence, although an equal balance between the two was not required to reach the higher levels.

Option D

Question 10 asked for a critical appraisal of Suetonius' biography with an expectation, which was largely satisfied, of some critical thinking about the nature of the available written sources and their intended audiences, and our about reception of them as evidence. The examiners saw some well-

balanced appraisals of Suetonius' aims and content, and its contrast with the largely factual, statement-led *Res Gestae*

In general, the introduction of this topic into the specification seems to have been welcome and successful, and the examiners look forward to future responses to it.