

# CLASSICAL STUDIES

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Paper 9274/11  
Greek Civilisation

## Key messages

Candidates should be encouraged to:

- plan answers to the longer, high tariff questions;
- use the mark allocation to determine how much to write, especially for the 15 mark questions and the essays;
- answer the question posed;
- avoid purely narrative answers;
- write in complete sentences to ensure that they explain their answers fully and give sufficient detail to be awarded the marks available;
- make greater use of the passages and images in the mini-essays of the commentary questions;
- spell Classical names printed on the paper accurately;
- number questions carefully.

## General Comments

The highest achieving responses presented clear arguments reinforced with relevant supporting evidence when answering essay style questions. Overall the candidates made some use of the extracts on the paper, although this did vary according to the question chosen. Candidates would benefit from using the passages more when the question explicitly asks for this.

## Comments on specific questions

### **Section 1**

#### **Question 1**

- (i) Very few knew the date of the Mutiny at Opis. A significant number simply left the question out.
- (ii) Very few knew the name of the river on which Opis stands.
- (iii) Most were able to get at least one relevant point, but few included the full range of detail.
- (iv)/(v) A significant number of responses did not show knowledge of the basics of these questions, sometimes they ran the two questions together, often confusing the material.
- (vi) The question about Alexander's relationship with his men was answered well. There was a range of factual knowledge shown, especially as candidates tended to list the facts. Higher achieving answers were able to link the policy of fusion with the effects on Alexander's relationship with his men.

#### **Question 2**

Most candidates concentrated on the relationship between Alexander and Olympias or Alexander and Philip and said comparatively little about Hephaestion. Some included an analysis of Alexander's relationship with Cleitias. Some good responses showed knowledge of the early relationship between Alexander and Hephaestion and the similarity with the relationship between Achilles and Patroclus. It was rare for candidates to show knowledge of Alexander's grief at Hephaestion's death.

### Question 3

This was the most popular question on the paper. The majority of candidates were able to discuss Alexander's skills as a military leader, usually with sensible references to the major battles against Darius and Porus and the siege of Tyre. Few mentioned the Sogdian Rock or the capture of Aornos. Only a few were able to discuss his abilities as a monarch; some confused 'monarch' and 'kingdom'. Where his ability as a monarch was mentioned beyond a comment in the conclusion, most commented simply that he could not have been a good monarch because he was never present in Macedon.

### Section 2

#### Question 4

There was little factual knowledge of the dialogue shown in responses to this question.

- (i) A significant number of responses did not know how large the jury was in Socrates' trial.
- (ii) Socrates' age at the time of his trial was not generally known.
- (iii) The idea of the 'prophetic voice' was not widely understood and this was reflected in the responses.
- (iv) Candidates offered a variety of ideas about the punishments suggested by Socrates, not all of them correct.
- (v) The vast majority of candidates knew that Socrates had to drink hemlock.
- (vi) There were some good responses to the question about Socrates' views on death in *Apology*. High achieving responses showed a good understanding of the views expressed in *Apology*. Some generally described Socrates' views on death without distinguishing between which dialogue they came from.

#### Question 5

Good responses discussed Socrates' career and showed some awareness of his stand over Leon of Salamis and the trial of the Generals after Arginusae. One or two mentioned his links with Alcibiades and the Thirty Tyrants. The best responses made very close reference to relevant sections of *Apology*, including comment on the effect of Aristophanes' *Clouds* and general hostility to the Sophists.

#### Question 6

This was the most popular question in this section. Candidates clearly liked the freedom to choose which two dialogues they could discuss. Most looked in depth at *Euthyphro* and were able to give a reasonable breakdown of the progress of the dialogue. The second most popular work was *Apology*. Some candidates listed lots of arguments from the dialogues without making it relevant to the question.

### Section 3

#### Question 7

- (i) Few knew why Procleon was trying to escape.
- (ii) This was answered reasonably well, with candidates showing some idea of what the staging may have looked like.
- (iii) Responses to this question showed some awareness of comic techniques displayed in this passage. Candidates could identify examples, but needed to talk about the technique in more detail and explain why the example was funny to access the full range of marks.

- (iv) Answers to this question about costume and props were generally lacked detail, with little awareness of costumes beyond the outsized phallus. There was lots of narrative about the content of the play; candidates needed to address the question more closely.

#### Question 8

There were no responses to this question.

#### Question 9

The question about the importance of fantasy in *Wasps* and *Frogs* was not a popular one. Those who did tackle the question did not have a firm grasp on what constitutes fantasy. Responses, therefore, tended to be purely factual with little reference to the question.

#### Section 4

#### Question 10

This was the second most popular question on the paper. It was also generally the most competently answered question.

- (i) Most knew the term belly amphora.
- (ii) The uses of a belly amphora were generally well understood.
- (iii) Candidates generally knew the name of the painter but often not the name of the group of painters to which he belonged.
- (iv) A significant amount of candidates knew the red-figure technique.
- (v) Few candidates seemed to understand the term decorative motifs.
- (vi) The main characteristic of the highest achieving responses to this question was thematic comparison between Euphronios and Euthymides, with specific examples from named pots. Some candidates did not give evidence from pots by Euphronios despite giving many good examples from pots by Euthymides. There needed to be more on the composition of the scenes.

#### Question 11

There were very few answers to this question on whether black-figure pots were 'regular, repetitive and boring'. Candidates needed to provide more accuracy in the detail of the pots discussed and should have used the required number of pots.

#### Question 12

Most of the candidates who chose this question were able to select four relevant pots and give good descriptions of them, with some comments about the red-figure technique. The highest achieving responses also showed individual personal response.

# CLASSICAL STUDIES

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Paper 9274/12  
Greek Civilisation

## Key messages

Candidates should be encouraged to:

- plan responses to the longer, high tariff questions;
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- write in complete sentences to ensure that they explain their answers fully and give sufficient detail to be awarded the marks available;
- make greater use of the passages and images in the mini-essays of the commentary questions
- spell Classical names printed on the paper accurately;

## General Comments

Overall candidates showed a good understanding of the topics covered in the exam and were able to reinforce arguments with relevant examples. There was also some good recall of factual knowledge in the shorter questions. Students would benefit further by keeping a direct focus on the question, to ensure that only appropriate ideas are explored.

## Comments on specific questions

### **Section 1**

#### **Question 1**

- (i) Few candidates seemed to be aware of the date of Philip and Cleopatra's wedding.
- (ii) Most candidates provided one, if not two, relevant details about Attalus.
- (iii)/(iv) Candidates were generally aware of the implications of Cleopatra's Macedonian blood and the way it affected Alexander's position.
- (v) Candidates were able to provide details about why Alexander took Olympias to Epirus.
- (vi) Most candidates were aware of Cleopatra's fate.
- (vii) Answers were generally good when discussing Philip and Alexander's ambitions and military skills. They were not as comprehensive when considering the personalities of the two figures.

#### **Question 2**

Candidates were generally aware of the different methods used by Alexander to promote his image, though they were not always able to evaluate his success. A number of answers concentrated on his military successes and his relationship with his men, rather than looking at the broader methods used. Almost none mentioned coinage, Callisthenes or the use made of oracles.

### Question 3

The majority of candidates took this question as an invitation to give detailed accounts of Alexander's military achievements, which they could do very competently. Very strong responses looked at other reasons why he might or might not have deserved his nickname.

### Section 2

#### Question 4

- (i) The majority of candidates gave at least one reason for Socrates questioning Euthyphro about the nature of holiness.
- (ii) Candidates generally knew the location of the dialogue.
- (iii) Most candidates knew the answer, although a number stated that he was prosecuting his father for impiety. One or two thought that Euthyphro was prosecuting Socrates.
- (iv) Very few candidates answered this question correctly. Most stated it was sacrificing to the gods, the definition which followed the passage.
- (v) Candidates were very sound in finding and explaining an example of the Socratic Method.
- (vi) Although there were many good answers to this question, looking at both sides of the question, a number of answers were a simple narrative of the dialogue, detailing the different definitions of piety without actually dealing with the nature of the method.

#### Question 5

Candidates were generally able to discuss Socrates' beliefs as outlined in the dialogues. The most popular were *Apology*, with Socrates refusing to give up philosophising, and his views on death, and *Crito* where he refused to escape because it was not morally justifiable.

#### Question 6

There was a variety of opinions on this question about the duties of a citizen. Many candidates were able to discuss *Apology* and *Crito* which showed that Socrates believed that a citizen should obey the State unless it was an unjust thing to do. Some candidates explored the idea that Socrates considered obedience to the State as paramount, and that he was a hypocrite for placing his *daimonion* ahead of the State, or going against the State in the cases of the Trial of the Generals and Leon of Salamis. The assertion that no truly just man can participate in politics seemed a more problematic idea for candidates to write about.

### Section 3

#### Question 7

- (i) Most candidates knew that Dionysus and Xanthias were outside the palace of Pluto.
- (ii) Most candidates knew why Dionysus wanted to swap costumes with Xanthias.
- (iii) Candidates were generally able to find examples from the text, but could not always identify the technique the examples represented or explain why it is funny.
- (iv) Candidates offered a variety of answers to the question about whom Dionysus and Xanthias encounter immediately after the passage. Few, however, gave the correct response.
- (v) The question about the importance of slaves in the play seemed to pose difficulty for candidates. Most candidates were able to make some points about the passage, some dealt with the rest of Act 1 but very few mentioned Act 2. Most answers concentrated on Xanthias' contribution to the humour of the play at the expense of other aspects. Very few answers mentioned any other slaves.

### Question 8

This was the most popular option in this topic. Candidates were generally able to discuss both the entertainment and the didactic aspects of the play, but the answers were often unbalanced. They were able to discuss the negative portrayal of the jury system, and, to a lesser degree, the generational conflict, but often did so without using evidence from the play. This was also similar when discussing how the play entertained the audience.

### Question 9

There were very few examples of answers to this question. Candidates did not always show understanding of 'confrontation'. Some thought that the question was about the playwright confronting the audience.

### Section 4

#### Question 10

- (i) Candidates knew that the pot depicted was belly or one-piece amphora.
- (ii) Candidates identified the painter and the group to which he belonged.
- (iii) Candidates generally knew the date of the pot.
- (iv) Most were able to give at least one feature relevant to the date.
- (v) Candidates were able to identify the figures on the pot. The least well-known figure was Hecuba.
- (vi) This question produced a range of opinions, with the highest achieving responses showing equal coverage of the two painters supported by specific evidence from pots. Some forgot to use the pot depicted on the paper despite the prompt in the question, whilst others dealt only with the scene on the paper. This question required more than a simple description of individual pots.

#### Question 11

There were very few answers which generally dealt with all the aspects of the question as a whole. Most concentrated simply on the word 'skilful' and then talked about the extent of realism in the scenes depicted. Most candidates mentioned a number of pots, but they were not always relevant.

#### Question 12

There were very few responses to the question about black-figure pots. Candidates who answered this question were able to recall, describe and comment on four black-figure pots, but were less good at explaining why they had chosen them. There were a few very strong responses which used evidence from bilingual pots in the discussion.

# CLASSICAL STUDIES

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Paper 9274/13  
Greek Civilisation

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## **General Comments**

Overall candidates showed a good understanding of the topics covered in the exam and were able to reinforce arguments with relevant examples. There was also some good recall of factual knowledge in the shorter questions. Students would benefit further by keeping a direct focus on the question, to ensure that only appropriate ideas are explored.

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### Question 3

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### Section 2

#### Question 4

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- (iv) Very few candidates answered this question correctly. Most stated it was sacrificing to the gods, the definition which followed the passage.
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### Section 3

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- (iii) Candidates were generally able to find examples from the text, but could not always identify the technique the examples represented or explain why it is funny.
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### Question 8

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# CLASSICAL STUDIES

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<p><b>Paper 9274/21</b> <b>Roman Civilisation</b></p>
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## Key messages

Candidates should be encouraged to:

- plan responses to the longer, high tariff questions;
- use the mark allocation to determine how much to write;
- write in complete sentences to ensure that they explain their answers fully and give sufficient detail to be awarded the marks available;
- make greater use of the passages and images in the mini-essays of the commentary questions
- spell Classical names printed on the paper accurately;
- use more analysis rather than simple description when appropriate.

## General Comments

Overall candidates showed an understanding of the topics covered in the exam and were able to reinforce arguments with appropriate examples. There was also some accurate recall of factual knowledge in the shorter questions. Candidates would benefit further by keeping a direct focus on the question and analysing more when necessary, to avoid simple description of ideas or themes.

## Comments on specific questions

### *Section one*

#### **Question 1**

- (i) Fewer than half the candidates were able to name both parents of Agrippa Postumus.
- (ii) Few were able to name Gaius and Lucius Caesar as the brothers of Agrippa Postumus.
- (iii) Most candidates gave the correct date of the Battle of Actium.
- (iv) Most candidates were able to name Antony and Cleopatra and state what happened to them after the battle.
- (v) Just over half of the candidates were able to name Tiberius as the successor of Augustus.
- (vi) Answers tended to lack breadth and did not cover the whole of his reign, especially the end of his reign. Many candidates did not follow the instruction in the question to use the passage. There were a number of answers which answered the question, but did not always provide evidence from Augustus' life to back up their assertion.

#### **Question 2**

Although not as popular as **Question 3**, a good number of candidates attempted this question about Augustus being the 'Third Founder of Rome'. There was a range of answers to this question. Candidates were able to make general comments about Augustus' achievements, especially the restoration of peace

and the beautifying of the city, but most candidates found it hard to tie the idea of the 'third founder of Rome' to Romulus and Aeneas.

### Question 3

This was the most popular question in this section. Candidates were generally aware of how Augustus used propaganda to obtain power, such as his publicity campaign against Antony and Cleopatra. Only a few candidates dealt with how he manipulated his image once he had gained power and how he maintained his power. There were many unbalanced responses.

### Section two

#### Question 4

- (i) Few candidates knew that Jupiter was speaking. There was some use of Greek names for the gods.
- (ii) Most candidates were able to offer the beauty contest as a reason for Juno's anger, but were unable to offer a second reason.
- (iii) Many knew that Juno demonstrated her anger by bribing Aeolus to create a storm.
- (iv) Most candidates knew that 'Julius' referred to Julius Caesar or Augustus.
- (v) It was common for candidates to simply write out a lot of the passage without offering any explanation.
- (vi) Candidates found this question challenging, both in finding examples from the text, and in explaining why Virgil uses Jupiter and Fate. There was confusion amongst some candidates about Fate and its meaning. Answers tended to be very short and lacking in detail.

#### Question 5

Most candidates were able to discuss the pain suffered by Aeneas on his travels, offering a range of examples such as the sack of Troy and the Dido episodes. Fewer were able to find anything positive in Aeneas' experiences.

#### Question 6

Virtually all candidates discussed Dido, some to the exclusion of all other women. Many agreed with the assertion that Virgil has 'nothing good to say about mortal women', without offering a counter-argument. Most were unable to find positive representations of women, such as Creusa. Higher achieving answers did discuss a variety of women, although not many mentioned the Sibyl. There were quite a few responses which took goddesses as the basis of their answers.

### Section three

#### Question 7

- (i) Few candidates were able to mention the objects owned by Cordus.
- (ii) The type of building Cordus lived in was generally not known.
- (iii) Candidates could identify examples of satiric techniques from the passage, but found it harder to explain their effect.

- (iv) Candidates were able to use the passage to begin to answer the question about how convincing a case Juvenal offers for moving to the countryside. To create a more balanced response, candidates would benefit from also using examples from elsewhere in the text.

### Question 8

There were very few answers to the question about the 'extent and effect of wrong-doing in Roman society'. Candidates were generally aware of some aspects of Juvenal's views, but were not always able to link these to the effects this wrong doing had. Many found difficulty in trying to analyse how effectively Juvenal presented his ideas.

### Question 9

There were no responses to the question about relationships in Juvenal's *Satires*.

### Section four

#### Question 10

- (i) Candidates were usually able to identify the *palaestra* and the *caldarium*. Few were able to identify four areas of the baths.
- (ii) Candidates needed to be able to explain what happened in a particular area of the baths rather than just give the English name for that area.
- (iii) Most candidates chose the baths at Leptis Magna, but comparisons tended to be quite general, with a lack of precise knowledge of either complex. Candidates found it hard to tackle the 'enjoyable' aspect of the question beyond the basic bathing experience. Few were able to mention facilities, such as libraries, beyond the standard rooms in a bathing complex.

#### Question 11

Candidates were able to refer to a variety of buildings, most notably the Colosseum and the Pantheon. Answers tended to be descriptive, and often did not deal with the idea of a benefactor.

#### Question 12

There were quite a number of answers to this question, all of which had some knowledge of the use of the arch and concrete. Many answers were descriptive, including describing how concrete was made. Higher achieving answers discussed buildings in detail, especially the Colosseum.

# CLASSICAL STUDIES

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<p><b>Paper 9274/22</b> <b>Roman Civilisation</b></p>
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## **Key messages**

Candidates should be encouraged to:

- plan responses to high tariff questions;
- answer the question rather than narrate the story, or describe the building, especially in the essay questions;
- use the mark allocation to determine how much to write;
- make use of the passage or image for the mini-essays in the commentary questions;
- spell Classical names accurately.

## **General comments**

Overall candidates showed a good understanding of the topics covered in the exam and were able to reinforce arguments with appropriate examples. There was also some accurate recall of factual knowledge in the shorter questions. Candidates would benefit further by analysing or evaluating more when necessary, to avoid simple description of ideas or themes.

## **Comments on specific questions**

### ***Section one***

#### **Question 1**

- (i) Most candidates had some idea of the link between Romulus and Augustus.
- (ii) Octavia, the mother of Marcellus, was well-known.
- (iii) Most knew that Julia married Marcellus.
- (iv) Very few candidates knew the date of Marcellus' death.
- (v) Most candidates had some idea of the link between Marcellus and Troy, but were not always able to include the full range of detail.
- (vi) Most candidates were able to name at least one heir.
- (vii) Candidates were generally aware of the use of poetry and sculpture in propaganda; poetry was better handled than sculpture, which often lacked details of the specified works.

#### **Question 2**

Candidates generally knew the details about how Octavian rose to power, but many adopted a narrative approach, without providing much in the way of assessment. Higher achieving answers tackled both aspects, personal contribution and the contribution of others, although there was often an imbalance in the details offered.

### Question 3

Most candidates were aware of the different heirs designated by Augustus during his reign. They were able to offer some ideas about why he wanted to be succeeded by a member of his family. The 'how' aspect of the question was less well-handled. Some answers felt pre-prepared; but not every candidate was able to adapt to the precise question posed.

### Section two

#### Question 4

- (i) The majority of candidates were able to provide a reason given to convince Aeneas to leave Carthage, but they were not always able to mention the correct god. A number of candidates used Greek rather than Roman names.
- (ii) The majority of candidates were able to pick out two examples from the text to explain how Aeneas' feelings for Dido are emphasised in the specified lines.
- (iii) The simile question was generally well answered. Candidates were able to select detail from the simile and offer some explanation of the similarity between the simile and the scene.
- (iv) The majority of candidates wrote about at least one of the required details about how Dido's life ended, with most getting two.
- (v) Most candidates concentrated on the relationships between men and women, with the Dido story making up the majority of the answers. Higher achieving answers did deal with other aspects of love, however. The majority of candidates tended to agree with the assertion, with little in the way of a counter-argument.

#### Question 5

There was good knowledge of Aeneas' behaviour and actions in the specified books. Most candidates were able to find examples of both irresponsible and sensible behaviour. There were some good discussions, with good understanding of both sides of the argument.

#### Question 6

Candidates were generally aware of the propagandist nature of the epic, with some going beyond the specified books. However, not all dealt with the other aspects of the poem, and also not many discussed the negative connotations of some of Aeneas' behaviour. There needed to be more precise recall of Book 1 and Book 6.

### Section three

#### Question 7

- (i) Most candidates knew the fish was a mullet, but many could not say what Crispinus did with it.
- (ii) Most candidates could identify that the emperor was Domitian.
- (iii) Candidates were generally able to identify some aspects of the technique, but found it harder to explain its effect.
- (iv) Most candidates knew that the Privy Council decided to procure a bigger pot.
- (v) Most answers concentrated on *Satire 4*, but not always in much detail or with sound analysis. Good answers were able to use references to both Claudius and Nero, with the vast majority stating the portrayal of emperors was negative. Few answers mentioned *Satire 10*.

### Question 8

There were very few responses to the question about whether Juvenal's *Satires* were humorous. These responses generally knew details from some of the *Satires*, but did not pick out some of the techniques used by Juvenal. The examples needed to be related back to the question in a more convincing manner.

### Question 9

Candidates generally had a sound knowledge of Juvenal's comments about foreigners, especially Crispinus and the Greeks. Good answers considered not only their effect in turning society upside down, but also other aspects of their participation in Roman life. A few answers drifted away from foreigners to discuss other topics such as women.

### Section four

### Question 10

- (i) The majority of candidates identified the building as a temple.
- (ii) Fewer candidates than expected were aware of the purpose of a temple, with many thinking it was used for worship inside.
- (iii) Most candidates were able to mention at least one, if not two, materials used in the construction of a temple.
- (iv) Candidates were generally able to identify the pediment, capital and column, but many experienced difficulty in labelling D and E.
- (v) The temples of choice included the Pantheon, Maison Carée and the temple of Bacchus at Baalbek. Candidates were able to describe their chosen temple and make some comparisons with the temple in the picture. The success of the 'more typical' aspect depended on the choice of temple. Some answers were purely descriptive.

### Question 11

There were some good answers, with most candidates concentrating on Triumphal Arches and the Colosseum. There was a clear awareness of the background to the chosen buildings, and the way that they expressed Imperial Propaganda. Those that dealt with the Basilica of Maxentius and Constantine were particularly aware of its changed nature. There were some who adopted a purely descriptive approach to the essay.

### Question 12

Candidates were able to mention detail of buildings where arches and concrete were used, in particular the Colosseum and the Pantheon. Detail was good on the whole and there were some good arguments produced. Not all candidates referred to three specific buildings.

# CLASSICAL STUDIES

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<p><b>Paper 9274/23</b> <b>Roman Civilisation</b></p>
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- spell Classical names accurately.

## **General comments**

Overall candidates showed a good understanding of the topics covered in the exam and were able to reinforce arguments with appropriate examples. There was also some accurate recall of factual knowledge in the shorter questions. Candidates would benefit further by analysing or evaluating more when necessary, to avoid simple description of ideas or themes.

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- (vii) Candidates were generally aware of the use of poetry and sculpture in propaganda; poetry was better handled than sculpture, which often lacked details of the specified works.

#### **Question 2**

Candidates generally knew the details about how Octavian rose to power, but many adopted a narrative approach, without providing much in the way of assessment. Higher achieving answers tackled both aspects, personal contribution and the contribution of others, although there was often an imbalance in the details offered.



### Question 3

Most candidates were aware of the different heirs designated by Augustus during his reign. They were able to offer some ideas about why he wanted to be succeeded by a member of his family. The 'how' aspect of the question was less well-handled. Some answers felt pre-prepared; but not every candidate was able to adapt to the precise question posed.

### Section two

#### Question 4

- (i) The majority of candidates were able to provide a reason given to convince Aeneas to leave Carthage, but they were not always able to mention the correct god. A number of candidates used Greek rather than Roman names.
- (ii) The majority of candidates were able to pick out two examples from the text to explain how Aeneas' feelings for Dido are emphasised in the specified lines.
- (iii) The simile question was generally well answered. Candidates were able to select detail from the simile and offer some explanation of the similarity between the simile and the scene.
- (iv) The majority of candidates wrote about at least one of the required details about how Dido's life ended, with most getting two.
- (v) Most candidates concentrated on the relationships between men and women, with the Dido story making up the majority of the answers. Higher achieving answers did deal with other aspects of love, however. The majority of candidates tended to agree with the assertion, with little in the way of a counter-argument.

#### Question 5

There was good knowledge of Aeneas' behaviour and actions in the specified books. Most candidates were able to find examples of both irresponsible and sensible behaviour. There were some good discussions, with good understanding of both sides of the argument.

#### Question 6

Candidates were generally aware of the propagandist nature of the epic, with some going beyond the specified books. However, not all dealt with the other aspects of the poem, and also not many discussed the negative connotations of some of Aeneas' behaviour. There needed to be more precise recall of Book 1 and Book 6.

### Section three

#### Question 7

- (i) Most candidates knew the fish was a mullet, but many could not say what Crispinus did with it.
- (ii) Most candidates could identify that the emperor was Domitian.
- (iii) Candidates were generally able to identify some aspects of the technique, but found it harder to explain its effect.
- (iv) Most candidates knew that the Privy Council decided to procure a bigger pot.
- (v) Most answers concentrated on *Satire 4*, but not always in much detail or with sound analysis. Good answers were able to use references to both Claudius and Nero, with the vast majority stating the portrayal of emperors was negative. Few answers mentioned *Satire 10*.

### Question 8

There were very few responses to the question about whether Juvenal's *Satires* were humorous. These responses generally knew details from some of the *Satires*, but did not pick out some of the techniques used by Juvenal. The examples needed to be related back to the question in a more convincing manner.

### Question 9

Candidates generally had a sound knowledge of Juvenal's comments about foreigners, especially Crispinus and the Greeks. Good answers considered not only their effect in turning society upside down, but also other aspects of their participation in Roman life. A few answers drifted away from foreigners to discuss other topics such as women.

### Section four

### Question 10

- (i) The majority of candidates identified the building as a temple.
- (ii) Fewer candidates than expected were aware of the purpose of a temple, with many thinking it was used for worship inside.
- (iii) Most candidates were able to mention at least one, if not two, materials used in the construction of a temple.
- (iv) Candidates were generally able to identify the pediment, capital and column, but many experienced difficulty in labelling D and E.
- (v) The temples of choice included the Pantheon, Maison Carée and the temple of Bacchus at Baalbek. Candidates were able to describe their chosen temple and make some comparisons with the temple in the picture. The success of the 'more typical' aspect depended on the choice of temple. Some answers were purely descriptive.

### Question 11

There were some good answers, with most candidates concentrating on Triumphal Arches and the Colosseum. There was a clear awareness of the background to the chosen buildings, and the way that they expressed Imperial Propaganda. Those that dealt with the Basilica of Maxentius and Constantine were particularly aware of its changed nature. There were some who adopted a purely descriptive approach to the essay.

### Question 12

Candidates were able to mention detail of buildings where arches and concrete were used, in particular the Colosseum and the Pantheon. Detail was good on the whole and there were some good arguments produced. Not all candidates referred to three specific buildings.

# CLASSICAL STUDIES

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Paper 9274/31  
Classical History: Sources and  
Evidence

## Key messages

The best responses made use of the passage to help them explicitly answer the question. Candidates who planned their essay carefully at the start were better able to keep on track and focus on the demands of the question set.

## General comments

Although this paper consists of two questions, the majority of candidates were prepared for and attempted **Question 1** on the Changing World of Athens. There were significantly fewer responses to **Question 2** and so comments on that will be more limited. The two questions share an identical structure, so issues raised about **Question 1** can be related to **Question 2** in many cases.

It was great to see once again evidence of planning in many cases. The open-ended nature of the questions on this paper means that candidates who planned their essay carefully at the start were, as a rule, better able to keep on track and focus on the demands of the question set.

## Comments on specific questions

In both sections, the question itself was supplemented by an unseen passage from modern scholarship and by two passages drawn from the three specified authors. Most candidates made use of the passages on the paper, though in some cases this involved summarising the content of individual passages, rather than explicitly using them to address the question. One technique used by a good number of candidates was to explicitly include the one source that had not been included in the question.

So in **Question 1** a large number of candidates included a paragraph on Aristophanes' *Acharnians*. In many cases the use of the *Acharnians* was very general and did not always show a convincing grasp of the material studied; the name of the main character in the play, Dikaiopolis, was usually recognisable but not always reproduced consistently, and some candidates were unclear about the events of the play and were not able to direct the discussion to the question. However there was some good use of this material, and the same can also be said for this discussions of Tacitus' *Agricola* in **Question 2**, where the extract from modern scholarship pointed candidates towards that particular source.

Most candidates on **Question 1** were able to demonstrate a reasonable grasp of what happened during the fifth century, and were comfortable about the development of the democracy in the period leading up to the Peloponnesian War. However the stronger responses showed a confident grasp of the various stages of the Peloponnesian War. At times the discussion of the Sicilian disaster was rather unclear and not well-directed at the question; relatively few candidates were able to recall the debate in Athens which decided on the expedition (Thucydides 6. 8–26) and even fewer made good use of later incidents such as the oligarchic revolution of 411 BC. It is also worth noting that the democracy overthrown by the Spartans at the end of the war was quickly reinstated after a brief civil war.

Most candidates approached **Question 1** reasonably confidently but not all were clear about how to focus their response to the question. Those candidates who attempted **Question 2** were generally able to consider a range of ways in which the Roman Empire expanded, and could discuss some of the similarities and differences in the three areas they had studied. Weaker answers tended to summarise the passages from the ancient sources, and did not always appear to recognise the relationship between them. There were however some excellent answers that showed a good understanding of issues across the period, and put the

two ancient sources effectively in context. There were some interesting challenges to Osborne's assertion in **Question 1**, often drawing on the wider achievements of the democracy over the bulk of the period. Relatively few responses went beyond the Sicilian expedition, and some references to the end of the war were rather confused. In **Question 2**, many candidates noted what Parker said about the 'frustratingly imprecise and too vague' account given by Tacitus, but did not develop this aspect of their answer as fully as they might have.

In **Question 2**, some candidates struggled to deal effectively with the different contexts of the three specified sources in a short essay, and there was some confusion over the order of events. Relatively few candidates took the opportunity to assess, for example, the broader picture behind Caesar's activity in Gaul or Agricola's expeditions in Britain.

# CLASSICAL STUDIES

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**Paper 9274/32**  
**Classical History: Sources and Evidence**

## Key messages

The best responses made use of the passage to help them explicitly answer the question. Candidates who planned their essay carefully at the start were better able to keep on track and focus on the demands of the question set.

## General comments

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## Comments on specific questions

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# CLASSICAL STUDIES

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Paper 9274/33  
Classical History: Sources and  
Evidence

## Key messages

The best responses made use of the passage to help them explicitly answer the question. Candidates who planned their essay carefully at the start were better able to keep on track and focus on the demands of the question set.

## General comments

Although this paper consists of two questions, the majority of candidates were prepared for and attempted **Question 1** on the Changing World of Athens. There were significantly fewer responses to **Question 2** and so comments on that will be more limited. The two questions share an identical structure, so issues raised about **Question 1** can be related to **Question 2** in many cases.

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In **Question 2**, some candidates struggled to deal effectively with the different contexts of the three specified sources in a short essay, and there was some confusion over the order of events. Relatively few candidates took the opportunity to assess, for example, the broader picture behind Caesar's activity in Gaul or Agricola's expeditions in Britain.



# CLASSICAL STUDIES

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**Paper 9274/41**  
**Classical Literature – Sources and Evidence**

## **Key messages**

Candidates should ensure that they make full use of the secondary literature extract given and use it to critically answer the question.

The strongest answers used detailed evidence from the texts to convincingly answer the question. Weaker answers tended to be narrative.

## **General comments**

The very best responses presented a cohesive and logical analysis of the question, with carefully thought out examples that backed up individual points and contributed to the overall flow of the argument. The secondary literature was used as a starting point for the candidate to critically explore the question. These answers tended to explore the question fully; examining both sides before reaching a well-supported and justified conclusion.

Generally the candidates made use of the extracts on the paper, with the very best answers fully incorporating them and exploring the issues raised not just in the extract but at that point in the set text. Most responses made at least some use of these extracts. Some of the weaker answers tended to be unbalanced in the use that they made of the extracts and some answers showed a misunderstanding of them.

Most candidates explored both the texts given on the paper. The very best answers incorporated details from all of the set texts. Some answers were somewhat unbalanced with more time being spent on just one text.

All candidates made some attempt to answer the specific question that was set. Stronger responses tended to use the question to build their argument around and support it with examples. Weaker arguments tended to take a more narrative or chronological approach to the question.

## **Comments on specific questions**

### **Question 1**

Only a handful of candidates chose to answer this question. It was answered to a high standard with responses addressing the idea of tragedy encompassing 'A disastrous event foretold and anticipated from the start' competently and thoroughly. The majority showed a firm grasp of Aristotle's principles of tragedy and were able to show that the focus on a single tragically flawed character fitted Watling's assertion well. A strong knowledge of the full range of plays was shown with candidates using Oedipus and Medea in most detail. Not much was made of the comparative elements of Seneca and Sophocles' Oedipus. None of the responses fully explored the idea that the death of Medea's children was never foretold or anticipated. Responses tended to be in agreement with the statement and the counterargument was less finely tuned.

### **Question 2**

Most candidates chose to answer this question. Nearly all the responses started by exploring the Kearns extract to begin to look at the role that the gods played in epic. In general answers disagreed with Kearns interpretation and argued that the gods were essential to the epics. The very best answers picked up on the idea that nature and sheer bad luck could account for Odysseus' adventures and that named gods were not strictly necessary. In general, however, candidates tended to list all of the interactions that Odysseus had with different gods and so argue that they were necessary. It was easy for these answers to become

narrative and to lose their critical edge. Weaker answers often became a list of examples where the gods appeared, showing good knowledge but little analysis. Some better responses looked at the role of the gods not just in driving the narrative forward but in providing comic relief and interest for the listener.

Most candidates explored both the Odyssey and the Aeneid using the passages given as a starting point. Generally most responses spent more time exploring the Odyssey as opposed to the Aeneid and in some cases seemed to have misunderstood the Aeneid extract. Stronger answers also included a discussion of specific incidents in the Iliad. Zeus' helplessness at the fate of Sarpedon raised some interesting discussion about the extent to which the gods are able to contribute to epic. There were, however, a considerable number answers that contained factual errors about the Iliad. A considerable number thought that Achilles died during the course of the poem and cited Apollo's involvement as a crucial role of a god. A few responses also discussed the judgement of Paris at great length at the detriment of specific examples from the epic itself.



# CLASSICAL STUDIES

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**Paper 9274/42**  
**Classical Literature – Sources and Evidence**

## **Key messages**

Candidates should ensure that they make full use of the secondary literature extract given and use it to critically answer the question.

The strongest answers used detailed evidence from the texts to convincingly answer the question. Weaker answers tended to be narrative.

## **General comments**

The very best responses presented a cohesive and logical analysis of the question, with carefully thought out examples that backed up individual points and contributed to the overall flow of the argument. The secondary literature was used as a starting point for the candidate to critically explore the question. These answers tended to explore the question fully; examining both sides before reaching a well-supported and justified conclusion.

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### **Question 2**

Most candidates chose to answer this question. Nearly all the responses started by exploring the Kearns extract to begin to look at the role that the gods played in epic. In general answers disagreed with Kearns interpretation and argued that the gods were essential to the epics. The very best answers picked up on the idea that nature and sheer bad luck could account for Odysseus' adventures and that named gods were not strictly necessary. In general, however, candidates tended to list all of the interactions that Odysseus had with different gods and so argue that they were necessary. It was easy for these answers to become

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# CLASSICAL STUDIES

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**Paper 9274/43**  
**Classical Literature – Sources and Evidence**

## **Key messages**

Candidates should ensure that they make full use of the secondary literature extract given and use it to critically answer the question.

The strongest answers used detailed evidence from the texts to convincingly answer the question. Weaker answers tended to be narrative.

## **General comments**

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