

CLASSICAL STUDIES

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
- to answer the question posed
- avoid purely narrative answers
- write in complete sentences to ensure that they explain their answers fully and cover the points in sufficient detail to achieve the marks available
- spell Classical names printed on the paper accurately
- number questions carefully.

Comments on specific questions

Section 1

This section continues to be the most popular one on this paper, with over 90 per cent of the candidature attempting the questions. Those who tackled the essays tended to be better informed than those who attempted the gobbet questions.

Question 1

- (i) Very few knew the date of Alexander's birth.
- (ii) Even fewer knew about the omen which occurred when Alexander the Great was born.
- (iii) Some candidates could give Philip's capture of Potidaea, but the other victories were rarely mentioned.
- (iv) Hardly any candidates were able to give the name of Dionysus.
- (v) About half of the candidates were able to give one point about why Hera might be jealous of Olympias.
- (vi) When faced with the question of Alexander's divinity and the effect it had upon his life, candidates seemed to possess a greater range of relevant and accurate knowledge, some of which was used to answer the question directly.

Question 2

Most candidates concentrated on the Susa weddings, even if they did not get the location right. Better answers discussed other aspects of the policy, including *proskynesis*, and the killing of Cleitus and Callisthenes. Most responses, however, were vague and focussed mainly on the weddings.

Question 3

This was the most popular question on the paper with around 70 per cent of the candidature attempting it. There were some competent answers, and a number of very thoughtful responses. The majority of candidates were able to discuss Alexander's relationship with Philip, Olympias and Aristotle. Less successful answers concentrated on Achilles, Darius and 'tutors' in general. Some mentioned Leonidas, often conflating him with the Spartan king at Thermopylae.

Section 2

Question 4

Answers generally displayed little accurate factual knowledge of the dialogue shown.

- (i) Half of the candidature was able to gain some of the marks explaining why Socrates is seeking Euthyphro's advice.
- (ii) About half of the candidates knew the year in which Socrates' trial took place.
- (iii) Candidates could generally pick out one example of the Socratic Method from the passage and explain how effective it was. It was rare for candidates to use the technical terms for the examples selected.
- (iv) Very few candidates offered the correct definition of holiness offered by Euthyphro at this point in the dialogue.
- (v) The question of whether Socrates was a 'great teacher' provoked a great deal of enthusiastic, but general discussion. There was not enough close reference to either the passage or the rest of the dialogue.

Question 5

The most competent answers had a good overview of *Apology*. Some candidates defined Sophist as 'philosopher' and had very poor knowledge of *Apology*, often conflating it with *Euthyphro*. 'Condemned to death' was sometimes ignored, resulting in a general discussion about Socrates' refusal to escape.

Question 6

The question about whether Socrates was arrogant and did not care about the opinions of anyone else was the most popular question in this topic. Stronger answers broke the question down into its component parts and were able to refer to examples from at least two of the dialogues studied. *Apology* was the dialogue most used by candidates, followed by *Euthyphro*. Some candidates simply gave a list of points from the selected dialogues without making them relevant to the question.

Section 3

This was not a popular topic with fewer than 10 per cent of candidates answering questions on this topic.

Question 7

- (i) Few knew that Dionysus was referring to the Athenians.
- (ii) Few knew that Dionysus was referring to Cleon paying jurors to attend court.
- (iii) Responses to this question were of a higher standard and showed some awareness of the comic techniques displayed in this passage. Candidates could identify examples, but needed to discuss the technique in greater detail and explain why the example was funny, rather than saying it was funny because it was funny.
- (iv) There was little knowledge of what Pluto does at the end of the play.

- (v) Answers to the question of why Dionysus chose Aeschylus rather than Euripides as the winner of the competition in *Frogs* were rather brief and showed little relevant knowledge of this section of the play and of the historical context.

In general, there was a lack of knowledge and understanding of the passage and *Frogs* as a whole.

Question 8

There were very few responses to the question about whether a playwright should make people into better citizens. These responses tended to lack relevant knowledge of *Wasps*. Candidates made general comments without reference to the play. 'Jury' was often confused with 'government'.

Question 9

The question about the importance understanding the social and political contexts to Aristophanes' plays in order to enjoy them was not a popular choice. In the few responses which were seen *Frogs* seemed to be more prevalent than *Wasps*. Those who did tackle the question provided largely narrative responses. Some of the more competent answers provided a discussion of the 'allegory of Dionysus' loss of identity' theory.

Section 4

Question 10

As in previous years, this was the second most popular question on the paper. The low tariff questions were generally the most competently answered on the whole paper.

- (i) Most knew the pot was a *dinos*, but did not know that a stand was required.
- (ii) Most candidates could access some of the marks for this question. They knew how the pot was used and could make some general points about the suitability of the pot for its purpose.
- (iii) The majority of candidates knew the date of the *dinos*.
- (iv) Few candidates seemed to understand the term decorative motifs. The tongues, lotus and palmettes are important decorative elements of this pot and many other pots.
- (v) A high percentage of candidates identified the painter as Sophilos.
- (vi) Most candidates were able to identify the scene as the wedding of Peleus and Thetis, but often did not read the question carefully enough. There were answers which discussed the other friezes rather than the narrative frieze. The term 'composition' seemed not to have been fully understood by many candidates. Stronger answers produced some thoughtful and perceptive responses which addressed a range of points including the variety of spacing, the differences between the figures, the way the figures fit into the frieze and the detail employed on the women's dresses.

Question 11

Comparatively few candidates tackled the question about who they thought was the most skilful and innovative red-figure artist. Those who did choose this question usually had something thoughtful and sensible to say and demonstrated some personal response. A small number of responses chose different artists as skilful and innovative. Some simply listed all the pots they could think of. Others chose a black-figure artist, such as Exekias, as the most skilful and innovative red-figure artist.

Question 12

The question about vase-painters being imaginative and creative storytellers was a reasonably popular one. Most of the candidates, however, simply gave a list with little discussion of some of the pots they could remember. Others discussed why the red-figure technique was an improvement on the black-figure technique. Candidates often showed reasonable knowledge of some specific pots, but did not adapt that knowledge to produce a direct answer to the question.

CLASSICAL STUDIES

Paper 9274/12
Greek Civilisation

Key messages

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- make greater use of the passages and images in the mini-essays of the commentary questions
- spell Classical names printed on the paper accurately.

Comments on specific questions

Section 1

Question 1

This question was not popular, with only 1 per cent of candidates attempting it. Their knowledge was not detailed enough to answer the low tariff questions.

- (i) About half of the candidates were able to provide The Academy in Athens in their answer.
- (ii) There were no correct answers in response to the question about the other teachers of Alexander.
- (iii) The year Alexander crossed into Asia was usually known.
- (iv) About half of the candidates knew that Callisthenes was Aristotle's nephew.
- (v) Candidates were able to provide several relevant details about how and why Aristotle's nephew died.
- (vi) Candidates often did not follow the rubric of the question and use the passage as a starting point. It was common for candidates to discuss only Aristotle's love of literature and the Iliad which he passed on to Alexander. A few were able to discuss ideas about medicine and curiosity about the world which Aristotle encouraged.

The essays were much more popular than the source-based question.

Question 2

The question about Alexander being 'The first amongst equals' was a very popular option. Candidates generally displayed some good knowledge of Alexander's leadership style during his campaigns, supported with some useful examples. There was a tendency to try to show that the policy of fusion had the same effect on the Macedonians as his earlier leadership. Some candidates took this question as an invitation to give detailed accounts of Alexander's military achievements.

Question 3

'The collapse of Alexander's empire after his death shows that he does not deserve to be called "the Great"' was also a very popular choice. Candidates showed good knowledge of his campaigns, with many generally deciding that he deserved the title of 'the Great' simply because of his fighting skills and his conquests. The idea of the collapse of his empire was generally omitted or attributed simply to the fact that he didn't have any children.

Section 2

Question 4

- (i) Almost all the candidates knew that the dialogue took place in Socrates' prison cell.
- (ii) Candidates could usually offer a reasonable explanation of why Socrates' execution was delayed.
- (iii) About half the candidates could name one of the men willing to help Socrates escape. Very few could name both Simmias and Cebes.
- (iv) Candidates could generally pick out at least one example of the Socratic Method from the passage, but they were less secure when it came to explaining how effective the examples were.
- (v) The question about Socrates' arguments for not escaping was generally well answered. Most of the responses focussed on obedience to the laws and the analogy of the parent/child relationship.

Question 5

The question of whether Socrates fully deserved the punishment the Athenians gave him was the most popular question within this topic. There were some thoughtful responses using both dialogues, though sometimes with little reference to Socrates' behaviour towards Meletus. Other candidates, however, were clearly reproducing discussions of either his death or whether he should have been tried, with little reference to either dialogue other than in general terms. *Euthyphro* and *Crito* were sometimes confused.

Question 6

'A philosopher with no ideas of his own' did not prove to be a popular question, but it produced some detailed and considered responses. Candidates showed good knowledge and understanding of at least one dialogue, usually *Apology*. Stronger responses also made reference to *Euthyphro* and *Crito*.

Section 3

This topic was more popular than it has been in previous years.

Question 7

- (i) Most candidates knew that the case of the dogs and cheese was a parody of Cleon taking Laches to court over taking Sicilian bribes.
- (ii) Most candidates knew that Procleon's nails were 'itching to plough through that wax again' because he wanted to cast his vote and give a long sentence.
- (iii) As in previous years, candidates were generally able to find examples of Aristophanes' comic technique from the passage, but could not always identify the technique, the examples presented, or explain why the selected examples were funny.
- (iv) Most showed some awareness of the points made about the influence of Cleon and the low status of jurymen. There was some confusion about how an Athenian trial worked.

Question 8

This was the most popular option in this topic. Candidates were generally enthusiastic in their discussion of the play and were able to discuss a range of examples which illustrated the entertainment value of *Frogs*. Most responses concentrated heavily on the portrayal of Dionysus. Stronger responses made good use of the *parabasis*.

Question 9

There were very few examples of answers to the question about the Chorus being the essential ingredient of a successful play by Aristophanes. The majority of responses concentrated on *Frogs* and the portrayal of Dionysus and showed little real knowledge of the Chorus of either play.

Section 4

Question 10

- (i) Most candidates knew that the pot depicted was a volute krater.
- (ii) Almost all candidates identified the pot as the François Vase.
- (iii) Most candidates were unable to progress beyond either 'storage' or 'mixing', even if they got the liquids correct.
- (iv) Candidates were generally able to identify Kleitias as the painter, but fewer were able to identify Ergotimos as the potter.
- (v) All candidates were able to identify another frieze on the pot.
- (vi) Many candidates failed to notice the word 'composition' in the question on the content and composition of the frieze depicting the wedding of Peleus and Thetis. A significant number were clearly responding on the basis of their recall of details on the Sophilos dinos.

Question 11

There were very few answers about which painter candidates considered 'The most skilful and innovative black-figure artist'. There was a general consensus, that Exekias was in most people's minds, the most skilful and innovative black-figure artist, with some good close analysis of the Achilles and Ajax belly amphora. It was most often compared/contrasted with the Lydos column krater and the François vase. In general, the responses to this question showed sound knowledge of a range of painters and relevant pots.

Question 12

Again, the question about Greek vase-painters lacking imagination and creativity was relatively unpopular. On the whole responses tended to be rather general, with little acknowledgement of one or both of the key words in the question, 'imagination' and 'creativity'. There were some good analyses of specific named pots.

CLASSICAL STUDIES

Paper 9274/13
Greek Civilisation

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CLASSICAL STUDIES

Paper 9274/21
Roman Civilisation

Key messages

Candidates should be encouraged to:

answer the question directly

select material carefully to address the question and not write down everything they know

draw links between the material presented and the question.

Comments on specific questions

Section One

Question 1

- (i) Very few candidates were able to name the Battle of Mutina.
- (ii) Fewer were able to give the year in which the battle took place.
- (iii) The answers to the question about how Octavian 'forced the senate to make him consul' tended to be rather brief so that few accessed the full range of marks available. Most who answered this question knew that he had threatened the senate.
- (iv) Most candidates seemed unfamiliar with the term 'land distributions' and were unable to provide relevant information.
- (v) Few candidates were able to identify the reason for the feud between Octavian and Cassius and Brutus.
- (vi) Answers tended to show a lack of awareness of what was unusual about Octavian's rise to power. There were usually many facts offered, but not particularly directed towards the precise question.

Question 2

The question about Augustus' family being more of a hindrance than a help was quite a popular question. It was common for candidates to simply discuss their relationship rather than the idea of help and hindrance. Some took quite a narrow view of the question, e.g. focussing entirely on Julia or on the assassination of Julius Caesar.

Question 3

The question about the Senate was the most popular question on the paper. Stronger responses used a range of evidence from the sources. It was common, however, for candidates to simply give a potted history of the events between 44 and 31 BC or Augustus' life story. Few actually mentioned what the Senate did and how its position changed.

Section Two

Question 4

- (i) Few candidates knew the purpose of the pyre.
- (ii) Most candidates were able to offer at least one of the objects on the pyre.
- (iii) About half of the candidates could name Anna as Dido's sister.
- (iv) Many ignored the passage and simply explained why the situation was tragic. It is important that candidates read and follow the instructions carefully.
- (v) Candidates were generally sympathetic towards Dido and could offer a range of supporting detail. It was common for answers to focus solely on Book 4. Stronger responses pointed towards her actions in Book 1 and the encounter between Dido and Aeneas in Book 6.

Question 5

The question about Aeneas being a 'Man on a mission' was a popular one. Candidates rarely mentioned what the mission was and assumed a great deal of knowledge on the part of the reader. Knowledge tended to be sound. One candidate gave some detailed information from Book 8. As always, there were some who simply provided a narrative approach, which sometimes was made relevant.

Question 6

There were very few responses to the question about Book 6 inspiring hope for the future. Candidates tended to just provide a narrative about what happens in the book. Some responses showed an awareness of the Augustan context.

Section Three

Question 7

- (i) Few candidates were able to name Trebius.
- (ii) The word client was generally not known.
- (iii) Candidates could rarely give examples of what a client might be expected to do.
- (iv) and (v) Candidates tended to gain more marks on these two questions because they showed a general awareness of the overall techniques and topics covered by Juvenal.

Question 8

There were very few answers to the question about Juvenal's message in *Satire 4*. These tended to be very short and contained little direct reference to *Satire 4*.

Question 9

Responses tended to make the general point that some of the themes covered by Juvenal are still relevant today and made use of material from *Satires 1* and *3*.

Section Four

Question 10

- (i) Candidates were usually able to identify the Colosseum, but few were able to explain how it got that name.
- (ii) Candidates could provide Flavian Amphitheatre or the Latin equivalent.
- (iii) Most candidates could name two of the three Flavian emperors and offer some detail about their contribution to the building of the Colosseum. The most common answer, however, was Nero.
- (iv) There were some sensible answers about the practical considerations the architect had to take into account when designing the Colosseum. In general, candidates could have offered more detail.

Question 11

The question about the Pantheon and the important characteristics of Roman architecture was the most popular in this section. Candidates displayed good knowledge about the Pantheon, but struggled to use this comparatively with other specific buildings and the key characteristics of Roman architecture. A number of candidates confused the Pantheon and the Colosseum.

Question 12

There were quite a number of answers to this question, all of which had some knowledge of specific examples of theatres and public bath complexes. Many answers were descriptive, including describing how concrete was made. Stronger answers discussed buildings in detail. In addition, there was confusion between amphitheatre and theatre, with many using the Colosseum as an example.

CLASSICAL STUDIES

Paper 9274/22
Roman Civilisation

Key messages

Candidates should be encouraged to:

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- 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.

Comments on specific questions

Section 1

Question 1

- (i) A very small number of candidates knew that Augustus had held 13 consulships in his lifetime.
- (ii) Few were able to give three correct honours awarded to Augustus. *Pater Patriae* and the month of August were the most popular answers.
- (iii) Most were able to explain in reasonable detail why 'filial duty' had driven Augustus to 'civil war'.
- (iv) Less than half the candidates were able to give the year of the formation of the Second Triumvirate.
- (v) Many candidates could name the Battle of Actium.
- (vi) Responses to the question about whether Augustus saved the Roman State from destruction tended to focus on the passage, but used little evidence from elsewhere. Stronger responses were able to cite a range of evidence from beyond the passage.

Question 2

There were no responses to the question about social legislation during the reign of Augustus.

Question 3

The question of why Augustus was such a popular ruler of Rome and its empire proved to be a very popular question. There were many good answers which covered ideas such as propaganda, peace, religion and buildings. Quite a few responses made much out of him being Caesar's heir and that was why he was popular – there was little consideration that this might not have bought him universal popularity. Most responses focussed on the period between 44 and 31 BC, but stronger answers made good use of the *Res Gestae*, the *Prima Porta* statue and the *Ara Pacis*. Some answers focussed on Augustus' rise to power rather than the period of his rule.

Section 2

Responses to questions on the *Aeneid* were among the strongest on this paper.

Question 4

- (i) The majority of candidates were able to provide a convincing reason as to why Aeneas was searching for the golden bough.
- (ii) The majority of candidates were able to give the name of the priestess as the Sibyl.
- (iii) Approximately half of the candidates knew that Aeneas had been told that Misenus was dead and unburied.
- (iv) Almost all candidates named Venus as Aeneas' mother.
- (v) The most popular answer concerning another occasion when Aeneas had been helped by his mother was when she surrounded him in a protective mist so that he could enter Carthage safely.
- (vi) Candidates were often able to select one detail from the simile and offer some explanation of the similarity between the simile and the scene, but found it more challenging to access the full range of marks.
- (vii) Most candidates were able to offer some detail about Aeneas as a leader. Stronger answers were able to consider both sides of the question in some detail. Many answers, however, although they contained some good references to the text tended to be rather narrative in approach and did not always bring the material back to the question.

Question 5

The question of whether the gods and goddesses behave irresponsibly in the *Aeneid* was the most popular question in this topic area. There was evidence of competent use of the relevant parts of the *Aeneid*, with many focussing their answers on Juno and Venus. Some candidates spent too much time retelling the story of the Judgment of Paris. Some did not have a clear understanding of the word irresponsible.

Question 6

There was strong evidence that candidates knew Book 2 in great detail and there was reference to a range of relevant examples from the text. However, there were some responses which undertook a retelling of the story rather than answering the question directly.

Section 3

Question 7

- (i) There were no correct responses to this question.
- (ii) There were no correct responses to this question.
- (iii) Tiberius was known as the emperor who ordered Sejanus' removal from power.
- (iv) Whilst examples of Juvenal's satiric technique were identified, the explanation of the effect was often missing.
- (v) Praying for a 'healthy mind in a healthy body' was well known.
- (vi) There were good comments on the careful and ordered structure of *Satire* 10, reinforced with close reference to the text. A stronger focus on the passage, using it as a starting point, would have improved the overall approach to this question.

Question 8

There were very few responses to the question about why Juvenal wrote satire. These generally made good use of both *Satire 1* and *Satire 3*. One answer made convincing use of *Satire 5*. Answers tended to focus on the effect of foreigners upon Roman society, legacy hunters and the inequalities and injustices inherent within the patron/client system.

Question 9

There were even fewer responses to the question about how useful a commentary on Roman life and society is provided by Juvenal's *Satires*, but they tended to be of good quality. *Satire 3* was generally used in some detail to discuss life in the city of Rome with all its advantages and disadvantages.

Section 4

Question 10

- (i) The majority of candidates identified the building as a temple.
- (ii) The majority of candidates knew that the building was located in Rome.
- (iii) Some candidates knew that the building was commissioned by Hadrian.
- (iv) Few were able to date the building accurately.
- (v) The majority of candidates were able to name the Pantheon and explain how it got its name.
- (vi) Brick and concrete were the most commonly identified materials.
- (vii) Answers about the extent to which the Pantheon is a typical temple generally centred on the atypical aspects of the building – the dome, the oculus and the circular cella. 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 on the Colosseum and the most important features of Roman architecture. Those who knew the difference between an amphitheatre and a theatre were able to offer a detailed account of many features of the building. Answers could have been stronger if there had been a greater focus on the features of Roman architecture and answering the question more directly.

Question 12

The most popular question in this section, the answers generally covered a range of buildings. Some answers provided a good contrast between the Colosseum and the amphitheatre at El Djem. The buildings in Rome which were most commonly cited were the Pantheon, the Basilica of Constantine and Maxentius and the Colosseum. Most also mentioned the baths at Leptis Magna.

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Paper 9274/23
Roman Civilisation

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The question of why Augustus was such a popular ruler of Rome and its empire proved to be a very popular question. There were many good answers which covered ideas such as propaganda, peace, religion and buildings. Quite a few responses made much out of him being Caesar's heir and that was why he was popular – there was little consideration that this might not have bought him universal popularity. Most responses focussed on the period between 44 and 31 BC, but stronger answers made good use of the *Res Gestae*, the *Prima Porta* statue and the *Ara Pacis*. Some answers focussed on Augustus' rise to power rather than the period of his rule.

Section 2

Responses to questions on the *Aeneid* were among the strongest on this paper.

Question 4

- (i) The majority of candidates were able to provide a convincing reason as to why Aeneas was searching for the golden bough.
- (ii) The majority of candidates were able to give the name of the priestess as the Sibyl.
- (iii) Approximately half of the candidates knew that Aeneas had been told that Misenus was dead and unburied.
- (iv) Almost all candidates named Venus as Aeneas' mother.
- (v) The most popular answer concerning another occasion when Aeneas had been helped by his mother was when she surrounded him in a protective mist so that he could enter Carthage safely.
- (vi) Candidates were often able to select one detail from the simile and offer some explanation of the similarity between the simile and the scene, but found it more challenging to access the full range of marks.
- (vii) Most candidates were able to offer some detail about Aeneas as a leader. Stronger answers were able to consider both sides of the question in some detail. Many answers, however, although they contained some good references to the text tended to be rather narrative in approach and did not always bring the material back to the question.

Question 5

The question of whether the gods and goddesses behave irresponsibly in the *Aeneid* was the most popular question in this topic area. There was evidence of competent use of the relevant parts of the *Aeneid*, with many focussing their answers on Juno and Venus. Some candidates spent too much time retelling the story of the Judgment of Paris. Some did not have a clear understanding of the word irresponsible.

Question 6

There was strong evidence that candidates knew Book 2 in great detail and there was reference to a range of relevant examples from the text. However, there were some responses which undertook a retelling of the story rather than answering the question directly.

Section 3

Question 7

- (i) There were no correct responses to this question.
- (ii) There were no correct responses to this question.
- (iii) Tiberius was known as the emperor who ordered Sejanus' removal from power.
- (iv) Whilst examples of Juvenal's satiric technique were identified, the explanation of the effect was often missing.
- (v) Praying for a 'healthy mind in a healthy body' was well known.
- (vi) There were good comments on the careful and ordered structure of *Satire* 10, reinforced with close reference to the text. A stronger focus on the passage, using it as a starting point, would have improved the overall approach to this question.

Question 8

There were very few responses to the question about why Juvenal wrote satire. These generally made good use of both *Satire 1* and *Satire 3*. One answer made convincing use of *Satire 5*. Answers tended to focus on the effect of foreigners upon Roman society, legacy hunters and the inequalities and injustices inherent within the patron/client system.

Question 9

There were even fewer responses to the question about how useful a commentary on Roman life and society is provided by Juvenal's *Satires*, but they tended to be of good quality. *Satire 3* was generally used in some detail to discuss life in the city of Rome with all its advantages and disadvantages.

Section 4

Question 10

- (i) The majority of candidates identified the building as a temple.
- (ii) The majority of candidates knew that the building was located in Rome.
- (iii) Some candidates knew that the building was commissioned by Hadrian.
- (iv) Few were able to date the building accurately.
- (v) The majority of candidates were able to name the Pantheon and explain how it got its name.
- (vi) Brick and concrete were the most commonly identified materials.
- (vii) Answers about the extent to which the Pantheon is a typical temple generally centred on the atypical aspects of the building – the dome, the oculus and the circular cella. 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 on the Colosseum and the most important features of Roman architecture. Those who knew the difference between an amphitheatre and a theatre were able to offer a detailed account of many features of the building. Answers could have been stronger if there had been a greater focus on the features of Roman architecture and answering the question more directly.

Question 12

The most popular question in this section, the answers generally covered a range of buildings. Some answers provided a good contrast between the Colosseum and the amphitheatre at El Djem. The buildings in Rome which were most commonly cited were the Pantheon, the Basilica of Constantine and Maxentius and the Colosseum. Most also mentioned the baths at Leptis Magna.

CLASSICAL STUDIES

Paper 9274/31
Classical History: Sources and
Evidence

Key messages

Although this paper consists of two questions, by far the majority of candidates were prepared for and attempted **Question 1** on the Changing World of Athens. There were very few 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.

The open-ended style of the questions on this paper places significant demand on candidates, and those who planned their essay carefully at the start were, as a rule, better able to keep their focus on the demands of the question set.

General comments

In both sections, the essay question was the main focus, together with an unseen passage from modern scholarship and two passages drawn from the two specified authors. Most candidates made some use of the passages on the paper, though in some cases this involved largely repeating 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* (though not all of these were able to spell the play's name correctly, as has been noted in previous years). In many cases the use of *Acharnians* was very general and did not always show a convincing grasp of the material studied; some candidates were unclear about the events of the play and were not able to relate what they remembered to the question. However there was some excellent use of this material, and the same can also be said for this discussions of Tacitus' *Agricola* in **Question 2**.

Comments on specific questions

Question 1

Many candidates ignored the reference to 'development' in the question or treated it rather more generally as 'the development of the idea of democracy'; the result was relatively few actually dealt with development during the fifth century BC or even mentioned significant figures such as Ephialtes (or even Pericles in detail). Many responses took it as read that democracy was a factor in conflict without explaining how this could be seen in specific examples. The contexts of both passages were rarely identified accurately, and the Herodotus passage about the attempt to restore Hippias by the Spartans was sometimes placed after the events at Ithome in the 460s. Stronger candidates did link the Samons II passage to democracy and foreign policy, sometimes with specific examples from the Delian League in the period between the Persian Wars and the Peloponnesian War. The examples used of Athenian conflict here were invariably Naxos, Thasos and Carystus (treated as revolt), usually with Samos, Mytilene and Melos in some responses. A number did not make the connection between the material given and democracy at all. Some candidates took the last sentence of the Herodotus passage to refer to the Delian. Some candidates avoided giving any details of chronology, but even those who did try to date events were often unclear about Marathon, the move of the Delian treasury, and the named revolts. A few responses provided other evidence especially from the middle years of the fifth century BC during the growth of Athens' Empire.

Question 2

There were very few candidate responses to this question.

CLASSICAL STUDIES

Paper 9274/32
Classical History: Sources and
Evidence

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Comments on specific questions

Question 1

Candidates generally responded well to the focus on Athenian ambition and were able to place this in context to good effect. The two passages from Herodotus and Thucydides were usually differentiated effectively and the point made that relations were different due to different contexts e.g. saving Greece from Persia, as opposed to gaining wealth in the Empire. However not all candidates were able to treat the Herodotus passage confidently, and some confused Platea with Marathon. The reference to the Megarian decree in the Thucydides passage caused some issues; the relationship in 460 was confused with the situation in 43 as if Megara was still a member of Delian League. The 30 Years Peace was not always dated correctly and there was some confusion with the Peace of Nicias. There was some good use of Aristophanes' *Acharnians* but candidates did not always acknowledge the problems of interpreting comedy, leading to them being a little too trusting of the account given there. This resulted in some questionable views of Pericles' ambition and his role. A common view was that Sparta was being the 'good guy' who wanted peace while Athens, in contrast, was eager for war: Athenian greed was therefore highlighted to explain the outbreak of war. There were some good accounts of the Persian wars and Athens' role, making use of a range of other material from Herodotus. There were also some narratives of events involving Corcyra and Corinth (again with some confusion between earlier and later events). Some stronger candidates were able to use the later stages of the Peloponnesian War to good effect, especially Sicily and events in the period after the Sicilian disaster. Some candidates focused on the ambition of leaders rather than the Athenians as whole but weaker responses were let down by limited knowledge of evidence to support their assertions.

Question 2

There were very few candidate responses to this question.

CLASSICAL STUDIES

Paper 9274/33
Classical History: Sources and
Evidence

Key messages

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Question 2

There were very few candidate responses to this question.

CLASSICAL STUDIES

Paper 9274/41
Classical Literature – Sources and
Evidence

Key messages

Candidates should:

- Focus the factual content of their answer on the specific question being asked.
- Back up points with detailed primary evidence.
- Check that any secondary source material they use is relevant to the question.

General comments

All candidates answered **Question 2** so all comments here refer to that question. The majority of candidates made a creditable attempt to answer the question and generally brought in a range of examples of men and women from all three epics. The vast majority of candidates retained some level of focus on the specific question asked throughout their responses, covered all three epics to some degree and could differentiate between those epics and between different characters.

Stronger answers tended to look at the mental and physical characteristics of both men and women. Some particularly good answers made good use of the role of Camilla in the *Aeneid*. Weaker answers tended to use only the material given on the question paper and did not move much beyond retelling the examples given. The role of Achilles was well explored, though contrastingly not many candidates mentioned Hektor, and many tended to dismiss Aeneas' physical and mental qualities. There was also still some confusion over Achilles with some candidates believing that he was immortal. A greater range of specific examples would have helped many candidates to improve their answers.

Candidates who spent time planning their answer were generally more successful than those who did not. Especially as this was a question containing a number of different elements that needed to be addressed. Some candidates needed to clarify their definition of 'physical' and 'mental qualities'. As, for example, 'physical' qualities could refer to a hero's appearance or his fighting ability and it was important that this difference was made clear.

Overall candidates showed a sound knowledge of the events of the Trojan War and Odysseus' travels. There continued to be some confusion over events that occur within the epics and those that are part of the background of the story. A number of candidates, for example, made reference to the contest for the golden apple as the catalyst for the Trojan War. Although it is important to understand the context for the epics, some candidates got rather side-tracked by examples that are not in the prescribed texts.

CLASSICAL STUDIES

Paper 9274/42
Classical Literature – Sources and Evidence

Key messages

Candidates should:

- focus the factual content of their answer on the specific question being asked
- back up points with detailed primary evidence
- check that any secondary source material used is relevant to the question.

General comments

The majority of candidates answered **Question 2** so comments here refer to that question. The vast majority of candidates retained some level of focus on the specific question asked throughout their responses, covered all three epics to some degree and could differentiate between those epics and between different characters.

Generally, a very well answered question that was approached in an evaluative way. Candidates showed an excellent knowledge of all three epics and the level of detail that was given in answers was impressive. The very best answers analysed traits rather than similarity of situation, mentioning for example Aeneas' furore in reaction to the death of Pallas, rather than simply commenting on the fact that both Achilles and Aeneas lost younger companions.

Some candidates had clearly read widely and there was impressive knowledge of secondary literature shown in a number of answers. In the case of the very best answers this enhanced their analysis. However, in some cases, candidates were so keen to bring in the secondary literature that they used quotations and references that did not necessarily strengthen the point that they were making. In these cases, using the primary literature in more detail would have been more beneficial to their answers.

Some candidates pursued a very successful line of argument that could have been improved by ensuring that they gave specific examples to back up their points. In these cases candidates were arguing valid points but were not showing the depth of knowledge of the poems to make their argument convincing. In general, candidates who spent time planning their answer were more successful than those who did not. Those who had planned well, tended to take a more evaluative approach to the question rather than a more descriptive one.

The idea of fate was also one that caused some confusion among candidates with many asserting that Aeneas was the only character in the epics to have a fate. The best answers were able to distinguish between the destinies of the Homeric heroes that relate only to themselves and Aeneas' fate that affected an entire people. Most candidates overlooked Hektor as a Homeric hero.

Question 1

Only a handful of candidates tackled this question, with varying degrees of success. It was clear that candidates knew the plays well and had a good understanding of the plots of the tragedies. Stronger answers tended to take a more evaluative approach to the question and look at the role played by individuals in the plays and come to a reasoned conclusion. Good use was made of the passages that were given on the paper and stronger answers used these to springboard their argument into a wider discussion of the plays.

Some answers struggled to apply their knowledge to the question that was being asked and gave an essentially descriptive response.

CLASSICAL STUDIES

Paper 9274/43
Classical Literature – Sources and Evidence

Key messages

Candidates should:

- focus the factual content of their answer on the specific question being asked
- back up points with detailed primary evidence
- check that any secondary source material used is relevant to the question.

General comments

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