

CLASSICAL STUDIES

Paper 9274/11
Greek Civilisation

Key messages

Candidates should be encouraged to:

- follow the rubric carefully
- understand the difference between the 15 mark questions and the essays
- relate the knowledge provided to the question posed
- 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
- focus on essay writing skills which seemed weaker than in previous years

Comments on specific questions

Section 1

Question 1

The commentary question was not a popular one.

- (i) Just over half of the candidates knew that the oracle of Ammon was in Egypt. Some thought that Siwah was a country.
- (ii) Fewer candidates knew that Ammon was associated with Zeus.
- (iii) Candidates tended to know that Alexander was copying Herakles. Not many seemed to know that he was following in Perseus' footsteps.
- (iv) Most candidates gave one point about Ptolemy. Candidates should read the rubric for questions carefully and take account of the mark allocation.
- (v) About half of the candidates knew that a crow [bird] was said to have guided Alexander to the oracle of Ammon.
- (vi) Most gave the name of one of the cities Alexander had captured before marching to Egypt.
- (vii) Most candidates made a few general points about Alexander believing that he was the son of Zeus and could recall one or two omens. Answers tended to be quite narrative in approach and there was little attempt to tackle how 'effectively' Alexander used mythology and religion to enhance his reputation. Few made good use of the passage as a starting point for their answer.

Question 2

The question about Philip of Macedon being the most influential person in Alexander's life attracted a huge number of answers – almost 80 per cent of the candidature attempted the question. Candidates discussed the influence of a number of people on Alexander. These were mostly his teachers [sometimes confused with each other], but also included figures such as Hephaestion and Darius. A few answers included discussion of Olympias. Achilles, Zeus, and Bucephalus were also included in some answers. A small number of candidates did not discuss Philip, but instead chose another person to discuss. Stronger answers compared several people with Philip and considered the different ways in which Alexander was influenced. Some candidates narrowed their discussion to only Philip or only Olympias. Comments on Philip tended to centre either on the taming of Bucephalus or on general comments about poor parenting. One essay was

seen about how Zeus, his father, was the most important influence and another on how Bucephalus was the most important person.

Question 3

There were very few answers to the question on whether the Greek city states were more of a help than a hindrance to Alexander. It was not well answered. Most responses discussed the behaviour of the Macedonian troops towards the end of the campaign. Candidates appeared not to understand the term 'Greek city states' and there was rarely any distinction made between Greeks and Macedonians.

Section 2

Question 4

- (i) Virtually all the candidates knew the conversation took place in Socrates' prison cell but were uncertain as to when the conversation took place.
- (ii) No correct responses were seen to the question about battles Socrates had fought in. Many candidates seemed to confuse the words 'battle' and 'war.'
- (iii) Few candidates knew that Socrates had fathered three children.
- (iv) Even fewer candidates knew the name of Xanthippe.
- (v) Candidates found it difficult to state the alternative penalties Socrates had proposed at his trial with any accuracy.
- (vi) The identification of an example of the Socratic method from the passage proved to be challenging for candidates. Even when a method was identified the example given often did not match up. How effective the example is was generally ignored.
- (vii) Very few candidates could recall any detail about the Laws of Athens or how they figured in Socrates' argument. The material in the passage was usually not used.

Question 5

Almost 50 per cent of the candidates answered the question about Socrates describing himself as a 'stinging fly'. Most candidates had some understanding of the significance of the 'stinging fly' analogy and said something about the way in which the Socratic Method was illustrated in *Euthyphro*. Material on the *Apology* was less well-known, with many generalities about 'annoying the jury' or 'worshipping just one God' being put forward. Although there were some good arguments for how being a 'stinging fly' contributed to Socrates being put on trial, very few candidates analysed how this contributed to his death sentence.

Question 6

The question about whether Socrates was a pious and god-fearing man was the second most popular essay question on the paper, but it was generally not well answered. Many candidates struggled with the concept of 'god-fearing' and a few did not understand 'piety'. Many answers took the form of a general refutation of the charges against Socrates, without specific reference to exactly how the charge of impiety was worded. There was also some confusion about the use of 'god' in the translation, and the exact nature of how Socrates reacted to the Oracle of Delphi. Some answers dealt with piety alone and made sensible use of material from *Euthyphro*.

Section 3

The plays of Aristophanes were not a popular topic. Knowledge of the plays lacked detail.

Question 7

- (i) Most candidates could make one point about why Xanthias is giving a few words of introduction, but the question was worth three marks, so answers needed to be developed.
- (ii) Many candidates correctly identified Anticleon/Bdelycleon.

- (iii) Candidates seemed more familiar with Procleon/Philocleon.
- (iv) Candidates found it difficult to explain Procleon's very peculiar complaint.
- (v) The question about Aristophanes' comic technique was answered poorly or omitted all together. When candidates were able to pick out examples of Aristophanes' comic technique, the technique and the selected example did not always match.
- (vii) It was clear from the standard of the responses that candidates did not know *Wasps* in sufficient detail to answer the question about whether the words or the action was more important in the play.

Very few candidates attempted the essay questions from this topic.

Question 8

There were very few responses about the Chorus being necessary for the success of *Frogs*. For the most part, knowledge about what a comic chorus does in a play was very thin. Candidates understood what the question required, but they lacked the detailed knowledge of the play to respond effectively. Some answers focussed on other factors and left out the role of the Chorus.

Question 9

There were fewer responses to the question of the importance of slaves to the plots of both *Frogs* and *Wasps* than to **Question 8**. The standard was only slightly better. Again, lack of detailed knowledge of the plays prevented candidates from developing a clear line of argument.

Section 4

Question 10

The responses to the commentary question were generally more successful than the essays in this section and were more successful than the commentary questions in other topic areas.

- (i) Many candidates identified the pot as a *hydria*.
- (ii) Most candidates stated how the *hydria* would have been used.
- (iii) A good number of candidates knew that the Pan Painter had painted this *hydria*.
- (iv)/(v) The identification of Perseus and Athena was often incorrect. Many gained marks by identifying the iconography without knowing to whom it related. Nobody mentioned Athena's aegis.
- (vi) The better responses showed evidence of personal engagement to argue how far they thought the pot was a 'decorative delight'. Some candidates struggled with the idea of the pot being a 'decorative delight'. They argued that the pot could not be a decorative delight because of the subject matter, and a few responses identified the pot as being black-figure. There were other answers where it was clear that there was no knowledge of what the scene on the pot was depicting.

Question 11

The question about the Grand Style and the Miniature Style attracted very few responses and the fewest in this section. The answers were of mixed quality, with the two styles of pots being covered often in an unbalanced manner. Examples, where given, were often inaccurately described or attributed.

Question 12

The question about the variety and decoration in the black and red-figure techniques was the most popular question in this topic area. There were some strong answers, displaying detailed knowledge of a range of pots from both techniques. Weaker responses gave the names of the pots, but either there was no detail about them, or else the detail was vague or wrong, with many pots being misidentified. There was very little mention of decoration, and no real idea of what variety of scenes meant. Some candidates just named any

pot they could think of and argued to simple conclusions. There were a couple of answers which got black and red-figure the wrong way round.

CLASSICAL STUDIES

Paper 9274/12
Greek Civilisation

Key messages

Candidates should be encouraged to:

- plan responses to essays and 15-mark questions
- write at greater length and in greater detail
- make more use of the passage or image for the mini-essays in the commentary questions
- read the rubrics for the questions carefully
- follow the rubrics for the questions carefully.

Comments on specific questions

Section 1

The Alexander topic was twice as popular as the Socrates and Aristophanes topics.

Question 1

- (i) Most candidates knew that the name of the horse was Bucephalus.
- (ii) Most candidates knew that Bucephalus was afraid of his own shadow.
- (iii) Fewer candidates were able to explain what Alexander did to free the horse from its fear. Most answers were rather vague on the details.
- (iv) Although there were some very full and accurate answers about why Alexander had been riding the horse, many responses were incorrect and discussed ideas such as how Alexander rode Bucephalus into battle or how he named a city after him.
- (v) There were very few candidates who knew that Philip has rebuilt Aristotle's home city and restored many of its enslaved population.
- (vi) Very few named Leonidas/Lysimachus as teachers of Alexander.
- (vii) There was a good range of answers to the question about who was the more influential parent, Olympias or Philip. Candidates had a good idea of how each parent had influenced Alexander; for example, Philip's practical influence on Alexander as a leader and the army he created, and Olympias' influence on Alexander's personality as the son of Zeus. Some answers discussed Alexander's relationship with his parents, and a few also mentioned how Olympias' influence waned as Alexander moved further away from Macedon. Occasionally, there was too much emphasis on the taming of Bucephalus.

Question 2

The question of whether mythology and religion were the most important forms of propaganda for Alexander was a very popular choice for discussion. Candidates were able to give examples such as Alexander's claim to have Zeus as a father, and his visit to Siwah. Mythology was less well discussed although the use of ancestors such as Achilles and Heracles was mentioned. Only the better answers discussed other forms of propaganda used by Alexander. Some candidates were unsure about what counted as propaganda.

Question 3

The question of whether the policy of fusion was the biggest mistake Alexander made during his reign was not as popular as **Question 2**, but it was generally better answered, though there was a good range of marks. The best answers discussed not only the Policy of Fusion but also other mistakes made by Alexander. Most answers were able to discuss the pros and cons of the policy with little more than passing reference to other mistakes. The weakest answers compared the policy to Alexander's successes and showed some understanding of some elements of the policy.

Section 2

The Socrates topic seems to have dwindled in popularity and was the least popular topic on the paper.

Question 4

- (i) The majority of candidates were able to mention one alternative punishment. About half could give two punishments.
- (ii) All the candidates correctly identified Apollo as the god responsible for Socrates' mission.
- (iii) All candidates identified at least one of the other prosecutors.
- (iv) Candidates were able to identify examples of the Socratic technique, although sometimes the example did not match the technique.
- (v) Many knew Xanthippe's name, but few were able to give the correct spelling.
- (vi) There were some good discussions in response to the question about whether Socrates' behaviour as a 'stinging fly' was the main reason for his trial, with some candidates displaying detailed knowledge of the dialogues. Most cited *Euthyphro* as an example. Many candidates, however, tended to discuss the 'stinging fly' aspect of the question and rarely mentioned other reasons for his trial.

Question 5

There were few answers to the question about whether Socrates was an excellent teacher was not more popular. There were only a handful of answers, which tended to focus on Euthyphro for the detail of the response. The answers were generally well organized and could cite useful examples from the dialogues.

Question 6

There were very few responses to the question about whether Socrates had respect for anyone other than himself. A couple of answers were mostly narrative and did not really use the detail given to answer the question directly. The best answer had good detail from the dialogues and used this detail in an attempt to answer the question. This answer would have benefitted from a more balanced argument.

Section 3

Question 7

- (i) Most candidates were able to give appropriate information about how Charon had helped Dionysus.
- (ii) Most candidates answered correctly that Dionysus was referring to Herakles.
- (iii) Candidates were generally able to find examples of comic techniques, although they sometimes struggled to explain why they are funny. Other candidates did not seem to understand what was meant by comic technique.
- (iv) The question about staging was often taken to mean from a modern perspective and not from how it would have been staged in an ancient theatre.

- (v) Candidates found it easier to write about Dionysus' journey through the underworld rather than the contest between Aeschylus and Euripides. They were able to recall more fine detail about the journey than the contest and not just produce a list of examples of humour, which tended to define what was written about the contest. Overall, a little more balance between the two parts of the play was needed.

Question 8

There were very few responses to the question about whether the Chorus is necessary for the success of *Wasps*. Candidates displayed a good knowledge of the Chorus in the play. They were able to discuss its contribution to the plot, the humour and the message of the play, in their words, actions and appearance. There was an awareness of the usual role of the Chorus in Old Comedy and how the Chorus in *Wasps* conformed to some aspects of that role. A clearer definition of 'success' would have been beneficial to the argument as few actually defined what makes a comedy successful or mentioned the *parabasis*.

Question 9

The question about 'The unusual and the unexpected' was a reasonably popular choice of essay in this topic area. It was pleasing to see that some candidates had an awareness of the possible audience response. The best answers discussed both the 'unusual and the unexpected', but also other elements which make the plays enjoyable. These answers were able to indicate ways in which features of both plays were departures from fifth century comic convention. Weaker responses tended to conflate the two ideas and often had difficulty in identifying unusual and unexpected elements in the two plays.

Section 4

Question 10

The vase painting section was more popular this year and second only to the Alexander topic. The essays were tackled by more candidates than the commentary questions and were the best answered overall on the whole paper.

- (i) All the candidates were able to give a valid use of a hydria.
- (ii) Most candidates were able to explain how specific features of a hydria make it suitable for its purpose.
- (iii) Fewer candidates identified the Meidias Painter as the artist of the pot.
- (iv) Just over half the candidates identified decorative motifs and their location on the pot.
- (v) The responses varied in quality both in accurate knowledge of the pot and the ability to discuss specific elements which might be considered 'a decorative delight'. There were some sensible comments about groundlines and drapery, and several answers discussed the idea that the design borrowed elements of wall-paintings. Some, however, discussed only why they either liked or disliked the pot.

Question 11

There were several noteworthy responses to the question about the limitations of the black-figure technique which discussed a range of relevant pots, citing some specific details from named examples. The Herakles and Antaios pot and the Pan Painter hydria were particularly well-known. Weaker responses tended to have a more generalised knowledge of the pots without mentioning specific pots by specific painters.

Question 12

The question about the Pioneer Painters and the Mannerists produced some of the best answers to any of the questions on the paper. Candidates knew which painters and pots belonged to which style and were able to display a very good grasp of detail from the pots selected for discussion. It was pleasing to read answers which made an effort to make valid comparison. Most answers ended with a definite conclusion, with slightly more candidates favouring the Pioneers.

CLASSICAL STUDIES

Paper 9274/13
Greek Civilisation

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- (iv) Although there were some very full and accurate answers about why Alexander had been riding the horse, many responses were incorrect and discussed ideas such as how Alexander rode Bucephalus into battle or how he named a city after him.
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CLASSICAL STUDIES

<p>Paper 9274/21 Roman Civilisation</p>

Key messages

Candidates should be encouraged to:

- follow the rubric carefully
- understand the difference between the 15 mark questions and the essays and plan and write accordingly
- relate the knowledge provided to the question posed
- 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.
- focus on essay writing skills which seemed weaker than in previous years
- not to rely on narrative
- provide more detailed responses to the higher tariff questions

General comments

The general standard of factual knowledge seemed slightly higher than in previous years. There was, however, a tendency to rely on general narration rather than analysis. This meant that essays which looked as though they were going to be promising tended to stop before they got to the analysis as the candidates ran out of time. Sometimes the tendency to narrate meant that candidates lost sight of the question and responses were not as effective as they might have been. The time allowed gives the opportunity for a much fuller discussion of the essay topics.

Comments on specific questions

Section 1

Question 1

- (i) Few candidates gave the date of the Secular Games.
- (ii) There were no correct answers to this question.
- (iii) Very few candidates knew anything about the significance of Augustus celebrating the Secular Games.
- (iv) Few candidates knew the reasons behind Horace mentioning Anchises and Venus.
- (v) Candidates did not know what the Carmen Saeculare was about or said, so did not reference the passage at all in response to this question. Some responses stated that Augustus used religion as propaganda but were not specific on details as to what he used and how he used it.

Question 2

All the candidates concentrated their answers on the two Settlements, with little discussion of other factors which gave Augustus power. The answers were mainly descriptive, with limited attempts to explain how the Settlements gave Augustus so much authority. Some nuance was shown in a few responses – that Augustus did have more power, but carried on the semblance of Republicanism, but the details of settlements were often mixed up.

Question 3

The question about Augustus' only goal in life being to gain and keep power was the most popular question on the paper. Most candidates discussed how Augustus gained power, although not all then went on to discuss how he kept it. These answers tended to be descriptive. The best responses analysed other goals he had and compared them to gaining and keeping power. Not many responses talked about the illegality/unprecedented nature of Augustus' rise to power. Candidates were quite good on understanding that the propaganda demonising Cleopatra was an excuse to not declare civil war on Mark Antony. Some candidates wrote that there was an inevitability that Augustus was 'destined to rule', rather than that he was ruthless and savvy enough to ensure his position, which took a good while to consolidate.

Section 2

Question 4

- (i) About half of the candidates knew Priam was king of Troy.
- (ii) Very few candidates identified Pyrrhus/Neoptolemus.
- (iii) The question about how Virgil creates pity for Priam in the passage was the best answered in this commentary question. Responses picked out examples from the passage and made a reasonable attempt at explaining the selected examples.
- (iv) Candidates' knowledge of Book Two was not secure. Most wrote that Priam died after the passage, but they did not give details of his brutal slaughter.
- (v) The question about the portrayal of Hecuba and her daughters and how typical this is of how mortal women are portrayed in the Aeneid was not well done. Responses did not give enough specific detail about mortal women and their actions at their fingertips. It was typical for responses to say how helpless Hecuba is in the passage and how this compared with Dido in Book Four.

Question 5

The question about whether the gods and goddesses never help, and only hinder Aeneas was the second most popular question on the paper with over 50 per cent of candidates offering a response to the question. Most responses commented on gods and goddesses do in the Aeneid without explaining why or how exactly it hinders Aeneas, other than to delay him. There was some confusion about which god carried out which action and in which book – for example Apollo, Jupiter, Venus and Perseus all delivered the message to Aeneas that he should leave Carthage. There was further confusion about who were gods – some thought that Hector and the Sibyl were gods. Venus and Juno were the most commonly discussed gods. Many used the Greek names for the gods rather than the Latin names. Candidates who only knew the events of Book Four were hampered in their discussion and this led to some stating that the gods forcing Aeneas to leave Dido hindered his relationship with Dido.

Question 6

The question of whether Book One of the Aeneid is the most interesting part of Aeneas' story was quite a popular choice for many candidates. There was some confusion, however, about the events of Book One, with some thinking that it told the story of the fall of Troy or the love story between Dido and Aeneas. Even those who did know some detail about Book One tended to dedicate only a couple of lines, or a paragraph at most, before launching into giving detail about another book. Many forgot that Book One also contains the early Dido scenes, which were generally ascribed to Book Four. Candidates should be encouraged to draw on the full range of material available to them in answering questions. Not many candidates defined why something might be interesting: they just said it was interesting because it is interesting.

Section 3

Question 7

The factual questions based on this passage were very poorly answered, with few marks awarded to any of the questions. Knowledge of *Satire 10* was very poor indeed.

- (i) Demosthenes and Cicero were generally not known.
- (ii) No candidates knew why the schoolboy makes an offering to Minerva.
- (iii) There were no correct answers to the question of why Cicero lost his 'head and hand'.
- (iv) Candidates generally tended to struggle to identify examples of Juvenal's satiric technique and those who did were unable to explain the effect adequately.
- (v) Candidates' knowledge of *Satire 10* did not support the question about how successful is in getting his message across.

Question 8

There was little knowledge of *Satire 3* shown in the few responses to the question about whether Umbricius was right to leave Rome.

Question 9

There were extremely few responses to the question about to what extent Juvenal was a nasty and cruel person. The answers were very weak and showed little to no knowledge of Juvenal's work.

Section 4

Question 10

- (i) About half of the candidates identified the building as a theatre, although many thought it was an amphitheatre.
- (ii) Few candidates knew that the theatre was in Leptis Magna.
- (iii) Less than half the candidates knew the date of the theatre.
- (iv) A few candidates knew Annobal Rufus as the person responsible for financing the theatre.
- (v) Knowledge of the different areas of the theatre was poor.
- (vi) Responses to the question on the features of the theatre were weak. Few displayed any detailed knowledge of the building but instead made very vague claims based on very little information. The question revealed a general misunderstanding about the difference between a theatre and an amphitheatre. The building chosen as 'one other of the same type' was often an amphitheatre.

Question 11

The question about whether the Baths of Hadrian show the most impressive design of all Roman buildings was not a popular question, nor was it well answered. Few defined what they thought makes a building impressive. There was little detail offered on the Baths of Hadrian because candidates argued that other buildings were more impressive – the Colosseum and the Pantheon usually.

Question 12

'Beautiful rather than practical' produced the most answers in this topic, but again it was not a well answered question. Some struggled with the concept of practicality, focusing more on whether the building had a purpose which they considered a 'practical purpose' rather than whether the building was well designed to suit that purpose. Virtually all of the candidates discussed the Colosseum, with the Baths of Hadrian and the

Pantheon also being popular. Some answers only contained details of two buildings. Most answers were descriptive and tended to deal with only one aspect of the question for each building (Colosseum = practical, Pantheon = beautiful) and many lacked details of the decoration of buildings (Baths of Hadrian, Colosseum). A number of candidates referenced 'The temple of Jupiter' without giving further information about which one they were referring to.



CLASSICAL STUDIES

<p>Paper 9274/22 Roman Civilisation</p>

Key messages

- It is important that candidates read and follow the instructions carefully.
- Candidates should check the mark allocation.
- Candidates should endeavour to answer the question directly, especially where a comparison is required.
- Candidates should be more selective in the material they choose to address a question.
- Candidates should make use of the passage in the 15-mark question.
- Candidates should abide by the rubric for the paper and individual questions.

Comments on specific questions

Section 1

Question 1

- (i) Most candidates identified the statue as the Prima Porta.
- (ii) Cupid was identified by all the candidates.
- (iii) Most candidates said something about the significance of the Cupid figure, but few offered a full explanation. It is important to be aware of the mark allocation for the lower tariff questions so that enough points are made.
- (iv) Most candidates identified the return of the standards lost by Crassus.
- (v) Very few candidates were fully aware of the significance of Augustus being portrayed with bare feet.
- (vi) The question about sculpture and literature as effective forms of propaganda was the best answered of all the 15-mark questions. Most candidates discussed a range of both sculpture and literature. The image was generally discussed in good detail, and other sculptures, such as those on the *Ara Pacis* and in the Forum of Augustus were also mentioned. Literature included Vergil, Horace, and the *Res Gestae*. The quality of the answers varied according to the precision and detail of the material. There were a few answers where the decision about which was the more effective form of propaganda was made before writing commenced and this meant that only one form of propaganda was discussed.

Question 2

The question about the extent to which candidates agreed that Augustus ‘successfully championed the liberty of the republic’ was not a popular question, but it was the best answered of all the essays on this paper. The answers dealt with the core of the question. They discussed what they considered to be ‘the liberty of the republic’ and produced arguments both in favour and against the proposition. The strongest responses gave full details and was awarded full marks.

Question 3

The question of whether the most important aim of Augustus was to ensure that he was succeeded by a member of his family was a very popular essay. The key words were 'most important' and 'during his reign' – some candidates ignored these elements and wrote about events or actions before his reign and did not write about other aims to give a balanced argument. Some had little idea of Augustus' attempts to secure his succession, with no other aim discussed. Stronger answers considered the succession both in terms of how Augustus went about securing an heir, and his reasons for doing so; they then compared this to other aims in his life. One candidate noted that the succession only became an issue once Augustus had secured power.

Section 2

The Aeneid remains the most popular topic on this paper and responses to the questions were among the strongest on this paper. A common theme in the Virgil answers was the use of Greek names for Roman gods.

Question 4

- (i) A large number of candidates could not name either Hector or Creusa as someone who told Aeneas to leave Troy.
- (ii) Many more candidates identified Juno and Aeolus as the immortals who caused the storm.
- (iii) Almost all candidates named Venus as Aeneas' mother.
- (iv) This question produced a range of answers, but candidates did not always explain convincingly how an example produced sympathy for Aeneas.
- (v) The answers to the question about the extent to which Aeneas was in control of his own destiny produced a range of marks, but the majority of answers achieved marks in the mid-range. Most candidates were aware of Aeneas' destiny and how he was guided by various people, such as Hector and Creusa, and gods, such as Venus and Mercury, into fulfilling it. The better answers did note his occasional acts of individualism but realised that he was soon pushed back onto his pre-destined path. They also discussed the results of his destiny as seen in the scrolls of fate and the pageant of heroes.

Question 5

The question of whether Aeneas is a completely unlikeable hero was the more popular essay question in this topic area. It was generally quite well answered, with candidates giving examples of behaviour which showed Aeneas in both a positive and a negative light. Better answers tackled the 'completely' aspect of the question, and noted how even weak behaviour, such as his treatment of Dido, showed him as a human being, making him more empathetic. There was also mention of how the reaction of a modern audience might be different from the reaction of a contemporary audience.

Question 6

There were fewer responses to the question of whether Aeneas was a hero mostly motivated by love than **Question 5** and they tended to be not as good in quality. Candidates mentioned some aspects of love, such as Aeneas' love for his family and his people, which motivated Aeneas, but often did not discuss how this love affected his actions. Dido also got a mention. Better answers did consider other motivating factors, such as duty.

Section 3

Question 7

Too few candidates attempted this question to give meaningful comment.

Question 8

There were very few responses to the question about whether Rome was presented as a dangerous place in *Satire 3*. The answers varied in quality. The best responses presented a good range of detail from the satire. The argument was sound and included the idea that the threat that Rome posed depended on how rich the person was. Other responses needed much more specific detail from the satire rather than generalised comments.

Question 9

The question about whether Juvenal's satires cannot be appreciated by a modern audience was more popular than **Question 8** and was generally well answered. Candidates showed a good knowledge of the themes of Juvenal's *Satires* and discussed how a modern audience might relate to them. Many thought that a modern audience would not appreciate Juvenal because of the unacceptable views he expressed, but better answers noted that such themes as city life and the gap between rich and poor are still relevant today. Some pointed out the problems with trying to understand an unfamiliar way of life. Few discussed *Satire 10*.

Section 4

Question 10

This commentary question was one of the most popular on the paper.

- (i) The majority of candidates correctly identified the city but could not identify the country.
- (ii) The majority of candidates knew that Hadrian commissioned the baths.
- (iii) About half of the candidates gave the date as 126–127 AD.
- (iv) The key word in this question was **explain**. Many responses named rooms in the bathing complex but did not explain how the rooms were used.
- (v) The comparison between the baths of Hadrian and one other bathing complex was generally not well handled. The majority of candidates chose another bathing complex rather than another random building. The layout of the baths at Leptis Magna was not known in detail and there was a lack of precision in the knowledge about the other bathing complexes chosen. Most discussions tended to be about the generic layout of a bathing complex.

Question 11

The theatre at Leptis Magna showing the most practical architectural design of all Roman buildings was not a popular topic for candidates. A number of buildings was discussed. These included the Colosseum, the Baths of Hadrian, the Basilica Nova, and the Pantheon. Stronger answers discussed the practical features of the selected buildings and came to a definite conclusion. Weaker answers tended to be quite descriptive and did not tackle the 'most practical architectural design' aspect of the question.

Question 12

The most popular essay question on the paper – the topic of the extent to which decorating buildings served no purpose – was also one of the best answered. Most candidates discussed the required three buildings. The most popular buildings were the Colosseum and the Pantheon, with the Basilica Nova, the Baths of Hadrian and the Arch of Titus also being mentioned several times. The best answers were rich in detail of the selected buildings and could often discuss both the aesthetics and the propaganda elements of the decorations. Some weaker answers were very descriptive with some sound knowledge of the buildings, while a small number discussed only one building.

CLASSICAL STUDIES

<p>Paper 9274/23 Roman Civilisation</p>

Key messages

- It is important that candidates read and follow the instructions carefully.
- Candidates should check the mark allocation.
- Candidates should endeavour to answer the question directly, especially where a comparison is required.
- Candidates should be more selective in the material they choose to address a question.
- Candidates should make use of the passage in the 15-mark question.
- Candidates should abide by the rubric for the paper and individual questions.

Comments on specific questions

Section 1

Question 1

- (i) Most candidates identified the statue as the Prima Porta.
- (ii) Cupid was identified by all the candidates.
- (iii) Most candidates said something about the significance of the Cupid figure, but few offered a full explanation. It is important to be aware of the mark allocation for the lower tariff questions so that enough points are made.
- (iv) Most candidates identified the return of the standards lost by Crassus.
- (v) Very few candidates were fully aware of the significance of Augustus being portrayed with bare feet.
- (vi) The question about sculpture and literature as effective forms of propaganda was the best answered of all the 15-mark questions. Most candidates discussed a range of both sculpture and literature. The image was generally discussed in good detail, and other sculptures, such as those on the *Ara Pacis* and in the Forum of Augustus were also mentioned. Literature included Vergil, Horace, and the *Res Gestae*. The quality of the answers varied according to the precision and detail of the material. There were a few answers where the decision about which was the more effective form of propaganda was made before writing commenced and this meant that only one form of propaganda was discussed.

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CLASSICAL STUDIES

Paper 9274/31
Classical History: Sources and Evidence

Key messages

This paper consists of two questions, and as in previous years most candidates were prepared for and attempted **Question 1** on the Changing World of Athens, but there were also a number of responses to **Question 2**. 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 carefully planned their essay generally better addressed the demands of the question set.

General comments

In both sections, the essay question was the main focus, together with a passage from relevant modern scholarship and two passages drawn from the three specified authors. Almost all candidates made some use of the passages on the paper. Stronger responses addressed the question through the use of the passages on the paper as well as the candidates' own knowledge. The strongest responses made good use of the author that had not been included in the question. So in **Question 1** some responses included a paragraph about Herodotus' *Histories* which could be used to address the impact of war on ordinary citizens. There was some excellent use of this material, and the same can also be said for the discussions of Josephus in **Question 2**. Weaker responses largely reflected on the content of the passages on the paper, sometimes without any sense of the broader context.

Comments on specific questions

Question 1

Many candidates presented sensible responses to this question about the impact of war on ordinary citizens. Stronger responses generally had a much clearer understanding of the chronology of the period and ran through some of the significant events in the fifth century, though not all securely dated events. The contexts of both passages were sometimes identified inaccurately, and the Aristophanes passage from the *Acharnians* about the peace treaty made by Dikaiopolis was not always understood, especially the reference to 'three days rations'. Many responses discussed what this play showed about attitudes to war in Athens in the 420s and made an interesting contrast with Ober's comments relating to the start of the Peloponnesian War. The examples used to illustrate the impact of war covered the events of the Peloponnesian War, including the plague in Athens, the Melian dialogue, and the Sicilian disaster. There were some interesting discussions of the Thucydides passage about the aftermath of Sicily, though relatively few candidates were clear about the final years of the war. Some responses provided other evidence especially from the middle years of the fifth century during the growth of Athens' Empire and looked at what Athenian success meant for ordinary citizens. Relatively few responses made effective use of Ober's reference to a 'new kind of war'.

Question 2

This question was generally well understood by candidates, and there were some interesting accounts of how Romans dealt with the cultures and customs of the peoples they conquered. The Caesar passage provided some interesting cultural material, though responses were keen to discuss how he used this material for his own purposes with regard to his Roman audience. Weaker responses showed some significant confusions about what was happening in the extract and how it related to the question. Tacitus was also discussed in some detail, and candidates were aware of his views on Agricola and his predecessors. There was some effective use of Josephus to show how Romans managed their relationship with the Jews under different emperors. The general consensus was that Erskine was right to say that the Romans learnt about the customs of conquered peoples so as to defeat them more easily or tax them.



CLASSICAL STUDIES

Paper 9274/32
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CLASSICAL STUDIES

Paper 9274/33
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 significantly fewer responses to **Question 2**. 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 carefully planned their essay generally better addressed the demands of the question set.

General comments

In both sections, the essay question was the main focus, together with a passage from relevant modern scholarship and two passages drawn from the three specified authors. Almost all candidates made good use of the passages on the paper, in most cases developing the discussion beyond the content of the passages on the paper, with good or excellent understanding of the broader context. Stronger responses addressed the question through the use of the passages on the paper as well as the candidates' own knowledge. The strongest responses also made good use of the author who had not been included in the question. So in **Question 1** some responses included a paragraph about Aristophanes' *Acharnians* which could be used to address Athenian domination of other states in the Greek world. There was some excellent use of this material, and the same can also be said for the discussions of Tacitus in **Question 2**.

Comments on specific questions

Question 1

Candidates generally responded well to the focus on Athenian domination of other states, and there was a good understanding of the difference between states in the Delian League and those outside, particularly Sparta. Responses almost always referred to the two passages from ancient authors, and the Herodotus passage was used to demonstrate that Athens was not always able to control others. Stronger responses made a strong contrast with Athenian achievements during the Persian Wars and in the aftermath, particularly as the Peloponnesian War developed. The Thucydides passage was well used to underline the importance of naval control for Athens and their more limited success on land, and many responses related this directly to the modern passage from Stadter. There was some good use of Aristophanes' *Acharnians*. The best responses were clear about the extent of Athenian domination of others across the period and considered issues of bias in the sources in context. Some stronger responses used the later stages of the Peloponnesian War to good effect, especially Sicily and events in the period after the Sicilian disaster.

Question 2

This question was generally well understood by candidates, and there were some interesting discussions of brutality both during conquest and afterwards. Most candidates accepted Bispham's 'ruthless efficiency' as appropriate for the Roman army in different periods. There were some well-judged assessments of Ceaser's purpose in presenting events in Gaul in the way that he did. There were some nuanced analyses of Josephus's account to show how Romans managed their relationship with the Jews under different emperors. Tacitus was also discussed in some detail, though there was some confusion about some of the events selected. Better responses were aware of the other methods of control rather than with brutality or by military means, such as Agricola's building of baths and teaching Latin to the conquered. Generally it was argued that Romans wanted what they could get out of provinces and would use whatever methods needed to get it.

CLASSICAL STUDIES

Paper 9274/41
Classical Literature – Sources and Evidence

Key messages

Candidates should:

- Focus on the question being asked throughout their answer.
- Take time to plan their answers.
- Make full use of the passages on the paper.

Comments on specific questions

Question 1

Generally candidates focused well on the question, although some answers could have been improved if they had contained more detailed knowledge. Candidates generally knew the plot of the plays well, but were often less clear about what details were revealed by the chorus as opposed to other characters such as messengers. This was especially true of both Sophocles' and Seneca's version of *Oedipus*. Candidates who had written convincingly on the role of the chorus in *Medea* and *Agamemnon* struggled to pinpoint its role in the *Oedipus* plays. *Oedipus Rex* especially caused problems with many candidates thinking that it was the chorus that filled in the background of the prophecy. Generally, candidates just tended to give the plot of *Oedipus* with little reference to the chorus. The precise role of the chorus in the plays was also often not explained fully by candidates. Candidates who spent some time explaining the function of the chorus tended to write stronger essays. As a rule, candidates who planned their answers tended to produce more analytical essays.

Candidates generally made good use of the passages on the paper. With the *Medea* extract, some candidates did not show much knowledge beyond the passage but were able to make sensible observations using the passage alone. Some candidates used this passage to springboard into an excellent and detailed discussion of the play. Candidates generally found the *Agamemnon* passage more challenging. It caused some confusion with many candidates not picking up on the sense of dread that the chorus builds and others not locating the passage correctly in the play and assuming that Agamemnon was already dead. However, there was also some excellent discussion of the crucial role played by the chorus.

In general, candidates made a good attempt to answer the question but they did not always have the detailed knowledge to back up their arguments. There were also some superb answers that knew the choruses in depth in each of the plays and made insightful points based on accurate detail.

Question 2

In general, candidates made a good attempt to answer this question. The strongest answers were ones that started by defining what they understood by 'responsibilities and 'personal glory'. These were often from candidates who had taken some time to plan their answers before beginning to write. Some candidates struggled with the definition of responsibility. Candidates showed a sound understanding of the poems and most looked at least one hero from each epic with some of the stronger answers including a wide range of examples from the epics.

Candidates attempted to make use of the passages on the paper, although the extracts were not always fully understood. Candidates used the *Aeneid* passage well and made some insightful comments about Book 6

being the transition to Aeneas becoming a hero who embraces his destiny. However, when discussing the rest of the *Aeneid* beyond the passage, candidates' knowledge did not always seem secure. Not many answers included Book 2, for example, where Aeneas has a clear conflict between glory and responsibility. A large number tried to use Book 4 and tenuously argued that Aeneas wanted the glory of being king of Carthage. A stronger knowledge of the poem beyond Book 4 would have helped here.

The Sarpedon passage from the *Iliad* also presented problems for a number of candidates. Only the strongest candidates knew the context of the passage. Few candidates really picked apart what Sarpedon is actually saying about the duties of a king. Most candidates made a good attempt to explore characters from the rest of the *Iliad* and many made interesting points about Achilles. The best answers were the ones that understood the nuances of why Achilles was fighting in the Trojan War in the first place. A few answers explored Patroclus' motivations well. There was also some confusion about key details of the war, therefore a close reading of the poems would help here.

Candidates also showed good knowledge of the *Odyssey* and there was some good discussion about Odysseus' responsibilities with a number of candidates looking at his responsibility to his men as well as his duties as a king and father.

Some of the strongest answers were ones that made a clear definition between the modern and Homeric idea of what a hero should be. The best answers were ones that looked beyond the main characters of the epics and explored the conflict of more minor characters.

In general, candidates showed good ideas but needed to reinforce their points with more precise and specific examples.



CLASSICAL STUDIES

Paper 9274/42
Classical Literature – Sources and Evidence

Key messages

Candidates should:

- Focus on the question being asked throughout their answer.
- Take time to plan their answers.
- Make full use of the passages on the paper.

Comments on specific questions

Question 1

Generally candidates focused well on the question, although some answers could have been improved if they had contained more detailed knowledge. Candidates generally knew the plot of the plays well, but were often less clear about what details were revealed by the chorus as opposed to other characters such as messengers. This was especially true of both Sophocles' and Seneca's version of *Oedipus*. Candidates who had written convincingly on the role of the chorus in *Medea* and *Agamemnon* struggled to pinpoint its role in the *Oedipus* plays. *Oedipus Rex* especially caused problems with many candidates thinking that it was the chorus that filled in the background of the prophecy. Generally, candidates just tended to give the plot of *Oedipus* with little reference to the chorus. The precise role of the chorus in the plays was also often not explained fully by candidates. Candidates who spent some time explaining the function of the chorus tended to write stronger essays. As a rule, candidates who planned their answers tended to produce more analytical essays.

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In general, candidates made a good attempt to answer the question but they did not always have the detailed knowledge to back up their arguments. There were also some superb answers that knew the choruses in depth in each of the plays and made insightful points based on accurate detail.

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In general, candidates showed good ideas but needed to reinforce their points with more precise and specific examples.



CLASSICAL STUDIES

Paper 9274/43
Classical Literature – Sources and Evidence

Key messages

Candidates should:

- Focus on the question being asked throughout their answer.
- Back up points with selective and detailed primary evidence.
- Make full use of the passages on the paper.

Comments on specific questions

All candidates answered **Question 2** so comments will focus on that question.

There were a strong set of answers this year. Candidates knew all three epics well and included a good level of detail in their answers.

Candidates made good use of the passage from the *Odyssey* with some excellent discussion about the roles played by Athene and Zeus. Fewer candidates went on to discuss the role of Calypso but those that did made some insightful and interesting remarks. The passage from the *Aeneid* was less well used and, in some cases, completely ignored by candidates. In general, candidates tended to focus their examples from the *Aeneid* on the first six books and only the very strongest answers brought in examples from the second half of the epic, which suggests that candidates were relying on knowledge from the AS section of the syllabus.

In general, candidates showed a strong knowledge of the gods' role across all three epics. Most candidates could confidently discuss Athene in the *Odyssey*, Juno, Venus and Jupiter in the *Aeneid* and Thetis in the *Iliad*. The very best answers tended to look beyond these to some of the more minor roles played by the gods. Sometimes, candidates were unclear in their examples and did not distinguish between direct and indirect divine interventions – putting dreams, ideas and prayers in the same category as appearances. In these cases, making sure their examples were detailed and their analysis clearer would have helped candidates to make the best use of the examples that they were including. This year a significant number of candidates were using the Greek names for the gods when discussing the *Aeneid*.

There was a real split between essays that argued for the gods being more important in Homer compared with Virgil and vice versa. The best answers were those that had a strong line of argument throughout their essay. Candidates who planned their answers tended to achieve this more easily. This year there were a number of answers that were factually excellent but only really applied this knowledge to the question in a brief, concluding paragraph.

There was some good use of secondary scholarship by candidates. As in previous years, though, this tended to enhance the essays of the strongest candidates but occasionally distracted focus from the question. At this level, candidates should use the scholarship to enhance their own points rather than trying to make it the focus of their essays. A small number of candidates had clearly practised essays revolving around the heroism of the characters and were trying to bring in this knowledge to this question; unfortunately, this meant they tended to stray away from the question. Answers that brought in the heroism of the domestic, in particular, tended to go off track and although demonstrating a superb knowledge of primary and secondary literature these sometimes failed to produce a coherent answer to the question they were being asked. In these cases candidates would have produced a stronger answer by simply focusing on the question.

Overall this was a strong set of answers showing excellent factual understanding, with most candidates writing sound answers and some candidates producing superb work.