

Classical Civilisation

General Certificate of Secondary Education **J280**

General Certificate of Secondary Education (Short Course) **J080**

Examiners' Reports

June 2011

J280/J080/R/11

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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A351/01 City Life in the Classical World (Foundation Tier)

General Comment

There was a broad range of marks awarded in this unit. Many candidates were achieving high marks on Section A and acquitting themselves admirably in Section B, especially on the A01 questions. There were also a few candidates who were clearly struggling in both Sections through a lack of adequate preparation for the examination. But, overall, it was evident that by far the majority of candidates had been well prepared and possessed a useful knowledge and understanding of the topic and that the format of the examination allowed them to demonstrate what they had learnt about Athens and Rome.

It would be worth reinforcing the following points to candidates:

- ensure that they are attempting the right option. In this unit, there was a significant number of candidates who started the Athens option, only to realise several questions in that they should be completing the Rome option;
- tick the right number of answers. Some candidates were attempting to optimise their chances by highlighting more answers than was required. In doing so marks were lost;
- complete **two** questions in section B. There were a number of candidates either completing one or all three questions.

Option 1: Athens

Section A

- 1 Largely fine – the most troublesome deities were Demeter, Artemis and Hermes.
- 2 These questions were generally very well tackled with only the decoration of a temple proving problematic.
- 3 The vast majority of candidates achieved full marks.
- 4 Nearly all the candidates successfully made the link that the performance of the plays was followed by the judging. The display of the tax was often incorrectly placed.
- 5 Good, although the kyria was often identified to be a Greek wine.
- 6 Many candidates thought that the symposium was an ideal opportunity to introduce the host's daughter to her future husband. But overall, this question was well completed.
- 7 Again, very well completed but a not insignificant number of candidates believed that the head of an Athenian household was expected to slaughter the animals for dinner.

Section B

- 8 (a) Nearly all candidates identified the goddess correctly and could pick out some of Athene's armour. Stronger answers commented on the aegis and could discuss why she is portrayed with weapons.
- (b) Most responses listed warfare, wisdom and handicrafts. Candidates achieving higher marks often went on to comment about her responsibility for tactical warfare and discussed her relationship with Athens.
- (c) This question was on the whole well done. There was a good depth of knowledge about the Panathenaia, especially the weaving and presentation of the peplos.
- 9 (a) Many candidates were able to recall that tragic actors wore masks and could include some details about them. Precise knowledge about the robes was variable and surprisingly few made mention of the footwear.
- (b) How the design of the mask enhanced the acoustics was often mentioned as was how its exaggerated features were useful for those sitting at the back of the theatre. There was room in a considerable number of responses to discuss in greater detail how the costumes contributed to the performance. Credit was given to candidates who discussed the effect of the costumes used in comedy.
- (c) Many responses were limited to general assertions that an Athenian might not enjoy the seriousness of tragedy but would prefer a comedy as it would be funnier. Better answers made a concerted effort to look at the question from an Athenian perspective and were able to make reference to specific tragedies or comedies.
- 10 (a) This question was on the whole excellently completed with a full range of relevant details. Sometimes, the inspection of the entrails was omitted.
- (b) There were some good answers, especially to do with the role of the priest. However, many candidates struggled to either identify specific participants or were unable to explain the purpose of their role in adequate depth.
- (c) This A03 question was largely well done where candidates were often able to identify why sacrifices were important to **Athenians** (rare opportunity to eat meat etc) and move beyond more generalised comments such as to keep the gods happy.

Option 2: Rome

Section A

- 11 Largely fine – the most troublesome deities were Ceres, Diana and Juno.
- 12 Apart from the olives being served as part of the third course, this question was generally well attempted.
- 13 These questions were on the whole very well tackled with only the decoration of a temple proving problematic.
- 14 The main area of confusion in this question was the metae and spina which were often confused with each other.
- 15 Again, very good knowledge of chariot-racing on show and many full marks for this question.

- 16 Very few candidates did not achieve full marks.
- 17 Many candidates achieved high marks but some thought the Roman wife chose the slaves for the household.

Section B

- 18 (a) Nearly all candidates identified the goddess correctly and could pick out some of Minerva's armour and the owl. Stronger answers commented on the aegis and could discuss why she is portrayed with weapons.
- (b) Most responses listed warfare, wisdom and handicrafts. Candidates achieving higher marks often went on to comment about her responsibilities in greater depth and what each entailed.
- (c) This question was generally well answered with candidates making mention of the responsibilities of the paterfamilias and details of how the Lares and Penates were worshipped.
- 19 (a) There were many full marks awarded for this question where candidates displayed a full knowledge of the work undertaken by slaves within a Roman household. Responses which cited work carried out by slaves outside the Roman household were not credited.
- (b) Perhaps there is still room for candidates to be sharper when tackling this sort of question. Nearly all candidates were able to say 'how' people became slaves and list the various ways. Only the stronger responses paid heed to the part of the question which asked them to 'explain how' people were enslaved and to go into sufficient depth in their explanation.
- (c) Many answers commented on the range of duties a slave might be expected to perform but failed to address the A03 part of the question and discuss the importance of these to the Romans such as enhancing the status of the household. Candidates who took Romans to mean Rome were credited.
- 20 (a) Again, there were many full marks awarded where candidates demonstrated a full knowledge of equipment used in a Roman school. Some candidates ignored the 'reading and writing' part of the question.
- (b) Nearly all candidates were able to discuss how the tabulae and the ink, pen and papyrus were used. There was often confusion about the stilus, especially its pointed and flat ends.
- (c) Many answers failed to show any precise knowledge of what the Grammaticus taught and, because of this, restricted the calibre of their responses. There was good understanding of the classroom environment and repetitive teaching methods.

A351/02 City Life in the Classical World (Higher Tier)

General Comment

Overall, it was evident that by far the majority of candidates had been well prepared and possessed a good knowledge and understanding of the topic. There were many strong responses where candidates had really got to grips with the subject matter. Both the teachers' skills and expertise and the candidates' enjoyment of the subject shone through in a number of scripts. There were also a few candidates who were clearly struggling in both Sections through a lack of adequate revision.

It would be worth reinforcing the following points to candidates:

- ensure that they are attempting the right option. In this unit, there was a significant number of candidates who started the Athens option, only to realise several questions in that they should be completing the Rome option;
- complete **two** questions in section B. There were a number of candidates either completing one or all three questions;
- encourage candidates to look at A03 questions from an ancient perspective;
- keep referring back to the question when writing the essay. A not insignificant number of candidates lost focus of the question/quotation.

Option 1: Athens

Section A

- 1 (a) Nearly all candidates identified the goddess correctly and could pick out some of Athene's armour. Stronger answers commented on the aegis and could discuss why she is portrayed with weapons.

(b) Most responses listed warfare, wisdom and handicrafts. Candidates achieving higher marks often went on to comment about her responsibility for tactical warfare and discussed her relationship with Athens.

(c) This question was on the whole well done. There was a good depth of knowledge about the Panathenaia, especially the weaving and presentation of the peplos.
- 2 (a) Many candidates were able to recall that tragic actors wore masks and could include some details about them. Precise knowledge about the robes was variable and surprisingly few made mention of the footwear.

(b) How the design of the mask enhanced the acoustics was often mentioned as was how its exaggerated features were useful for those sitting at the back of the theatre. There was room in a considerable number of responses to discuss in greater detail how the costumes contributed to the performance. Credit was given to candidates who discussed the effect of the costumes used in comedy.

- (c) Many responses were limited to general assertions that an Athenian might not enjoy the seriousness of tragedy but would prefer a comedy as it would be funnier. Better answers made a concerted effort to look at the question from an Athenian perspective and were able to make reference to specific tragedies or comedies.
- 3 (a) This question was on the whole excellently completed with a full range of relevant details. Sometimes, the inspection of the entrails was omitted.
- (b) There were some good answers, especially to do with the role of the priest. However, many candidates struggled to either identify specific participants or were unable to explain the purpose of their role in adequate depth.
- (c) This A03 question was largely well done where candidates were often able to identify why sacrifices were important to **Athenians** (rare opportunity to eat meat etc) and move beyond more generalised comments such as to keep the gods happy.

Section B

- 4 This essay question proved to be the most popular. Nearly all candidates were able to recall the entertainments at a symposium and to make some comment about the food and drink. It was pleasing to see the number of candidates who appreciated that a symposium was not just an excuse for Athenian men to enjoy themselves but also served the important purpose of furthering business and family ties as well as enhancing the reputation of the host. It would be worth advising candidates to make use of the bullet points given in the question – too many responses failed to mention the preparations for a symposium – and to refer to the question and quotation rather than write down everything about a symposium.
- 5 Even though this essay question was less popular, there were many strong responses which managed to include not only a good depth of knowledge about the preparations for the festival, the processions and the drama but also demonstrated a real appreciation of why these events were important for Athenians. The display of tribute money and its significance was often overlooked as was, somewhat surprisingly, the importance of worshipping Dionysos.

Option 2: Rome

Section A

- 6 (a) Nearly all candidates identified the goddess correctly and could pick out some of Minerva's armour and the owl. Stronger answers commented on the aegis and could discuss why she is portrayed with weapons.
- (b) Most responses listed warfare, wisdom and handicrafts. Candidates achieving higher marks often went on to comment about her responsibilities in greater depth and what each entailed.
- (c) This question was generally well answered with candidates making mention of the responsibilities of the paterfamilias and details of how the Lares and Penates were worshipped.
- 7 (a) There were many full marks awarded for this question where candidates displayed a full knowledge of the work undertaken by slaves within a Roman household. Responses which cited work carried out by slaves outside the Roman household were not credited.

- (b) Perhaps there is still room for candidates to be sharper when tackling this sort of question. Nearly all candidates were able to say 'how' people became slaves and list the various ways. Only the stronger responses paid heed to the part of the question which asked them to 'explain how' people were enslaved and to go into sufficient depth in their explanation.
 - (c) Many answers commented on the range of duties a slave might be expected to perform but failed to address the A03 part of the question and discuss the importance of these to the Romans such as enhancing the status of the household. Candidates who took Romans to mean Rome were credited.
- 8
- (a) Again, there were many full marks awarded where candidates demonstrated a full knowledge of equipment used in a Roman school. Some candidates ignored the 'reading and writing' part of the question.
 - (b) Nearly all candidates were able to discuss how the tabulae and the ink, pen and papyrus were used. There was often confusion about the stilus, especially its pointed and flat ends.
 - (c) Many answers failed to show any precise knowledge of what the Grammaticus taught and, because of this, restricted the calibre of their responses. There was good understanding of the classroom environment and repetitive teaching methods.

Section B

- 9 This essay question proved to be the most popular of those taking the Rome option. Nearly all candidates were able to recall what happened during a chariot race and to make some comment about the inherent dangers of chariot-racing. It was pleasing to see the number of candidates who appreciated that its popularity did not solely rest on the appeal of its dangers but was provided an opportunity to socialise, gamble, relax, appreciate a charioteer's talents etc. It would be worth advising candidates to make use of the bullet points given in the question and to refer to the question and quotation rather than write down everything about chariot-racing. Sometimes candidates lost focus on the question.
- 10 Even though this essay question was less popular, there were many strong responses which managed to include not only a good depth of knowledge and understanding of the duties a Roman wife was expected to perform, the freedom she did and did not enjoy but also to make sensible and perceptive comment about her status in Roman society. Stronger responses considered the question from both an ancient and modern perspective and/or evaluated the importance of wealth.

A352/01 Epic and Myth (Foundation Tier)

There was a wide variety of quality in the responses seen for at this level. Homer was considerably more popular than Ovid, with only a handful of centres choosing to answer questions on the latter. Many candidates scored full, or almost full marks on Section A, and whilst some of these scored highly in Section B, a significant number struggled to find ideas, with answers often very brief or totally omitted.

Candidates in this tier must be careful to follow instructions. Some candidates ticked too many options in Section A, and as a result were unable to get full marks even if they had ticked all the correct answers. More however answered all three comprehension questions, and often compromised the quality by trying to do too much in the allotted time.

In Section B questions, the first question was often very well done, especially in questions which asked candidates to give opinions on characters in the passages. However knowledge of the texts was often limited which caused significant difficulties for many candidates in the second and third parts.

HOMER

Section A

- 1) Whilst some candidates scored full marks in the first question, many struggled to distinguish between Scylla and Charybdis. Some candidates created their own combinations such as “dreadful roar” instead of “dreadful bark” or “fearful roar”. In such circumstances, it was usually clear which was meant by a process of elimination with the other answers. However candidates must copy answers carefully.
- 2) This was very well done, with most candidates scoring full marks.
- 3) This caused a number of problems for many candidates. All the wrong answers appeared regularly as options, with the response that she went to the palace with Nausicaa being very common.
- 4) Candidates responded very well to this question, with the majority getting full marks.
- 5) This question was reasonably well done, but many candidates believed she was involved in saving Odysseus from Scylla or that she helped him enter the Underworld.
- 6) This question proved challenging for many candidates, with few choosing the three correct options. The key word of “hero” seemed to be missed by many, who seemed to tick options because they believed them to be correct. Thus illogical ideas such as Odysseus was a hero as he lost all his men occurred frequently

Section B

Questions 7 and 8 were considerably more popular than question 9 and were better answered by the majority of the candidates. Those candidates who answered question 9 had a variable knowledge of the end of the prescription. It is worth noting that any part of the prescription may be tested, from the first to the final lines.

- 7a) This question was very well answered. Most candidates were able to discuss Odysseus' intelligence and respect and provide evidence. Many referred to him being a suppliant (or supplement in several cases) and showing despair. Surprisingly few referred to his flattery of Nausicaa with relevant quotations.
- 7b) This question was generally well done, despite some misconceptions. Most candidates could recall the bathing, feeding and clothing of Odysseus, but too many candidates stated explicitly that Nausicaa or her maids washed Odysseus. Candidates must be careful how they phrase responses. Nearly all candidates gave some information about what Nausicaa said to Odysseus about the journey back and what he should do in the palace, but not many discussed this section in as much detail as they might have. A significant number of candidates made assumptions such as Nausicaa went ahead to forewarn her parents or stated inaccurately what her parents would do.
- 7c) There were many fine responses to this questions. Most candidates recalled the role of Athene in encouraging Nausicaa to go to the washing pools, implanting the idea of marriage, and later making Odysseus more attractive and thus a more suitable husband. However some candidates thought she was told she would meet a man at the pools. Most were able to make perceptive comments on Odysseus' flattery, with a few referring to the comparison of Nausicaa to a tree at Delos. Many also made reference to the custom of *xenia*, the role of Zeus in this, and Nausicaa not wanting to disgrace her people. Some responses also included her comment that Odysseus was clearly not a threat as the gods were too fond of the Phaeacians to send them a threat.
- 8a) There were some fine answers to this question, although weaker responses tended to simply state Calypso was beautiful, formidable and obedient, quoting some of the relevant lines. Candidates should always try to dig deeper to find some more subtle ideas to access the highest marks. Virtually all referred to her kindness and love, with many commenting on her selfishness. The final line of the passage was interpreted in various ways, with many saying that she had tired of Odysseus in urging him to be gone.
- 8b) This question provided some fine responses, but many answers could have been more precise. Whilst credit was given for knowing that Calypso rescued Odysseus from the storm, answers which stated that she fed and kept him for seven years were not credited as examiners felt this did not help him in what he wanted to do. Most knew that she allowed him to build a raft, but candidates must be made more wary of making vague statements like "she helped him to build a raft" which might imply she helped more than she actually did. Many candidates were a little too general in their comments, such as stating that she gave him food, drink and tools to make a raft. A thorough answer should give some indication of what precisely he was given. Some did do this, but the majority did not. The cloth and sailing by the stars were rarely apparent in answers.
- 8c) This answer was generally well done, although many candidates spent too long describing the outbreak of the storm before the appearance of Ino. Ino's veil (which was often called a belt, scarf, shawl, cloak and all manner of garments) was well discussed, even if some candidates thought Athene gave it. Many candidates did not mention the fact that he had to remove his own clothes and throw the veil away at the end to ensure survival. The weakest responses could offer nothing more Ino's help, whilst many did not fully recall Athene's help and Odysseus' own actions. It was pleasing to note candidates' attempting to evaluate, by talking about Odysseus' intelligence in his actions, or that he survived by divine help.
- 9a) This question was not done as well as the other two opening questions. There was a tendency to simply quote from the passage with little analysis. Typically candidates stated that it was powerful because it struck with hurricane force or because it destroyed the ship, but did not go beyond this. Many answers talked of strong vocabulary such as "struck" or

“snapped” which were not as worthy of credit as those who referred to the gruesome nature of the helmsman’s death. The simile of the sea-gulls got surprisingly little mention, but those who did discuss it made perceptive comments. Good comments were made about the power of the storm being great as it was the work of Zeus or the speed of the break up of the ship. However candidates need to work on the more descriptive a) questions as this was not as successful as questions on character.

- 9b) This question caused significant problems for some candidates. Many got confused between this and other storms and several missed the question out entirely. The majority did recall how he managed to survive Charybdis, but very few correctly recalled how he did get away, with many suggesting that he swam to Ogygia. The best answers recalled minor details that he hung there for a long time or was compared to a bat.
- 9c) Most candidates were able to answer this question well, although some did not connect their punishment with the eating of the cattle and as a result there were comparatively more low marks for this questions than the other c) questions. Many candidates gave precise details as to what the men did and evaluated why this was punished, commenting on the various warnings they were given. There was pleasing knowledge of Hyperion’s role (although he was often called Apollo) and his threat to Zeus. Some even argued that the men had to die for abusing xenia in taking what was not theirs. Several showed excellent evaluation in a reference to the men having to die to fulfil Polyphemus’ curse.

OVID

Section A

- 10) The first question unfortunately contained an error, since the question asked for knowledge of Callisto, who did not feature in the prescribed books. The mark scheme was altered to give a mark to all candidates for this, whether they chose the right answer or not. The question did not tell candidates to choose each option only once, so candidates could have chosen any of the options reasonably, although all chose one of the options they had not previously chosen. All the responses to the Ovid Foundation paper were marked by either the Chief Examiner for Classical Civilisation or the Principal Examiner for the paper to ensure that candidates were not penalised in any way for this. It was pleasing to see that candidates largely got this question totally right, at any event.
- 11) The second question proved challenging for many candidates. A few gained full marks, but the items later in the list were often misplaced.
- 12) The third question was either answered perfectly or seemed to cause significant problems for those who did not know the myths.
- 13) Most candidates answered very well in the next question about Jupiter. There were few errors seen on this question.
- 14) The final question was equally well done, although a few candidates believed a metamorphoses was the result of getting older.

Section B

Question 17 was considerably less popular than the other two questions. All questions provided some excellent responses, and candidates were able to show a pleasing level of knowledge and understanding.

- 15a) Some of the responses to this question were excellent, but some were equally vague and showed a lack of understanding. The weakest responses often did little more than quote that the Silver Age was inferior to the Golden Age, but superior to the Bronze Age. Many made reference to agriculture being harder than previously, but failed to quote the relevant evidence. Better answers realised that living in covered homes was something that showed human life was harder, but many regarded it as a sign of civilisation and were rewarded for this opinion. The best answers were able to pick out key words like “groaned” and discuss their significance.
- 15b) This question too provided a wide variety in the quality of its responses. Weaker answers seemed to rely more on knowledge of the Bible than Ovid, or made sensible, if inaccurate guesses. Many candidates knew of the existence of Chaos and the separating of the elements by a god, but few recalled the lack of a sun or moon or the division of the world into different zones. Examiners allowed references to any relevant information upto the creation of man, but many candidates saw the question as an opportunity to talk about life in the Golden Age which was not regarded as part of creation.
- 15c) This question was very well done. Most candidates were able to recall some of the features of the Golden Age, and provided clear evaluation of why these aspects made life perfect. The most common answers were the continual spring and plants growing naturally, but most candidates could also recall some of the other aspects.
- 16a) This question was fairly well done, although some answers were rather superficial. Weaker answers often could only suggest that it showed Narcissus was in love with himself. Many considered Narcissus foolish which was credited. Better answers were able to suggest what the simile about the apples suggested about him. A few particularly perceptive candidates talked about him being melodramatic.
- 16b) Virtually all candidates were able to recall the circumstances under which Narcissus rejected Echo, but many unnecessarily discussed Echo’s sufferings at the hands of Juno, for which no credit could be given. Most candidates did go on to describe what happened to Echo after her rejection, but often this was very brief. The best answers made very reasonable references to her sense of shame, or argued that she would have suffered in not being able to talk to Narcissus without him starting the conversation. Some also gave valid opinions that her observation of the final demise of Narcissus would have caused her pain.
- 16c) Many candidates struggled to go much beyond what was evident in the passage. All were aware that he fell in love with his own image and this result in his wasting away, but not all candidates were aware of why this occurred. Virtually no candidate realised the final person who Narcissus rejected was male. The final stages of Narcissus’ end were often summarily dealt with, with very few candidates recalling that he tried to kiss the image, and forgot to eat or sleep. Many recalled that Narcissus was turned into a flower, but this was not felt to be part of his punishment.
- 17a) There were some very fine answers to this question, with most candidates discussing Daedalus’ love and worry for his son with appropriate reference to the text. There were surprisingly few references to the simile, and most candidates skipped the remarks suggesting that Daedalus was a teacher to his son.
- 17b) Virtually all candidates knew what Daedalus said about flying too high or too low, but most struggled to recall any of the other details of the speech. Some did remember that Daedalus told Icarus to take a middle course, but many did not realise this was a specific instruction. Some also recalled that he was told to follow Daedalus, but virtually no candidate could recall that Daedalus told Icarus to ignore the stars, with more believing that he should use the stars to guide him.

- 17c) Most candidates were able to give some explanation about how and why Icarus crashes, with most being able to talk about his flying too near the sun and the wax melting. Some gave less explanation of other aspects, such as Icarus being drawn by the open expanse and that after the wax melted the wings, the feather fell off meaning Icarus could no longer fly.

A352/02 Epic and Myth (Higher Tier)

Candidates were able to show a pleasing level of knowledge, understanding and evaluation on both topics. Homer was the significantly more popular option, although there was no discernible difference between the quality of answers on the Homer and Ovid questions.

The first literature sub-question was usually very well answered, with many candidates gaining at least four marks. Most were able to make at least two ideas and back them up with references to the text, although weaker answers tended not to back up their answers with precise reference to the text. Quotations are always the best way for a candidate to show evidence, although a precise reference is always acceptable. It was pleasing to note that very few candidates went beyond the boundaries of the passage in these questions.

In the AO1 question which tested knowledge of the text, most candidates were able to show sound knowledge, but many did not provide enough precise detail to score full marks. Candidates at times needed to express ideas more clearly as many statements that were made were not quite what the text said. These are discussed later in the report.

In the final comprehension question, there were many fine attempts at evaluation. It was very encouraging to see candidates look beyond the basic text to tease out an interpretation. There was some very perceptive and mature responses, with only a small minority of candidates not attempting to show any evaluation.

There were some very fine essays seen on all questions. Most candidates knew the texts well, but not all were successful in giving the right level of factual details. Some skimmed over a few episodes or myths, while others spent a page one on part of the text, with limited discussion therein. Neither approach is advisable to score high marks across all three assessment objectives. It was encouraging to see a wide range of opinions and the best essays often were able to see multiple interpretations to a part of the text, and this was reflected in high marks for AO3. However some candidates had a rather blinkered view of Odysseus' leadership or the treatment of humans by the gods in Ovid. Essays are set so as to encourage discussion on both sides of an argument.

It was pleasing to note that there were very few rubric errors on this tier. However a number of candidates used the pages at the end of the answer booklet without making this clear in the main body of the booklet. A short note at the end of answer advising the examiner of the use of extra pages should always be given.

Comments on individual questions:

HOMER

Questions 1 and 2 were considerably more popular than question 3 and were better answered by the majority of the candidates. Those candidates who answered question 3 had a variable knowledge of the end of the prescription. It is worth noting that any part of the prescription may be tested, from the first to the final lines. The essay on Odysseus' leadership was more popular than the one on the gods, although marks for both were similar.

- 1a) This question was very well answered. Most candidates were able to discuss Odysseus' intelligence and respect, and provide evidence. Many referred to him being a suppliant (or supplement in several cases) and showing despair. Surprisingly few referred to his flattery of Nausicaa with relevant quotations.

- 1b) This question was generally well done, despite some misconceptions. Most candidates could recall the bathing, feeding and clothing of Odysseus, but too many candidates stated explicitly that Nausicaa or her maids washed Odysseus. Candidates must be careful how they phrase responses. Nearly all candidates gave some information about what Nausicaa said to Odysseus about the journey back and what he should do in the palace, but not many discussed this section in as much detail as they might have. A significant number of candidates made assumptions such as Nausicaa went ahead to forewarn her parents or stated inaccurately what her parents would do.
- 1c) There were many fine responses to this questions. Most candidates recalled the role of Athene in encouraging Nausicaa to go to the washing pools, implanting the idea of marriage, and later making Odysseus more attractive and thus a more suitable husband. However some candidates thought she was told she would meet a man at the pools. Most were able to make perceptive comments on Odysseus' flattery, with a few referring to the comparison of Nausicaa to a tree at Delos. Many also made reference to the custom of *xenia*, the role of Zeus in this, and Nausicaa not wanting to disgrace her people. Some responses also included her comment that Odysseus was clearly not a threat as the gods were too fond of the Phaeacians to send them a threat.
- 2a) There were some fine answers to this question, although weaker responses tended to simply state Calypso was beautiful, formidable and obedient, quoting some of the relevant lines. Candidates should always try to dig deeper to find some more subtle ideas to access the highest marks. Virtually all referred to her kindness and love, with many commenting on her selfishness. The final line of the passage was interpreted in various ways, with many saying that she had tired of Odysseus in urging him to be gone.
- 2b) This question provided some fine responses, but many answers could have been more precise. Whilst credit was given for knowing that Calypso rescued Odysseus from the storm, answers which stated that she fed and kept him for seven years were not credited. as examiners felt this did not help him in what he wanted to do. Most knew that she allowed him to build a raft, but candidates must be made more wary of making vague statements like "she helped him to build a raft" which might imply she helped more than she actually did. Many candidates were a little too general in their comments, such as stating that she gave him food, drink and tools to make a raft. A thorough answer should give some indication of what precisely he was given. Some did do this, but the majority did not. The cloth and sailing by the stars were rarely apparent in answers.
- 2c) This answer was generally well done, although many candidates spent too long describing the outbreak of the storm before the appearance of Ino. Ino's veil (which was often called a belt, scarf, shawl, cloak and all manner of garments) was well discussed, even if some candidates thought Athene gave it. Many candidates did not mention the fact that he had to remove his own clothes and throw the veil away at the end to ensure survival. The weakest responses could offer nothing more Ino's help, whilst many did not fully recall Athene's help and Odysseus' own actions. It was pleasing to note candidates' attempting to evaluate, by talking about Odysseus' intelligence in his actions, or that he survived by divine help.
- 3a) This question was not done as well as the other two opening questions. There was a tendency to simply quote from the passage with little analysis. Typically candidates stated that it was powerful because it struck with hurricane force or because it destroyed the ship, but did not go beyond this. Many answers talked of strong vocabulary such as "struck" or "snapped" which were not as worthy of credit as those who referred to the gruesome nature of the helmsman's death. The simile of the sea-gulls got surprisingly little mention, but those who did discuss it made perceptive comments. Good comments were made about the power of the storm being great as it was the work of Zeus or the speed of the

break up of the ship. However candidates need to work on the more descriptive a) questions as this was not as successful as questions on character.

- 3b) This question caused significant problems for some candidates. Many got confused between this and other storms and several missed the question out entirely. The majority did recall how he managed to survive Charybdis, but very few correctly recalled how he did get away, with many suggesting that he swam to Ogygia. The best answers recalled minor details that he hung there for a long time or was compared to a bat.
- 3c) Most candidates were able to answer this question well, although some did not connect their punishment with the eating of the cattle and as a result there were comparatively more low marks for this questions than the other c) questions. Many candidates gave precise details as to what the men did and evaluated why this was punished, commenting on the various warnings they were given. There was pleasing knowledge of Hyperion's role (although he was often called Apollo) and his threat to Zeus. Some even argued that the men had to die for abusing xenia in taking what was not theirs. Several showed excellent evaluation in a reference to the men having to die to fulfil Polyphemus' curse.
- 4) This essay was generally well done, provided that candidates tried to answer the question set, rather than one they had prepared for. Many candidates, on seeing a mention of the gods in the title, gave a list of how the gods helped and hindered Odysseus with how they contributed to the success as an afterthought at best. This was very evident in many plans which had a column headed "help" and another headed "hinder". In weak responses this amounted to little more than they created excitement or that without them certain things would not have happened. Better answers were able to describe how they could provide magic and mystery, challenges, enhance Odysseus' heroic status etc, with a pleasing number suggesting that their presence sometimes meant Odysseus got out of situations without using his own initiative. Answers discussed the full range of gods, although considering the extent to which Athene is involved in books 5 and 6, there was often not as much as there could have been on her involvement.
- 5) This essay was the more popular of the two and was successfully done for the most part. It seemed that most candidates had a clear understanding of what leadership involved, although many weaker answers did tend to say that particular incidents involved good or bad leadership, without stating exactly what aspect of leadership was in question. There was a very wide variety of stories examined, including some from beyond the prescription, which is always to be encouraged. Polyphemus usually featured heavily (and rightly so), but for some candidates the majority of their examples were taken from this one story. Candidates should be encouraged to look for examples from a wide variety of stories. However those candidates who spent a long time discussing Odysseus' behaviour in books 5-7 did not do themselves any favours. Some candidates saw the essay as simply an opportunity to write everything they knew about Odysseus, including his behaviour at Troy, without focusing on leadership. Most candidates strove hard to give a balanced view, with bravery, trust and relationships with his men, fairness, and tactical planning being regularly seen.

It was very pleasing to see that some candidates could see both positive and negative in the same episode, such as Odysseus' leaving of his other ships in the harbour of the Laestrygonians. Candidates need to be careful not to contradict themselves in essays, as often Odysseus was praised for sending a search party in some episodes (eg the Laestrygonians) while being criticised for sending one on Ogygia or the island of the Lotus Eaters, or saying that his men respected him greatly at one point, and later stating that his men had little respect for him.

OVID

Question 6 was considerably less popular than the other two questions, and question 9 was the less popular of the essays. All questions provided some excellent responses, and candidates were able to show a pleasing level of knowledge and understanding.

- 6a) Some of the responses to this question were excellent, but some were equally vague and showed a lack of understanding. The weakest responses often did little more than quote that the Silver Age was inferior to the Golden Age, but superior to the Bronze Age. Many made reference to agriculture being harder than previously, but failed to quote the relevant evidence. Better answers realised that living in covered homes was something that showed human life was harder, but many regarded it as a sign of civilisation and were rewarded for this opinion. The best answers were able to pick out key words like “groaned” and discuss their significance.
- 6b) This question too provided a wide variety in the quality of its responses. Weaker answers seemed to rely more on knowledge of the Bible than Ovid, or made sensible, if inaccurate guesses. Many candidates knew of the existence of Chaos and the separating of the elements by a god, but few recalled the lack of a sun or moon or the division of the world into different zones. Examiners allowed references to any relevant information up to the creation of man, but many candidates saw the question as an opportunity to talk about life in the Golden Age which was not regarded as part of creation.
- 6c) This question was very well done. Most candidates were able to recall some of the features of the Golden Age, and provided clear evaluation of why these aspects made life perfect. The most common answers were the continual spring and plants growing naturally, but most candidates could also recall some of the other aspects.
- 7a) This question was fairly well done, although some answers were rather superficial. Weaker answers often could only suggest that it showed Narcissus was in love with himself. Many considered Narcissus foolish which was credited. Better answers were able to suggest what the simile about the apples suggested about him. A few particularly perceptive candidates talked about him being melodramatic.
- 7b) Virtually all candidates were able to recall the circumstances under which Narcissus rejected Echo, but many unnecessarily discussed Echo's sufferings at the hands of Juno, for which no credit could be given. Most candidates did go on to describe what happened to Echo after her rejection, but often this was very brief. The best answers made very reasonable references to her sense of shame, or argued that she would have suffered in not being able to talk to Narcissus without him starting the conversation. Some also gave valid opinions that her observation of the final demise of Narcissus would have caused her pain.
- 7c) Many candidates struggled to go much beyond what was evident in the passage. All were aware that he fell in love with his own image and this result in his wasting away, but not all candidates were aware of why this occurred. Virtually no candidate realised the final person who Narcissus rejected was male. The final stages of Narcissus' end were often summarily dealt with, with very few candidates recalling that he tried to kiss the image, and forgot to eat or sleep. Many recalled that Narcissus was turned into a flower, but this was not felt to be part of his punishment.
- 8a) There were some very fine answers to this question, with most candidates discussing Daedalus' love and worry for his son with appropriate reference to the text. There were surprisingly few references to the simile, and most candidates skipped the remarks suggesting that Daedalus was a teacher to his son.

- 8b) Virtually all candidates knew what Daedalus said about flying too high or too low, but most struggled to recall any of the other details of the speech. Some did remember that Daedalus told him to take a middle course, but many did not realise this was a specific instruction. Some also recalled that Icarus was told to follow Daedalus, but virtually no candidate could recall that Daedalus told Icarus to ignore the stars, with more believing that he should use the stars to guide him.
- 8c) Most candidates were able to give some explanation about how and why Icarus crashes, with most being able to talk about his flying too near the sun and the wax melting. Some gave less explanation of other aspects, such as Icarus being drawn by the open expanse and that after the wax melted the wings, the feather fell off meaning Icarus could no longer fly.
- 9) This essay was considerably the less popular of the two. Answers were very variable with some being superb and showing a sound knowledge of the text and its literary devices, whilst others showed some knowledge of the text, but were rather limited in their discussion of what made Ovid a great storyteller. The best answers were able to discuss the different tones from epic to tragedy or comedy, the similes, personification, the links between stories, and the metamorphoses themselves. Very few candidates even attempted to argue against the title, although the few that did were rewarded for comments about parts of the story that they felt were less dramatic. Candidates should not be afraid of being prepared to suggest such ideas as examiners are prepared to credit any reasonable opinion.
- 10) This essay produced some excellent responses. Most candidates were able to recall a wide range of episodes both for and against the statement. Actaeon was frequently used to show the gods were unjust, as were the stories of Io, Teiresias and Semele (although some candidates did feel Semele should have had some punishment for sleeping with a married god). Where the gods' actions led to the death of a human, such as Lycaon and Erysichthon, all candidates believed the impiety of the humans was justly punished, just as pious humans like Pyrrha, Deucalion, Baucis and Philemon were justly rewarded. Few episodes provided differing views, though some did argue against the seemingly majority verdict when they said that the mass slaughter of the flood or the devastation of the Calydonian Boar were excessive in relation to the offence committed. Weaker answers often made sensible ideas, but lacked the range of the best answers. At times, candidates referred to irrelevant parts of the text for this question, such as the treatment of the giants.

A353/01 Community Life in the Classical World (Foundation Tier)

It was felt that this unit worked well and candidates were able to demonstrate their knowledge and understanding of the topic at a level appropriate to their ability. There were very few candidates failing to complete the paper in time and the vast majority had clearly been well prepared for the examination.

It should be noted that in Foundation Tier Section A, if a question asks the candidate to tick a certain number of correct statements, candidates should only select that number of responses since they lose a mark for every extra one ticked. A few candidates answered both the Sparta and Pompeii Section A questions which obviously gained them no extra credit but possibly wasted time which could have been spent on Section B. In Section B, a few candidates answered all three questions and the paper only requires the candidate to answer two questions.

Option 1 – Sparta

Section A

Generally all tasks were completed well and caused few difficulties for candidates who had revised thoroughly, although it was obvious there were a few candidates who were simply guessing every answer.

In Task 2 (a) many candidates thought mistakenly that the kings declared war.

Task 3 was generally answered well but quite a few candidates were caught out by 'had beds made out of animal skins'.

Tasks 1 and 5 were completed particularly well by the majority of candidates.

Section B

- 6
- a) Candidates gave good explanations of how being given only one cloak to last a year would help prepare boys for life in the army although more could have been made of 'twelve years old'. Successful answers also included further details about the education system along with explanations of how these would be beneficial once the boys joined the army.
 - b) Candidates were able to describe the duties carried out by the *krypteia* giving details such as killing and beating *helots* who stood out to prevent uprisings. There was some confusion with the kings' bodyguards.
 - c) The majority of candidates were able to explain about the Spartans being outnumbered by the *helots* and the threat of rebellion although fewer talked about the Spartans needing the *helots* to produce their food or the *helots* being slaves in their own land. Some mentioned making them drunk to teach young Spartans about drinking.
- 7
- a) Successful answers explained the attitude in the quotation and then went on to give other details of what mothers did or did not do for their sons and the results of this treatment.

- b) Candidates were able to give a wealth of examples of what Spartan women did with childbearing, exercising, taking care of the farm and *helots* and encouraging the soldiers being most commonly cited.
 - c) Although there were many interesting answers to this question including discussion of the women being seen as masculine or beautiful or 'thigh flashers' and explaining why other Greeks thought this, some candidates missed the point of the question and talked about how other Greek women were expected to behave without relating this to what other Greeks thought about Spartan women.
- 8
- a) Many candidates mentioned the phalanx and explained how it worked with others bringing in feint retreats and the use of musical instruments. Discussion also included explanation of the use of spears and swords and the absence of archers.
 - b) This question was approached well by the majority of candidates with answers giving excellent (often not very brief) outlines of the events at Thermopylae which had clearly captivated the candidates' attention.
 - c) The majority of candidates were able to identify defence against possible invaders and prevention of *helot* rebellion as significant reasons why the army was important although more could have mentioned the lack of walls.

Option 2 – Pompeii

Section A

Generally all tasks were completed well and caused few difficulties for candidates who had revised thoroughly, although it was obvious there were a few candidates who were simply guessing every answer.

On Task 9 some candidates confused the dates.

Task 11 was usually completed well but many thought that 'wore wooden shoes at the baths so they did not burn their feet' was false.

On Task 12 (c) some candidates seemed to miss the word **not** and therefore were not able to identify the 'cruel step mother' as the correct answer. On (e) there was some confusion about the shape of the theatre.

Task 13 was completed particularly well by the majority of candidates.

Section B

- 14
- a) The majority of candidates were able to name some of the rooms in the house and give some description of where they were in relation to one another. Credit was given to annotations placed correctly on the plan.
 - b) There were few problems encountered with explaining the advantages; the *impluvium* as a water supply and the shops as a source of income were popular answers with the use of *tablinum* for discussions with clients and the secluded garden also being given. Use of Latin terms was pleasing but in no way necessary.
 - c) This question produced some interesting answers including the making of mosaics and how frescoes were painted. Usually candidates discussed typical decoration and how it impressed guests, showed off wealth or displayed the education of the

owners. Credit was given for citing examples and some candidates even included discussion of wall painting styles.

- 15 a) Successful answers had candidates discussing negative and positive graffiti and guilds and then going on to talk about speeches in the forum and bribes or paying for public shows. Unfortunately some candidates did not go beyond stating that candidates got people to write on the walls to support them.
- b) Candidates gave a wealth of answers including the dissemination of information via public notices, advertising for gladiator events or businesses and love messages.
- c) Supervision of markets, baths, theatre and amphitheatre, water supply and road maintenance were popular responses although some candidates seemed to think the *aediles* were like modern magistrates.
- 16 a) This question produced some excellent answers giving details such as the circular/oval shape, tiered seating with three sections, 15-20,000 capacity and the sandy arena. However, there was unexpected confusion with the theatre despite the combination of the photograph and the word amphitheatre in the question.
- b) Use of the amphitheatre for entertainment was obviously the most frequent answer with examples of the shows that took place although there was some confusion with the theatre again and with the Colosseum as flooding was mentioned rather too often. Persuasion of voters, socialising and showing off to visitors were also popular responses.
- c) For the most part candidates were familiar with Tacitus' account of the riot and some showed obvious knowledge of the wall painting. Rivalry between fans from Pompeii and Nuceria resulting in an argument which led to stone throwing and then sword fighting was the gist of most answers with many mentioning the result that shows were banned for ten years afterwards.

A353/02 Community Life in the Classical World (Higher Tier)

It was felt that this unit worked well and candidates were able to demonstrate their knowledge and understanding of the topic at a level appropriate to their ability. Some candidates gave truly excellent answers which went way beyond what the paper was asking of them and were a delight to read. It was a shame when candidates with obvious knowledge failed to gain marks by not answering the specific question stated either through failing to read them properly or through misinterpretation. Examination technique was good on the whole and the vast majority had clearly been well prepared for the examination.

In Section A, a few candidates answered all three questions and the paper only requires the candidate to answer two questions. In Section B there was little evidence of candidates running out of time and some wrote at great length in response to the essay titles.

Higher Tier

Option 1 – Sparta

Section A

- 1
 - a) Candidates gave good explanations of how being given only one cloak to last a year would help prepare boys for life in the army although more could have been made of 'twelve years old'. Successful answers also included further details about the education system along with explanations of how these would be beneficial once the boys joined the army.
 - b) Candidates were able to describe the duties carried out by the *krypteia* giving details such as killing and beating *helots* who stood out to prevent uprisings. There was some confusion with the kings' bodyguards.
 - c) The majority of candidates were able to explain about the Spartans being outnumbered by the *helots* and the threat of rebellion although fewer talked about the Spartans needing the *helots* to produce their food or the *helots* being slaves in their own land. Some mentioned making them drunk to teach young Spartans about drinking.
- 2
 - a) Successful answers explained the attitude in the quotation and then went on to give other details of what mothers did or did not do for their sons and the results of this treatment.
 - b) Candidates were able to give a wealth of examples of what Spartan women did with childbearing, exercising, taking care of the farm and *helots* and encouraging the soldiers being most commonly cited.
 - c) Although there were many interesting answers to this question including discussion of the women being seen as masculine or beautiful or 'thigh flashers' and explaining why other Greeks thought this, some candidates missed the point of the question and talked about how other Greek women were expected to behave without relating this to what other Greeks thought about Spartan women.

- 3
- a) Many candidates mentioned the phalanx and explained how it worked with others bringing in feint retreats and the use of musical instruments. Discussion also included explanation of the use of spears and swords and the absence of archers.
 - b) This question was approached well by the majority of candidates with answers giving excellent (often not very brief) outlines of the events at Thermopylae which had clearly captivated the candidates' attention.
 - c) The majority of candidates were able to identify defence against possible invaders and prevention of *helot* rebellion as significant reasons why the army was important although more could have mentioned the lack of walls.

Section B

- 4 Using the first bullet point, the majority of candidates were able to recall and outline the different parts of the Spartan government with their respective responsibilities often scoring highly under AO1. Candidates lost AO1 marks by missing out sections or assigning duties to the wrong parts of the government. In successful answers candidates were able to gain high marks on AO2 by using the second bullet point to help them to demonstrate understanding of how the different parts of the government checked up on one another to create a 'balance of power'. AO3 marks were gained when candidates used their knowledge and understanding to evaluate whether or not there really was a balance of power and to what extent it was 'perfect'. The best answers repeatedly referred back to the question in order to maintain the focus of the essay.
- 5 This question was completed less frequently but did produce some very interesting responses as there was scope to demonstrate knowledge on various aspects of Spartan society. Candidates seemed to use the first bullet point well in helping them to structure the factual knowledge in their responses and to assist them in approaching the question in order to gain AO1 marks. Understanding was demonstrated of how or why Spartan behaviour was unnatural compared to the behaviour of other Greeks or the behaviour of other people in general and this gained AO2 marks. Evaluation of whether or not the society was sustainable looking at both sides of the argument resulted in candidates gaining marks under AO3.

Option 2 – Pompeii

Section A

- 6
- a) The majority of candidates were able to name some of the rooms in the house and give some description of where they were in relation to one another. Credit was given to annotations placed correctly on the plan.
 - b) There were few problems encountered with explaining the advantages; the *impluvium* as a water supply and the shops as a source of income were popular answers with the use of *tablinum* for discussions with clients and the secluded garden also being given. Use of Latin terms was pleasing but in no way necessary.
 - c) This question produced some interesting answers including the making of mosaics and how frescoes were painted. Usually candidates discussed typical decoration and how it impressed guests, showed off wealth or displayed the education of the owners. Credit was given for citing examples and some candidates even included discussion of wall painting styles.

- 7 a) Successful answers had candidates discussing negative and positive graffiti and guilds and then going on to talk about speeches in the forum and bribes or paying for public shows. Unfortunately some candidates did not go beyond stating that candidates persuaded people to write on the walls to support them.
- b) Candidates gave a wealth of answers including the dissemination of information via public notices, advertising for gladiator events or businesses and love messages.
- c) Supervision of markets, baths, theatre and amphitheatre, water supply and road maintenance were popular responses although some candidates seemed to think the *aediles* were like modern magistrates.
- 8 a) This question produced some excellent answers giving details such as the circular/oval shape, tiered seating with three sections, 15-20,000 capacity and the sandy arena. However, there was unexpected confusion with the theatre despite the combination of the photograph and the word amphitheatre in the question.
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- c) For the most part candidates were familiar with Tacitus' account of the riot and some showed obvious knowledge of the wall painting. Rivalry between fans from Pompeii and Nuceria resulting in an argument which led to stone throwing and then sword fighting was the gist of most answers with many mentioning the result that shows were banned for ten years afterwards.

Section B

- 9 The majority of candidates were well able to describe the main features of the forum in Pompeii such as religious, commercial and administrative buildings and often scored highly under A01. Some candidates had difficulty in differentiating between features in the forum and outside it. AO2 marks were gained by showing understanding of the use or purpose of the features in or outside the forum. Evaluation of the extent to which the features reflected the values and priorities of the citizens was where candidates achieved AO3 marks with the most insightful answers including evaluation of the extent to which features outside the forum also reflected the values and priorities of the citizens.
- 10 Answers to this question demonstrated a wealth of knowledge about comedy and the theatre including the building itself, scenery, costumes, masks and plots, which resulted in high marks for AO1, although there was some confusion with Greek theatre. Understanding and evaluation were demonstrated as candidates discussed why the audience would like or dislike the different aspects of watching a comedy for AO2 and then evaluated whether this would result in an enjoyable experience for AO3.

A354 Culture and Society in the Classical World

General Points:

The moderation team was amazed at the sheer exuberance and enjoyment that many candidates seem to put into this essay. There is clearly some very inspiring teaching going on in centres.

Administration:

- most centres were very well-organised, which was very helpful for moderators;
- there were several arithmetic and clerical errors, which take time for moderators and centres to deal with;
- several centres were hasty in posting ALL essays to the moderators ahead of the request for a sample
- many candidates used a bibliography, but many did not
- bibliographies were, in general very thorough, but some were unhelpful ('sheet my teacher gave us' or 'the green book'.)
- word count was usually very helpfully given, although many essays had no word count;
- centres are expected to provide some teaching in the subject and some training in research techniques. Some candidates wrote in their essays that they had not been taught at all and had no idea where to start researching;
- it is appreciated if centres can encourage their candidates to attach their sheets together, rather than submit loose sheets. Several moderators reported receiving envelopes with over a hundred loose sheets in, in some cases jumbled up;
- comments on the essays and cover sheets were very useful in seeing how the assessment grid had been applied.

Marking:

- the maximum word count was frequently breached, although most centres had allowed for this in their marking. Some, however, had allowed candidates who had written more than 1000 words too many. This is unfair on candidates who have followed the rules;
- AO1 marking was found, on the whole to have been accurately assessed, although there were some centres which allowed the AO1 mark to affect AO2 and AO3 unnecessarily. In some cases, it seemed that if AO1 was high, then the other two AOs were automatically high. This was not always appropriate, but it happened a lot, especially with regard to AO3. Conversely, a low mark for AO1 does not necessarily mean that AO3 is going to be low.

Distribution of Options:

Although each option was chosen by at least a few centres, there was one option that was clearly the most popular. Presumably the proximity of the Olympic Games has had some influence. In general, it did seem that the stronger essays were the ones on literary options. Whether or not that is because stronger candidates were being directed towards them or not, it is not easy to say.

Specific Points:

Option 1: Sophocles' Antigone

- 1 **“Creon is most to blame for the tragic outcome in *Antigone*.” How far do you agree with this statement?**

OR

- 2 **What lessons can a modern audience learn from the play *Antigone*?**

Although very few centres answered on Sophocles, those that did were generally strong. There was much use of the text to answer the questions closely. Essay 1 was the commonest choice, with most able to form and provide evidence for their opinions.

Option 2: Aristophanes' Lysistrata

- 3 **“In *Lysistrata* Aristophanes amuses more than he advises.” How far do you agree with this statement?**

OR

- 4 **How far was the play *Lysistrata* influenced by the fact that it was written during a time of war?**

The answers on *Lysistrata* were less strong, as candidates seemed to struggle with analysis of the text which was relevant to the question asked. Only Essay 3 was seen, and this may have been because it focused tightly on the play. There was a tendency to tell the story without analysing or evaluating.

Option 3: The Olympic Games

- 5 **“In Ancient Greece, the Olympic Games were more than just a sporting event.” How far do you agree with this statement?**

This was the most popular choice by far out of all twelve essays. Most students focused on religion and not a lot else, or certainly not in detail.

There was a tendency to focus on lots of factual information about the games, rather than answering the question directly. All too often, moderators were reading detailed accounts of what happened without seeing much understanding of the cultural context of the games. However, the thing that struck the moderators most was the enthusiasm of the candidates.

OR

- 6 **“Winning was everything.” How far do you think this was true of the ancient Olympic games?**

There were very few centres attempting this, and candidates found themselves falling into the same trap as Essay 5, relying on a list of events.

Centres are reminded that, although the Olympic Games Option might look more attractive and less difficult than the others, that it is marked at the same level as the other options. To be marked as ‘Thorough’, essays need to contain a wide range of primary source material, a large amount of material, and to show an excellent understanding of the cultural context, and to evaluate in considerable depth.

Option 4: Virgil The Aeneid

7 To what extent does Aeneas deserve to be described as a hero?

OR

8 How far was the Aeneid influenced by the fact that it was written under the Augustan regime?

Very few centres answered on Virgil, but those that did were very impressive. Considerable use of the text was made. It does seem that the abler candidates answered either this or the Pliny essays. The moderators were delighted to see the enthusiasm and passion for such challenging works at this age group.

Option 5: Pliny Letters

9 What image of himself do you think that Pliny wanted to promote in his letters.

OR

10 How useful are the letters of Pliny in teaching us about life in Imperial Rome?

Hardly any examples of Pliny essays were seen, but those that did were very pleasing in the amount of detail and the depth of analysis shown.

Option 6: Roman Britain

11 Choose any town in Roman Britain. How useful has it been in teaching us about life in Roman Britain?

OR

12 “A barbaric backwater.” How far is this typical of Roman attitudes towards Britain?

Very few examples were seen of Essay 12 were seen. Essay 11 was quite popular and moderators learned about a variety of towns. There was an alarming attempt to use Milton Keynes in one script, but it turned out that this was only being used as a comparison with Cirencester! The title allowed candidates to display a wide range of archaeological knowledge and to demonstrate an understanding of how it can be used and an evaluation of how useful it has been.

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