

Classical Civilisation

General Certificate of Secondary Education **GCSE J280 J080**

Report on the Units

June 2010

J280/J080/R/10

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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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GCSE Classical Civilisation (J280 J080)

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Chief Examiner's Report

It was felt that the first session of this new specification was a tremendous success. Teachers clearly had a full understanding of what the specification entailed and had prepared their candidates accordingly. Even where there was significant change in format from the legacy specification (ie Section A of the Foundation Tier), there seemed to be no misunderstandings or confusion on the part of the candidates about what they had to do. Where there was continuity from the legacy specification, there was much evidence of candidates who had clearly been well taught how to approach the examination.

It was encouraging to see the number of candidates taking the examination. This was especially true for A351 and A352, where it was evident that many centres were taking advantage of the opportunity to sit the examination immediately after finishing the unit and not waiting until the end of Year 11.

It was also encouraging to see that many responses had clearly used the OCR endorsed textbook to supplement the candidates' knowledge and understanding of the specification, as well as a means of enhancing the delivery of the specification in the classroom.

The Controlled Assessment unit also did not appear to cause problems for centres. Scripts were generally marked well and where there were alterations made by the Principal Moderator, it was often because teachers had been too tough in assessing their candidates' work.

As this is a new specification, teachers would be advised to pay close attention to the Principal Examiners' comments about each module. Some might be worth drawing quick attention to here – ensuring candidates attempt the right section of the paper, that they draw the attention of the examiner if they are using supplementary paper at the back of the booklet, that in the essay, they do not lose focus of the question or refer their knowledge back to the quotation.

However, the best way to prepare candidates for the examination is to mark the examination for a session. Not only does it provide extra confidence for both the teacher and candidates, it is also excellent CPD and enhances any teacher's CV. Should you be interested, please contact OCR via their website.

A351/01

In general, it was felt that this unit worked well and allowed candidates 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. Seemingly, the transition between legacy and new specification has been completed by centres in a very smooth fashion and augured well for next year when more centres will undoubtedly be taking this examination.

There were several areas to which it would be worth drawing teachers' and candidates' attention. In Foundation Tier Section A, if a question asks for the candidate to tick three correct statements, then candidates should only select three responses, no more. With Section B, many candidates were answering all of the three questions. The paper only requires the candidate to answer two such questions.

With both Foundation and Higher Tier candidates, there were several instances where candidates who had been prepared for the Rome section, mistakenly started the Athens section and wasted valuable time before realising their mistake.

Option 1 - Athens

Section A

Generally all tasks were well completed and caused few problems if the candidate had revised thoroughly. At the other end of the spectrum, it was obvious there were a few who were completely guessing every answer. The few problems which were encountered were:

Task 4 – There was not as confident understanding of the importance of the wife as demonstrated in other sections – helping her husband during the symposium was often ticked.

Task 5 – Not all candidates had evidently studied a diagram of the layout of the theatre and struggled to label it correctly.

Task 6 – Perhaps there was room for the importance of the Chorus in a Greek play to have been more thoroughly taught. Showing people to their seats was often cited to be one of their functions!

Section B

- 1a) The majority of candidates were able to cite the andron and gynaikon though only more thorough answers mentioned such rooms as the storeroom. 'Courtyard' was not credited as it was given in the diagram provided.
- 1b) There was some unnecessary overlap with (a) where candidates just recited the layout of the typical house without addressing the 'why' A02 element of the question. Candidates need to be able to explain why, for instance, the andron was at the front of the house.
- 1c) Many candidates unfortunately did not put themselves into the mindset of an ANCIENT Athenian and just said why they themselves, with a modern-day perspective, would have liked to have lived in an Athenian house. Consequently, many failed to access the high marks on this question. It would be worth reminding candidates that their response for this question needs to have a classical foundation and understanding.

Report on the Units taken in June 2010

- 2a)** No real problems were encountered in identifying the sport shown in the picture or listing other events which took place. The best responses cited the events which were unique to the Great Panathenaia.
- 2b)** As before, candidates need to develop the explanation of why the Great Panathenaia was important, not just reciting what took place without assessing its importance.
- 2c)** Many candidates unfortunately did not put themselves into the mindset of an ANCIENT Athenian and just said why they themselves, with a modern-day perspective, would have enjoyed the Great Panathenaia. For instance, many identified that they liked to eat the meat from the sacrifice but did not go on further to say that this was a rarity for many.
- 3a)** This question posed few problems though not all candidates listed duties both inside AND outside the home. Some very good responses mentioned mining.
- 3b)** There was a tendency for candidates to list the different ways a person could become a slave – prisoner of war, piracy – without going further and perhaps mentioning such details as ‘sold in the market’. Some candidates would have benefited from giving extra explanation.
- 3c)** Most candidates could think of reasons why slaves were important to a family in general. However, only the best applied their knowledge to an Athenian family. For instance, instead of just writing it gave the family more free time, better responses went further and noted that it allowed the male to spend more time outside the house, perhaps participating in the democracy.

Option 2 – Rome

Section A

Generally all tasks were well completed and caused few problems if the candidate had revised thoroughly. At the other end of the spectrum, it was obvious there were a few who were completely guessing every answer. The few problems which were encountered were:

Task 4: Many thought that the Egyptians had had a large influence on Roman education and that papyrus was made of animal skin.

Task 5: Surprisingly, many candidates were unable to label the gladiators correctly. Like the layout of the Greek theatre question, it would seem that many candidates struggled with a visual stimulus question and that it might be worth using more illustrations in the classroom.

Section B

- 1a)** Not all candidates realised that the sacrifice took place outside and the *haruspex* was often overlooked.
- 1b)** There were few problems encountered in listing what happened to an animal throughout the sacrifice but only the best responses addressed the second part of the question.
- 1c)** This question was tackled more successfully than the other (c) questions and there was much more of a Roman understanding and appreciation of the importance of sacrifice, especially the *quid pro quo* nature of it.

Report on the Units taken in June 2010

- 2a)** Answers to this question were not generally as strong as other part (a) answers. Details often omitted were the table which was put in the middle of the couches, the number of diners to each couch and the typical seating arrangement according to importance.
- 2b)** Once again, many candidates fell into the trap of just listing the various forms of entertainment without giving any extra details about them.
- 2c)** Most candidates could think of reasons why dinner parties were important in general. However, only the best applied their knowledge to a Roman household. For instance, instead of just saying it made the host more popular, stronger answers went further and mentioned that this might improve his prospects at an election.
- 3a)** The identification of the chariot-racing track caused no difficulty. As for how a race was started, many mentioned the dropping of the handkerchief by the important official but not all were aware of the existence of the *carceres*.
- 3b)** Candidates generally performed well on this question and offered more explanation of exactly how a race might be dangerous for a charioteer – for instance, he might fall off and become entangled in his reins which would lead him to be dragged around the track.
- 3c)** There were many lively responses here and many candidates could identify with the enjoyment of attending an exciting event with thousands of other people. Better candidates once again set their answer in a Roman context – they could meet members of the opposite sex, as you could sit where you liked.

A351/02

In general, it was felt that this unit worked well and allowed candidates 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. Seemingly, the transition between legacy and new specification has been completed by centres in a very smooth fashion and augured well for next year when more centres will undoubtedly be taking this examination.

With both Foundation and Higher Tier candidates, there were several instances where candidates who had been prepared for the Rome section, mistakenly started the Athens section and wasted valuable time before realising their mistake.

Higher Tier

Option 1 - Athens

Section A

- 1a) The majority of candidates were able to cite the andron and gynaikon though only more thorough answers mentioned such rooms as the storeroom. Courtyard was not credited as it was given in the diagram provided.
- 1b) There was some unnecessary overlap with (a) where candidates just recited the layout of the typical house without addressing the 'why' A02 element of the question. Candidates need to be able to explain why, for instance, the andron was at the front of the house.
- 1c) Many candidates unfortunately did not put themselves into the mindset of an ANCIENT Athenian and just said why they themselves, with a modern day perspective, would have liked to have lived in an Athenian house. Consequently, many failed to access the high marks on this question. It would be worth reminding candidates that their response for this question needs to have classical foundation and understanding.
- 2a) No real problems were encountered in identifying the sport shown in the picture or listing other events which took place. The best responses cited the events which were unique to the Great Panathenaia.
- 2b) As before, candidates need to develop the explanation of why the Great Panathenaia was important, not just reciting what took place without assessing its importance.
- 2c) Many candidates unfortunately did not put themselves into the mindset of an ANCIENT Athenian and just said why they themselves, with a modern day perspective, would have enjoyed the Great Panathenaia. For instance, many identified that they liked to eat the meat from the sacrifice but did not go on further to say that this was a rarity for many.
- 3a) This question posed few problems though not all candidates listed duties both inside AND outside the home. Some very good responses mentioned mining.
- 3b) There was a tendency for candidates to list the different ways a person could become a slave – prisoner of war, piracy – without going further and perhaps mentioning such details as 'sold in the market'. Some candidates would have benefited from giving extra explanation.

- 3c) Most candidates could think of reasons why slaves were important to a family in general. However, only the best applied their knowledge to an Athenian family. For instance, instead of just writing it gave the family more free time, better responses went further and noted that it allowed the male to spend more time outside the house, perhaps participating in the democracy.

Section B

- 1) Many candidates were able to recall the different stages of an education for an Athenian boy often scoring highly under A01. Better answers paid heed to the last point of the first prompt and mentioned what a boy might have learnt at home from his father. However, not all candidates performed as highly as they might have as they ignored the second prompt and did not really consider how the education was relevant for later life in Athenian society or failed to address the quotation. By doing so, and not answering all of the question set, it meant that many candidates failed to score highly under A02/A03.
- 2) Candidates seemed to have used the first prompt well in helping them to structure the A01 in their responses and to assist them in unpacking the question. However, again, the second prompt was ignored and there was a tendency for candidates to write everything they knew about the theatre without relating it back to the question and evaluating how it added or detracted from the experience of attending a Greek theatre. It also worth highlighting to candidates that they should look at both sides of the argument.

Option 2 - Rome

Section A

- 1a) Not all candidates realised that the sacrifice took place outside and the *haruspex* was often overlooked.
- 1b) There were few problems encountered in listing what happened to an animal throughout the sacrifice but only the best addressed the second part of the question.
- 1c) This question was tackled more successfully than the other (c) questions and there was much more of a Roman understanding and appreciation of the importance of sacrifice, especially the *quid pro quo* nature of it.
- 2a) Answers to this question were not generally as strong as other part (a) answers. Details often omitted were the table which was put in the middle of the couches, the number of diners to each couch and the typical seating arrangement according to importance.
- 2b) Once again, many candidates fell into the trap of just listing the various forms of entertainment without giving any extra details about them.
- 2c) Most candidates could think of reasons why dinner parties were important in general. However, only the best applied their knowledge to a Roman household. For instance, instead of just saying it made the host more popular, stronger answers went further and mentioned that this might improve his prospects at an election.

Report on the Units taken in June 2010

- 3a)** The identification of the chariot-racing track caused no difficulty. As for how a race was started, many mentioned the dropping of the handkerchief by the important official but not all were aware of the existence of the carceres.
- 3b)** Candidates generally performed well on this question and offered more explanation of exactly how a race might be dangerous for a charioteer – for instance, he might fall off and become entangled in his reins which would lead him to be dragged around the track.
- 3c)** There were many lively responses here and many candidates could identify with the enjoyment of attending an exciting event with thousands of other people. Better responses once again set their answer in a Roman context – they could meet members of the opposite sex as you could sit where you liked.

Section B

- 1)** This question did not prove as popular as the other essay question. Candidates had little difficulty in listing the different gods and their responsibilities and often scored very highly under A01. Differentiation was achieved in the assessment of their importance in the lives of the Romans – often this element of the question was overlooked or very sketchily completed without real focus on the quotation given in the question. Again, it would be worth reminding candidates that they need to address both sides of the question.
- 2)** Not surprisingly, this question proved very popular and there were many candidates scoring highly when they resisted the temptation to recite everything they knew about gladiators and instead imposed some sort of structure upon their answer, perhaps distinguishing between aspects of its popularity which possessed a bloody appeal and those which did not. The advantages of planning a response were especially evident in many responses to this question. A few still choose not to use the quotation and failed to score highly under A03.

A352/01

General Comments

Although there was only a handful of centres who entered candidates at this level, there was a wide range of ability displayed in the scripts seen in Homer (no candidates attempted Ovid at the Foundation Tier level). Many candidates had a wide-ranging knowledge of the *Odyssey*, and were able to score well on both sections. Indeed some candidates scored full marks on the multiple choice, and many scored well over 20 out of 30.

The comprehension questions proved harder for many candidates, although some weaker scripts did fare better on these extended answers. Typically answers failed to show a thorough knowledge and understanding, with a lack of depth to answers and factual inaccuracies.

The first literature sub-question was often done soundly, but most candidates found it hard to make a range of points, although there was pleasing reference to the text.

The questions in part b proved a little more variable. A fuller discussion of each of these is given later on, but candidates must read the question very carefully to select relevant material.

The final comprehension question generally showed a sound appreciation of the text. Candidates were generally able to select relevant material and a few were able to reach well-informed judgements and produced some very good ideas. Weaker responses however often summarised the content of the prescription without much analysis.

Question 1 proved the most popular, with the other comprehension questions being roughly equal in popularity.

Comments on individual questions:

- 1a) There were some very thorough responses to this question. Virtually all candidates discussed Calypso's kindness with at least one reference to the passage. Weaker responses often then went on to give other examples commenting on her generosity, helpfulness etc, thereby showing a lack of depth in their answers. Many commented on Calypso's understanding nature in the opening lines, and her acceptance of her position at the end. Only the most able candidates reflected that these lines perhaps indicated a degree of bitterness.
- 1b) Most candidates scored very well on this, with many candidates writing at significant length. All candidates remembered that Odysseus' raft was destroyed in a storm sent by Poseidon, and many correctly referred to the manner and duration of the voyage (although this was not seen as essential). Ino was frequently referred to, although her veil on occasions became a number of garments. Most foundation candidates failed to score full marks as their answer tended to stop after Ino, with no precise reference to Athene's aid, the river god, Odysseus sleeping in a bush etc.
- 1c) Candidates tended to adopt one of two approaches on this question. They either gave detail of the chain of events leading up to Hermes being sent to Odysseus, or else they tried to evaluate why Calypso helped Odysseus. In the latter of the two approaches, the most common pleasing answers were that Calypso could not oppose the will of Zeus, that she saw that Odysseus was unhappy and that she loved Odysseus and wanted the best for him. The best answers were those that showed elements of both approaches. Many

candidates at this level spent too long describing Hermes' reception by Calypso and her views on the double standard of the gods.

- 2a)** This question was done reasonably well, though answers were often a little one-sided. The best answers were able to make a balanced judgement on Odysseus, finding both the positive and negative aspects of leadership he displayed. These candidates often referred to his desire for fame and arrogance. Weaker responses often referred to him giving his name, although this did not happen until after the passage. Most candidates at this level found little positive to say about his leadership, and for some that did refer to the line where he nodded to his crew to sail away, they were unable to really say what aspect of leader was displayed, except that it was good leadership
- 2b)** This question was handled poorly. A few candidates were able to recall parts of Polyphemus' curse, but at the other end of the scale, there were lengthy references to what Polyphemus had done in the passage, with little or no reference to what had been said. At times, candidates seem to have used their imagination as to what they would have expected Polyphemus to have said. Of the parts that were remembered, the most frequent responses recalled the desire for Odysseus to be killed or have a difficult journey at least.
- 2c)** There were lots of good answers to this question. Candidates generally had few problems in realising this was a question about *xenia*, and most were able to explain the various ways in which Polyphemus broke the rules of *xenia*. Some candidates explained what *xenia* entailed, but without saying precisely what Polyphemus did to break these rules.
- 3a)** Many candidates answered this question very well. The best answers were able to discuss the false hospitality offered, as well as the evil side to Circe's character, although weak candidates did not always discuss the first of these. A few candidates at this level discussed Circe's weakness in the final lines, although fewer mentioned either her beauty or wealth.
- 3b)** This was the question that caused most problems on the Homer section. It has been set in similar terms on the legacy paper, but was done no more successfully on this occasion. Candidates either did not know what happened, or did not read the question carefully enough. Many candidates described what happened to Odysseus' men **after** they had been changed back to humans (the scene at the ships with Eurylochus, the hospitality in Circe's house etc). Many also thought that Circe changed Odysseus men back to human form straight after sleeping with Odysseus, omitting the key information. Some who recalled Circe rubbing ointment also wrongly stated that she tapped them with her wand to transform them.
- 3c)** Many candidates answered this question well. It was not essential to name this as moly, but if it were not named, a detailed description of it needed to have been given, rather than just saying "a flower" or "a herb". Although the text does not state how it was to be taken, a sizeable number of candidates thought that it was a potion.

A352/02

General Comments

There was a pleasing level of achievement for many candidates in this paper. Centres had prepared candidates very thoroughly for both Homer and Ovid, and it was especially pleasing to see a high level of knowledge and understanding in the books which were not in the legacy specification. There were some very sophisticated responses in all of the questions, especially considering that most of the pupils were in Year 10. Where candidates performed less well, inadequate knowledge of the text was the main factor, whilst for some evaluation lacked depth.

Homer proved considerably more popular than Ovid, although there was no discernible difference in the standard of scripts of the two options.

Most candidates were able to score four or five marks for the first literature sub-question and displayed a wide range of ideas. Many gave very full discussion, especially on the character questions, raising a wide range of points and backing them up well from the text. Some candidates could only find one idea within a passage, but used a number of references to support it. Whilst these answers were often sound, they did not have the range of ideas that were needed for a thorough analysis. It was pleasing to see many candidates quote directly from the text, although weaker candidates often gave more vague textual references to back up ideas. It was very encouraging to see that almost all candidates attempted to use material from the passage rather than discussing material from other parts of the prescription.

The questions in part b proved a little more variable. A fuller discussion of each of these is given later on, but candidates must read the question very carefully to select material from the correct part of the prescription.

The final comprehension question generally showed a good appreciation of the text. Candidates were generally able to select relevant material and the best ones often were able to reach well-informed judgements and many produced some very good ideas. Weaker candidates however often summarised the content of the prescription without much analysis.

The standard of many of the essays that were seen was very high. Most candidates were able to show a sound knowledge of the text, although references to the text did vary from the precise to the vague. Some candidates referred to a few examples in great detail, but did not get the range of examples that was regarded as thorough. Others gave a lot of examples, but again failed to get into the thorough band as these references were simply not detailed enough. There was also some good understanding and evaluation by many candidates. The most successful candidates spent time explaining what terms like “civilised” or “nimble-witted” meant to them, and found a range of ideas, while weaker candidates seemed to trot out essays which were well prepared, but which did not fully answer the question set this year.

A small number of candidates did not conform to the instructions and answered questions on all three comprehension passages, or did two questions from all three passages. Such candidates often ran out of time on essays, although time-management did not seem to be a problem otherwise. Many candidates spent time highlighting ideas in passages or writing plans. These often enabled candidates to produce more focused and organised work.

Comments on individual questions:

HOMER

Question 1 proved the most popular, with the other comprehension questions being roughly equal in popularity. The first question was the best done, as candidates were often able to answer part b very successfully. The essay on Odysseus' leadership was more popular than the essay on Phaeacia.

- 1a)** There were some very thorough responses to this question. Virtually all candidates discussed Calypso's kindness with at least one reference to the passage. Weaker candidates often then went on to give other examples commenting on her generosity, helpfulness etc, thereby showing a lack of depth in their answers. Many commented on Calypso's understanding nature in the opening lines, and her acceptance of her position at the end. Only the most able candidates reflected that these lines perhaps indicated a degree of bitterness.
- 1b)** Most candidates scored very well on this, with many candidates writing at significant length. All candidates remembered that Odysseus' raft was destroyed in a storm sent by Poseidon, and many correctly referred to the manner and duration of the voyage (although this was not seen as essential). Ino was frequently referred to, although her veil on occasions became a number of garments. A significant number of candidates were unable to score full marks as their answer tended to stop after Ino, with no precise reference to Athene's aid, the river god, Odysseus sleeping in a bush etc.
- 1c)** Candidates tended to adopt one of two approaches on this question. They either gave detail of the chain of events leading up to Hermes being sent to Odysseus, or else they tried to evaluate why Calypso helped Odysseus. In the latter of the two approaches, the most common pleasing answers were that Calypso could not oppose the will of Zeus, that she saw that Odysseus was unhappy and that she loved Odysseus and wanted the best for him. The best answers were those that showed elements of both approaches. Weaker responses spent too long describing Hermes' reception by Calypso and her views on the double standard of the gods.
- 2a)** This question was done reasonably well, though answers were often a little one-sided. The best responses were able to make a balanced judgement on Odysseus, finding both the positive and negative aspects of leadership he displayed. These candidates often referred to his desire for fame and arrogance. Weaker responses often referred to him giving his name, although this did not happen until after the passage. A large number of candidates did not find anything positive to say about his leadership, and for some that did refer to the line where he nodded to his crew to sail away, they were unable to really say what aspect of leader was displayed, except that it was good leadership.
- 2b)** This question was handled variably. More able candidates were able to recall most parts of Polyphemus' curse, but at the other end of the scale, there were lengthy references to what Polyphemus had done in the passage, with little or no reference to what had been said. Other candidates talked about Polyphemus being given a prophecy, which was not part of the curse. At times some candidates seem to have used their imagination as to what they would have expected Polyphemus to have said. Of the parts that were remembered, the most frequent responses recalled the desire for Odysseus to be killed or have a difficult journey at least.
- 2c)** There were lots of good answers to this question. Candidates generally had few problems in realising this was a question about *xenia*, and most were able to explain the various ways in which Polyphemus broke the rules of *xenia*. Some candidates explained what *xenia* entailed, but without saying precisely what Polyphemus did to break these rules.

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- 3c)** Many candidates answered this question well. It was not essential to name this as moly, but if it were not named, a detailed description of it needed to have been given, rather than just saying "a flower" or "a herb". Although the text does not state how it was to be taken, a sizeable number of candidates thought that it was a potion.

ESSAYS

The essay on Odysseus' leadership was more popular than the essay on Phaeacia.

- 1)** Most candidates were able to show a sound knowledge at least of the relevant stories. The story of the Cyclops featured heavily, although some candidates assumed the examiner did not need reminding of the precise nature of Odysseus' stratagems, and so some of the references to the plans were a little imprecise. Other candidates, in seeing an essay about Odysseus, took this as an opportunity to churn out a prepared essay on Odysseus' leadership skills. Whilst this did overlap with the title set, some of the factual evidence chosen and hence the analysis provided, was not always fully focused.

The best responses realised that to fully assess the manner in which Odysseus was nimble-witted or resourceful, they needed to assess the threats that Odysseus faced. Hence if the plan to blind Polyphemus was discussed, candidates who discussed why it was nimble-witted to blind Polyphemus rather than kill him directly were fully credited. Likewise, those who were able to discuss the threat of the Sirens, as well as the factual analysis of what Odysseus did, were considered to have shown a thorough understanding. There was a wide discussion of all of the key parts of the story, although perhaps weaker candidates could have made more of Odysseus' meeting with Nausicaa,

Most candidates were able to give coherent ideas on the ideas of what being resourceful meant. Many referred to Odysseus building his raft and weaker responses tended to over-rely on the passages printed. Most candidates were of the opinion that Odysseus was very resourceful at all times, citing occasions where he used what was to hand in his plans, whilst opinions were split as to whether he was nimble-witted or not, with occasions where Odysseus' foolishness is shown often being well discussed. Some candidates were particularly perceptive in realising that on many occasions Odysseus was told by others of the dangers to come, and this might affect their view of his nimble-wittedness. Most candidates did not mention the help that others gave Odysseus however.

- 2) Most candidates who attempted this essay described with pleasing detail the assistance that Nausicaa and her family gave to Odysseus. *Xenia* played a big part in most essays. Many were able to include in the instances where *xenia* was not properly shown, such as Alcinous having to be reminded about hospitality to the stranger.

However, some candidates did not take their discussion beyond *xenia*, and hence did not provide a thorough understanding and evaluation of what was meant by being civilised. As such, the essay often turned into a slightly repetitive discussion of *xenia* from Alcinous and Nausicaa. Better responses were able to see beyond this and discussed the activities of the Phaeacians, such as sailing, and the civilisation implied in such ideas as assemblies, temples and law-giving. These candidates were able to recall precise details of what Odysseus saw on his journey to the palace, and gave a very thorough treatment of the facts.

Most candidates regarded Phaeacia to be a perfectly civilised place, but the most perceptive argued that their mistrust of strangers and Nausicaa's thoughts on her reputation did not fit well with this idea. Some regarded a mistrust of strangers to be a sign of civilisation.

OID

This topic proved far less popular than the Homer. Question 3 proved less popular than the other ones, but was done to a slightly higher standard. All three questions showed a good knowledge of the myths. Essay 1 proved much more popular than essay 2.

- 1a) There were many good responses to this question. Most candidates focused on the arrogance and boastfulness of Apollo and were able to quote the relevant lines from the passage very accurately.
- 1b) This question showed a sound knowledge about the personality of Daphne, although weaker responses tended only to say that she had no interest in men or marriage. More perceptive candidates talked about what she preferred to love.
- 1c) This question caused difficulties to the majority of candidates, who tended to only show a sound understanding at best. Virtually all candidates knew that Cupid fired an arrow into Apollo that made him fall in love with Daphne, although he was unable to win her over. However most candidates forgot that he shot an arrow into Daphne and this was what made her reject him.
- 2a) This question was generally well answered, although there was not the variety of ideas that cropped up in many of the other opening questions. Most talked about Juno's deception and scheming, but many were unable to add to these ideas. Better candidates wrote about her cunning in assuming the identity of someone Semele knew and her sighing to add to the realism of the scene.
- 2b) This part of the text was very well known. Most candidates were able to discuss Semele's request, Jupiter's reluctance, and what happened when the two of them made love. Some candidates did not state that Jupiter swore on the River Styx and seemed to imply that the gods were never allowed in any circumstances to go back on their word.
- 2c) This question received some mixed responses. Weaker candidates could only talk about her anger at Jupiter because of his infidelity on this one occasion, whilst more knowledgeable ones knew this was part of a pattern of repeated behaviour. Some very perceptive candidates said that Juno was so vindictive to Semele as she was unable to take any action against her husband and hence Semele was the only one she could target.

- 3a)** Many candidates answered this question very well. The direct speech near the end and the personification of the tree were regularly mentioned. Weaker responses tended to mention interesting vocabulary, but were only able to quote an isolated word or two. In such circumstances, ideas need to be fully developed for full credit. Candidates need to say what interests them about the vocabulary used.
- 3b)** Almost all of the answers seen to this question showed a sound knowledge at least. Most were able to describe several features of hunger. Weaker responses were able to recall some details, but also tended to describe more general signs of emaciation.
- 3c)** There were some very impressive answers to this question. By far the most popular figure chosen was Lycaon, and candidates knew what crimes he had committed and the concept of xenia was regularly mentioned.

ESSAYS

- 1)** This essay often showed a good factual knowledge of the myths. Candidates regularly mentioned women in love who betrayed their homes for their passion, but many also mentioned Baucis and Philemon and the absence of destructive passion in their life. However, most candidates did not distinguish between the different types of love (e.g. the love for a child of Daedalus) and hence often struggled to show a thorough understanding and evaluation of what love was in Ovid.
- 2)** Very few responses were seen on this essay. Those that answered this tended to choose a small selection of stories which were described in sometimes excessive detail, with a single sentence about the moral of the story. Less space was given to stories that were entertaining, and some candidates seemed to find great entertainment and comic value in some rather macabre parts of the story. Some candidates did struggle to place the right character in the right myth.

A353/01

In general candidates were able to demonstrate their knowledge well and showed a range of levels of understanding of Pompeii and Sparta. There was little evidence of candidates running out of time and on the whole they seemed well prepared. Candidates produced quite a wide range of achievement. At the highest end of the spectrum, answers were full of accurate detail and contained excellent discussion, demonstrating thorough understanding and evaluation of the two ancient cultures. Most candidates were able to access the questions at the level they had been entered for and few candidates made errors in following the rubric. Many candidates wrote extensively and used extra sheets, which is good, but candidates should remember not to write in the margins as in online marking the writing in the margin is difficult to access. Candidates should be encouraged to look carefully at the command word in each question so that they do not waste time evaluating or explaining when they should be giving factual details.

Option 1 Sparta

Section A

This section did not seem to cause any unforeseen problems for candidates. Candidates seemed to understand the instructions and what was required in each task. They generally answered at a level to be expected from Foundation Tier candidates. It was clear that some had revised very well and they scored highly on this section of the paper.

Section B

- 1a) This question was generally answered well, with candidates understanding the question and describing the geographical location well. The majority of candidates were able to identify Sparta's position in the South Peloponnese and talk about the valley and the river. Candidates were assisted by knowing the names of the river and the mountains.
- 1b) Candidates were not able to access higher marks by simply stating, rather than explaining: 'Other Greeks thought the Spartans were strange' gets no marks on its own but would be valid with an explanation. Some candidates were able to demonstrate interesting knowledge on this question and explained it well.
- 1c) Many candidates were able to give good evaluations of the advantages and disadvantages by discussing the idea that foreign influence might have allowed Spartans to realise that the Spartan way was not the only way. Some candidates made general comments which were not appropriate to ancient Sparta, and so did not gain high marks.
- 2a) Many candidates answered quite well and demonstrated some knowledge of the Gerousia's duties, although a lack of depth in some answers meant some scored only low marks on this question. Few candidates were able to give a full range of duties including advising the kings, preparing bills for the Ecclesia, foreign policy, changes in law, matters of war and peace, jury in criminal cases.
- 2b) Most of the stages of the process of joining the Council of Elders were covered by candidates such as being aged 60, replacing someone who died, vote by acclamation, although some dwelt unnecessarily on the pros and cons of the system.

- 2c)** The question was generally answered well. Candidates were good at expressing their opinions on whether the Council was a good way of governing Sparta and held strong views. It was pleasing that they referred to ancient sources in the answers to this question.
- 3a)** The majority of answers to this question were very good. Candidates were able to describe the warriors well including details of the red cloak, shield with emblem, plumed helmet, bare feet and long hair. There was a pleasing variety and detail within the answers.
- 3b)** Discussion tended to revolve around the disparity in numbers between the two armies and the betrayal by Ephialtes. Most candidates answered well although sometimes they spent too much time describing the whole situation rather than sticking to the question.
- 3c)** Commitment to Sparta, unity of tactics, celebration of battle and death in battle and intensive training from childhood formed the main basis for comment. Candidates generally answered well, evaluating links between the training system and the tactics leading to victory.

Option 2 Pompeii

Section A

This section did not seem to cause any unforeseen problems for candidates. Candidates seemed to understand the instructions and what was required in each task. They generally answered at a level to be expected from Foundation Tier candidates. Some candidates had thorough knowledge of the relevant areas and scored highly on this section of the paper.

Section B

- 1a)** This question was answered competently. Candidates were able to name a variety of relevant buildings in the forum such as the Temples of Jupiter, Apollo, Vespasian and the Public Lares along with the Basilica, Comitium and Curiae.
- 1b)** Candidates were able to discuss the importance of the Duovirs' responsibility for Legal decisions, public funds and overseeing the town council and the Aediles' responsibility for road maintenance, markets and public temples. Few candidates confused the two roles, which was pleasing. Candidates showed understanding of the importance of the two roles within the town of Pompeii.
- 1c)** The question on the importance of the central area of the forum was generally answered competently. Candidates showed pleasing knowledge of what the area was used for such as notices on statue bases, stalls for trade and business, political speeches and checking the weights and measures. On the whole, candidates could show that they understood why the area was important.
- 2a)** Most candidates could identify that the picture showed Cupids doing something with wine. Better answers mentioned the other activities which are not on the question paper such as metal working, chariot racing, weighing coins and fulling. Responses that did not know the detail of the rest of the picture scored less well. Some misinterpreted the question and explained that it showed that Pompeians drank wine etc.

Report on the Units taken in June 2010

- 2b)** The majority of answers explained that the House of the Vettii stands out because it has no tablinum and no shops. More detailed answers referred to the stables and women's quarters. Some candidates confused the house with the House of the Faun. A significant number of candidates could identify key differences between this and a traditional *domus*.
- 2c)** Candidates were familiar with a wide range of details from the house and could evaluate their significance. The picture of Priapus and its symbolism was a topic of discussion as were the images from Greek mythology and interest in culture or the desire to appear educated. The Cupids and their link to trade and business appeared in a significant number of answers.
- 3a)** Most candidates could identify the building as a *thermopolium* or inn and say what was sold there. The question was generally answered well with candidates listing wine, bread, dates, figs and olives.
- 3b)** This question was generally answered well by candidates. Candidates could explain why the building was laid out like that and how it functioned. Good answers referred to the front opening straight onto the street for easy access, jars in the counter to store food and the possibility of staying overnight upstairs.
- 3c)** Candidates showed good knowledge of the uses of the thermopolia and could evaluate why they might be popular. Gambling and prostitution featured prominently as well as the basic ideas of food, wine and accommodation.

A353/02

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Section B

- 1** This was the more popular choice for candidates. The candidates demonstrated detailed knowledge of the education system and how it worked. Many answers referred to the brutality of the agoge with the restrictions in clothing and food and the punishments. Some candidates failed to spend enough time evaluating whether the system was indeed 'Brutally effective'. It would have been nice to see more candidates discussing what the system was aiming to do and then discussing whether it achieved this.
- 2** There was some discussion of the roles of women in Sparta although it would have been preferable to have seen more breadth of discussion on this topic. Candidates focused on the women running the home and overseeing the helots; more perceptive answers included references to women encouraging the upholding of Spartan values and keeping the men up to scratch. Some candidates demonstrated a pleasing depth of knowledge on the male and female roles in ancient Sparta.

Option 2 Pompeii

Section A

- 1a)** This question was answered competently. Candidates were able to name a variety of relevant buildings in the forum such as the Temples of Jupiter, Apollo, Vespasian and the Public Lares along with the Basilica, Comitium and Curiae.
- 1b)** Candidates were able to discuss the importance of the Duovirs' responsibility for Legal decisions, public funds and overseeing the town council and the Aediles' responsibility for road maintenance, markets and public temples. Few candidates confused the two roles which was pleasing. Candidates showed understanding of the importance of the two roles within the town of Pompeii.
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- 3c)** Candidates showed good knowledge of the uses of the thermopolia and could evaluate why they might be popular. Gambling and prostitution featured prominently as well as the basic ideas of food, wine and accommodation.

Section B

- 1** This was the more popular choice out of the two essay questions. Candidates demonstrated excellent knowledge of the layout of the baths and how they were used. Answers focused on socialising, relaxing, staying fit and keeping clean with business and politics reflecting the other side of the argument. Answers could have made more of discussing what the Romans may have enjoyed about the bathing experience itself. It was pleasing, if unexpected, to see candidates discussing the baths from the point of view of those who worked there. Answers did tend to score more highly on the factual and understanding side rather than the evaluation.
- 2** Candidates showed some excellent, detailed knowledge of Pliny's account and gave some good comparisons of its significance with that of the archaeological findings. Answers highlighted the significance of the darkness, rescue attempt, people's behaviour and fires in Pliny. The Fiorelli process featured prominently in discussions of archaeological evidence. There was some weakness in ability to debate which is more revealing and a tendency to list things Pliny said and things archaeologists have found.

A354

General points:

- all six areas were covered, although the Olympic Games and Roman Britain were clearly the most popular two topics;
- there was no evidence of large numbers from any Centre following the same essay plan, showing that centres are conducting Controlled Assessment correctly;
- for the most part, teachers' marking was found to be consistent and fair, following the assessment grid closely;
- for the most part, centres filled in the paperwork correctly;
- some centres sent along the notes made by candidates in preparation for the Controlled Assessment – this is unnecessary;
- great enthusiasm for Classical Civilisation was shown in these essays – candidates are clearly responding well to high-quality teaching.

Individual tasks

- 1 Some centres clearly taught this play with enthusiasm, as many candidates enjoyed discussing the role played by Antigone in her own downfall. Some of the stronger essays seen tackled this essay.
- 2 No examples seen.
- 3 A few examples were seen of this task. They mostly seemed to find Lysistrata a deeply unsympathetic character, but found that her cause was sympathetic. Some weaker answers found themselves distracted into focusing on aspects of the play that were not closely related to the question.
- 4 There were some very well-constructed literary criticisms produced for this, although some answers focused on describing the humour without trying too hard to evaluate it.
- 5 No examples seen.
- 6 This was a very popular task although some did focus too much on the modern Olympic Games at the expense of the ancient ones. The stronger answers were those that showed much knowledge of the games in the Classical world and how those ideals and practices have continued into the modern world.
- 7 This was mostly well-answered, although it was not a popular choice. Poor old Aeneas has certainly not made himself any fans with his conduct in Book 4 of the *Aeneid*.
- 8 This was attempted by some centres and was done quite well by several candidates. There was a danger, however, of some answers merely telling the storyline of the *Aeneid* without evaluating properly.
- 9 No examples seen.
- 10 This seems to have been a challenging question, but there were some very strong responses to it. Some of the stronger tried to draw a comparison between Calpurnia and women in the UK in 2010. Although this line of discussion was not essential, it was often useful. Quotations tended to be well-chosen and well used.

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- 11** This was an extremely popular choice. The moderators read some interesting discussion of the kind of man that Hadrian was, his policies and the nature of the wall itself. Some essays tried to get away without using much primary source material and suffered accordingly, but the majority was well-sourced and well-written.
- 12** No examples seen.

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