

# **Classical Civilisation**

General Certificate of Secondary Education **J280**

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

## **OCR Report to Centres**

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**June 2013**

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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.

OCR will not enter into any discussion or correspondence in connection with this report.

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# CONTENTS

## General Certificate of Secondary Education

### Classical Civilisation (J280)

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## OCR REPORT TO CENTRES

<b>Content</b>	<b>Page</b>
Overview	1
A351/01 City Life in the Classical World (Foundation Tier)	3
A351/02 City Life in the Classical World (Higher Tier)	5
A352/01 Epic and Myth (Foundation Tier)	9
A352/02 Epic and Myth (Higher Tier)	14
A353/01 Community Life in the Classical World (Foundation Tier)	19
A353/02 Community Life in the Classical World (Higher Tier)	22
A354 Culture and Society in the Classical World	26

# Overview

## General comments

Examiners were highly impressed by the wide knowledge of the ancient world that many candidates were able to show throughout the modules. Candidates wrote with enthusiasm and insight producing some very mature responses.

There were few problems in carrying out instructions or in completing the paper in time, but examiners would recommend that centres remind candidates of the following:

### Both tiers:

- Candidates only need to answer two of the three comprehension questions, but must answer all parts of the questions chosen.
- Candidates should ensure that they only answer the option that they have been prepared for. This is particularly evident in A351 where candidates who answer on Rome begin to answer the questions on Athens.
- Candidates should use the extra space at the back of the booklet, rather than the margins or gaps between questions. If using the extra pages at the back of the booklet, candidates should indicate clearly which questions are on the extra pages. Candidates should only need to use additional booklets if they have already used the extra pages.
- Candidates should try to find a range of ideas in the 5 mark questions. Many candidates make a good point, but spend too long on trying to reinforce one idea, rather than move on.
- Candidates need to read the precise wording of the question. Often, part of the answer is irrelevant to the question set. Candidates do not lose marks on such occasions, but it does result in wasted time.

### Foundation Tier:

- Candidates should ensure that they tick the right number of answers in Section A. Some candidates occasionally ticked one option too many, and lost a mark each time as a result.
- Some of the answers to the 5 mark questions were very short, especially part c) questions. Candidates should read all parts of a question before deciding to attempt it.

### Higher Tier:

- Essays must answer the question set. There was a tendency across all the topics for candidates to lose sight of what the question actually was, and answer a slightly different question that they had prepared. Candidates should keep coming back to the title during the essay.
- Some candidates spent a long time in giving facts and not enough time in answering the question set. Evaluation often was rather rushed at the end of an essay. Candidates are advised to try and evaluate throughout the essay.
- Some essays were very one-sided. This approach is fine and can gain full marks, although it can mean that some important points are not made.

**Controlled Assessment:**

There were some superb pieces of work submitted this year. Most centres produced their work on time and candidates' work was submitted in an appropriate manner.

Many centres had annotated work very helpfully and had written detailed comments on cover sheets. This aids moderators significantly in understanding how marks have been awarded.

Some centres were rather generous in awarding marks to candidates. This may have been the result of a genuine misapplication of the marking grids. Centres are strongly advised to carry out rigorous internal moderation and consider any comments or changes in marks that moderators have applied when marking future controlled assessment.

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

## General Comments

As expected a wide range of responses were produced, but the vast majority of candidates demonstrated that they had been accurately guided and well prepared for the examination. Most candidates were familiar with the style of the questions. There was an approximately even number of entries for the two options, Athens and Rome. A very small number of candidates were apparently unsure of which topic they had been prepared for (or perhaps were over confident) and answered questions from both topics. A few candidates muddled Athens and Rome in their answers.

Most candidates followed the rubrics carefully. Where candidates made a mistake and crossed out their initial response and added another, it was invariably done in a clear enough way for the examiner to deduce the intended response.

## Option 1 – Athens

### Section A

- 1 Many candidates were clearly well prepared and there were few errors here. Some candidates ticked “Boys giving the *peplos* (robe) to the statue of Athene”. Errors like this might have been avoided with some careful preparation for the examination using past papers.
- 2 Again most candidates responded well to these questions. It was noted that in this question, as well as in question 11, some candidates lost two marks by misidentifying one of the parts and then confusing themselves, an error that perhaps could have been avoided with more practice for the exam.
- 3 This part was mostly answered accurately. The most common wrong answer selected was ‘wear crowns’.
- 4 Candidates responded very well to this question, although one or two suggested ‘Murdering a citizen’ as a reason.
- 5 This part was nearly always answered accurately throughout, although some candidates were unaware that the flute player performed to drown out unwanted noise.
- 6 This was mostly answered accurately.

For Section B see Report on A351/02 Higher Tier.

## Option 2 – Rome

### Section A

- 10 Many candidates were clearly well prepared and there were few errors here.
- 11 On the whole this was answered well. There was no pattern to the errors, but see the comment for Question 2, above.

*OCR Report to Centres – June 2013*

- 12** These responses were generally accurate.
- 13** Almost all candidates identified all four correct statements.
- 14** These responses were mostly accurate, but see (5) above.
- 15** Evidence of *Ben Hur* came through quite strongly here, with several candidates opting for the 'long knives on wheels'.

**For section B see Report on A351/02 Higher Tier.**

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

## General Comments

As expected, a wide range of responses were produced by the candidates but the vast majority demonstrated that they had been accurately guided and well prepared for the examination. The wide range of facts offered in the various answers once again highlighted the huge range of source material for the ancient world that is available for teachers and students. The vast majority of candidates demonstrated knowledge drawn from the OCR Classical Civilisation text book, but examiners were of course instructed to credit any other relevant and accurate information.

Overall candidates demonstrated strong knowledge of the topics, and most were clearly familiar with the style of the questions. There was an approximately even number of entries for the two options, Athens and Rome. In Section A in both papers there was an even spread of responses to the various choices; see the comments below for details.

A very small number of candidates answered questions from both the Athens and Rome options. Only the marks from the option with the best responses were counted, rather than a combination of the best answers from both. A tiny number of candidates answered all three questions in Section A for their chosen topic (and, in at least one case, all six Section A questions), and it was noted that this invariably impacted on their Section B question.

Inevitably there were a few candidates who started the Athens topic, then crossed out their answers and restarted the Rome topic, although the vast majority of candidates were clearly aware of the correct option.

A surprising number of candidates used extra answer booklets without using the extra pages supplied in their original booklet. This suggests that they had not been made aware of the existence of these extra pages (pages 30 to 32). Some candidates squeezed extra lines onto the end of their answers for Section A questions, although these extra lines rarely added more marks and were often a repetition of what had already been stated. It would be helpful if candidates used the extra pages in their answer book instead of writing outside the lines provided for each answer. It is essential that any answers on the extra pages indicate the question to which they refer.

Timing was apparently handled competently by the vast majority of candidates as only a few appeared to have run out of time on the Section B question.

## Option 1: Athens

### Section A

- 1 This was generally answered well.
  - (a) Most candidates mentioned a wide range of factors, including *kottabos* and *hetairai*. The best answers were able to list a wide variety of entertainments.
  - (b) The wording of this question led to a range of responses, from advance planning of the *symposium*, including the decoration of the *andron* and the manufacture and delivery of invitations, to how the event ran through the course of an evening, including the election of the *symposiarch*, the preparation of the wine and the roles of the entertainers. Both were credited. The best answers included references to the roles of slaves and the *kyria*, as well as the *kyrios*.

- (c) Candidates generally offered a good range of reasons here – most outlining at least three. Some reasons were better explained than others: for example ‘the arrangement of marriage’ was usually explained clearly, while ‘to gain respect’ was often glossed over with little real explanation.
- 2 This was the least commonly selected question. Only a minority of responses to this question showed solid knowledge and understanding of the City Dionysia.
- (a) Most responses concentrated on the vines and the satyrs shown in the picture and ignored the ‘ship-cart’ in which Dionysos is travelling. This suggested that candidates were not fully familiar with the events of the City Dionysia. This was borne out in 2(c).
- (b) Candidates almost universally identified ‘wine’, but not so many were confident with his roles concerning theatre, the *symposium*, fertility, or ‘revelling’.
- (c) Few candidates showed convincing knowledge of the City Dionysia. A worrying number suggested that it was a place, rather than an event.
- 3 This was generally answered well.
- (a) Most candidates were able to supply a range of information to describe comic costume, but inevitably some answers included details of tragic robes.
- (b) Candidates were able to respond appropriately to this question, although not all referred to the chorus as demanded. Most responses focused on the mask, the phallus and the padded costumes, as expected. On the whole candidates offered good explanations for the comic uses and effects of these costume items. The strongest candidates were able to mention a specific comedy (usually *Frogs*), particularly if they had remembered to include reference to the chorus in their answer.
- (c) Again, there were many pleasing responses to this question. Many candidates could identify the *ekkeklima* and the *mechane*, as well as commenting on why these were ‘impressive’. Credit was awarded for any reasonable suggestion in relation to sound effects, although examiners were dubious of the veracity of some of the sources for the commonly cited ‘rocks rolled under the seats to create “thunder”’ answers. A common error was to overstate the scale and complexity of scenery, with several candidates suggesting that the scenery in ancient theatres was as complex and sophisticated as that used in modern ones. The question did not mention the theatre building itself, but some candidates nevertheless discussed its shape. This error might have been avoided with more careful preparation for the exam using past papers.
- 4 Generally this question was answered extremely well. Candidates expounded their knowledge of ancient Greek slavery and also remembered to evaluate as demanded. Answers understandably tended to focus on household slaves, detailing the roles of both male and female slaves (most commonly mentioning child care, food preparation, farm work and the *paedagogus*). The experience of slaves in the silver mines at Laurium, as well as the publically owned ‘Scythian archers’, were also mentioned by many candidates. Many answers were arranged in a straightforward two-sided approach where the first half of the essay listed factors which ‘agreed’ with the statement in the question, and the second half factors which ‘disagreed’. Stronger candidates organised their answers carefully and were able to give detailed evidence of, and differentiate the experiences of, both public and private slaves, as well as covering male and female slaves and also slaves owned by rich or poor(er) owners. Some also pointed out the difference in standard of living that a slave might experience if he/she originated from a less sophisticated community than Athens. Inevitably there were some generalised statements from candidates who clearly had less factual information at their fingertips, but it was pleasing not to see any confusion with the European-led slave trade of the 18<sup>th</sup> century.

- 5 In contrast to Question 4 this was generally not answered quite so comprehensively. It was also the less popular choice of essay. Although some candidates answered very well, there were some who focused on description and lost sight of the evaluative nature of the question. Some candidates tended to focus on only one or two aspects of Greek religion, commonly sacrifice and the various gods and their responsibilities. These answers tended to drift off the question once the candidates had started writing, as they became focused on describing, say, sacrifice in great detail, rather than focusing on the ‘why?’ part of the question. After the topic of sacrifice the next most popular factor to be described was the roles of the various Olympian gods. Again there was a tendency to focus on the first part of the question only. Stronger candidates went further and also covered the *Panathenaia* and temples. Again, after excellent descriptions of the *Panathenaia* some candidates tended to overlook the evaluation. There were many very good answers that covered all of the factors mentioned thoroughly, and were also able to elaborate on reasons why the Athenians honoured their gods. These included fear, respect, to gain a favour, to help in a coming ordeal. Some candidates were able to explain the subtle reason that not honouring the gods appropriately might lead to some sort of revenge or catastrophe for the whole *polis*.

## Option 2: Rome

### Section A

- 6 The three section A questions were equally popular.
- (a) This was answered very well, although there were occasional errors, for example references to *hetairai*. Some candidates relied a little too much on the illustration, which, in this type of question, is purely there as a prompt and candidates are not expected to refer to it unless asked to do so. Candidates were not penalised for this error, but it led to some rather descriptive answers which gave little evidence that could be credited. A wide range of entertainments were suggested, ranging from dwarves to gladiators, all of which were credited (where appropriate).
- (b) The wording of this question led to a range of responses, from advance planning of the *cena*, to how the event ran through the course of an evening. Most candidates focused on the seating arrangements and food, as expected. This question gave candidates the chance to demonstrate their knowledge of the physical arrangement of the couches and, importantly, why they were arranged in that way, as well as to show their knowledge of the food that might have been served.
- (c) Most candidates offered strong responses. The most common error was to simply state that the *cena* was organised ‘for fun’ without suggesting any more serious reasons, such as political gain, to forge business deals or to arrange marriage. Candidates were clearly well-aware of the patron/client relationship and some good answers included references to various factors including arranging marriages, gaining votes, business reasons and even Freedmen. There were a handful of responses that seemed to be more appropriate to a *symposium* than a *cena*.
- 7 (a) This question was answered very well, with stronger candidates squeezing in plenty of detail about podiums and platforms, labels, skills, oiling bodies and so on. Some weaker candidates focused on describing how an auction works. Other candidates became sidetracked and described the ways in which people became slaves. Again, the picture was only intended as a prompt, and in this case it did not prove a distraction.

- (b) There were many good answers here too, although some weaker candidates based their answer on the fact that ‘men are stronger than women’ and consequently were more important. Only answers that mentioned a range of roles, together with discussing their relative importance, were awarded marks in the highest band. So, for example, a lowly female slave might be compared with a male slave who accompanies his master to the forum: one has the crucial role of producing food, while the other has the equally (?) important role of boosting the master’s respectability.
- (c) There were many thorough responses. Most included ‘buying their freedom’, ‘freed in master’s will’ and ‘act of bravery’, but there were also some nice references to gladiators earning the wooden sword and slaves being freed in order to marry their owner.
- 8 (a) Candidates’ answers were generally very good on the types of animal used, with some very comprehensive lists offered. Ostriches seemed surprisingly popular.
- (b) This was generally answered really well. Most candidates were able to explain at least three uses of animals from beast versus beast fights, staged hunts, executing criminals and fighting the *bestiaris*.
- (c) Some candidates slipped at this point and wrote answers based solely on Roman ‘bloodlust’. This was credited as a reason, but more factors were required to achieve the higher marks. Many candidates provided pleasing responses, mentioning, for example, to display the size/power of the empire, to impress the audience (credit was given to references to emperors ‘seeking votes’ from the people of Rome, as that was taken to mean ‘seeking popular support’) and to punish criminals.
- 9 Inevitably weaker candidates simply described the two buildings, but most evaluated the statement to a greater or lesser extent. Knowledge of the two structures was on the whole very good. Some candidates were able to write at length and in great detail about the two buildings, and the stronger ones were able to evaluate throughout. Many candidates opted for one building over the other as being the most impressive, and organised their answer in a straightforward two-part ‘agree’ and ‘disagree’ way. Others were able to offer evaluative comment on various aspects of the two structures as they went along, reaching their own conclusion at the end. There were some great comments about the experience of attending events at the two buildings, ranging from the crowd cheering for a chariot team to luxuriating under the canopy in the Coliseum. The best candidates were able to describe and evaluate the buildings as well as comment appropriately on the events.
- 10 In contrast to Question 9 this was generally not answered quite so comprehensively. It was the less popular choice of essay. Although some candidates answered very well, there were some who focused on description and lost sight of the evaluative nature of the question. Some candidates tended to focus on only one or two aspects of Roman religion, commonly sacrifice and the various gods and their responsibilities. These answers tended to drift off the question once the candidates had started writing, as they would become focused on describing, say, sacrifice, in great detail, rather than focusing on the ‘why?’ part of the question. After the topic of sacrifice the next most popular factor to be described was the roles of the various gods. Again, there was a tendency to focus on the first part of the question only. Stronger candidates went further and also covered the *lares* and *penates* as well as temples. There were many very good answers that covered all of the factors mentioned thoroughly, and were also able to elaborate on reasons why the Romans honoured their gods. These included fear, respect, to gain a favour, to help in a coming ordeal. Stronger candidates were able to bring in factors such as civic duty (rich Romans financing temples) and family honour (respect for the ancestors etc.).

## A352/01 Epic and Myth (Foundation Tier)

### General Comments

There was much evidence of excellent teaching and learning in this year's papers. Most candidates showed a good knowledge of the text they had studied and had clearly enjoyed it.

There seemed to be more problems with candidates ticking the wrong number of responses in Section A than in previous years.

Candidates found the Section A questions more straightforward than Section B. The answers in Section B varied hugely in standard. Some candidates answered them very thoroughly. Weaker responses were no more than two or three lines and some made very generalised statements. The problems were often failing to analyse a passage properly and not answering the precise question set.

The (a) comprehension question produced some good answers when the question asked about a character. When (a) questions asked how a passage was interesting, answers which made points and quoted ideas from the text gained the best marks. For example, those who analysed individual points of comparisons in similes, rather than using the generic idea of them helping us to visualise the scene, gained more marks.

In (b) questions most candidates did not have the necessary knowledge when the question asked about what was said in a speech, as in 9(b) and 20(b). Candidates often guessed and there were inaccuracies as a result.

Part (c) questions were handled better. There was often good understanding of what made characters memorable or interesting, or how sympathy was created. There was a tendency from some candidates to simply retell the story, rather than show the necessary understanding.

### Individual Questions

#### Option 1: Homer *The Odyssey*

- 1 Most candidates scored full marks on this section, and no particular character caused more problems than the others.
- 2 This question was again answered well. This, and question 1, showed most candidates had a good factual knowledge of the text. Parts (b) and (c) caused slightly more difficulties than (a).
- 3 This question was a very good discriminator of candidates' abilities. Many seemed very unsure of the order of events. Candidates often thought that Odysseus and Circe slept together after Circe attempted to drug him, and Circe's questions to Odysseus were often put at the end of the sequence.
- 4 Many candidates scored full marks on this question, and Alcinous was known by almost all candidates.
- 5 This was another well answered question. A few candidates thought that Odysseus killed the sacred cattle or that the Sun-god gave Odysseus a present as he left, but the commonest error was in thinking that the crew refused to stay.

- 6** There were some fine answers to this question and many candidates knew the talents of the characters well. The most common errors were to regard a Laestrygonian as a good farmer and Alcinous as very resourceful. As Polyphemus was a possible answer for both being a good shepherd and throwing huge rocks, a few candidates who included his name in both places were given both marks.
- 7** This question was reasonably well handled. Some candidates forgot that Nausicaa did not want to discuss marriage openly with her father, or else did not realise that this was how a good daughter would be expected to behave. A large number thought instead that she questioned Odysseus when he needed help.
- 8** This question was generally well done. Most analysed the lion and Artemis similes correctly, but candidates often thought that the simile of the calves showed passion from the men.
- 9 (a)** Most candidates picked out key ideas, such as Hermes being described as the Giant-killer, and the best responses showed the understanding that the epithet conveyed Hermes' power. Many also mentioned the simile, but could have gained more marks by making a precise comparison. The best responses highlighted the gracefulness or speed of Hermes in the comparison. Hermes' sandals were mentioned with some candidates commenting that the value of the gold showed the power and importance of Hermes. There were few references to the magical nature of Hermes' wand.
- 9 (b)** This question differentiated candidates very well. To get full marks, candidates needed to recall the main ideas of Athene and Zeus, which some were able to do. Most realised that Athene asked Zeus to get Odysseus off the island and that Zeus agreed to this. Many candidates, realising the paucity of facts beyond this in their answers, invented information. There were repeated references to Athene asking Zeus to send Hermes, or saying that she had mentioned Odysseus had been there for seven years, or Zeus referring to Poseidon's anger. Candidates are encouraged to go over the information in speeches very carefully.
- 9 (c)** This question provided much interesting discussion and fine evaluation. Answers commonly referred to the power that Zeus wielded, and the best ones were able to give examples of where Zeus shows this power, and how this furthers the plot in sending Odysseus closer to home. Many commented on his role as overseer of xenia, suggesting that fear of punishment by Zeus was what motivated the Phaeacians. Some also commented on his ability to conjure up the storms which featured at times or his role as overseer of justice. There were a few answers that noted that his involvement in Odysseus' plight enhanced Odysseus' heroic status.
- 10 (a)** This question produced many excellent responses. Many noted Odysseus' caution, intelligence, tact and pride. The simile was handled much better than the one in the previous question, with a variety of ideas as to why Odysseus resembled a lion, including his determination and desperation. Many saw him as a potential threat. Some candidates needed to have more of a range of ideas as they only focused on one or two aspects of character.
- 10 (b)** This episode was very well known and many candidates achieved high marks. Some wasted time by not reading this question carefully enough, discussing Nausicaa's dream, the conversation with her parents and the preparations for the journey, or the hospitality Nausicaa offered after the passage. Most of these responses also discussed what she did at the river. A significant number stated that she took clothes to wash and a picnic, but did not make it clear in their answer whether she had done either by this stage. Most answers did mention the washing, and the best answers gave details about what the clothes were, or how the clothes were washed. Many mistakenly thought the clothes were then hung up to dry or that the girls played naked after bathing.

- 10 (c) There were a lot of very fine responses to this question. The best responses gave details of both Nausicaa's hospitality and that of her parents, and also talked about the places (such as the port and palace) and institutions (such as a council and a monarchy) that Phaeacia had. Some lost marks by only focussing on either the hospitality or details about Phaeacia, thereby not having enough of a range of ideas. Some candidates wasted time by discussing ways in which Phaeacians were uncivilised. Such knowledge was impressive, but gained no credit.
- 11 (a) There were some excellent responses seen to this question. Many candidates referred to the fear shown by the men and the subsequent bravery that Odysseus showed. Some picked out his intelligence and pride in his reference to the exploits at Troy, and his presumptuousness in expecting xenia. In this question too, candidates could have gained more marks by having a range of ideas, rather than just focusing on one or two aspects.
- 11 (b) Nearly all candidates could recall the moving of the boulder and many also remembered that Polyphemus brought his sheep in. Whilst some gave superb detail on the milking and organisation of the animals, the majority of candidates could have achieved higher marks by giving precise detail on what he did with the sheep. Another common failing was inventing information. Often Polyphemus was either eating one of his sheep, stroking them or talking to them, having a drink of milk, or eating cheese. Very few answers recalled Polyphemus throwing down the firewood, sitting down, or lighting a fire.
- 11 (c) There were many fine answers seen to this question. Many mentioned his importance to the whole story with his curse and the violence of his killing of the men, while the best answers gave precise details of the manner in which he killed his men. It was pleasing to note responses that highlighted his caring nature to his flock and how his foolishness allowed Odysseus' cunning to be shown. Some candidates could have gained more marks by not treating the question just as a description of what Polyphemus did.

### Option 2: Ovid *Metamorphoses*

- 12 Some candidates answered this question very well. A number seemed to have little idea on most of the characters, with the exception of Jupiter and Juno, and it was clear from the responses that some candidates did not even know the genders of the characters.
- 13 Answers to this question were variable. Part (c) was completed slightly better than the other parts. In part (a), many mixed up Decualion and Daedalus, and in part (b) there seemed a fairly even split on the responses chosen.
- 14 This question was done quite well. Most knew the story and were able to correctly place most of the parts of the story.
- 15 Most candidates performed quite well. Where candidates did make errors, Echo was often chosen as the wrong option and Semele was the lesser known of the two correct options.
- 16 This question produced mixed responses, although some candidates achieved full marks. Some candidates were unable to either recall what happened to Actaeon or Lycaon, or else realise these were punishments. The answer that caused most difficulties was Io.
- 17 Most candidates did very well on this question and it was one of the best questions answered on the paper.

- 18** This question elicited a wide variety in the quality of answers seen. Several candidates did score full marks. Conversely, some candidates seemed unaware of the myths. The best remembered answer was that of Narcissus.
- 19** There were some good answers to this question, although there were also some common errors. These included thinking that everyone was wealthy or lived in houses in the Golden Age, and that the gods lived on earth with humans. The correct answer that caused the most problems was there being no need to sail the seas.
- 20 (a)** There were some fine answers to this question. Perceptive responses discussed the gruesome language and changes of pace and tone during the passage, and the best answers discussed the striking metamorphosis at the end. Some candidates did struggle to come up with valid ideas, often resorting to picking out adjectives or adverbs they found interesting, without explaining why they were interesting. Some answers referred to the alliteration of “sickle-shaped sword”, although they rarely made any worthwhile comment on it.
- 20 (b)** This question was very well answered and most candidates knew the myth very well. Nearly all knew of Syrinx’s chastity, Pan’s pursuit of her and the change into reeds. Some candidates did not mention Syrinx’s appeal for transformation or had her appealing to the wrong people. The end of the story, where the sound was created, could have been discussed at more length by many. A very small number of candidates seemed to have no knowledge of the story.
- 20 (c)** Candidates knew the story of Io very well. Jupiter’s rape of her came in for universal sympathy, as did the fact that she had done nothing wrong. Many candidates then went on to say that Io was punished for Jupiter’s crime by her transformation. Many spoke sensibly about Juno’s persecution. The best responses talked about Io’s mental torture of being able to see her family but not communicate with them, or her witnessing the sufferings of her own father.
- 21 (a)** Candidates made plenty of well-argued points about Pentheus, and even found admirable qualities in him. His unshaken spirit was often seen as a sign of good strength of character rather than perhaps stubbornness, but candidates were credited for both interpretations. Likewise, many regarded Pentheus’ idea to spy on the Maenads as the sign of a cautious and clever individual. More obvious points, such as his anger, were missed by some, but those that did make this point often referred to the simile of the war horse to show his emotional nature.
- 21 (b)** Most candidates knew the manner of Pentheus’ death and the role of his aunts. The best answers stated who tore off what bodily part, and a few very impressive answers knew the names of the women. Most candidates realised that he was mistaken for an animal, with some needing to be more precise and say which animal this was. Few candidates made reference to Pentheus’ verbal and non-verbal appeals to his relatives at the point of his death.
- 21 (c)** There were some good responses to this question. Virtually all candidates talked of Pentheus’ refusal to worship Bacchus and his threats of violence within the passage. Some answers tended to become repetitive about Pentheus’ cruelty and impiety, or referred to large parts of the printed passage. Many candidates did not have the range of relevant knowledge or ideas to score full marks. There were not many answers that showed that candidates were aware of the warnings Pentheus was given by others, especially those of Teiresias and Cadmus.

- 22 (a)** This was a question that differentiated candidates very well. Some answers to this question showed good understanding of what made this passage interesting. Candidates often talked about a cliffhanger in the final line to good effect and some were able to discuss the contrast between peace and war when Scylla was throwing pebbles. There were common misunderstandings in the opening lines about the horns of the moon and the bird of victory, with many candidates taking these ideas literally, and not appreciating the poetical imagery. Those who did realise often produced lucid comments about the indecisiveness of the war. Many candidates seemed to struggle for ideas to write on this question and could only quote lines with minimal discussion.
- 22 (b)** Some candidates knew in detail the sentiments of Scylla, and the most common detailed answers talked of Scylla giving herself as a dowry and saving lives, especially Minos'. A small number talked about Minos being merciful and that his reason for going to war was just. The majority of answers did not seem to know the speech well, and relied on guesswork and general statements about how Scylla loved Minos. Candidates preferred to talk about why she wanted to cut off her father's hair and what happened as a result. Speeches are an important part of the text and need to be learned more carefully.
- 22 (c)** Virtually all candidates knew the outcome of the story and wrote in an informed manner about Minos rejecting Scylla and not wanting to win the war by the means offered. Some answers accurately quoted Minos' words to Scylla on being presented with the lock of hair. A few candidates also thought to go beyond the story of Scylla and wrote creatively about his honour in not killing the Minotaur or keeping the disgrace a secret. There was widespread misunderstanding from many candidates that Minos gave up the war when Scylla offered him the gift.

## A352/02 Epic and Myth (Higher Tier)

### General Comments

There was much evidence of excellent teaching and learning in this year's papers. Most candidates showed a good knowledge of the text they had studied and had clearly enjoyed it.

Candidates had very few problems with the format of the paper. Many wrote extensively, using extra pages. This should always be indicated to the examiner in the main body of the answer. Some candidates used small writing to fit in their answer. This is acceptable, provided that the writing is legible.

There were excellent answers seen to all the questions. The best answers consistently analysed passages properly and answered the precise question set. The (a) comprehension question tended to produce good answers when the question asked about a character. When (a) questions asked how a passage was interesting, answers which made several points and quoted ideas from the text scored most highly. For example, those who analysed individual points of comparisons in similes, rather than using the generic idea of them helping us to visualise the scene, gained more marks.

In (b) questions candidates did not always have the necessary knowledge when the question asked about what was said in a speech, as in 1(b) and 8(b). Candidates often guessed and there were inaccuracies as a result.

Part (c) questions were often handled well. There was good understanding of what made characters memorable or interesting, or how sympathy was created.

Essays produced a wide variety of responses and approaches. Essays which answered the precise question set, with evaluation throughout, were the most successful. Some candidates clearly have expectations of what essays will occur, and there was a tendency from some to write a pre-prepared essay, rather than answer the question set. The best essays produced a two-sided discussion; finding some areas of agreement and disagreement with the question usually led to the best evaluation.

### Individual Questions

#### Option 1: Homer *The Odyssey*

- 1 (a) Most candidates picked out key ideas, such as Hermes being described as the Giant-killer, and the best responses were able to understand that the epithet conveyed Hermes' power. Many also mentioned the simile, but could have gained more marks by making a precise comparison. The best responses highlighted the gracefulness or speed of Hermes in the comparison. Hermes' sandals were mentioned with some candidates commenting that the value of the gold showed the power and importance of Hermes. There were few references to the magical nature of Hermes' wand.
- 1 (b) This question differentiated candidates very well. To get full marks, candidates needed to recall the main ideas of Athene and Zeus, which some were able to do. Most realised that Athene asked Zeus to get Odysseus off the island and that Zeus agreed to this. Many candidates, realising the paucity of facts beyond this in their answers, invented information. There were repeated references to Athene asking Zeus to send Hermes, or saying that she had mentioned Odysseus had been there for seven years, or Zeus referring to Poseidon's anger. Candidates are encouraged to go over the information in speeches very carefully.

- 1 (c) This question provided much interesting discussion and fine evaluation. Answers commonly referred to the power that Zeus wielded, and the best ones were able to give examples of where Zeus shows this power, and how this furthers the plot in sending Odysseus closer to home. Many commented on his role as overseer of *xenia*, suggesting that fear of punishment by Zeus was what motivated the Phaeacians. Some also commented on his ability to conjure up the storms which featured at times or his role as overseer of justice. There were a few answers that noted that his involvement in Odysseus' plight enhanced Odysseus' heroic status.
- 2 (a) This question produced many excellent responses. Many noted Odysseus' caution, intelligence, tact and pride. The simile was handled far better than the one in the previous question, with a variety of ideas as to why Odysseus resembled a lion, including his determination and desperation. Many saw him as a potential threat. Some candidates needed to have more of a range of ideas as they only focused on one or two aspects of character.
- 2 (b) This episode was very well known and many candidates achieved high marks. Some wasted time by not reading this question carefully enough, discussing Nausicaa's dream, the conversation with her parents and the preparations for the journey, or the hospitality Nausicaa offered after the passage. Most of these responses also discussed what she did at the river. A significant number stated that she took clothes to wash and a picnic, but did not make it clear in their answer whether she had done either by this stage. Most answers did mention the washing and the best answers gave details about what the clothes were, or how the clothes were washed. Many mistakenly thought the clothes were then hung up to dry or that the girls played naked after bathing.
- 2 (c) There were a lot of very fine responses to this question. The best responses gave details of both Nausicaa's hospitality and that of her parents, and also talked about the places (such as the port and palace) and institutions (such as a council and a monarchy) that Phaeacia had. Some lost marks by only focussing on either the hospitality or details about Phaeacia, thereby not having enough of a range of ideas. Some candidates wasted time by discussing ways in which Phaeacians were uncivilised. Such knowledge was impressive, but gained no credit.
- 3 (a) There were some excellent responses seen to this question. Many candidates referred to the fear shown by the men and the subsequent bravery that Odysseus showed. Some picked out his intelligence and pride in his reference to the exploits at Troy and his presumptuousness in expecting *xenia*. In this question too, candidates could have gained more marks by having a range of ideas, rather than just focusing on one or two aspects.
- 3 (b) Nearly all candidates could recall the moving of the boulder and many also remembered that Polyphemus brought his sheep in. Whilst some gave superb detail on the milking and organisation of the animals, the majority of candidates could have achieved higher marks by giving precise detail on what he did with the sheep. Another common failing was inventing information. Often Polyphemus was either eating one of his sheep, stroking them or talking to them, having a drink of milk, or eating cheese. Very few answers recalled Polyphemus throwing down the firewood, sitting down, or lighting a fire.
- 3 (c) There were many fine answers seen to this question. Many mentioned his importance to the whole story with his curse and the violence of his killing of the men, while the best answers gave precise details of the manner in which he killed his men. It was pleasing to note responses that highlighted his caring nature to his flock and how his foolishness allowed Odysseus' cunning to be shown. Some candidates could have gained more marks by not treating the question just as a description of what Polyphemus did.

- 4 This essay produced a range of interesting responses. Many candidates showed a very fine knowledge of the events of the story. Instances of leadership, communication, bravery and arrogance were commonly discussed when Odysseus was with his men and, when alone, his despondency on Ogygia was well handled, as well as his conversation with Nausicaa. Many candidates used the passages printed for the comprehension for ideas. In small doses this is fine, but such an approach does not gain high marks for knowledge of the story if overdone.

Candidates argued equally effectively for his behaviour in both halves. Those who preferred him on his own talked about his rhetorical skills, humility and the help he received from the gods enhancing his status. This latter point was also used by those who preferred him with his crew in viewing him as not doing enough on his own. When leading his men, Odysseus' courage was admired, and care for his men on many occasions, as well as there being criticism for his despondency on the beach at Scherie.

Some candidates needed to pay closer attention to the wording of the question. Many answers simply listed the good points of Odysseus and the bad points, and evaluation often revolved on whether he was admirable as a whole, rather than treating the two parts of the book separately. Equally, some candidates wrote an essay about whether Odysseus was a good leader. Candidates who kept coming back to the title throughout the essay performed better than those who tried to compare the two halves only at the end. This was a particular problem when candidates ran out of time. Some candidates also suffered by a lack of balance in the episodes under discussion, usually by saying a lot on his behaviour with his men, but little on his behaviour on his own.

- 5 This essay produced a series of interesting and well considered ideas. Most candidates showed a good knowledge of the text and offered a personal response. Common areas under discussion were the depiction of characters, plot, the role of the gods, and tension. Some candidates spent too long discussing why each of several characters was interesting, or why lots of different episodes were tense (usually saying that we don't know what is going to happen during each part). Such responses did not often show a high level of understanding of what makes the story exciting and interesting.

The best answers also discussed story-telling technique. There was good discussion about some of similes and epithets, although it was a pity that candidates often used the lion simile when Odysseus met Nausicaa and Hermes being called "giant-killer", both of which had featured on the paper. Candidates will achieve more marks in AO1 by not relying heavily on material in the comprehension passages. Those who looked elsewhere had plenty to say about the similes in the scenes with Polyphemus. There was also good discussion of flashbacks, pace and violent imagery.

Most candidates seemed to enjoy every aspect of the story choosing not to consider any ways in which the story was not constantly interesting and exciting. This was a valid viewpoint, although candidates should be aware that they are at liberty to express negative views on the text. It did feel at times that some responses often were a list of what candidates liked about the story. The best answers often considered ways in which the story might not be considered exciting or interesting. Popular ideas were the lack of action in books 6 and 7, the lack of tension in places, and some characters and people who are not portrayed in enough depth.

**Option 2: Ovid *Metamorphoses***

- 6 (a) There were some fine answers to this question. Perceptive responses discussed the gruesome language and changes of pace and tone during the passage, and the best answers discussed the striking metamorphosis at the end. Some candidates did struggle to come up with valid ideas, often resorting to picking out adjectives or adverbs they found interesting, without explaining why they were interesting. Some answers referred to the alliteration of “sickle-shaped sword”, although they rarely made any worthwhile comment on it.
- 6 (b) This question was very well answered and most candidates knew the myth very well. Nearly all knew of Syrinx’s chastity, Pan’s pursuit of her and the change into reeds. Some candidates did not mention Syrinx’s appeal for transformation or had her appealing to the wrong people. The end of the story, where the sound was created, could have been discussed at more length by many. A very small number of candidates seemed to have no knowledge of the story.
- 6 (c) Candidates knew the story of Io very well. Jupiter’s rape of her came in for universal sympathy, as did the fact that she had done nothing wrong. Many candidates then went on to say that Io was punished for Jupiter’s crime by her transformation. Many spoke sensibly about Juno’s persecution. The best responses talked about Io’s mental torture of being able to see her family but not communicate with them, or her witnessing the sufferings of her own father.
- 7 (a) Candidates made plenty of well-argued points about Pentheus, and even found admirable qualities in him. His unshaken spirit was often seen as a sign of good strength of character rather than perhaps stubbornness, but candidates were credited for both interpretations. Likewise, many regarded Pentheus’ idea to spy on the Maenads as the sign of a cautious and clever individual. More obvious points, such as his anger, were missed by some, but those that did make this point often referred to the simile of the war horse to show his emotional nature.
- 7 (b) Most candidates knew the manner of Pentheus’ death and the role of his aunts. The best answers stated who tore off what bodily part, and a few very impressive answers knew the names of the women. Most candidates realised that he was mistaken for an animal, with some needing to be more precise and say which animal this was. Few candidates made reference to Pentheus’ verbal and non-verbal appeals to his relatives at the point of his death.
- 7 (c) There were some good responses to this question. Virtually all candidates talked of Pentheus’ refusal to worship Bacchus and his threats of violence within the passage. Some answers tended to become repetitive about Pentheus’ cruelty and impiety, or referred to large parts of the printed passage. Many candidates did not have the range of relevant knowledge or ideas to score full marks. There were not many answers that showed that candidates were aware of the warnings Pentheus was given by others, especially those of Teiresias and Cadmus.
- 8 (a) This was a question that differentiated candidates very well. Some answers to this question showed good understanding of what made this passage interesting. Candidates often talked about a cliffhanger in the final line to good effect and some were able to discuss the contrast between peace and war when Scylla was throwing pebbles. There were common misunderstandings in the opening lines about the horns of the moon and the bird of victory, with many candidates taking these ideas literally, and not appreciating the poetical imagery. Those who did realise often produced lucid comments about the indecisiveness of the war. Many candidates seemed to struggle for ideas to write on this question, and could only quote lines with minimal discussion.

- 8 (b)** Some candidates knew in detail the sentiments of Scylla, and the most common detailed answers talked of Scylla giving herself as a dowry and saving lives, especially Minos'. A small number talked about Minos being merciful and that his reason for going to war was just. The majority of answers did not seem to know the speech well, and relied on guesswork and general statements about how Scylla loved Minos. Candidates preferred to talk about why she wanted to cut off her father's hair and what happened as a result. Speeches are an important part of the text and need to be learned more carefully.
- 8 (c)** Virtually all candidates knew the outcome of the story and wrote in an informed manner about Minos rejecting Scylla and not wanting to win the war by the means offered. Some answers accurately quoted Minos' words to Scylla on being presented with the lock of hair. A few candidates also thought to go beyond the story of Scylla and wrote creatively about his honour in not killing the Minotaur or keeping the disgrace a secret. There was widespread misunderstanding from many candidates that Minos gave up the war when Scylla offered him the gift.
- 9** This essay produced a number of excellent responses. Candidates generally knew the myths involving the gods very well and had a good range of these, and did not just use the ones given in Section A. There was fine knowledge shown of the myths involving Jupiter, Juno, Apollo and Diana. Many candidates also showed good knowledge of myths involving humans. There was a good understanding of the interesting relationship between Jupiter and Juno, and the power of the gods in punishing or rewarding humans. Some also talked impressively about their ability to create metamorphoses.

Some candidates knew the myths very well, but were unable to say much about why the gods were interesting. Such answers scored well on AO1, but less well on AO2 and AO3. Sometimes, where discussion started well, it did get rather repetitive, lacking the necessary range of ideas on why the gods were interesting.

Many candidates could have gained more marks by discussing whether gods were the most interesting characters, rather than by just saying why they were interesting. This did require a comparison with human characters, which some candidates did not do. There was an even spread of candidates who found humans or gods more interesting. Those who found the gods more interesting gave the points indicated above, while those who found humans more interesting often referred to their larger role in some stories, such as those involving Meleager or Daedalus. Humans were often seen as less predictable since many of the gods were seen as serial adulterers or punishers of those who did not respect them. Humans were also sometimes seen as a valuable source of humour in the stories.

- 10** In this question some candidates showed some very impressive knowledge of family relationships. Many knew very precise details of the myths they had studied, with Meleager, Daedalus, Io, Erysichthon and the gods being commonly discussed. Some candidates described a small number of myths in great detail, whilst others covered a broader range in less detail. Both approaches were equally successful.

Candidates were able to show a good understanding of what made relationships gloomy. This often involved discussion of betrayal of family members, selfishness, violence and vengeance. There was also good discussion of stories that showed love and kindness between couples. Some candidates could have gained more marks by picking out more clearly what the relationships showed, rather than describing a story with a gloomy outcome and then saying this was gloomy, repeating this approach for other stories.

Provided that both positive and negative relationships had been discussed, there was usually some good evaluation shown. Most candidates felt that Ovid did portray a gloomy picture, and those who spent enough time on a detailed conclusion usually gave the best evaluation.

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

### General comments

In this unit 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 was pleasing that the vast majority of candidates followed the rubric correctly, showing excellent preparation.

Candidates writing answers outside the designated area were a problem as it is very difficult for examiners to see writing which is in between questions. Candidates should be instructed to write on the additional pages at the back of the answer book. If candidates do use the additional pages, they should put a note on for the examiner at the end of the main question and on the additional page label each part of the answer 7(a), 7(b) etc.

### Option 1: Sparta

#### Section A

Generally all questions were completed well and caused few difficulties for candidates who had revised thoroughly

For question 2 a significant number of candidates thought the *Ephors* voted the kings into office.

In question 4 many candidates were mistaken in thinking that the boys competed in musical competitions to become good singers.

Question 6 was done very well by the majority of candidates.

#### Section B

- 7 (a) Well answered with most candidates being able to interpret the map. Many knowledgeable answers discussed the mountains and river, the coast (distance from it and its rugged and marsh ridden nature) and distance from Athens.
- 7 (b) The vast majority of candidates were able to discuss both physical and social isolation with varying degrees of success. Many candidates covered both aspects in a balanced and informed way with the most successful answers showing understanding of both the geographical barriers and the ideological ones.
- 7 (c) The most successful answers described the migration of the Dorians to Laconia and the Spartan conquest of Messenia. There were quite a few candidates who limited their answers by merely defining *Perioikoi* and *Helots* rather than describing how they came into being.
- 8 (a) The majority of candidates mentioned 'thigh flashers' and the treatment of women and the enslavement of fellow Greeks were discussed frequently. Weaker answers simply quoted from the passage which could not take their score beyond level 3. A common error was to say that the Spartans 'did not pay taxes' which is a misinterpretation of the words of the passage.

- 8 (b) Successful answers to this question often discussed the lack of currency in Sparta. Some candidates referred to boys being encouraged to steal in the *agoge* while others mentioned women inheriting land although surprisingly few made the point that everyone was supposed to be equal and that this might lead to greed.
- 8 (c) Frequently done well, with candidates' responses often well-developed and assured in their understanding of the limitations of historical and archaeological sources for Sparta, regularly mentioning Plutarch and Xenophon by name. There was a tendency, however, to say, or at least imply, that if we had Spartan sources they would be more reliable than those written by non-Spartans, which isn't necessarily the case at all.
- 9 (a) Many responses struggled to get past the point that Spartan women wore short tunics and were often naked although there were plenty of thorough answers often mentioning tanned skin, lack of makeup and jewellery and physical fitness.
- 9 (b) Most candidates had a good idea of what the women did, but did not always explain why they spent their time this way. Many answers referred to the women exercising and stronger responses explained that this was in order to have healthy babies who would grow up to fight in the army. Looking after the farm was another popular choice with the higher level answers explaining that this was because the husband was busy with the army and needed to supply his share for the *syssition*.
- 9 (c) Most candidates argued that the Spartan women would have been satisfied and compared Spartan women with Athenian women. More successful answers gave a balanced view and considered negatives. Perceptive responses noted that Spartan women would probably have been satisfied since they had been 'brainwashed' and had no idea what anybody else's life was like.

## Option 2: Pompeii

### Section A

Generally all questions were completed well and caused few difficulties for candidates who had revised thoroughly.

In question 10 many candidates mistakenly described the lava spur as making the soil well drained.

Question 11 was done well by many candidates.

In question 13 there was some confusion of the descriptions of the people in Pompeii.

Question 15 was generally done well by most candidates.

### Section B

- 16 (a) This question revealed extensive knowledge about the House of the Faun. Perhaps inevitably some candidates confused details with those of the House of the Vettii. Most were familiar with two atria, two peristylia and house taking up a whole insula. Lower level answers were sometimes limited by a tendency to describe the House of the Faun rather than explain how it differed from typical Pompeian houses.
- 16 (b) Most answers focused on the size and elaborate decoration to argue that owners were rich and cultured. Stronger answers went beyond this, discussing the large number of slaves, enjoyment of entertaining and privacy because of having their own baths. More limited responses tended to make the point that various aspects of the House showed that the occupants were wealthy without developing or indicating other qualities they might have.

- 16 (c)** Thorough answers described the heating system including slaves tending the furnace, the floor on pillars and flues in the walls. However there was extensive misunderstanding of the system which led to candidates describing pipes under the floor carrying hot water, steam and even hot water circulating under the floors to heat the rooms. Some candidates seemed to be describing a modern central heating system. Candidates do need to be prepared thoroughly for this type of question.
- 17 (a)** This was often answered efficiently and a high proportion of candidates displayed clear knowledge and understanding. Level 5 responses pointed out a feature and explained its function clearly; lower level answers simply said it was designed “like this” because x.
- 17 (b)** Candidates were able to describe a wide selection of items sold in the *thermopolia* and suggested some very interesting activities which may have taken place. Wine, bread, dates, figs and olives were popular choices with dice playing often suggested as an activity. Many candidates made effective use of knowledge about the *thermopolium* of Asellina to support their answers while some answers were too vague e.g. ‘hot food / drink’.
- 17 (c)** Many answers showed good understanding of the reasons why *thermopolia* were so widespread, discussing travelling traders and poor people lacking cooking facilities at home.
- 18 (a)** Many candidates made reference to the temple of Jupiter at the head of the forum, and the grouping of the political buildings. A few discussed the significance of the central space and the use of the colonnade. Lower level responses gave a list of the buildings around the forum and their uses while others mentioned ease of access with buildings grouped together, then went on to illustrate just this one point. For the higher levels there were some very good explanations in terms of use of space, accessibility and convenience.
- 18 (b)** Answers were often very good with most candidates able to name a wide range of commercial and administrative buildings, although there were some who decided that Temples were administrative or commercial buildings.
- 18 (c)** This question was answered in a variety of different ways. There was a tendency of a considerable number of candidates to focus merely on socialising and try to expand that point, but not always with a great deal of success. Those candidates who approached this with a wider lens were those who scored higher marks. A particular weakness in answers was a failure by many candidates to differentiate between social and commercial and political. Many noted the range of activities the forum has on offer and used this to explain why people would visit.

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

### General comments

Candidates were able to display their knowledge and understanding of the chosen topic at a level appropriate to their ability and this unit differentiated well. A considerable number of candidates gave really tremendous answers which went significantly further than the level for GCSE and were a delight to read. Some candidates exhibited incredibly detailed knowledge of the facilities in Pompeii while others discussed in great detail the Spartan education system. There were cases where candidates with observable knowledge failed to gain marks by not answering the specific question asked. Generally speaking, examination technique was proficient and, in the main, it was apparent that the candidates had been well prepared for the examination.

In Section A, most candidates answered two questions in accordance with the instructions. In Section B there were very few instances of candidates running out of time and some wrote extensively in response to the essay titles. Candidates writing answers outside the designated area were a problem as it is very difficult for examiners to see writing which is in between questions. Candidates should be instructed to write on the additional pages at the back of the answer book. If candidates do use the additional pages, they should put a note on for the examiner at the end of the main question and on the additional page label each part of the answer 1(a), 1(b) etc.

### Option 1: Sparta

#### Section A

- 1 (a) Well answered with most candidates being able to interpret the map. Many knowledgeable answers discussed the mountains and river, the coast (distance from it and its rugged and marsh ridden nature), and distance from Athens.
- 1 (b) The vast majority of candidates were able to discuss both physical and social isolation with varying degrees of success. Many candidates covered both aspects in a balanced and informed way with the most successful answers showing understanding of both the geographical barriers and the ideological ones.
- 1 (c) The most successful answers described the migration of the Dorians to Laconia and the Spartan conquest of Messenia. There were quite a few candidates who limited their answers by merely defining *Perioikoi* and *Helots* rather than describing how they came into being.
- 2 (a) The majority of candidates mentioned 'thigh flashers' and the treatment of women and the enslavement of fellow Greeks were discussed frequently. Weaker answers simply quoted from the passage which could not take their score beyond level 3. A common error was to say that the Spartans 'did not pay taxes' which is a misinterpretation of the words of the passage.
- 2 (b) Successful answers to this question often discussed the lack of currency in Sparta. Some candidates referred to boys being encouraged to steal in the *agoge* while others mentioned women inheriting land although surprisingly few made the point that everyone was supposed to be equal and that this might lead to greed.

- 2 (c) Frequently done well, with candidates' responses often well-developed and assured in their understanding of the limitations of historical and archaeological sources for Sparta, regularly mentioning Plutarch and Xenophon by name. There was a tendency, however, to say, or at least imply, that if we had Spartan sources they would be more reliable than those written by non-Spartans, which isn't necessarily the case at all.
- 3 (a) Many responses struggled to get past the point that Spartan women wore short tunics and were often naked although there were plenty of thorough answers often mentioning tanned skin, lack of makeup and jewellery and physical fitness.
- 3 (b) Most candidates had a good idea of what the women did, but did not always explain why they spent their time this way. Many answers referred to the women exercising and stronger responses explained that this was in order to have healthy babies who would grow up to fight in the army. Looking after the farm was another popular choice with the higher level answers explaining that this was because the husband was busy with the army and needed to supply his share for the *syssition*.
- 3 (c) Most candidates argued that the Spartan women would have been satisfied and compared Spartan women with Athenian women. More successful answers gave a balanced view and considered negatives. Perceptive responses noted that Spartan women would probably have been satisfied since they had been 'brainwashed' and had no idea what anybody else's life was like.

## Section B

- 4 The roles of *helots* and *perioikoi* were well evidenced and discussed. Fewer answers went into detail on the role of *Spartiates* / women / kings. Many assumed that the *Spartiates* did very little and had an easy life, without fully discussing their role in society. Most answers focused on the question and concluded that the system was efficient but not fair. Weaker responses tended not to include enough information for higher level AO1 marks and did not answer 'fair and efficient' to score highly on AO3 marks. Some candidates had a secure knowledge of facts for a thorough AO1 mark, an understanding of them for AO2 and were able to discuss whether the distribution of the workload was fair and efficient for AO3. A few successful answers were able to look at each class and see the advantages and disadvantages of being in each of them. Some used their knowledge of Sparta's military successes as evidence of efficiency while others queried whether this social system was sustainable in the long term. The best answers repeatedly referred back to the question in order to maintain the focus of the essay.
- 5 The majority of answers went through the education system chronologically; many took education to include the test at birth and childhood of a Spartan boy. Generally candidates knew the facts of the education system for AO1 and some revealed a tremendous knowledge of the topic with a high number of candidates accessing the top level for AO1. Some essays described the education system giving a wealth of factual detail but then failed to analyse how the activities prepared the boys for what they would have to do as adults, other than the general point that it made them good fighters, for AO2 and 3. The best essays, which scored highly on AOs 1, 2 and 3 gave an in-depth analysis of how each feature of the *agoge* prepared the boys for a certain aspect of adult life as a *Spartiate* in the army with the more perceptive answers considering the men's roles as members of the government, *syssitia* and as husbands.

## Option 2: Pompeii

### Section A

- 6 (a) This question revealed extensive knowledge about the House of the Faun. Perhaps inevitably some candidates confused details with those of the House of the Vettii. Most were familiar with two atria, two peristylia and house taking up a whole insula. Lower level answers were sometimes limited by a tendency to describe the House of the Faun rather than explain how it differed from typical Pompeian houses.
- 6 (b) Most answers focused on the size and elaborate decoration to argue that owners were rich and cultured. Stronger answers went beyond this, discussing the large number of slaves, enjoyment of entertaining and privacy because of having their own baths although more limited responses tended to make the point that various aspects of the House showed that the occupants were wealthy without developing or indicating other qualities they might have.
- 6 (c) Thorough answers described the heating system including slaves tending the furnace, the floor on pillars and flues in the walls. However, there was extensive misunderstanding of the system which led to candidates describing pipes under the floor carrying hot water, steam and even hot water circulating under the floors to heat the rooms. Some candidates seemed to be describing a modern central heating system. Candidates do need to be prepared thoroughly for this type of question.
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- 7 (c) Many answers showed good understanding of the reasons why *thermopolia* were so widespread, discussing travelling traders and poor people lacking cooking facilities at home.
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- 8 (c) This question was answered in a variety of different ways. There was a tendency of a considerable number of candidates to focus merely on socialising and try to expand that point, but not always with a great deal of success. Those candidates who approached this with a wider lens were those who scored higher marks. A particular weakness in answers was a failure by many candidates to differentiate between social and commercial and political. Many noted the range of activities the forum has on offer and used this to explain why people would visit.

## Section B

- 9** There was a wide range in the answer quality for this question. For AO1 some candidates showed thorough knowledge of the natural geography of Pompeii. AO2 marks were gained by showing understanding of what the Pompeians gained from each geographical feature with candidates showing a varying degree of understanding. For AO3 strong candidates were able to discuss both the benefits and disadvantages of living near Mount Vesuvius, including as disadvantages not just the eruption in 79 AD but the earthquake in 62 AD. Factual knowledge and understanding was frequently very good, but relatively few looked beyond the obvious advantage of “trade” and “making money” or the disadvantage of earthquakes and eruption. The really thorough ones also considered health and hygiene / diet / individual and civic prosperity / cosmopolitan nature of town and variety of goods etc and damage to property / cost of repairs etc. Some answers focused perhaps too much on developing positive aspects of Pompeii’s position and leaving the negative aspect to a brief comment on Vesuvius as a volcano.
- 10** For AO1, many candidates showed really extensive knowledge of the amenities in Pompeii. AO2 marks were gained by showing understanding of how the Pompeians used the things on offer in Pompeii. For AO3, candidates discussed whether or not the activity was ‘civilised’ from a modern point of view although a few speculated as to whether the Romans would have thought things were civilised and some noticed the word ‘all’ in the question and discussed whether slaves / women / poor people would have found their lifestyle civilised. There seemed to be some confusion in some answers between “civilised lifestyle” and “civilised”; many just answering about how nice it would be to live in Pompeii. Most concentrated on baths, amphitheatre and forum, without thinking about housing / *thermopolia* / water supply.

## A354 Culture and Society in the Classical World

### General Comments

As ever, moderators were delighted by the range of essays sent to them. It is always heartening to see how much enthusiasm and passion for Classics there is out there. Centres are evidently continuing to enthuse and energise their candidates in writing these essays.

The vast majority of essays submitted were presented very well. Some centres submitted packs of essays which were rather muddled and required moderators to spend some time sorting out. Centres are asked to take care when packing their essays and to remind themselves of the procedures for controlled assessment. The deadline for submitting essays should always be observed.

Centres new to controlled assessment are encouraged to look at the samples which are available and to seek advice on marking the essays if they wish. Some centres which were new this year lacked confidence in marking.

It is clear that many centres are successfully using standardisation between teachers to ensure that the marking criteria are applied evenly. Some centres were too generous in the marks awarded. It is particularly appreciated when teachers write on the cover sheet the reasons why the marks were given and how the marking grid was applied.

As always seems to be the case, the vast majority of essays were on the Olympic Games. However, the number of essays on literary topics seems to be on the increase. Moderators were delighted to read some excellent essays on Virgil and Aristophanes. Centres are reminded that they are not allowed to change the titles from those which are set. These titles are often designed to allow candidates to answer in several different ways; in most cases, all these ways are valid as long as the candidate provides plenty of evidence and explains the ideas sensibly.

### Option 1 – Sophocles' *Antigone*

- 1 Relatively few candidates chose Question One. However, those who did managed to include a good personal response as well as a lot of evidence. Direct reference to the text is very useful in this kind of question, but candidates should avoid writing half the essay as quotations of Sophocles' words.
- 2 This was generally answered well, although some candidates were distracted by the aspect of women in ancient Athens and discussed this in detail with insufficient reference to the text. Higher marks were given to those who dealt with the text in depth and related it to ancient Athens.

### Option 2 – Aristophanes' *Lysistrata*

- 3 Answers to this question were rare. Successful candidates focused in detail on the lines of the chorus in the play. They also compared this play to others and discussed how the chorus is used there. Other answers focused on the success of other aspects of this play, not just on the role played by the chorus.
- 4 A few examples of this essay were seen. Candidates who chose this question found a lot to say about what was funny in *Lysistrata*. Stronger answers used detailed reference to the text rather than just referring to several amusing incidents. There was a good awareness of the potential for a modern-day audience to be shocked by some things contained within Aristophanes.

### **Option 3 – The Olympic Games**

- 5 This title was the most popular of all this year. Several candidates were distracted into writing a description of Olympia. To achieve high marks, elements of evaluation and analysis were needed. Several centres seemed to mark candidates down for not having much evidence. However, there is not always much primary evidence available for this topic, so moderators would encourage centres to be reasonably generous in this area if candidates have made a good effort to find evidence and do what they can with it.
- 6 This was less popular than Question Five, but was still a popular option. There is always the danger in any essay asking for a comparison of the ancient and modern Games that candidates might be distracted and focus on the modern Games. This did happen, but to a lesser extent than was feared. Again the stronger answers were those which included plenty of evidence from the ancient Games and used that as the basis for their comparison. Moderators were amused to read about the 'Mobot' and its apparent origins in ancient Greek history!

### **Option 4 – Virgil's *The Aeneid***

- 7 Insufficient examples were seen of this essay to make generic comments.
- 8 As expected, this question gained some very vehement responses. Plenty of evidence was given to argue against it, with candidates claiming strongly that Aeneas is a well-rounded and interesting character. However, some candidates wanted to agree with the quotation, which was acceptable as long as they provided evidence for their thoughts. Candidates are welcome to agree or disagree with a quotation if they are able to show knowledge of relevant material, as well as demonstrate perceptive evaluation and analysis.

### **Option 5 – Pliny's *Letters***

Too few examples were seen on this option to make generic comments.

### **Option 6 – Roman Britain**

- 11 This was quite a popular question. Moderators were delighted to see many illustrations used helpfully in answer to it. Although some pictures were mainly decorative, the majority were used to explain and enhance the answer being made. Moderators were greatly impressed by the breadth of ideas about the potential purpose of Hadrian's Wall.
- 12 Although there were some curious definitions of what constituted an archaeological site for the Roman occupation of Britain, such as the British Museum, Rome itself or 'my back garden', the majority of candidates chose a useful example and gave a lot of detailed information about it. High marks were appropriately given to those who could evaluate and analyse the usefulness of such information, and give more detail about the kind of evidence provided by the site.

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**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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