OCR
Oxford Cambridge and RSA

GCSE (9-1)

Examiners' report

CLASSICAL CIVILISATION

J199
For first teaching in 2017

J199/23 Summer 2022 series

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our website.

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Paper 23 series overview

This component comes from Component Group 2: Literature and Culture. Candidates must study one component in this component group, chosen from: The Homeric World (J199/21), Roman City Life (J199/22) and War and Warfare (J199/23). A component from group 2 makes up 50% of the total 9–1 GCSE.

The component contains two elements: in-depth cultural study and study of related literature.

This component covers both Greek and Roman civilisation, focusing on Athens and Sparta in the 5th century BC, and on Rome in the Imperial period. In the 'Culture' section the military systems and tactics of each society will have been studied, as will the interplay between war, politics and society. Candidates should have knowledge of key battles, not only what happened, but why, and how this impacted on the societies involved. The way in which warfare is viewed and the cultural impact of conflicts, including the human cost of war, make this component a moving area of study for candidates which has clear relevance to the modern world. The literature studied is a combination of epic and shorter verse; it presents a range of responses to warfare, from glorification to depictions of horror and tragedy.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
- used quotations from the sources in the Insert - displayed accurate knowledge of the different cultures studied - referred to specific details from battles or other relevant events - used information from the set texts or sources intended for use with the War and Warfare content and kept Literature separate from Culture - explained each point precisely and in enough depth.	- did not refer specifically to the sources given in the Insert - confused Greeks with Romans and Athenians with Spartans - made vague references to events in the 'ancient times' - referred to items from the Culture section in Literature questions or discussed content from the Myth and Religion unit while answering this paper - made points which were unclear or not fully explained.

Section A overview

This section deals with culture and requires candidates to answer questions based on the sources in the insert as well as to choose one out of two 15-mark questions to write in a more extended manner on an aspect of the culture material.

Question 1

Study **Source A**

1　What were Helots (line 1)?

　　..

　　.. **[1]**

Many candidates successfully identified the Helots as slaves, although a common error was to identify them as soldiers, perhaps having confused them with Hoplites.

Question 2

2　Give **two** reasons why the Spartans might have chosen 'the youngest and the oldest soldiers' (line 4) to protect Sparta while the rest marched on to fight the battle.

　　1 ....

　　..

　　..

　　2 ....

　　..

　　..
　　　[2]

Most candidates made an attempt to answer the question with some success. Many discussed the lack of experience of the youngest along with the wealth of experience but lack of physical strength / stamina of the oldest.

> **Misconception**
>
> (?) Many candidates misunderstood or did not express their understanding of the idea from Tyrtaeus' poem about an older man dying in battle, by simply saying that it was shameful for an older man to die in battle, as if that was the shameful part. It was necessary to include the whole idea: 'it is … shameful for an older man fallen among fighters at the front to lie ahead of the young men …': it was shameful for an older man to be killed if he was going into battle before the younger men instead of the other way around.

Question 3

3 Why did the Spartan soldiers display such 'diligence' (line 6)?

....

....

....

.... **[3]**

> Many candidates gained marks by discussing how the Spartans had been trained in the Agoge since the age of 7 so they knew exactly what to do. Some discussed the 'with it or on it' adage.

Question 4

4 Why did Sparta have more than one king at a time?

....

....

....

.... **[2]**

> Many candidates answered correctly that one king stayed in Sparta while the other went on campaign. More thorough responses mentioned that a king was needed at Sparta to keep the Helots under control. No credit was gained by saying that if one died in battle there would be another to take his place.

Question 5

5   What was the Greek word for cowards such as Aristocles and Hipponoidas (line 9)?

    .... **[1]**

The question asked for a Greek word which was not required to be taught as part of the specification. To treat all candidates fairly, we have awarded the mark for this question to every candidate. Many candidates answered correctly by giving the word 'tressantes' which is explained on page 354 of the GCSE Route 1 textbook.

Question 6

Study **Source B**

6   Identify **three** items of the legionary's equipment shown in **Source B** and say how each was designed to help soldiers.

    1   ....

        ....

    2   ....

        ....

    3   ....

    ....
                                                                                                                        [6]

In order to score well on this question, candidates needed to focus on the design of the equipment and how it helped the soldier. A helmet 'to protect the head' would only gain credit for identifying the helmet. A candidate could gain 2 marks by describing the design of the helmet with cheek guards, spaces around the ears and an open face to provide protection to the head but the soldier could still see and hear. See Exemplar 1, which would have gained 2 marks. Some candidates made the mistake of confusing Greek and Roman in answering this question.

Exemplar 1

2 Breastplate :
many different peices in order to
provide freedom of movement as
well as protection.

The candidate has identified an item of equipment and explained how the design helped the soldier.

Question 7

Study **Source C**

7   Identify any **two** of the numbered features of the fortress and describe their functions.

Number and feature ....

Function ....

....

....

Number and feature ....

Function ....

....

....

[4]

Candidates dealt with this question confidently; wall, ditch principia, praetorium, watchtowers and gates were popular choices and candidates had little difficulty in describing their functions.

Question 8 (a)

Study **Source D**

8   (a)   Identify **two** significant details about this helmet.

1 ....

....

2 ....

....

[2]

Given that this is a prescribed source, candidates were expected to give specific details as outlined in the mark scheme, although many lost marks by simply describing the helmet as having nose and cheek guards. The most frequent correct responses were: made of bronze and Corinthian (style). There was some confusion with a Roman legionary's helmet.
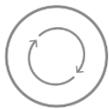
Question 8 (b)

(b) How might wearing a helmet like this have made things difficult for a soldier?

....

.... **[1]**

This question was answered well with candidates describing the weight, lack of peripheral vision and lack of ear holes.

Assessment for learning

Mixing up Greek and Roman as well as Spartan and Athenian seems to have been a common problem.

Class activities could help to prevent this by focusing on the differences and comparisons between the sections of the specification. Comparison tables could be created; notes might be colour coded to reduce confusion. Quizzes or matching activities might be devised to help students to remember the key features of separate elements, e.g. styles of equipment, styles of fighting, battles. Visual resources could be very useful in this context.

Question 9

Study **Source E**

9 Describe the equipment and techniques that the Athenian army used in their battles against the Persians. Use **Source E** as a starting point and your own knowledge in your answer. **[8]**

It is really important for candidates to remember to use **both** the source and their own knowledge in order to access the higher level marks in this type of question. The most prominent images from the source are shields and horses, which were often discussed. It is important to explain how the shield was used and that horses were used as cavalry. In addition, spears and swords were usually discussed. A common mistake was to describe the spears being thrown in the Roman army style. Many candidates also mentioned the use of the navy, which was credited.

Tip for answering 8-mark questions

It became clear during marking that some candidates had been taught to begin their response with 'In Source X …' and then, after making some points about the source, continue with 'From my own knowledge …', thus avoiding the loss of marks caused by failing to address both parts of the question.

Question 10

10 'Octavian's side won the battle of Actium because it was better organised.' How far do you agree with this statement? Justify your response.   **[15]**

This was the slightly more popular option over Question 11. The most successful responses included a short introduction including reference to the keywords from the question 'better organised' and then went on to give facts about the actions of both sides, discussing whether this reflected good or bad organisation and finally coming to a conclusion about whether better organisation was the reason why Octavian's side won.

Question 11

11 'The Athenians won battles only by being lucky.' How far do you agree with this statement? Justify your response.   **[15]**

The majority of candidates discussed the Battle of Salamis, although some brought in details about the Athenian land army. The most efficient way to answer the question was with a short introduction then discussing facts about the Athenians at war and whether or not they were down to luck or not, and coming to a conclusion about whether they won because of luck overall.

Section B overview

This section deals with literature and requires candidates to answer questions based on the prescribed literary sources in the insert as well as to choose one out of two 15-mark questions to write in a more extended manner on an aspect of the literature.

Question 12

Study **Source F**

12   What was Apollo (line 2) the god of?

.... **[1]**

Many candidates gave the correct response: popular choices were the sun, prophecy and music. Quite a few answered war, seeming to have confused Apollo and Ares.

Question 13

13   Why does Diomedes want to strip Aeneas of his shining armour (lines 2–3)?

....

.... **[1]**

Kleos and timé were the most frequent responses and the majority of candidates were successful in gaining this mark by discussing the idea of a trophy / spoils of war / geras.

Question 14

14   Why is the epithet 'far-striking' (line 4) suitable for Apollo?

....

.... **[1]**

References to Apollo's use of the bow and arrow were common; if candidates read the source carefully, the bow was mentioned: they just needed to interpret it.

Question 15 (a)

15 (a) Identify **two** more epithets from the passage.

1 ....

....

2 ....

....

[2]

Most candidates were able to choose two epithets. A common error was to use 'god bore Aeneas' which is part of the sentence as the god is carrying Aeneas, rather than a reference to his mother being Aphrodite.

Question 15 (b)

(b) Choose one of the epithets and say why it is suitable for that character.

....

.... **[1]**

Lots of excellent responses were given, with the main error relating to having, incorrectly, chosen 'god bore Aeneas' for 15 (a) and explaining his divine parentage

Question 16

16 Why do Leto and Artemis help Apollo to take care of Aeneas (lines 8–9)?

....

....

....

.... **[2]**

Some candidates realised that Leto and Artemis are Apollo's mother and sister, although there were quite a few references to it being because Aphrodite was Aeneas' mother, which did not gain credit.

Question 17

17 Following this passage, what does Homer tell us about Aphrodite after her wrist was wounded (lines 13–14)?

....

....

....

....

[2]

Many candidates showed a thorough knowledge of the *Iliad* in answering this question, which was very pleasing.

Question 18

18 Give **two** ways in which Homer makes this passage a vivid description.

1 ....

....

....

2 ....

....

....

[4]

Many candidates chose the simile for discussion, however, it was necessary to give more than just 'the simile showed what Diomedes was like'. See Exemplar 2. Many candidates also discussed the repetition of 'three times' as showing how determined Diomedes was in his attack.

Exemplar 2

1 he wes the simile 'like a demon' when describing Diomedes – givens him a vivid description of someone who is ruthless

The candidate has identified the simile, quoted from the passage and explained what it shows about Diomedes.

Question 19

Study **Source G**

19   Why does Virgil say that the Trojans are hurling missiles 'in vain' (line 2)?

....

.... **[1]**

The majority of responses referred to the idea that there was no way to save Troy or that it was fated to fall.

Question 20

20   Who was the father of Pyrrhus (line 13)?

....

.... **[1]**

Most candidates knew that Achilles was the father of Pyrrhus.

Question 21

21 Give **three** ways in which Virgil makes this an exciting depiction of the scene.

1 ....

....

2 ....

....

3 ....

....

[6]

Candidates were required to choose three quotations from the passage and explain how those things were vivid. The simile was a popular choice but as with Question 18 it was necessary to say how comparing Pyrrhus to a snake made him appear, e.g. aggressive / evil / dangerous.

Exemplar 3

1 Virgil makes this an exciting depiction of the scene by describing the sheer magnitude of the destruction. A thrown turret 'dragged all to ruin with a roar', which makes the reader picture the chaos of everyone being crushed.

2 Virgil also uses similes, such as 'like a snake'. This simile shows that ~~Pyrru~~ Pyrrhus represents the destruction of Troy, because snakes are used to represent this in many ~~sto~~ Greek and Roman stories including the snake that bit ~~Heracles~~ Eurydice.

3 Virgil ~~uses~~ describes the ~~even~~ overwhelming number of Greeks. The Greek ranks are said to be 'far and wide' and the fact that 'neither the stones nor missiles ceased to fly' but more Greeks kept coming shows the Trojans were hopelessly outnumbered. **[6]**

The candidate has picked out three examples from the source of exciting description and explained how Virgil has made them exciting.

Question 22

Study **Source H**

22 How do the authors you have studied depict the effects of honour and shame? Use **Source H** as a starting point, and your own knowledge in your answer. **[8]**

It was necessary for candidates to discuss **both** Source H and their own knowledge in order to score highly on this question. There was some evidence of confusion with the film 'Troy' with quite a few candidates referring to Patroclus as Achilles' cousin. On the whole, the question was done well, with responses including the shame Achilles brings on both himself and Hector with his treatment of the corpse and using quotation from the source, as well as discussing the redemption of honour when he returns the body to Priam in book 24, followed by discussion of the actions of Pyrrhus and Diomedes or Aeneas.

Question 23

23 'Women were of no importance where war was concerned.' How far do you agree that this statement applies to the texts you have studied? Justify your response and refer to at least **two** authors. **[15]**

A minority of candidates discussed goddesses alongside or instead of mortal women, which gained no credit. After a brief introduction, the most successful responses went through the female characters in the set texts by name, described what their roles were and discussed whether or not that was important in the context of war, followed by an overall conclusion.

Question 24

24 'All ancient heroes were unacceptably arrogant (hubristic).' How far do you agree that this statement applies to the texts you have studied? Justify your response and refer to at least **two** authors. **[15]**

This was the more popular choice of question over Question 23. An effective way to approach the question was to give a short introduction referring to the key words from the question: 'unacceptably arrogant', and then refer to the different heroes in the different texts by name, describing their actions and explaining whether or not this was hubristic, followed by a general conclusion.

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