

# CLASSICAL STUDIES

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Paper 9274/11  
Greek Civilisation

## Key messages

Candidates should be encouraged to:

- plan responses to high tariff questions
- answer the question in a direct manner
- answer the question posed
- avoid narrating the story, or describing the building, especially in the essay questions
- make use of the passage or image for the mini-essays in the commentary questions
- focus on learning detail of the individual topics to increase the factual accuracy of responses.

## Comments on specific questions

### *Section 1*

#### **Question 1**

Very few candidates answered this question and those who did answer it generally did not have the factual knowledge to deal with the questions.

- (i) Most did not know who Antipater was.
- (ii) Most did not know that Antipater defeated Agis III at the battle of Megalopolis.
- (iii) Few knew the date of the battle of Megalopolis.
- (iv) Few knew that Olympias came from Epirus.
- (v) Answers to the question about Olympias's dream were generally inaccurate and focussed on her sleeping with snakes.
- (vi) About half of the candidates knew Olympias worshipped Dionysus. The other god mentioned was usually Apollo.
- (vii) As the majority did not know who Antipater was, they simply interpreted/explained the passage to answer the question about the importance of Antipater in Alexander's career.

#### **Question 2**

The question about whether Alexander's policies as ruler of his empire meant that he would inevitably be a failure as a king was the less popular of the two essays. There were some good answers dealing with the Policy of Fusion and the lack of an heir, but many candidates twisted the question to deal with leadership rather than kingship, and discussed his military successes rather than his rule of the empire.

#### **Question 3**

The question about which battle or siege was Alexander's greatest military achievement was the most popular question in this section. Most candidates were able to mention a number of battles, ranging from the defeat of the Maedi to Hydaspes. Many discussed Chaeroneia, but seemed to regard this battle as being totally Alexander's victory without any contribution from Philip. Many battles were mentioned without specific

details of how he won, but better answers considered not only the factors involved in winning the battle, but also the consequences. The most popular choice for his greatest achievement was the capture of Tyre.

## Section 2

### Question 4

Most candidates who answered this question struggled with the factual details required in the short questions.

- (i) Few were able to give both the charges Socrates was facing.
- (ii) The majority of candidates did not read the question carefully enough and gave the number of jurors who tried Socrates.
- (iii) Some candidates knew the purpose of the Prytaneum.
- (iv) Again, this was a question where candidates needed to read what they were being asked to do more carefully. Many simply gave different amounts Socrates proposed as a fine.
- (v) A good number knew the amount Socrates proposed to pay as a fine.
- (vi) A very small number of candidates correctly identified the three friends who agreed to pay the fine. Individuals from other topics often made an appearance; Aristophanes, Alexander and Procleon were among them.
- (vii) Candidates were able to discuss his attitude at the trial/ mention his view on his punishment, as seen in the passage, as well as treatment of Meletus and refusal to compromise.

### Question 5

The question of whether Socrates was an innocent man, unjustly put to death divided candidates. Both sides were considered, but many answers simply took one side and argued for it, without a balanced discussion. Many looked at the question from a modern point of view, citing ideas such as freedom of speech to proclaim his innocence, without mentioning any of the dialogues. Better answers looked at the contemporary situation and the points raised in the *Apology* as the basis of the argument.

### Question 6

There were quite a few discussions of which of the dialogues in *The Last Days of Socrates* best illustrates both the good and the bad features of the Socratic Method. *Euthyphro* and the *Apology* proved to be the most popular choices. Candidates were generally able to discuss the dialogues, although often precise detail of the actual content was lacking. Although some candidates were able to discuss what the good and bad features of the Socratic method are, many just discussed what happened as a result of the dialogue.

## Section 3

### Question 7

- (i) The juryman's cloak was reasonably well-known.
- (ii) Few knew that the gown came from Persia.
- (iii) Candidates knew that the shoes were associated with war, but not everyone could associate them with Sparta.
- (iv) Most candidates were able to offer a sensible answer to the question about why Anticleon was taking Procleon to visit 'clever, educated men'.
- (v) Candidates were able to find examples of Aristophanes' comic technique from the passage, but they were not always to explain why their selected examples were funny.

- (vi) The question about how Aristophanes used *Wasps* to present his social and political views produced some good responses. Candidates were not always clear about what Aristophanes' social views were. The political aspect of the question was dealt with more effectively.

### Question 8

Examiners did not report seeing any answers to question about whether the characterisation is more important to the success of *Frogs* than its plot.

### Question 9

There were several responses to the question on whether the visual aspects and staging of *Frogs/Wasps* are essential ingredients in its success. Most candidates were able to make some comment about the visual elements of the play, although there was some confusion about 'staging'. A few candidates took the question to mean 'most essential' and discussed many other ingredients at the expense of visual aspects and staging. Most answered the question with reference to *Wasps*.

### Section 4

#### Question 10

- (i) Most candidates identified the pot as a belly or one-piece amphora.
- (ii) Not all candidates were able to identify the technique as red-figure.
- (iii) The date of the pot was generally well-known.
- (iv) About half the candidates identified the artist as Andokides, without adding Painter.
- (v) Identifying decorative motifs on the pot proved to be challenging for many candidates. Many seemed unsure about what constitutes a decorative motif.
- (vi) The content of the scene was generally known. Analysis of the composition tended to be vague and lacking in precision of detail.

#### Question 11

In the question about Grand Style pots and pots decorated by the Mannerist painters, candidates were able to discuss several examples of pots from both styles, though few were able to offer the required six pots. There was some confusion about which specific artists fell into each category. There was some good work done on the Mannerists in particular.

#### Question 12

The question about scenes with a mixture of human and divine characters creating the most interesting and successful compositions was answered quite well on the whole. There were some interesting discussions about what makes a pot interesting and successful. Candidates discussed a wide range of pots, though not always the required number of pots. There was some confusion as to which pots had divine characters. Several candidates considered Achilles and Herakles to be gods.

# CLASSICAL STUDIES

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Paper 9274/12  
Greek Civilisation

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## Comments on specific questions

### *Section 1*

Alexander continues to vie with Socrates as the most popular topic on this paper. This year Alexander was slightly more popular than Socrates.

#### **Question 1**

- (i) Most candidates were able to give the date of Alexander's death, but fewer were able to give the place of his death.
- (ii) Most knew that Babylon stood on the Euphrates.
- (iii) Most were able to give a sensible answer to the question about to whom Alexander said he was leaving his empire.
- (iv) Most were able to name one of Alexander's generals, but few were able to name two.
- (v) Answers to the question about Alexander's death were weaker than other answers. There was a lack of detailed knowledge.
- (vi) Candidates were generally more successful in the extended writing question about the main reasons for Alexander's military success. A variety of factors for his success was considered, but evidence was not always presented to back up the point being made.

#### **Question 2**

The question about whether Alexander always treated his friends and allies badly, and his enemies well was the most popular question on the paper. Most candidates agreed with the statement, citing the Policy of Fusion, the killing of loyal figures such as Cleitus and Parmenio, and good treatment of enemies such as Darius and his family, and Porus. Better answers dealt with how Alexander did treat his men well, but few discussed instances where he dealt harshly with his enemies.

#### **Question 3**

The question about the most important of Alexander's achievements was relatively popular. Many candidates who answered this question dealt only with his military achievements. Others did consider his rule of the empire, such as his Policy of Fusion, and the survival of his legacy. Most took how far he succeeded in the achievement as the criterion for deciding which achievement was his greatest.

## Section 2

### Question 4

- (i) About half of the candidates could identify Echeocrates.
- (ii) Candidates who took account of the mark allocation were able to provide a detailed response and access the full range of marks.
- (iii) Candidates seemed to be well drilled in how to respond to the question about the Socratic method. Some did not explain how effective their selected example was.
- (iv) Most candidates knew what Socrates asked Crito to do for him after his death and were able to access some or all of the marks available.
- (v) The vast majority of candidates knew that Socrates took hemlock.
- (vi) Candidates showed a good knowledge of Socrates' beliefs about death. Better answers kept to the theme of gaining true knowledge, but there were some answers which simply narrated what Socrates said about death, rather than actually answering the question.

### Question 5

The question of whether Socrates was more concerned with defending the way he lived his life than with defending himself against the charges made against him was a popular question, but not as well-answered as **Question 6**. Candidates were familiar with the *Apology*, such as giving details of Aristophanes' *Clouds* and the belief that Socrates was a Sophist. Most dealt well with the question, although there was some confusion over the charge of impiety, with some not taking the actual charge as being 'not believing in the gods worshipped by the State'.

### Question 6

There were quite a few discussions of which of the dialogues in *The Last Days of Socrates* tells us the most about Socrates and his beliefs. Candidates had a good idea of each of the dialogues and were able to explain what they tell us about Socrates. Most dealt with his beliefs, rather than Socrates himself. Better answers used evidence from the dialogues to back up their assertions. The most popular ideas were about death (*Phaedo*, *Apology*) and the citizen and the State (*Crito*). The answers to this question were generally of a high standard. A few candidates only wrote about one dialogue.

## Section 3

The Aristophanes topic continues to be less popular than the other three topics, but it is growing in popularity.

### Question 7

- (i) Virtually all candidates named the *agon* as the section of the play.
- (ii) Few were able to identify that Aeschylus and Euripides were arguing about the right to sit on the chair of tragedy.
- (iii) Not all knew that Dionysus was god of drama.
- (iv) Very few candidates knew that Aeschylus was referring to Euripides' wife having an affair with a member of his household.
- (v) Candidates found it difficult to come up with ideas to explain why Dionysus said, 'He's got you there, Euripides'.
- (vi) Candidates were usually able to identify examples of Aristophanes' comic technique, but failed to explain why the selected examples are funny.

- (vii) The question about what Aristophanes was trying to teach produced some good answers, but many candidates did not specifically state what Aristophanes was trying to teach.

### Question 8

The question about whether the characterisation of Procleon/Philocleon is more important to the success of *Wasps* than its plot was the most popular question in this topic area. Candidates generally knew the main details of Procleon/Philocleon's behaviour and the plot of the play. Better answers pointed out that the plot centres around Procleon/Philocleon, which makes him more important.

### Question 9

There were few responses to the question on the importance of the use of fantasy in *Wasps* and *Frogs*.

Candidates were able to find elements of fantasy in both plays – some even discussed both plays. Occasionally, the question was taken to mean 'most important' with other elements being discussed at the expense of fantasy.

### Section 4

#### Question 10

- (i) All the candidates identified the pot as a belly or one-piece amphora.
- (ii) The majority of candidates knew the function of an amphora.
- (iii) Identifying a decorative motif on the pot proved to be challenging for many candidates. Many seemed unsure about what constitutes a decorative motif.
- (iv) About half the candidates identified the artist as Lysippides Painter.
- (v) Almost all candidates were able to identify Hermes, Athena and Dionysus/Herakles.
- (vi) The question about whether this pot marks the high point of the black-figure technique was generally well-answered, with a contrast being drawn with other artists. Some answers strayed into discussion of red-figure pots.

#### Question 11

There were very few answers to the question about pots of the Miniature Style and pots by the Pioneer Painters. Candidates were generally able to discuss the prescribed pots, but few were able to bring in other scenes. Most correctly identified the artists to discuss, but some discussed irrelevant material. Generally, more detail about individual pots was required.

#### Question 12

The question about conflict creating the most interesting and successful compositions was answered quite well on the whole. Candidates found many examples to discuss, and were able to formulate good arguments for both sides of the question. A lot depended on how conflict was interpreted, with some considering the Achilles/Ajax pot to be one of conflict. There was good knowledge of the content of the pots, but candidates were not always able to analyse why they preferred either type of scene.

# CLASSICAL STUDIES

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Paper 9274/13  
Greek Civilisation

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#### **Question 2**

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# CLASSICAL STUDIES

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Paper 9274/21  
Roman Civilisation

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## Comments on specific questions

### Section 1

#### Question 1

There were very few responses to this question, and they generally lacked the factual detail required for this type of question.

- (i) A very small number of candidates were able to identify the *ara pacis*.
- (ii) Even fewer were able to give the date this monument commissioned.
- (iii) There were no correct answers to the question about who commissioned the monument.
- (iv) A very small number of candidates answered the question about why the monument was commissioned.
- (v) Some candidates were able to provide one way in which Augustus tried to restore the traditional religious values of Rome. Very few provided two answers to the question.
- (vi) A minority of candidates could name a priesthood held by Augustus, usually *pontifex maximus*.
- (vii) The answers to whether the *ara pacis* reflected the ideals and beliefs of Augustus were very brief and lacked relevant factual material.

#### Question 2

The question about whether visual propaganda was more important than literary propaganda in promoting Augustus' image was a popular one. Most candidates were able to discuss both visual and literary propaganda. The most popular examples of visual propaganda were coins, with most candidates able to give details of the coins issued by Augustus. Many mentioned statues, but all too often, there were no specific statues mentioned, or if they were, only a name was given without any details of the statues' appearance or their message. Literary was dealt with less effectively; some discussed the *Res Gestae*, but few mentioned either Vergil or Horace.

### Question 3

The question about luck being the major factor in Augustus' rise to power was the most popular question in this topic, though it was not as well answered as **Question 2**. Candidates were generally able to outline how Augustus rose to power, but few actually answered the question, simply giving a narrative of the events that led to him becoming the first Emperor, without discussing luck or other factors.

### Section 2

The questions on the Aeneid were the most popular on this paper, with over 90 per cent of candidates tackling this section.

### Question 4

- (i) Most candidates were able to name Juno.
- (ii) Candidates were less successful in identifying reasons why Juno hated the Trojans. There was some confusion about the Trojans destroying Carthage and killing Dido.
- (iii) There was a great variety in the responses about the reward Aeolus was promised. Very few could name Deiopea or mention 'the most beautiful nymph'.
- (iv) Candidates were generally able to pick out examples of how Vergil makes the passage vivid, but were not always able to explain why.
- (v) Candidates responded well to the question of whether Aeneas is the 'plaything of the gods'. The answers to (vi) were generally sound, with candidates showing awareness of times when the gods intervened on Aeneas' journey. The vast majority agreed with the statement, and few attempted to produce a counter-argument to address the 'just' element of the quotation.

### Question 5

The question of whether the fall of Troy is the most tragic event of the Aeneid proved to be the most popular question both in this topic and on the whole paper. Candidates generally had a broad view of the tragedy in the fall of Troy, but were in many cases not able to provide specific details, such as the death of Priam. Most answers concentrated on Aeneas' own personal tragedy. Most candidates compared the Fall of Troy to Book 4 and Dido's death. A few candidates simply narrated the events of the prescribed books with little reference to tragedy.

### Question 6

Whilst not the most popular of the essays, the question about Book 4 adding nothing to the Aeneid was tackled by about 30 per cent of the candidature. Most candidates were aware of the events in Book 4, and agreed with the statement, regarding it as an unnecessary break in the plot of Aeneas' journey. Some did look at the wider implications of Book 4 and went on to consider what the audience learns about Aeneas' character and the portrayal of the gods from the book.

### Section 3

The Juvenal topic continues to be much less popular than the other three topics.

### Question 7

- (i)(ii)(iii) Responses to these questions lacked accuracy and the relevant knowledge to tackle these types of question.
- (iv) Candidates were a little more successful in selecting examples of Juvenal's satiric technique from the passage. Few were able to explain the effect of the selected examples.
- (v) Whilst there was a great deal of material upon which candidates could draw to answer the question about the relationship between patrons and clients, there was a lack of knowledge about the relevant satires.

### Question 8/Question 9

There were very few responses to the Juvenal essays. They were characterised by a lack of knowledge of the relevant satires and lacked an understanding of the content of the satires.

### Section 4

#### Question 10

- (i) Virtually all the candidates identified the monument as an arch.
- (ii) The sacred way/sacra via was not as well-known.
- (iii)/(iv) Whilst the names of the two emperors were well-known, there was some confusion about which Emperor dedicated the monument and to which Emperor the monument was dedicated.
- (v) Some of the decoration on the arch was well-known, particularly the relief sculpture showing soldiers carrying the spoils taken from the Temple of Jerusalem.
- (vi) The question about how impressive arches are produced some very good answers, which showed good knowledge not just of the Arch of Titus, but also of the Arch of Constantine. Most candidates considered the sheer size and decoration of the arches to be very impressive.

#### Question 11

The question on the importance of the arch in the development of Roman architecture was the most popular question in this section. Knowledge of the use of arches was not detailed. Most knew the principle of the arch, but were unable to discuss how the arch is found in a variety of buildings beyond triumphal arches. Better answers discussed amongst others the Colosseum, aqueducts and even the Pantheon's dome and oculus.

#### Question 12

The answers to the question of whether the basilica of Constantine and Maxentius was the most impressive piece of Roman architecture generally concentrated on other buildings with little discussion of the basilica itself. The most common preferences were the Colosseum and the Pantheon.

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<p><b>Paper 9274/22</b> <b>Roman Civilisation</b></p>
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## Comments on specific questions

### *Section one*

#### **Question 1**

- (i) A very small number of candidates were able to identify the temple of Mars Ultor.
- (ii) Few were able to describe the circumstances under which Augustus ordered the temple of Mars Ultor to be built.
- (iii) Most knew that a statue of Augustus stood in the middle of the forum.
- (iv) Candidates were more successful in explaining why Augustus would have wished to be associated with Aeneas and Romulus, though the idea of Augustus wanting to be seen as the third founder of Rome was often left out.
- (v) Only one candidate was able to give the year in which the Forum of Augustus was inaugurated.
- (vi) Candidates were generally more successful in the extended writing question about whether Augustus' building programme was nothing more than architecture used for imperial propaganda. Several buildings were employed in answering the question, including the temple of Mars Ultor and the Ara Pacis. Candidates were able to offer some details about the buildings mentioned. Overall, a more explicit approach to answering the question was needed.

#### **Question 2**

The question about the constitutional settlements of 27BC and 23BC was the more popular of the two essays in this topic and the most popular essay on the whole paper, though it did not necessarily produce the best responses. Most candidates had a sound knowledge of the details of the two settlements, but were not able to address the 'how vital' element of the question. Many answers were purely narrative.

#### **Question 3**

The question about Augustus' attitude towards religion and the effect this had on religion and worship during his reign produced fewer but slightly better answers. Once again there was more detail of the changes Augustus made to religion, without exploring Augustus' attitude or the reasons behind the changes. Some candidates also discussed the moral legislation, but were able to make this relevant to their answers.

## Section two

The questions on the *Aeneid* were the most popular on this paper.

### Question 4

This was the most popular question on the paper – with over 40% of the candidates tackling the commentary question.

- (i) The majority of candidates knew that Aeneas was speaking at a banquet held in his honour.
- (ii) The question about what Sinon said about the purpose of the horse required more careful reading. Many candidates provided the same information in response to questions (ii) and (iii).
- (iii) Only two candidates did not know that Greek warriors were hidden inside the horse. One candidate was under the impression that the Trojans were inside the horse.
- (iv) In trying to explain why the Trojans dragged the horse into Troy, many candidates ignored the mark allocation and did not provide enough information. The most popular aspect of the responses revolved around the fate of Laocoon and his sons – the details, however, were not always accurate.
- (v) Candidates responded well to the question of how Virgil emphasises the tragedy of the fall of Troy. They were able to pick out details of the language used and explain them in relation to the question.
- (vi) The question about the portrayal of Aeneas in Book 2 produced a range of responses, with candidates being able to find both positive and negative aspects of Aeneas' behaviour in Book 2. Some of his actions, such as fighting in Troy and returning to try and find Creusa were seen as being both positive and negative by different candidates. Again, there were many responses which simply told the story of Book 2 without making it relevant to the question.

### Question 5

The question of whether Book 1 was an excellent opening to the *Aeneid* was the least popular question in this topic area. Responses tended to lack enough understanding of the details of Book 1, although they were able to discuss what might make a good opening to an epic, and how Book 1 fulfils the criteria set out in their introduction.

### Question 6

The theme of Rome's mission in the *Aeneid* was the more popular of the two essays. Most candidates had a good knowledge of the events in the specified books, and were able to pick out what impact they had on Rome's mission. Most candidates regarded Rome's mission and Aeneas' mission as being the same thing, and discussed how important the mission to find Rome was to the epic.

## Section three

The Juvenal topic continues to be less popular than the other three topics.

### Question 7

- (i) Most were able to name Umbricius, but Cumae was less well-known.
- (ii) The most popular response was that creating a persona enabled Juvenal to express an opinion which was not necessarily his own.
- (iii)(iv) Both of these questions, which were based on the passage, were well answered, especially the question about the examples of Juvenal's satiric technique.
- (v) There were several good comments on the effectiveness of the argument for leaving Rome in *Satire 3*, backed up with reference to the text. Candidates were also able to point out that Juvenal's view of Rome was contradicted by the fact that he himself did not move out.

### Question 8

There were very few responses to the question about how Juvenal highlights the difference between the rich and the poor. Better answers dealt with a range of material from both *Satire 3* and *Satire 5*. Weaker responses were unbalanced, with virtually all the detail coming from *Satire 3* only.

### Question 9

There were few responses to the question about which satire best demonstrates Juvenal's skill as a satirist. Whilst there was some basic knowledge about the satires, there was insufficient detail provided in the answer.

### Section four

#### Question 10

- (i) Virtually all the candidates identified the building as a basilica.
- (ii) The majority of candidates were able to name the traditional uses of the building.
- (iii)(iv) The names of the two emperors were well-known, but the dates eluded many.
- (v) Almost all candidates were able to provide the two different names of the basilica.
- (vi) The majority of candidates knew that the basilica is in Rome.
- (vii) Answers about the extent to which the Basilica of Maxentius and Constantine is a typical basilica generally centred on the atypical aspects of the building – the open rectangular space in the centre and the difference between the original design and the final design. The most successful responses compared the Basilica of Maxentius and Constantine with the Basilica Ulpia.

#### Question 11

There were very few answers to the question about the importance of concrete in the development of Roman architecture. These answers tended to describe buildings such as the Colosseum, the Pantheon and the Baths of Caracalla. To achieve marks at the higher levels, answers needed to focus on the ideas of the importance of concrete and the development of architecture.

#### Question 12

The most popular question in this section, the answers generally covered a range of buildings, with the most popular choices being the Colosseum and the Pantheon. Most were able to mention several different types of building, although some discussed two arches. There was generally good knowledge of the buildings and their appearance.

# CLASSICAL STUDIES

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Paper 9274/23  
Roman Civilisation

## Key messages

Candidates should be encouraged to:

- plan responses to high tariff questions
- answer the question in a direct manner
- answer the question posed
- avoid narrating the story, or describing the building, especially in the essay questions
- make use of the passage or image for the mini-essays in the commentary questions
- focus on learning detail of the individual topics to increase the factual accuracy of responses.

## Comments on specific questions

### *Section one*

#### Question 1

- (i) A very small number of candidates were able to identify the temple of Mars Ultor.
- (ii) Few were able to describe the circumstances under which Augustus ordered the temple of Mars Ultor to be built.
- (iii) Most knew that a statue of Augustus stood in the middle of the forum.
- (iv) Candidates were more successful in explaining why Augustus would have wished to be associated with Aeneas and Romulus, though the idea of Augustus wanting to be seen as the third founder of Rome was often left out.
- (v) Only one candidate was able to give the year in which the Forum of Augustus was inaugurated.
- (vi) Candidates were generally more successful in the extended writing question about whether Augustus' building programme was nothing more than architecture used for imperial propaganda. Several buildings were employed in answering the question, including the temple of Mars Ultor and the Ara Pacis. Candidates were able to offer some details about the buildings mentioned. Overall, a more explicit approach to answering the question was needed.

#### Question 2

The question about the constitutional settlements of 27BC and 23BC was the more popular of the two essays in this topic and the most popular essay on the whole paper, though it did not necessarily produce the best responses. Most candidates had a sound knowledge of the details of the two settlements, but were not able to address the 'how vital' element of the question. Many answers were purely narrative.

#### Question 3

The question about Augustus' attitude towards religion and the effect this had on religion and worship during his reign produced fewer but slightly better answers. Once again there was more detail of the changes Augustus made to religion, without exploring Augustus' attitude or the reasons behind the changes. Some candidates also discussed the moral legislation, but were able to make this relevant to their answers.



## Section two

The questions on the *Aeneid* were the most popular on this paper.

### Question 4

This was the most popular question on the paper – with over 40% of the candidates tackling the commentary question.

- (i) The majority of candidates knew that Aeneas was speaking at a banquet held in his honour.
- (ii) The question about what Sinon said about the purpose of the horse required more careful reading. Many candidates provided the same information in response to questions (ii) and (iii).
- (iii) Only two candidates did not know that Greek warriors were hidden inside the horse. One candidate was under the impression that the Trojans were inside the horse.
- (iv) In trying to explain why the Trojans dragged the horse into Troy, many candidates ignored the mark allocation and did not provide enough information. The most popular aspect of the responses revolved around the fate of Laocoon and his sons – the details, however, were not always accurate.
- (v) Candidates responded well to the question of how Virgil emphasises the tragedy of the fall of Troy. They were able to pick out details of the language used and explain them in relation to the question.
- (vi) The question about the portrayal of Aeneas in Book 2 produced a range of responses, with candidates being able to find both positive and negative aspects of Aeneas' behaviour in Book 2. Some of his actions, such as fighting in Troy and returning to try and find Creusa were seen as being both positive and negative by different candidates. Again, there were many responses which simply told the story of Book 2 without making it relevant to the question.

### Question 5

The question of whether Book 1 was an excellent opening to the *Aeneid* was the least popular question in this topic area. Responses tended to lack enough understanding of the details of Book 1, although they were able to discuss what might make a good opening to an epic, and how Book 1 fulfils the criteria set out in their introduction.

### Question 6

The theme of Rome's mission in the *Aeneid* was the more popular of the two essays. Most candidates had a good knowledge of the events in the specified books, and were able to pick out what impact they had on Rome's mission. Most candidates regarded Rome's mission and Aeneas' mission as being the same thing, and discussed how important the mission to find Rome was to the epic.

## Section three

The Juvenal topic continues to be less popular than the other three topics.

### Question 7

- (i) Most were able to name Umbricius, but Cumae was less well-known.
- (ii) The most popular response was that creating a persona enabled Juvenal to express an opinion which was not necessarily his own.
- (iii)(iv) Both of these questions, which were based on the passage, were well answered, especially the question about the examples of Juvenal's satiric technique.
- (v) There were several good comments on the effectiveness of the argument for leaving Rome in *Satire 3*, backed up with reference to the text. Candidates were also able to point out that Juvenal's view of Rome was contradicted by the fact that he himself did not move out.

### Question 8

There were very few responses to the question about how Juvenal highlights the difference between the rich and the poor. Better answers dealt with a range of material from both *Satire 3* and *Satire 5*. Weaker responses were unbalanced, with virtually all the detail coming from *Satire 3* only.

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### Section four

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The most popular question in this section, the answers generally covered a range of buildings, with the most popular choices being the Colosseum and the Pantheon. Most were able to mention several different types of building, although some discussed two arches. There was generally good knowledge of the buildings and their appearance.

# CLASSICAL STUDIES

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Paper 9274/31  
Classical History: Sources and  
Evidence

## Key messages

Although this paper consists of two questions, the majority of candidates were prepared for and attempted **Question 1** on the Changing World of Athens. There were more responses to **Question 2** compared to last year, but comments will necessarily be more limited. The two questions share an identical structure, so issues raised about **Question 1** can be related to **Question 2** in many cases.

The open-ended style of the questions on this paper places significant demand on candidates, and those who planned their essay carefully at the start were, as a rule, better able to respond to the demands of the question set.

## General comments

In both sections, the essay question was the main focus, together with an unseen passage from modern scholarship and two passages drawn from the three specified authors. Most candidates made some use of the passages on the paper, though less successful responses largely repeated the content of individual passages, rather than explicitly using them to address the question; such answers often revealed a limited understanding of the wider context. One approach used by many candidates was to make use of the one source that had not been included in the question. So in **Question 1** a large number of candidates included a paragraph based on their reading of Herodotus, often with telling reference to his comments on the importance of Marathon and the Athenian contribution to the defeat of Xerxes. There was some excellent use of this material, and the same can also be said for the discussions of Josephus in **Question 2**.

## Comments on specific questions

### Question 1

Many candidates ignored the reference to 'the sources' in the question and in some cases retreated into a general narrative of the fifth century; the result was that many candidates lost sight of the impact of the democratic system on leaders and the wider population of Athens. Many responses took it as read that democracy was a positive factor in some way, though many acknowledged the significance of the outcome of the Peloponnesian War. The contexts of the two passages from ancient sources were generally touched on, though there were some unusual interpretations of the reference to 'three prostitutes' in the Aristophanes passage and a tendency to accept the content literally. Better responses used the passage from the *Funeral Speech* to good effect as highlighting what made Athens great, at least at the start of the Peloponnesian War. Relatively few made a convincing link to Osborne's comments about the Sicilian expedition, and there were some general narratives of events in Sicily which did not help develop a response to the question. As has often been the case, there were some extended narratives concerning the Delian League, covering Naxos, Thasos and Carystus (treated as revolt), usually with Samos, Mytilene and Melos in some responses. A number did not make the connection between the material given and democracy at all. Some candidates avoided giving any details of chronology, but even those who did try to date events were often unclear about Marathon, the move of the Delian treasury, and the named revolts. The best answers returned to the question throughout and considered the extent to which individual leaders (such as Pericles, Cleon and Alcibiades) could be said to have gained from their participation in the war; and a number traced the impact of Athens' decline on the 'wider population of Athens'.

## Question 2

This remained the less popular option, but there were more responses than in previous years. Candidates found this question in general accessible and there were some nuanced discussions of the case studies at the heart of the syllabus. There were some interesting discussions of the evidence provided by Josephus, but the focus was often on the breakdown of relations, rather than the periods of relative stability. Some candidates gave excessive narrative detail from Caesar's account of the conquest of Gaul, but there were some interesting assessments of his motives. Discussion of the evidence provided by the *Agricola* was rather uneven, though stronger candidates were able to assess the new governor's actions in cleaning up provincial administration in the passage set.

# CLASSICAL STUDIES

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Paper 9274/32  
Classical History: Sources and  
Evidence

## Key messages

Although this paper consists of two questions, the majority of candidates were prepared for and attempted **Question 1** on the Changing World of Athens. There were more responses to **Question 2** compared to last year, but comments will necessarily be more limited. The two questions share an identical structure, so issues raised about **Question 1** can be related to **Question 2** in many cases.

The open-ended style of the questions on this paper places significant demand on candidates, and those who planned their essay carefully at the start were, as a rule, better able to respond to the demands of the question set.

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## Question 2

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# CLASSICAL STUDIES

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Classical History: Sources and  
Evidence

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Although this paper consists of two questions, the majority of candidates were prepared for and attempted **Question 1** on the Changing World of Athens. There were more responses to **Question 2** compared to last year, but comments will necessarily be more limited. The two questions share an identical structure, so issues raised about **Question 1** can be related to **Question 2** in many cases.

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# CLASSICAL STUDIES

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**Paper 9274/41**  
**Classical Literature – Sources and Evidence**

## Key messages

Candidates should:

- focus the factual content of their answer on the specific question being asked
- back up points with selective and detailed primary evidence
- take the time to plan their answer.

## General comments

The overwhelming majority of candidates answered **Question 2** so comments will focus on that question.

As with previous years, candidates who spent time planning their answer were generally more successful than those who did not. It was pleasing to see that more candidates were taking the time to do so.

This year's question regarding the nature of the role played by women in epic was generally answered well by candidates. It was pleasing to see that the vast majority of candidates had a firm grasp on the texts and were well aware of who the major female characters were. Most showed a clear understanding of the Griffin quotation and wrote a balanced essay; arguing that there were women in epics who supported his assertion but also those who were characters in their own right.

Most candidates made good use of the *Iliad* passage and were aware of the Homeric concepts of *kleos*, *time* and *geras*. Although these terms were often used interchangeably and only the very best candidates managed to distinguish between them. The Briseis passage elicited some good discussion about how her sole role was to be the point of the quarrel between Agamemnon and Achilles and that in these early books she does not speak. Often candidates here made a comparison with Helen whose role brought about the Trojan War, although as Helen's appearances in the *Iliad* fall outside the set books only the candidates who had read the rest of the poem were able to say much. A number of candidates still thought that the contest for the golden apple occurs at the beginning of the *Iliad*, although pleasingly far fewer than in previous years. There was also some confusion over who exactly Helen's husband was, and some seemed to have muddled Agamemnon taking Briseis with Helen's kidnap.

The *Odyssey* passage was used well by candidates. Penelope was well discussed by the majority of candidates, with most referring to her as the motivation for Odysseus' *nostos*. Most candidates made shrewd comments on how Penelope was Odysseus' intellectual equal. Weaker responses, however, tended to misunderstand the reference to the bed. From stronger responses there was some excellent use of secondary scholarship bringing out Penelope's role as a hero in the domestic sphere. Most candidates referenced her weaving of Laertes' funeral shroud as a delaying tactic although candidates seemed hazy about the details. Most candidates argued that Penelope stands up well as a character in her own right but it would have been good to see this supported with more detailed references from elsewhere in the poem.

Most candidates also referenced the *Aeneid* and there were some excellent references to the female characters. Many made comparisons between the significant role played by Dido and the death of Creusa. Excellent use was also made by some candidates of the character of Camilla. The strongest recognising and referencing not only her prowess in war but also her negative aspects and recognising how these contrasted with Aeneas. Weaker responses tended to include references to all the female characters they could think of. Responses would benefit from being selective and detailed in the references that they make.

Secondary literature was again used by a number of candidates. It was pleasing to see that this year, the majority of candidates used references that enhanced their essays. There were still, however, a few responses which included references to scholarship that had been learnt but that were not directly relevant to their answer. In these cases their answers tended to become side tracked and would have been stronger had they focused primarily on epic poems.

# CLASSICAL STUDIES

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**Paper 9274/42**  
**Classical Literature – Sources and Evidence**

## Key messages

Candidates should:

- focus the factual content of their answer on the specific question being asked
- back up points with selective and detailed primary evidence
- take the time to plan their answer.

## General comments

The overwhelming majority of candidates answered **Question 2** so comments will focus on that question.

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# CLASSICAL STUDIES

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**Paper 9274/43**  
**Classical Literature – Sources and Evidence**

## Key messages

Candidates should:

- focus the factual content of their answer on the specific question being asked
- back up points with selective and detailed primary evidence
- take the time to plan their answer.

## General comments

The overwhelming majority of candidates answered **Question 2** so comments will focus on that question.

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