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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**



CLASSICAL STUDIES

GCE Advanced Subsidiary Level

General comments

This year saw a slight increase in the number of candidates entered for this syllabus. This means that all four sections continue to receive a range of responses from candidates of all abilities. Some sections, especially **Alexander** and **Virgil**, are significantly more popular than other sections. **Greek Vase Painting** and **Juvenal** enjoyed a rise in popularity this year. The increased number of candidates allowed all sections of the paper to receive answers. Passage questions remain the most popular form of question tackled by candidates but they do not necessarily achieve the best marks.

The examination technique of some candidates sometimes resulted in the loss of marks. Candidates should be made aware of the following points:

- questions need to be read very carefully
- each part of a question needs to be addressed
- answers need specific examples from a text or work of art, not generalities
- examples need to be discussed or explained
- if the rubric of a question asks for quotation from the text, then this needs to be done
- careful note should be taken of the number of marks allocated to a question
- answers to mini-essays and essays should not merely be descriptive, but should tackle the question posed directly.

On a more general matter, candidates' spelling and quality of written communication were frequently poor and sometimes obscured the meaning of what was being said. The spelling of classical names and literary terms was particularly weak.

Examiners feel that the examining process would be helped if candidates were to leave lines between their answers to the short questions and start each new set of questions on a clean page.

<p style="text-align: center;">Paper 8283/01 Greek Civilisation</p>

Comments on specific questions***Section One: Alexander the Great***

The topic proved to be the most popular one on the paper. Candidates exhibited a good knowledge of Alexander's career, and were able to discuss not only his military skill, but also his attempts at a political settlement in the lands he conquered. Although the questions on the passages proved to be the most popular, both the mini-essays and the essays were answered by a number of candidates.

Question 1

- (a) Candidates had a very sound grasp of the details within the passage. Both Cleitus and Parmenio were discussed at length, with many answers giving a very detailed account of the death of Cleitus. Less well-known was Alexander's reaction to his murder of Cleitus. Some candidates had difficulty in remembering the omen of the disturbed sacrifice and the sheep following Cleitus which was mentioned just before the passage began.
- (b) This was the least popular of the passage questions. Candidates were generally not fully confident with who Cleomenes was, but had a detailed knowledge of Hephaestion. Alexander's remembrance of Hephaestion produced a vast range of details, but Arrian's criticism of the letter was less well known.
- (c) Events in the battle of Gaugamela proved to be well known by the candidates. They were able to recount both the specific measures taken to deal with chariots (although not always in full detail), and discuss Alexander's role in the battle. Many candidates were only able to discuss this in general terms neglecting either his strategic planning or his abandoning the pursuit of Darius to rescue Parmenio. Details of Darius' fate were also at times sketchy.

Question 2

- (i) Candidates were generally secure on the actual murder of Philip, although details, such as when and where it happened, were not always mentioned. Candidates were not always able to discuss the motives of Pausanias for killing Philip. Alexander's involvement produced a range of opinion. Candidates found it harder to analyse Alexander's possible involvement, neglecting details such as Pausanias' death while escaping, or any motives Alexander may have had. Better answers not only focused on the straightforward motives, such as Alexander's succession to the throne, but also discussed the relationship between Alexander and his father. Some candidates also mentioned the possible role of Olympias in Philip's death.
- (ii) This proved to be the least popular of the mini-essays. Antipater's role in keeping Greece pacified during Alexander's march in Asia was generally well known, although details such as the defeat of Agis of Sparta were not always mentioned. Less well known was his active support of Alexander during his campaigns and his role in Alexander being proclaimed king.
- (iii) Candidates in general had a sound knowledge of Alexander's early years. They were able to discuss his education under the guidance of Aristotle, although other teachers were neglected. His military education under Philip was also discussed. A surprisingly large number of candidates failed to mention either the influence of his mother or his love of Homer, especially the Iliad. Not all candidates were able to relate Alexander's early life to his success and acts once he became king.

Question 3

- (a) Candidates who answered this essay question showed a good range of knowledge about Alexander's attempts to unite the Macedonians and Persians. They were able to comment on his adoption of Persian dress and Persian customs, especially *proskynesis*. Many candidates mentioned the marriages at Susa, Alexander's attempt to create an intermingled race, and the fact that virtually all the marriages collapsed after his death. Less common were discussions of the inclusion of Persians in the Macedonian army and the appointment of local officials in conquered areas. The opposition of the Macedonians to these changes was discussed at length, including the mutinies which occurred as a result, and Alexander's growing alienation from his men. Few candidates were able to comment on the disintegration of the Empire after Alexander's death.
- (b) Candidates were generally able to analyse the change in the relationship between Alexander and his men as his campaigns went on. Much of his early success was due to the loyalty of his men, but as time went on, Alexander became more distant. There was knowledge of the mutinies against Alexander and the reasons for them – not only his policy of fusion, but also their weariness and refusal to march on in to India. Less well known were the plots against Alexander, and the reasons for these plots.

Section Two: Socrates

The answers revealed that the candidates had a good knowledge of Socrates' life, and of his philosophical ideas. Candidates were able to discuss his trial and death, as well as his method of discussion. Although the passage questions proved to be the most popular option, a good number of candidates tackled an essay, **Question 3 (a)**, about Socrates' defence in the *Apology*.

Question 1

- (a) The candidates displayed a good awareness of the circumstances of Euthyphro's case, and that of Socrates. Less secure was the knowledge of the discussion of piety. Many candidates were able to place where in the conversation the passage occurred, but were not always sure about the form the discussion took following the passage. Analysis of the Socratic method, as seen in this passage, was generally good, with sound criticism of the aspects seen in the passage.
- (b) Details of Socrates' military career were known to candidates, but often precision was lacking in the answers. Candidates were more secure on Socrates' ideas on wisdom, as evidenced by the Delphic Oracle. Comments on Socrates' views on death showed some confusion, with candidates drawing upon material from *Phaedo* to answer the question, even though it referred specifically to the *Apology* and to the passage in question in particular.
- (c) Candidates were aware of the details of Socrates' death as seen in *Crito*. They knew the conversation took place in Socrates' prison cell, details of the attempts of his friends to persuade him to escape and Socrates' reasons for refusing. Some candidates did not answer the questions actually being asked. Socrates' 'court appearance' was taken to mean his imprisonment, with answers mentioning his conduct at the trial. 'That night' was taken by some candidates to mean 'at night', with general answers referring to darkness and a lack of vigilance, rather than the Ship from Delos and its implications.

Question 2

- (i) Candidates were aware of Socrates' ideas on the participation of the citizen in the life of the state, as seen in the dialogues, especially *Crito*. Most discussed his refusal to break the laws of the state, even if it meant dying, citing this as an example of his commitment to his ideals. Fewer answers mentioned other aspects of Socrates' life, such as his military service, and his lack of a political career.
- (ii) This was the most popular of the mini-essays. Candidates had a good knowledge of Socrates' comments on death, both as an end of life, and as a continuation of philosophy. Many candidates discussed these ideas, but failed to mention his attitude towards suicide.
- (iii) Candidates were aware of the proclamation of the Delphic Oracle concerning Socrates' wisdom, and his attempts to clarify its meaning. They were able to discuss his method of questioning individuals to discover the true meaning of wisdom, and his conclusion that wisdom consists of being aware of one's ignorance. Candidates were less successful in linking his attempts to discover wisdom with his unpopularity and eventual condemnation to death.

Question 3

The first proved to be the most popular of the essays, with only one candidate attempting the second. Candidates had a very sound grasp of the details of Socrates' defence speech, and were able to look at the different stages of the speech and consider the effect they had on the jury. Most answers stated that his speech was not good because it failed to address the charges against Socrates, being more general. Many considered his attitude to both the jury and Meletus as alienating them. Some candidates adopted the approach that the *Apology* was a good speech because it refuted the charges against Socrates successfully without swaying the jury. Many candidates failed to deal adequately with the second part of the question concerning the death sentence, either not mentioning it at all or passing over it without considering the implications of Socrates' proposal for his own punishment.

Section Three: Aristophanes

This section proved to be the least popular topic on the paper. Candidates preferred the passage questions over the mini-essays and essays. *Wasps* was far more popular than *Frogs* as the subject for both the passage questions and the essays.

Question 1

- (a) The factual detail about why Procleon was trying to escape was generally well known. Most candidates were able to pick out aspects of the scene which paralleled the *Odyssey*, but not all candidates explained or developed their answers. The question on staging proved challenging for some candidates, with few referring to the layout of the theatre building. Some answers were too general. Candidates were more confident in dealing with the analysis of the humour of the passage. Answers which were less successful failed to make specific reference to the passage, as requested in the question. There were some good discussions of Anticleon's character as displayed both in the passage and elsewhere. Most saw him as a degenerate 'namby-pamby' youth. The best answers dealt with the idea of role reversal. Unfortunately, a number of candidates discussed the character of Procleon.
- (b) Only ten candidates tackled this question, and on the whole it was not well answered. Whilst candidates seemed secure on factual detail from the play, they were much less secure on the mythological reference and the historical references required to understand this point in the play.
- (c) This was a popular question, although it was not quite as well done as 1 (a). Most candidates knew that the Leader of the Chorus was speaking lines 1-8, but fewer went on to explain that he was masked to represent Aristophanes. The identification and purpose of the parabasis was generally well handled. Candidates were able to make some useful points about Cleon, though few gained the full complement of marks. The question about Procleon's antic was tackled with great gusto. Candidates lost marks unnecessarily by not reading the question properly. The question stated 'give three *other* things he has done'. Candidates were more certain of their facts concerning the dancing contest than the identification of Thespis.

Question 2

Only one candidate chose to answer questions from the selection of mini-essays – on the role of the Chorus in *Wasps* [2(i)] and the structure of Attic Old Comedy [2(iii)].

Question 3

- (a) This proved to be the most popular of the essays, with only four candidates attempting 3 (b). Candidates had a very solid knowledge of the details of *Wasps* and were able to discuss the timeless nature of the humour, backed up by sound reference to the text. There were two main areas which candidates failed to address; some did not focus on the question asked and changed it to 'is *Wasps* relevant to today?'. Many hardly mentioned the trials and the Athenian jury system. One candidate discussed modern legal systems in comparison to the Athenian system.
- (b) The candidates who tackled this question had knowledge of the political background, though the details were often sketchy or inaccurate, and were able to discuss the humour of *Frogs*.

Section Four: Greek Vase Painting

Whilst this section did not quite reach the height of the popularity of the Alexander section, it did achieve the same popularity as the Socrates section, and it boasted the two most popular questions on the paper. Only the photograph questions were attempted. On the whole, candidates displayed a fair knowledge of the topic. Marks for individual questions spanned almost the entire mark range, though there were very few low and very few high marks.

Question 1

- (a) Predictably, the questions on the Exekias belly amphora proved the most popular. The factual details about the artist, date, shape and function were well known, but not everyone was able to identify Achilles and Ajax. More worrying was the evident confusion in a number of candidates' work about the black-figure technique. The use of red slip to achieve the background was a common belief and few thought that the artists used any other colours in their work. The features of Exekias's work usually mentioned included incision, symmetry and reflection. Too often, however, these were cited as techniques without any reference to examples from the pot itself, and simply read as a list of techniques which every black-figure artist employed. Few candidates really appreciated the delicacy of Exekias' use of incision, or the techniques he devised to show the superiority of Achilles.
- (b) This was the second most popular question on the paper. Again, candidates were well-drilled in identifying the artist, date, shape, function and theme. The spelling of Euthymides caused problems for a number of candidates. There was more confusion over the details of the red-figure technique than there was over the black-figure technique. Many discussed incision as a major part of the technique. Few seemed to realise the importance of the brush and the advantages it brought to the artist when trying to depict rounded human figures and flowing drapery. Candidates were able to discuss knowledgeably the poses of the figures and foreshortening. A few mentioned the fact that this scene was a scene from everyday life rather than a mythological scene. Many seemed to regard the stick breaking through the border as revolutionary.
- (c) The question was not a popular one. There was more confusion over the artist, date, and subject matter than in the previous two questions. Most could comment on the atmosphere of calm and tranquillity in the lower frieze, but overall the analysis of the scene was less than thorough.

Question 2

There were no answers to these questions.

Question 3

There were no answers to these questions.

<p style="text-align: center;">Paper 8283/02 Roman Civilisation</p>

Comments on specific questions***Section One: Augustus*****Question 1**

- (a) A significant minority of candidates had difficulty in naming Actium and the year in which it took place. Candidates seemed on firmer ground when dealing with other aspects of the Civil War. In particular, the knowledge concerning the honours granted to Augustus illustrated a pleasing depth of understanding in the explanations. There was a very sound grasp of the details within the passage. Candidates understood why Egypt was an important addition to the Roman Empire, but more information on its government was needed.
- (b) No responses were received to this question.
- (c) Unsurprisingly, the identification of Jupiter gave candidates no problems. The loss of the standards proved a little more challenging. Most knew what the standards were but confused the reference to Crassus losing the standards at Carrhae with Antony losing the standards. The Parthians also presented difficulties for most candidates, with few getting beyond the idea that they lived in the east. The reference to 'Roman Janus' arch' was very well handled indeed, and there was some very good, and in some cases very detailed, recall of the ancient traditions restored by Augustus.

Question 2

- (i) This proved to be the least popular of the mini-essays, with only two candidates offering a response. These candidates were generally secure on the actual building programme but were less secure on the part it played in his attempts to maintain his hold on his position and power.
- (ii) Augustus' general attitude to the moral life of the Romans was reasonably well-known, though candidates could have been sharper on the exact legislation Augustus introduced to tackle the perceived problems. Candidates usually enjoyed recounting how Augustus' family proved to be a source of embarrassment to him, and with a good deal of accuracy.
- (iii) This question probably produced the best set of answers in the mini-essays. Candidates showed they had an excellent knowledge and appreciation of the important part played by Marcus Agrippa in Augustus' life, his rise to power, and his ability to maintain his hold on it. Candidates were secure on a range of pertinent facts, including his military and naval victories, his marriage to Julia, his political positions, and his role in the Augustan building programme.

Question 3

- (a) No responses were received to this question.
- (b) There were some superb answers to the question about the relationship between Octavian and Mark Antony. There were fine evaluations of their relationship and especially the qualities Octavian possessed that allowed him to be successful and take up the challenge of being the ruler of the Empire.

Section Two: Virgil

This section continued to be the most popular on the paper. In line with other sections, candidates tended to prefer the passage questions to the mini-essays and the long essays. Those who tackled the passage questions were not always secure in their knowledge and were prone to make general statements rather than give specific points to answer the questions posed.

Question 1

- (a) Most candidates knew the city of Carthage but failed to mention the feast, often citing 'rule of the city' as the answer. There was some confusion of material about Venus' actions and sometimes the same piece of information was used to answer two different questions. In general, candidates were good on the role of Cupid but very few mentioned Venus' fears about Juno and the threat her favourite city posed. Candidates were well briefed on Priam and Hector, though what happened to them provoked a variety of responses. Achilles, Sinon, Aeneas, Odysseus and Herakles were all mentioned as candidates for the 'Son of the Dawn'. Very few knew Memnon. Details of Dido's character were well established by those who abided by the rubric to support their answer with reference to the passage.
- (b) The factual recall about Aeneas' location, the land of Italy, Lavinia and Ascanius was well-handled. The question about the information Creusa gives to Aeneas about his destiny was answered poorly. Candidates either used information from the passage or relied on very general, and often hazy, recall which seemed to owe more to Book 1 than Book 2. Many were able to place Virgil's use of the words from the passage to Book 6, when Aeneas meets his father in the underworld. The question on the simile elicited a range of responses. Candidates generally picked out the similarities but a significant number did not go on to explain the points of similarity. Aeneas' dream, in which Hector appears and tells him to leave Troy, was well known.
- (c) Again, candidates were aware of the details of where Aeneas was and how Dido had perished. The question about the simile encountered similar problems to those detailed above in **Question 1 (b)**, though a good deal more sensitivity was on display here. The question about why Aeneas might have been responsible for Dido's fate provoked a good deal of lively discussion, and a whole host of valid ideas were put forward. The final three questions showed evidence of fine recall from many candidates.

Question 2

- (i) Candidates were aware of Anchises' role in Book 2, often displaying good recall and some understanding of the importance of his role within the story. Better answers could also draw on other books for their material; too often Anchises' role in Book 6 was ignored or dealt with too briefly.
- (ii) This was the least popular of the mini-essays. Candidates showed a satisfactory awareness of the Roman values on display in Book 1.
- (iii) This question on Virgil's depiction of warfare elicited some of the best sensitive argument responses in the mini-essays as a whole. The best answers were characterised by some very thoughtful and sensitive argument, which was supported by a range of good examples.

Question 3

- (a) There were remarkably few responses to this question, which is surprising given the important omens and prophecies in the first half of the Aeneid. Answers tended to describe one or two prophecies in detail, often leaving out the important omens and prophecies in Book 2 and the pageant of heroes in Book 6. Few managed to deal adequately with the role of prophecy.
- (b) Candidates who tackled this question seemed to have been well-prepared for this topic. Candidates showed a particularly good understanding of 'pietas' and were able to illustrate their ideas with a range of appropriate examples from the text. Candidates seemed more confident when dealing with material from Book 1 and Book 2. Better answers tended to focus a little more on Book 4 and/or Book 6.

Section Three: Juvenal

Although this section does not quite attract the same number of candidates as the other topics on the paper, there is growing evidence of the popularity of Juvenal and candidates' enjoyment of studying Juvenal. As with other sections, candidates tended to answer the passage questions rather than the mini-essays and essays.

Question 1

- (a) Very few candidates mentioned Juvenal's boredom with mythological stories, though most got the second part of the question. Achilles' death posed few problems but very few were able to recall why Aeneas was fighting Turnus, or who was searching for Hylas. The recall for the next two questions about Lucilius and the reasons for Juvenal writing satire was sound. The final question provoked a wide array of responses but only the best answers picked up on the idea of Juvenal acting like a soldier in writing satire.
- (b) Virtually every candidate who tackled this question managed to identify Virro as the host of the party. Knowledge of the name of the guest and the good-looking boy was less secure. Excellent knowledge of the patron-client system and the salutation was displayed in the next question. This was also true of the knowledge of Satire 5, highlighting the differences between the host and the guest. Candidates were clearly well rehearsed in naming the satiric techniques used by Juvenal. Not all candidates were able to support the named technique with the appropriate example from the passage. The last question caused some candidates to lose marks unnecessarily because they failed to read the question carefully and, as a result, they dealt with only the first part of the question concerning the advice to the host.
- (c) Candidates were aware of the factual information required to answer the questions about the things Juvenal says people should and should not pray for. The historical references to Messalina, Gaius Silvius and Claudius were not well known. Candidates generally took the references to mean Domitian and Domitia. Candidates also struggled to recall details after the passage concerning how Juvenal suggests that people treat the gods. All responses demonstrated a basic understanding of the structure of Satire 10 and how this passage is typical of this. Some responses offered a very detailed critique.

Question 2

- (i) Candidates were obviously well rehearsed on the topic of patrons and clients, which is central to Juvenal's *Satires*. There was good knowledge of relevant passages on show, especially from Satire 5. The breadth of points mentioned was also impressive. There were, however, a few candidates who confused the terms patron and client which invalidated their line of argument.
- (ii) There were no responses received to this question.
- (iii) This was a popular question, but the candidates struggled with it. The message part of the question was tolerably tackled, especially when discussing Juvenal's views on the rule of the emperor, but there was very little evidence of understanding of how the structure reinforces the meaning.

Question 3

- (a) There were no responses received to this question.
- (b) Candidates offered good knowledge in this essay on the effects money was having on Roman society. They had little difficulty in pinpointing the relevant passages and explaining them. An impressive breadth of points was raised and there was good overall understanding.

Section Four: Roman Art and Architecture

On the whole, candidates displayed a fair knowledge of this topic. Marks for individual questions spanned almost the entire mark range, though there were remarkably few low marks and very few high marks. On the whole, candidates seemed to score better on the sculpture questions than on the architecture questions.

Question 1

- (a) Candidates had no difficulty in identifying the building and its location. The date gave a few problems as many assumed the Pantheon in its present form was built by Agrippa. The advantages of using concrete to form the dome were well appreciated. Candidates had little difficulty in picking out the elements which conform to Graeco-Roman traditions. Only better answers developed in depth the aspects where it departs from Graeco-Roman tradition.
- (b) Almost all candidates were able to identify Commodus successfully, though giving the dates of his reign proved more of a challenge. Candidates seemed to enjoy discussing Herakles and the features displayed within the statue which were attributes of Herakles, or alluded to events connected with Herakles. Knowledge of Commodus and how it applied to the hero Herakles was well-handled, and there were some perceptive connections concerning the way the emperor was trying to enhance his reputation. There were also some excellent observations made concerning how well the artist portrayed Commodus' personality. Better answers developed the 'how well' part of the question to a sufficient depth to earn full marks.
- (c) The date of the mosaic from Hadrian's villa at Tivoli was rarely known. There was much uncertainty evident about the technical terms of the technique used to create this mosaic, and the details of the process used to create this type of mosaic were equally confused. Too often candidates gave details about how mosaics in general were created. This then caused difficulties in identifying the advantages for the artist of using this technique. There was, however, a good understanding of the range of techniques employed by the artist to show depth.

Question 2

- (i) No responses were received to this question.
- (ii) A few candidates offered responses to the question about the temple of Bacchus at Baalbek. The descriptions of the temple were generally accurate and supplied with a range of appropriate details. The extent to which it was a typical Roman temple was a little more demanding but candidates were usually able to offer a number of sensible ideas to support their line of argument.
- (iii) The seven candidates who answered the question on the considerations of the architect of the Colosseum produced a range of responses and marks. Better answers provided a list of considerations before going on to discuss two of them. Weaker answers simply selected the two points for discussion. The most popular items for discussion were the weight of the building and the movement of a large number of people in and out of the building in a short space of time.

Question 3

There was a dearth of responses to the essay questions, with only one answer to each of the questions. These answers were generally too descriptive and failed to answer the questions posed directly enough.