CLASSICAL STUDIES

General comments

The entry remained stable and the marks awarded covered almost the whole range, going from 0 – 49. Candidates seemed well prepared for most topics and there was evidence of great enjoyment and understanding, particularly in the Socrates, Vase-Painting and Virgil sections. Many displayed the ability to write with sensitivity and engagement with the subject matter whether analysing the composition of a scene on a pot or what makes a scene from Aristophanes humorous. More are, however, content to give factual information, often in bullet-point form, without directly addressing the question posed.

There was a noticeable increase in the number of rubric errors, e.g. attempting six questions from two sections. Mostly the rubric errors consisted of an extra passage or mini-essay question.

Examiners expressed concern at the illegibility of many scripts. Centres need to impress on candidates the need to write clearly and legibly; very many write squash their answers into as small a space as they can, usually leaving several pages of their answer booklets unused. If they wish to add something later, there will then be space for them to do so without the need for asterisks or scribbling in the margins. Please also instruct candidates to start each new question on a new sheet of the answer booklet.

Examiners also raised a number of other significant concerns, which include:
- most candidates did not fill in the question numbers on the front of the booklet;
- some candidates did not number questions correctly;
- some candidates used red pen for titles and underlining.

Section One: Alexander the Great
The topic proved popular, with 90 candidates tackling this topic.

Question 1
1(a) The least popular passage question, most dealt successfully with factual information such as the names of people and places, but few could recall in detail the invasion of the Oreitans which Alexander carried immediately after crossing the Hab [as described in Hamilton, pp 126-127].

1(b) This was the most popular question, attempted by 55 candidates, most of whom demonstrated a satisfactory level of knowledge. Almost all knew the location of Granicus and who the mercenaries were, but there were many who did not have a comprehensive understanding of Alexander's tactics or of the background of the Corinthian League.

1(c) This question was handled in a competent manner. Most were more than equal to recalling the appropriate information and provided a sound account of Alexander's leadership abilities.

Question 2
The mini-essays were slightly less popular than the longer essays in this topic, with only fifteen candidates attempting them.

2(a) There were some strong answers , but many relied too much on describing Olympias' character and actions without going into much analysis of the effect that she ha on her son. There was some attempt to read his mother's influence in Alexander's later behaviour, but this had to be very securely founded to gain the higher range of marks.

2(b) Sound general understanding was often demonstrated. Several would have benefited from providing more context, e.g. the significant of Alexander turning on his once-trusted general?

2(c) As with **Q2(a)** & **(b)**, candidates addressed the surface issue raised by the question – what happened at the shrine – but often did not succeed in effective discussion of the consequences on

Alexander's career. Stronger answers analysed the way that Alexander's behaviour changed as a result of his oasis excursion, particularly with regard to the relationship he had with his men.

Question 3

3(a) This was attempted by 15 candidates. The range of information deployed was impressive. Although some candidates provided a lot of data without sufficient analysis, most could produce a convincing and balanced argument, backed up by extensive reference to Alexander's life. On the whole, there was less discussion of his failures, although most felt he did deserve the title 'Great'.

3(b) Almost none this, and there was minimal understanding of primary evidence. Brief mention was made of Hephaistion's role of personal adviser to Alexander, but discussion of his military and diplomatic roles, as well as his interaction with the rest of Alexander's men was scant.

Section Two: Socrates
The topic proved to be the most popular with around 170 candidates tackling questions from this section.

Question 1

1(a) Candidates were generally able to give some details of the prosecutors, the poets, civil war among the gods and the robe. The precise detail required by some questions was not always evident in some responses. Most knew which of the definitions of holiness followed the passage, although many did not answer the second part of the question. Most candidates were capable of discussing the features of the Socratic Method, though not all those identified were to be found in the passage.

1(b) Candidates handled this question well for the most part, with some able to provide a good range of detail, especially on the punishments rejected by Socrates and why he rejected them. Many did not confine themselves to the part of the *Apology* just before the passage, but gave material taken from the whole work.

1(c) Candidates did not know the information required or were imprecise in the way they answered the questions. In **Q(vii)**, many went beyond the scope of the question and brought in Socrates opinions about death in other dialogues, leading to much irrelevance.

Question 2
The mini-essays proved to be more popular this year, with around 53 responses. Close reference to the texts was required in each question but many candidates referred to the text in the most generalised terms.

2(a) Most were able to discuss the various definitions of holiness given, and why they were rejected, but not all definitions were always mentioned, and often the order was confused. Some seemed to find it too tempting to spend much time on discussing the style of Socrates' method in generalised terms without much reference to the specific topic addressed by the question.

2(b) Only 6 candidates attempted this question. It was answered competently with many features of Socrates' questioning discussed, but not always with adequate illustration.

2(c) The question on *Crito* had a full range of answers. Not all the candidates covered the several arguments put forward by Crito, and were not able to analyse fully Socrates' refutation, although most mentioned the Laws of Athens in the argument, if not by name.

Question 3
The essays were generally well answered by the 31 candidates who attempted them.

3(a) Candidates were able to distinguish between the charges and the general prejudice Socrates suffered from. Many omitted reference to Aristophanes and *Clouds*.

3(b) A great degree of unanimity was seen about Socrates having high principles and sticking to them. Most cited his behaviour in court and his refusal to escape as examples of his trait. Details of his earlier life, such as his role in the incidents of the arrest of Leon of Salamis and the trial of the generals after Arginusae, were mentioned sporadically.

Section Three: Aristophanes
Overall, this topic was tackled by slightly fewer candidates than those who offered the Alexander the Great topic. *Wasps* proved to overwhelmingly more popular than *Frogs* in all the questions of this topic.

Question 1

1(a)   Virtually all the candidates identified Xanthias correctly, but very few realised he was talking to the audience. The other details required by the questions were generally well known, although some candidates found discussing the message of the play more challenging.

1(b)   This was the least popular passage question. Answers offered a good range of accurate detail in answer to this set of questions. **Qs (v)** and **(vi)** proved to be the most challenging. The festival was not correctly identified in any answer, and the responses on Dionysus' character tended to be very short and did not offer sufficient supporting evidence from elsewhere in the play.

1(c)   Responses to this question were very similar to those for the previous question. Again, there was a good range of detail in the shorter questions but insufficient reference to the passage to explain **why** the passage would have made the 5th century audience laugh.

Question 2

These were not popular and not answered well. **Q2(a)** tended to produce a listing approach, which often lacked many of the relevant details from the text to support the answer. To a degree the same was also true of **Q2(b)**. Candidates could either provide details about the Athenian jury system or details about *Wasps*; it was rare to find a candidate who could combine the two. There were only two answers to **Q2(c)**, and both discussed the staging of the Chorus and the voyage across the lake, with varying degrees of success.

Question 3

The longer essays were tackled by twice as many candidates as the mini-essays.

3(a)   Many analyse Aristophanes' presentation well, but did not always make full use of the text to back up their opinions. His political views were handled better, and in more detail, than his social views.

3(b)   Answers to this question were fewer in number than the previous question. Candidates tended to produce separate accounts of the comedy and of the message, but there was often little attempt to address the question and discuss which of the two elements is the more important.

Section Four: *Greek Vase-Painting*
The topic proved to be the second most popular on the paper, with answers from 95 candidates.

Question 1

1(a)   84 candidates attempted this question, with varying degrees of success. Both the potter and painter were known, though the spelling of both names was generally inaccurate. The factual questions on the shape, function and date produced strong answers. The weakest answers were produced by 1(a)(v), where candidates resorted to telling the story behind their chosen band [usually the Wedding of Peleus and Thetis or Achilles' pursuit of Troilos], or describing the content of the band rather than attempting to explain what aspects of the frieze made it vivid. Those who chose the Calydonian boar hunt tended to be more successful in this respect.

1(b)   There were 82 responses to this question but on the whole they were not as successful as the answers to 1(a). Again, candidates dealt with the factual questions efficiently but were unable to develop their answers in detail to **Qs(iv)**, **(v)** & **(vi)**. The tendency to use bullet points or note form does not aid candidates to explain their answers. Often answers were about general vase-painting technique rather than specific to details from the Amasis Painter's lekythos.

1(c)   There were far fewer attempts at this question, and they tended to be weaker than a candidate's first question in this section. Here, candidates experienced some difficulty in providing the factual information, with the date, painter and shape being particularly troublesome. They tended to fare better with describing the transition from the Archaic style to the Classical style of painting. Most were able to refer to specific examples from the pot in their answers.

Question 2

Only two candidates attempted the mini-essays. Both were of a very poor standard.

CLASSICAL STUDIES

General Comments
Please see the introduction to Paper 1.

Section One: Augustus

This topic proved to be the least popular but around 90 candidates still tackled questions from this section.

Question 1
1(a) (i)/(ii) Candidates were well versed in the details of the date of the treaty of Brundisium and Lepidus.

(iii)   Candidates had more difficulty in identifying Antonia as the daughter of Octavia and Mark Antony. Some made wild guesses, including Margaret Thatcher!

(iv)   The reasons for war against Sextus Pompey were generally well-known. Some either did not know who Sextus Pompey was or forgot to include the information in their answers.

(v)/(vi) Most candidates were able to make some relevant point about the Parthians, but were unable to give details of Crassus or his death at the hands of the Parthians.

(vii)   The question suffered from much irrelevant detail going back to the beginning of the relationship between Antony and Octavian. Some never got to points relevant to the end of the relationship.

1(b) (i)   Candidates generally knew Agrippa but did not explain well his role in the defeat of Antony.

(ii)/(iii) Candidates were able to identify Julia and her husbands, and the sons of Agrippa.

(iv)   Most understood something of tribunician power but few explained it well.

(v)   Maecenas, and his role in Augustus' administration, was rarely known.

(vi)   Most knew something of Augustus' plans for the sons of Agrippa. Postumus was often omitted. To gain full credit answers needed more precision and detail.

1(c) (i)   The *fasces* and what they represented presented few problems.

(ii)   Candidates identified what a *census* was but seemed less certain of its purpose.

(iii)   The term *Princeps Senatus* caused no difficulties.

(iv)   Candidates could identify a range of illegal actions take by Augustus.

(v)   The formation of the triumvirate, its date and purpose seemed to cause candidates a few difficulties. Only a small number gained full marks on this question.

(vi)   This was probably the best-answered 4-mark question. Candidates had the factual information about the various civil wars and, unlike 1(a) and 1(b), were able to flesh out their answers.

Question 2
2(a)   This was the most popular mini-essay, but it was not well done. Candidates were too focused on how he established himself in war to address the question about 'restoring the Republic'.

2(b)   This was relatively popular. Points made tended to be limited and there were frequent omissions.

2(c)   There were very few responses but were of a good standard.

Question 3
There were few attempts at the long essays. The essay on how Augustus tried to secure the succession proved to be more successful. Answers were lucid and full of relevant detail. Essays on the religion topic were good in parts but again only a limited range of points was offered and there were many omissions.

Section Two: Virgil
The topic was the most popular, with 133 candidates tackling questions from this section.

Question 1
This was the single more popular question on the paper, with 97 responses.

1(a) (i)   Few noted Venus' disguised as a Spartan hunting girl.

(ii)   Candidates were able to identify the qualities essential for piety.

(iii)   Most realised that it was Anchises who carried the Penates out of Troy. Few, however, could explain that Aeneas would have polluted the images if he had carried them. It was common to assume that Aeneas had enough to do with Anchises on his back and holding Ascanius' hand.

(iv)   Not all candidates mentioned that Hector was a ghost or that he appeared in a dream.

(v)   The question about Aeolus was well answered

(vi)   Most candidates only offered two reasons (Judgement of Paris; future destruction of Cartage).

1(b) (i)   The sword was correctly identified as belonging to Aeneas. Many believed Anna had just spoken.

(ii)   Candidates were able to relate how Rumour conveyed the news of the relationship between Aeneas and Dido, but few mentioned Iarbas or could recall detail about the description of Rumour.

(iii) and **(iv)** These questions were exceptionally well answered.

(v)   Candidates knew the literary devices but discussion of techniques and examples was poor.

1(c) (i)   The ferryman and the river were both well known.

(ii)   A not insignificant number of candidates just answered the 'three points of similarity between the similes' and ignored the rest of the sentence, and so failed to talk about their effectiveness.

(iii)   Most noted Charon's behaviour towards souls attempting to board but few noted his earlier treatment of Aeneas.

(iv)   The question about why some souls were turned away was well answered.

(v)   The question on the Sibyl posed few problems but candidates could have offered a greater depth of detail when relating specific examples of the help offered to Aeneas.

(vi)   Some good discussions were seen of ways in which Virgil arouses the audience's sympathy.

Question 2
2(a)   21 candidates offered an answer. They provided a lot of detail from Books I and IV. Nearly all mentioned her maternal role but only the best responses mentioned her duplicity with Juno and question whether she was acting in her son's best interest. Book VI was scarcely mentioned.

2(b)   22 candidates produced some lively discussion on who is to blame for Dido's death. The best answers were those which managed to include a depth of detail and talked about such figures as Jupiter, Iarbas and other less central figures.

2(c)   Only 7 attempted this and most failed to construct any sustained line of argument. There were, however, a couple of excellent essays.

Question 3
There were only 5 essays in total and they tended to be well-written, with well-rehearsed arguments and examples, covering the essential details. The essays on Aeneas' character needed to make closer reference to the text and to cite more specific examples.

Section Three: Juvenal
Just over 100 candidates offering answers.

Question 1
1(a) and **1(b)** were answered by 75+ candidates, whereas only 20 + answered 1(c).

1(a) (i)   Candidates had no problem in recognising Umbricius as the speaker.

(ii)   Few mentioned insomnia but many were able to gain credit from the second half of the passage.

(iii)   Many seemed ignorant that wagons were banned during the day.

(iv)   As with the previous question many candidates were unable to explain the reference adequately.

(v)   This question was well answered, with many using quick illustrations to good effect.

(vi)   This was well done, especially in recalling details of the theatre and front rows.

(vii)   This type of question was handled better than last year. Candidates provided the required examples and were able to discuss their effectiveness.

1(b) (i)   Candidates could name the red mullet but had more difficulty with the amount it was sold for.

(ii)   Few recalled Juvenal thought he should have used the fish to legacy hunt or give it to his mistress.

(iii)   Domitian was recognised as the 'hairless Nero' but there was room to show more specific, focused detail for the second half of the question rather than just saying he was evil.

(iv)   Not all candidates mentioned that the problem was that there was no pot big enough at the palace.

(v)   Many could identify examples of Juvenal's satiric technique, but few explained the effects fully.

1(c)(i)/(ii)/(iii) Most provided old age, Priam and Troy in their answer, but Pyrrhus was not widely known.

(iv)/(v)/(vi) Hecuba was usually identified as Priam's wife and Marius as a successful general, but few went on to show any knowledge of the relevant Penguin notes on these references.

(vii)/(viii) These questions did not cause candidates any problems.

Question 2
2(a)   Most talked about foreigners in general, but to gain higher marks the need for focused details and recall is essential. Not all candidates addressed the second part of the question.

2(b)   This question was an obvious area for a question on Satire, and candidates had obviously been well prepared for it. There was, however, a surprising lack of recall from Satire V.

Question 3
3(a)   There were some excellent essays here with candidates included a suitably far reaching range of points about Juvenal's depiction of Roman society backed up by close reference to the *Satires.*

Section Four: Roman Art and Architecture
The topic proved to be almost as popular as the Virgil topic with around 130 candidates providing answers to this section.

Question 1
The picture questions were significantly more popular than either the mini-essays or the long essays.

1(a) (i) Candidates knew the temple but had more difficulty with its location. When Nîmes was known, some assumed it was in Rome or Greece.

(ii) The date and the person who built the temple caused difficulty for a number of candidates.

(iii) Few knew that the temple was originally dedicated to Augustus and Rome.

(iv)/(v) Some answered these very well indeed. Many, however, either repeated or confused details from the two questions. Hexastyle and octostyle were often confused. Answers needed to take account of the word 'discuss'. Bullet points cannot address the features successfully.

Candidates were often more secure in their knowledge and understanding on the sculpture questions.

1(b) (i) Philip the Arabian was identified by virtually all. Many left out the fact that he was the Emperor.

(ii) Candidates were able to give the date accurately, though some assumed that the dates were B.C.

(iii) There were some very good answers.

(iv)/(v) Candidates had clearly revised this sculpture in great detail by learning facts from the text book. These facts, however, were not always employed effectively to address the question posed. Candidates should be advised to read questions carefully before attempting to put pen to paper.

1(c) (i) The structure and the location were recognised by most, though some thought it was in Rome.

(ii) Candidates often failed to answer both parts of the question.

(iii) This question was usually well done.

(iv) Candidates could rarely identify and explain the use of all four marked aseas; he *natatio* was the most well-known.

(v) This question produced some very thoughtful and sensitive responses. Such answers were produced by candidates who took note of the word 'impressive' and tried to address that aspect of the question directly by reference to the plan and their own knowledge

Question 2
2(a) This was the most popular of the mini-essays, though it was done by very few in comparison to the picture questions. Candidates were able to discuss a range of practical considerations, such as the wind, flow of the water, weight of the structure. Few considered elements such as cost, the route, aesthetic considerations, the propaganda element involved in building such a structure.

2(b) Most displayed a basic knowledge of the arch, and how it was built and used. Diagrams could have been employed to show full understanding of the development of the arch into barrel vaults and domes. Specific buildings were not used to explain how the arch was used.

2(c) Many failed to follow instructions and wrote about different scenes. Answers were sound factually, but information was often not well directed to the question. Not a few talked of 'Trojan's column'.

Question 3
3(a) The thought-provoking quotation did not produce lively debate. Candidates tended to ignore the quotation until near the end of their answers. Responses tend to focus on one aspect [usually the arch] of Roman architecture rather than discuss a range of different elements.

3(b) There were remarkably few responses to this question. The answers tended to present a good deal of factual information, not all of it accurate, but it was not always used effectively to discuss the differences and similarities, and the idea of preference was often forgotten.