

CLASSICAL STUDIES

Paper 8283/11
Greek Civilisation

GENERAL COMMENTS

Candidates had obviously been carefully prepared for the examinations and there was good deal of sound knowledge applied appropriately in answer to the questions. There was, however, some poor examination technique. Examiners noted the following points in their reports.

Candidates should be encouraged to read all questions carefully before starting to write their answers. This should enable them to think about how to apply their knowledge to the particular question posed. It is good practice to start each new question on a new page of the answer booklet – this enables a candidate to set out their work clearly and make any additions/amendments without the need for arrows, asterisks etc. Candidates could improve their performance if they were more careful over timing, wrote all answers in continuous prose rather than in note form or bullet points and ensured that essays had logical argument and the analysis required by the questions. There was a small minority of candidates who made excessive use of rhetorical questions which do not help the flow of the argument.

GREEK CIVILISATION: 8283/11

SECTION ONE: ALEXANDER THE GREAT

The Alexander was tackled by very few candidates and it was the only topic which did not attract any answers to the short answer questions, and very few to the mini-essays.

Question 2

(a), (b) The standard of these answers tended to be weaker than on any of the other sections. Candidates did not know what information was relevant to the particular questions chosen or they provided very short answers which addressed only part of the issue(s) raised by the questions.

Question 3

(a), (b) The questions about the role of Hephaestion in Alexander's life and of whether Alexander really deserved to be known as 'the Great' both produced many candidates' strongest answers. Not only did they possess strong factual knowledge, but they were able to select the knowledge appropriately and apply it to the question. In order to produce stronger answers candidates needed to analyse and evaluate the material with reference to the question.

SECTION TWO: SOCRATES

This topic continues to be the most popular and was attempted by a very high percentage of the candidates entered for this paper. The depth of knowledge was, for the most part, very pleasing but the understanding of the material was not quite as secure in many scripts. The short answer questions were the most frequently attempted.

Question 1

(a) Questions on *Euthyphro* are always popular and almost always well answered, especially by those who have a good range of knowledge at their fingertips. The information for the first few questions was well known and candidates were able to incorporate some detail into their responses. The final three questions required more careful reading and a more thoughtful approach in order to achieve full marks. Most candidates could offer material which gained them at least half of the marks available.

- (b) This set of questions required more background knowledge than the other questions. Candidates need to read through all the questions on the passages before deciding on which ones to answer. Questions which call for material beyond straightforward factual information need a more careful thoughtful approach so that all aspects of the question are addressed. **Questions 1(b)(iii) and (v)** required more than one sentence or a couple of bullet points and in the latter candidates needed to state how far they agreed, based on evidence presented.
- (c) Some of the short factual questions were well answered but knowledge of why Socrates' execution was delayed by Apollo's festival varied wildly. Some candidates could offer a range of relevant detail, whilst others simply repeated the information which was in the question. Aesop was mentioned by some candidates, but quite a few gave the name of one of the 5th century tragedians. **Question 1(c)(vi)** generally produced poor answers because although candidates knew about the philosopher's attitude to suicide, they needed to go on to explain his argument to justify his belief.

Questions 2

- (a) Whilst there were some impressive answers on the definitions of holiness in *Euthyphro*, there were significant numbers of answers where only two or three definitions were known. The rest of the answer was taken up by a woolly 'morally right' argument which has nothing to do with the text or the question.
- (b) There were some excellent responses to the question on Socrates and the Sophists whilst others candidates gave only partial answers. Candidates were generally able to make some basic comparisons between the methods of Socrates and the Sophists but then needed to address the evaluative part of the question on why Socrates did not want to be thought of as a Sophist.
- (c) The question on the Laws of Athens produced the weakest answers because not all candidates realised that the question was about the personification of the Laws.

Question 3

- (a), (b) The essay question on Socrates being a 'Stinging Fly' and his 'Divine Mission' was significantly more popular than Socrates' attitudes towards the gods and public worship. Answers generally revealed strong factual knowledge of the material required by the questions but some candidates still need to direct their knowledge specifically at the question posed.

SECTION THREE: ARISTOPHANES

There was a marked increase in the popularity of the Aristophanes topic this year. Not only was it significantly more popular but candidates also wrote with confidence about the plays. The short answer questions and essay **3(b)** were the most popular. Marks were often very good on this section.

Question 1

- (a) All candidates could identify Procleon's addiction to serving on juries and many could make at least one point concerning the reference to 'my nails are itching to plough through that wax again'. The name of the dog and his crime were also generally known. The questions about the household implements and the items used in trials proved to be more challenging because candidates were not able to explain the references fully.
- (b) Candidates were able to provide the factual details concerning Charon, the fare and Xanthias. The question on humour in the passage produced a wide variety of answers. Some candidates are still just quoting from the passage rather than going on to explain why this would have made an Athenian audience laugh. The name of the festival was not known. In the question on the Choruses, candidates tended just to say what the Choruses do rather than to mention areas such as visual spectacle, political satire, dance, or act as the playwright's voice.
- (c) Candidates could identify one festival in honour of Dionysus. Only a handful of candidates could name both the Lenaia and the City Dionysia. The historical details about Alcibiades were often not known. There were some lively discussions about which playwright was 'clever' and which playwright was 'clear as mud'. There was little agreement among candidates.

Question 2

- (a), (b), (c) The mini-essays on *Frogs* and *Wasps* were not popular, with too few responses for any useful comments to be made.

Question 3

- (b) Candidates had clearly enjoyed reading *Wasps* and found much to appreciate and find amusing. There were many enjoyable essays with strong reference to the text. To achieve a mark in the higher range, an essay needed to address the different comic devices employed by Aristophanes AND make reference to how he was also trying to educate his audience.

SECTION FOUR: GREEK VASE PAINTING

On the whole, the short answer questions were not well answered. The appearance of many scripts suggested that insufficient time was spent on answering these questions. One word answers or brief bullet points cannot answer the questions fully, so it is important for candidates to apportion their time sensibly between the two questions.

Question 1

- (a) There were surprisingly few attempts at the question on the Francois Vase. Few knew many details about Kleitias' masterpiece. The shape of the pot was usually given as a krater. The reason why it was given the name escaped most candidates and instead they gave the use of the pot. The term black-figure was rarely mentioned and candidates were not as familiar with some basic elements of the technique as they should have been. Several candidates claimed that there was no colour used in the black-figure technique. Several of the stories on the frieze were mentioned in answer to 1(a)(v) rather than Achilles' pursuit of Troilos. No matter which story was mentioned most candidates were able to say something sensible about the success of Kleitias' depiction.
- (b) Almost all candidates recognised the work of Exekias and some were able to explain how a belly amphora was different from earlier amphorae. Not all candidates understood the term decorative motif. Those who did understand the term needed to have the technical names at their fingertips but tried hard to describe the different motifs. Some candidates dealt with the question about added colour very competently, whilst others seem to mistake incision for colour. Ajax was identified by all candidates but Achilles was frequently identified as Herakles. The techniques used by Exekias to show Achilles' importance were usually well discussed, though reference to the dice scores was rare.
- (c) Though this question attracted the most answers, and the answers were frequently of a good standard, candidates often confused Euphronios with Euthymides and were convinced the pot was in the black-figure technique. The date cited was usually accurate. Again, the term krater was known but not the type of krater. Large numbers of candidates believed that a krater was a drinking vessel. All the candidates were able to identify Herakles and Antaios. The question about the contrast in the depiction of the figures tended to produce rather short answers which did not fully address the question. Answers with a couple of short sentences or a few bullet points with no precise reference to the pot, cannot access the full range of marks.

Question 2

- (a), (b), (c) The mini-essays were far less popular than the short answer questions but there were significant numbers of answers on the Makron skyphos and foreshortening. In both cases candidates showed a fair range of knowledge on the topics but they often needed to provide more detail and refer to specific details from the pots mentioned.

Question 3

- (a), (b) The essays on Pioneers and Mannerists, and innovative and creative story tellers were not popular, with too few responses for any useful comments to be made.



CLASSICAL STUDIES

Paper 8283/12
Greek Civilisation

Candidates had obviously been carefully prepared for the examinations and there was good deal of sound knowledge applied appropriately in answer to the questions. There was some evidence of poor examination technique. Candidates should be encouraged to read all questions carefully before starting to write their answers. This should enable them to think about how to apply their knowledge to the particular question posed. It is good practice to start each new question on a new page of the answer booklet – this enables a candidate to set out their work clearly and make any additions/amendments without the need for arrows, asterisks etc. Candidates could improve their performance if they were more careful over timing, wrote all answers in continuous prose rather than in note form or bullet points and ensured that essays had logical argument and the analysis required by the questions.

GENERAL COMMENTS

GREEK CIVILISATION: 8283/12 and 8283/13

SECTION ONE: ALEXANDER THE GREAT

The Alexander topic remains a very popular one among a wide range of candidates. The short answer questions were answered more frequently than the mini-essays or long essays, though the marks were often weaker. Candidates who offer answers in complete sentences tend to provide more detailed responses and invariably pick up more of the marks available. Mini-essays need to avoid being too general and contain greater reference to specific relevant details.

Question 1

- (a) Few candidates could remember the date when Alexander was in Gordium, but most candidates were able to pinpoint the location of Gordium and provide some details of the events surrounding the Gordian Knot incident. A good number of candidates knew that Memnon was the leader of the Athenian prisoners and, on the whole, there was very good recall of the battle of Granicus. Only good candidates could give details of where Alexander went after Gordium.
- (b) Candidates needed to provide an accurate date for the death of Cleitus. Other details relevant to the incident described in the passage were often well-known but candidates sometimes experienced a little difficulty in selecting the correct information to answer the question. In (iii), candidates concentrated on events at the feast, with the sacrifice barely warranting a mention. Responses to the question on the death of Cleitus were generally very detailed.
- (c) The location of the temple of Ammon at Siwah, Libya was generally well-known. Candidates were able to give good descriptions of Philip's murder and were able to discuss a good array of motives, with some displaying considerable depth of detail. As with the dates, few candidates were able to provide Alexander's age when he became king. Various theories for Alexander visiting Siwah were provided, not always correct.

Question 2

- (a) Candidates generally knew about the relationship between Alexander and Hephaestion. Strong reference was made to their boyhood friendship and to the parallels between them and Achilles and Patroclus, as well as to the effects of Hephaestion's death on Alexander. The importance of their relationship and the impact on Alexander's life and career were less well discussed.

- (b) This question on Parmenio was the least popular of the mini-essays. Candidates tended to know something of Parmenio's role at the start of Alexander's reign, and a little on his military contribution, but there were expected to mention of Philotas and the conspiracy.
- (c) A relatively popular question which was answered more successfully than the other two mini-essays. Answers made mention of Thessaly, the Corinthian League and Thebes, but there was often little on Athens.

Question 3

- (a) The factual detail offered about Alexander's ability to manipulate public opinion was usually very strong but it tended to outweigh the analysis required by the question. Sometimes candidates were not able to separate his actions in public from his attempts to manipulate opinion and so such answers became simply an overview of his life.
- (b) Whilst there were some perceptive answers and sound understanding was shown, many candidates seemed to be relying on prepared answers and focused on one parent or the other. It was common for candidates not to consider the influence of Philip, especially his absence, on his son's life. Alexander's education was particularly well covered. Candidates need to focus on the demands of the question, in this case analysing the influences on Alexander as he was growing up and relating them to his later life.

SECTION TWO: SOCRATES

This was the most popular topic this year and was attempted by a very high percentage of the candidates entered for this paper. The depth of knowledge was, for the most part, quite impressive. The understanding of the material was not quite so secure in many scripts. The short answer questions were the most frequently attempted but a significant number of candidates attempted the mini-essays and long essays.

Question 1

- (a) The first few questions were well answered and much detail was incorporated into the responses. **Questions (iv) and (v)**, however, required much more careful reading. The wording of the question was often ignored. Both questions included the phrase '*in this passage*' and so those candidates who offered ideas and material from beyond the passage could not access the full range of marks.
- (b) There were some very accomplished responses to this question, with many high scoring responses. Knowledge of the 'geniuses' varied, but almost all candidates knew that Socrates was referring to the god Apollo. Not everyone could recall the expulsion of the Democrats by the Thirty Tyrants, but all the questions about the oracle were dealt with in some detail.
- (c) Knowledge of why Socrates had to wait until the 'day after the boat arrives' to die varied. Some candidates could offer a range of detail, whilst others simply repeated the information which was in the question. The poet Homer was mentioned by some candidates, but quite a few gave the name of one of the 5th century tragedians. Again, **Question (iii)** need more careful reading – candidates who offered material beyond the passage were then short of material to answer **Questions (iv) and (v)**.

Questions 2

- (a), (b), (c) Answers were generally impressive, with candidates revealing strong factual knowledge of the material required by the questions. Some candidates tended to lose marks by not directing their knowledge specifically at the question posed.



Question 3

- (a) Candidates did well to consider both parts of the trial and how Socrates' reputation and his conduct in the case aggravated the jury. Only the very best answers saw that his defence was good in places.
- (b) This was an extremely popular essay choice and was, on the whole, well answered. The best essays contained evidence of precise recall which underpinned a full comparison of his beliefs. At the other end of the spectrum, a few answers did not distinguish between Socrates' views from different texts and were often brief on the second half of the question, being unable to see any changes in his views.

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Question 1

- (a) All candidates could identify Procleon and most showed a thorough knowledge of the procedures of the Athenian court. The passage was well used to illustrate Procleon's addiction to serving on juries. 'Job' was interpreted in a variety of ways – to entertain the audience, explain circumstances to the audience, as well as to guard Procleon. In **Question (v)**, candidates needed to focus more on the functions of the slaves.
- (b) Again, candidates were able to provide an accurate description of the costume of the Chorus and make a reasonable attempt at what this might say about their nature. The *parabasis* was not always identified correctly and this then led to problems about the purpose of the section of the play. **Questions (iii)-(vi)** revealed a good historical and political knowledge of the context of the play.
- (c) There was much more precise recall for the context of the passage than in previous years, though some thought the threats had been made by the landladies. As ever, candidates were able to identify what would have made an Athenian audience laugh and were better than in previous years at explaining the humour. The weakest responses were to the question about the portrayal of Dionysus' character. The answers lacked direct comparisons with the rest of the play and there was a shortage of precise, relevant examples.

Question 2

- (a), (b), (c) There were very few attempts at these questions and they tended to be weaker than the other responses in this topic. Typical of these answers, there was often insufficient knowledge of the plays, leading to generalised comments rather than precise relevant references, and a poor understanding of the structure of comedy and staging.

Question 3

- (a) Most candidates were able to cite relevant examples from the play to do with the jury system and explain them. Only the strongest answers were able to identify other elements which added to an audience's appreciation of the play.
- (b) Nearly all the candidates disagreed with the quotation but few developed any sort of counter argument and considered in sufficient depth how Aristophanes made the audience laugh. There was very good appreciation of what Aristophanes was trying to say but there should have been more detailed exposition of the *agon* in the second half of the comedy.

SECTION FOUR: GREEK VASE PAINTING

The Greek Vase Painting topic seems to have lost its long-standing popularity, with only a handful of candidates attempting two of the short answer questions.

Question 10

- (b) Candidates confused Euphronios and Euthymides but were better at identifying shapes, usage and the technique employed. The term 'Pioneers' did not seem to be universally understood. The question on foreshortening was dealt with quite well and precise examples were used to underline the candidates' understanding of the term.
- (c) The painter was known but the potter, the date and the shape were not. The questions on the content and composition of the scenes on the *skyphos* were better answered as candidates were able to give quite detailed personal responses.

CLASSICAL STUDIES

Paper 8283/13
Greek Civilisation

Candidates had obviously been carefully prepared for the examinations and there was good deal of sound knowledge applied appropriately in answer to the questions. There was some evidence of poor examination technique. Candidates should be encouraged to read all questions carefully before starting to write their answers. This should enable them to think about how to apply their knowledge to the particular question posed. It is good practice to start each new question on a new page of the answer booklet – this enables a candidate to set out their work clearly and make any additions/amendments without the need for arrows, asterisks etc. Candidates could improve their performance if they were more careful over timing, wrote all answers in continuous prose rather than in note form or bullet points and ensured that essays had logical argument and the analysis required by the questions.

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- (c) The location of the temple of Ammon at Siwah, Libya was generally well-known. Candidates were able to give good descriptions of Philip's murder and were able to discuss a good array of motives, with some displaying considerable depth of detail. As with the dates, few candidates were able to provide Alexander's age when he became king. Various theories for Alexander visiting Siwah were provided, not always correct.

Question 2

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Questions 2

- (a), (b), (c) Answers were generally impressive, with candidates revealing strong factual knowledge of the material required by the questions. Some candidates tended to lose marks by not directing their knowledge specifically at the question posed.



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- (b) Again, candidates were able to provide an accurate description of the costume of the Chorus and make a reasonable attempt at what this might say about their nature. The *parabasis* was not always identified correctly and this then led to problems about the purpose of the section of the play. **Questions (iii)-(vi)** revealed a good historical and political knowledge of the context of the play.
- (c) There was much more precise recall for the context of the passage than in previous years, though some thought the threats had been made by the landladies. As ever, candidates were able to identify what would have made an Athenian audience laugh and were better than in previous years at explaining the humour. The weakest responses were to the question about the portrayal of Dionysus' character. The answers lacked direct comparisons with the rest of the play and there was a shortage of precise, relevant examples.

Question 2

- (a), (b), (c) There were very few attempts at these questions and they tended to be weaker than the other responses in this topic. Typical of these answers, there was often insufficient knowledge of the plays, leading to generalised comments rather than precise relevant references, and a poor understanding of the structure of comedy and staging.

Question 3

- (a) Most candidates were able to cite relevant examples from the play to do with the jury system and explain them. Only the strongest answers were able to identify other elements which added to an audience's appreciation of the play.
- (b) Nearly all the candidates disagreed with the quotation but few developed any sort of counter argument and considered in sufficient depth how Aristophanes made the audience laugh. There was very good appreciation of what Aristophanes was trying to say but there should have been more detailed exposition of the *agon* in the second half of the comedy.

SECTION FOUR: GREEK VASE PAINTING

The Greek Vase Painting topic seems to have lost its long-standing popularity, with only a handful of candidates attempting two of the short answer questions.

Question 10

- (b) Candidates confused Euphronios and Euthymides but were better at identifying shapes, usage and the technique employed. The term 'Pioneers' did not seem to be universally understood. The question on foreshortening was dealt with quite well and precise examples were used to underline the candidates' understanding of the term.
- (c) The painter was known but the potter, the date and the shape were not. The questions on the content and composition of the scenes on the *skyphos* were better answered as candidates were able to give quite detailed personal responses.



CLASSICAL STUDIES

Paper 8283/21
Roman Civilisation

GENERAL COMMENTS

Candidates had obviously been carefully prepared for the examinations and there was good deal of sound knowledge applied appropriately in answer to the questions. There was, however, some poor examination technique.

Candidates should be encouraged to read all questions carefully before starting to write their answers. This should enable them to think about how to apply their knowledge to the particular question posed and then to select two from different sections, as there were, unfortunately, quite a number of rubric errors this session. It is good practice to start each new question on a new page of the answer booklet – this enables a candidate to set out their work clearly and make any additions/amendments without the need for arrows, asterisks etc. The front cover of the question paper indicates that candidates should spend 45 minutes on each question and it was apparent that some spent far too long on their first answer leaving insufficient time for the second. Sometimes such answers were in note or bullet point form, had careless errors and omissions and lacked analysis.

There were many fine performances on individual questions but few candidates were able to sustain that level of performance across the paper. The level of achievement tended to be slightly weaker on this paper than on the Greek Civilisation paper. Virgil and Roman Art and Architecture were the only sections attempted. Candidates' knowledge and understanding were significantly better on Virgil.

ROMAN CIVILISATION: 8283/21

SECTION TWO: VIRGIL

Question 1

- (a) Overall, this was generally a well-answered question. Most knew that Juno had the idea of causing the storm. Few candidates were able to give three reasons why Juno hated the Trojans, with the future destruction of Carthage by Aeneas' descendants the most popular reason. Whilst there was some improvement in dealing with the simile question, there needed to be more precise reference to the simile and more of an attempt to explain the points of similarity. The appeal of the simile to Virgil's contemporary audience was often too generalised and not fully explained. The land reached by Aeneas was usually known but there were some strange answers – Troy, Mycenae and England!
- (b) Everyone knew that Aeneas was speaking to Dido and that the Greek army was hiding off the island of Tenedos (though few could recall the name and were honest enough to say that they could not remember). The questions on Laocoon were handled very well indeed (though few remembered he was a priest of Apollo) and the way Virgil increases the readers' sympathy elicited some fine responses.
- (c) Candidates were not always clear on what Juno and Venus had done to increase Dido's suffering. Those who selected Cupid, Mercury and Jupiter were often more successful in giving a full response. **Question (ii)** asked about *three things Dido has seen or heard just before this passage starts which suggest that she is 'possessed by demon-powers'*. There seemed to be some problem of understanding as several gave details of the argument between Aeneas and Dido. The name of Dido's sister was usually known, though there were some alternatives given. Details about the pyre and its purpose were known in detail.

Question 2

There were fewer mini-essays than other types of questions in this section. The marks tended to be somewhat weaker because the answers tended to be too short and lacking in precise detailed reference to the epic. Often the answers were narrative in approach and needed to tackle the analytical element within the questions.

- (a) In the question about Juno and Venus, candidates should have been clearer about what the goddesses had done and most only dealt with Venus as Aeneas' mother, and Juno as Aeneas' enemy.
- (b) Few could recall Anchises' actions beyond Book 6 and those who did often confused the events of Book 1 and Book 2.
- (c) The question of whether Book 6 is optimistic or depressing produced some interesting responses. Some gave detailed accounts of what happens at the beginning of the book and ignored the pageant of heroes. Others dealt with the pageant of heroes in great detail but made no reference to any other part of the book. The consensus of opinion from both groups was that Book 6 is optimistic.

Question 3

- (a) The 'puppet of the gods' question was the one of the most popular questions in this topic. As with other essay questions, the answers tended either to be too narrative in approach or too generalised in argument. The most successful responses offered a balanced argument with detailed textual supporting reference.
- (b) Only a handful of candidates attempted the question on how Virgil makes the Aeneid exciting. A range of points was considered but all the answers would have achieved higher marks if they had been supported by close textual reference.

SECTION FOUR: ROMAN ART AND ARCHITECTURE

There were a good number of attempts at all the questions in this section, with the exception of **Question 3(b)**.

Question 1

- (a) Candidates had no trouble in identifying the building and location of the mosaic, though the date caused a few problems. The technical name given to the type of mosaic was usually known but how the mosaic was created was poorly explained with many references to paintings, canvas and glue but few mentions of *tesserae* and the workshop. This inevitably led to problems with **Question (iv)** for some candidates. There were many valiant attempts to discuss how the artist created depth in the mosaic but too often the answers consisted of a list of techniques without reference to the mosaic.
- (b) The Arch of Constantine was often identified as the Arch of Titus. The question about who dedicated the monument and the event it commemorated was badly done. The question was often misread and candidates gave an answer to a different question. Few knew the date, the battle of Milivian Bridge or anything about the different sets of sculpture which decorate the arch.
- (c) The Pantheon and its location were known by all candidates but only a small number could explain the meaning of Pantheon; many simply said it was a temple. The date of the original building and the person who built it were sometimes confused with the later structure. Concrete was sometimes identified as the material from which the oculus was constructed but other materials were mentioned – marble, glass and plastic. The reasons for the use of concrete often needed to be more fully explained. Descriptions tended to focus on the porch and the oculus and more should have been written on the interior.

Question 2

These questions were often poorly answered. Many candidates simply could not supply the knowledge required by their selected questions. Some just wrote too little. Six lines of writing are not usually sufficient to access the full range of marks.

- (a) It was not always clear that candidates knew in detail how an arch was constructed. Typical descriptions included: 'stacking stones at an angle'; 'an arch was made by building blocks on top of one another in a curved shape'. Whilst it is possible for an Examiner to visualise what a candidate is trying to say, it is the responsibility of the candidate to make their ideas and opinions explicit. Only a small number of candidates fully developed their description of a basic arch into how arches, barrel vaults and domes were used in buildings/structures.
- (b) A generally well answered question. Candidates were usually able to describe the statue accurately, but detail was sometimes rather brief. They were less secure on what image was meant to be projected. Several candidates discussed the bust of Commodus.
- (c) A relatively unpopular question when compared to other questions in this section. Candidates had a good idea of what the exterior of the temple was like but were less secure about the interior. The second part of the question, on how typical it was of its time, was often ignored.

Question 3

- (a) Candidates came to the conclusion that 'function was more important than form' and that the Romans did not really care about what a building looked like provided it fulfilled the function for which it was designed. The evidence which was presented to support this opinion ranged from 'the survival of Roman buildings shows that function was more important than form' to 'the Romans did not build any remarkable buildings – e.g. the dome of the Pantheon was nothing special'. One candidate claimed that the Pantheon was built as a ballroom! Sculpture was sometimes used to answer the question. Answers were sometimes too short and too generalised to warrant good marks.



CLASSICAL STUDIES

Paper 8283/22
Roman Civilisation

SECTION ONE: AUGUSTUS

Question 1

- (a) Candidates demonstrated knowledge of Sextus Pompey, why the war against him was necessary and also other civil wars fought by Octavian. The Treaty of Misenum was less well known (often identified as the Treaty of Brundisium) but the terms were mostly recalled with accuracy. Knowledge of the Parthians and why Antony was fighting against them was good.
- (b) The precise date of the Battle of Actium caused a few problems for candidates but the reasons for the triumph being over Egypt rather than Antony were well known, as were details about the value of Egypt as a province and the arrangements for its administration. A few candidates were unclear about the honours Augustus received at this time. Some of those who were able to provide an accurate list of honours could have improved their responses by going on to explain their importance.
- (c) The questions about Julia and her husbands, and the importance of Augustus being called '*Filius Divi*' were the most successfully answered. Fewer candidates knew the range of relevant information required about the temple of Mars the Avenger, the importance of Vesta and the Secular Games.

Question 2

- (a) This question produced a series of solid responses with most events of 43 BC being mentioned. Some answers were a little too brief on the second half of the question – the importance of the events in Octavian's rise to power.
- (b) There were many responses which held a cynical view on Augustus' attempts to restore the republic; candidates can improve their approach by developing counter arguments to produce a balanced answer.
- (c) Responses fell into two categories: those who knew the main aspects of the building programme and those who assessed the importance but did not mention any relevant buildings. Candidates needed to do both to answer the question fully.

Question 3

- (a) The question about the relationship between Octavian and Mark Antony was very popular. There was strong recall of the basic details of their relationship and of the Actium campaign. Whilst many answers were strong on facts, some were less successful in analysing why Octavian became the ruler of the Empire. There were some candidates who concentrated solely on the Actium campaign at the expense of the earlier relationship between the two men.
- (b) Whilst candidates were well informed on Augustus' attempts to secure the succession, they were less confident on the reasons why he was so anxious that a member of his family should succeed him.

SECTION TWO: VIRGIL

Question 1

- (a) Overall, this was a well answered question. Most knew where Aeneas was standing, but a few omitted the temple of Juno. Where candidates had followed the command word 'explain', responses to the simile were often very good. Some simply quoted from the passage and did not develop their answers by explaining the points of similarity. There was strong use of the passage in **Question (iii)** about Virgil's depiction of Dido as an effective leader. **Questions (iv)** and **(v)** were well handled.
- (b) A few candidates answered **Question (i)** fully. Some answers were a little vague and not all realised that Venus and Cupid were responsible for Dido's love of Aeneas. It was often clear that candidates had appropriate knowledge but they did not give full details or explain their answers. In **Question (ii)** for example, many thought it was sufficient to say 'hatred of Trojans'. There were several exceptional responses to **Question (iii)** about what Jupiter had revealed to Venus but a number of responses lacked precise details from Book 1. The way Venus was portrayed needed to be discussed in detail and supported by reference to the passage.
- (c) Generally this question was less well answered. Some candidates struggled to give details of where Aeneas was, the hybrid beasts, identify the Sibyl or give Charon's job. A few were able to make sufficient points in **Questions (iii)** and **(v)**.

Question 2

- (a) In some cases candidates would have benefited from reading the question more carefully; it specified the portrayal of the gods in Book 2. Most answers only dealt with Venus (as Aeneas' mother) and Juno (as his enemy) and often went beyond Book 2.
- (b) A number of answers only dealt with Dido and Aeneas. Only a few mentioned Aeneas and Creusa or Dido and Sychaeus. Some candidates wrote mainly narrative and would have improved their responses with greater analysis of the issues. Several candidates dealt with Aeneas and Anchises.
- (c) Responses to this question tended to fall into two types: those who gave a list of the immediate descendants, with limited detail and those who concentrated solely on Caesar and Augustus. There was limited discussion of Marcellus and the Republican heroes. The best answers explained the importance of this episode in the story.

Question 3

- (a) The 'flawed hero' question attracted a wide variety of responses and a wide range of marks. Candidates were generally able to discuss the changes in Aeneas during the first half of the *Aeneid* and analyse how, and in what ways, he could be seen as flawed. There was discussion of the Homeric Hero/Roman Hero question, with many seeing this as evidence that Aeneas was flawed as a hero, and even discussion of the ending of the epic. Some responses would have been improved by development of the counter argument and by more detailed consideration of Aeneas' positive attributes. There was some evidence of prepared responses which did not really address the question posed. Much was made of the terms 'relatable' and '*furor*', although this was sometimes not made fully relevant to the discussion or supported with evidence.
- (b) Candidates tended to agree that Augustus was justified in saving the *Aeneid* from destruction because of its propaganda value to him. Some responses would have been improved by inclusion of greater detail from the epic.

SECTION THREE: JUVENAL

Question 1

- (a) This question was well done, with candidates making clear use of the passage and displaying very good recall of the mythological content of the *Satire*. Some took the term 'practice' to mean the strictness of Roman education. A number of candidates did not know who Lucilius was, and therefore struggled to discuss the similarities and differences between the ways the two poets wrote satire.
- (b) The question on *Satire 4* was tackled very well indeed, showing a distinct improvement in terms of both knowledge and approach. Candidates cited precise detail from the passage and elsewhere in *Satire 4*.
- (c) Candidates performance was a little less secure on *Satire 10*. The salutation and Juvenal's satiric technique were well explored although only a few candidates knew the School of Philosophy to which Democritus was connected, what the rods and axes meant or the function of the slave.

Question 2

- (a) There were several strong responses to the theme of food and dinner parties in the *Satires*. On the whole, candidates were stronger on the dinner party aspect of the question and *Satire 5*. Some responses needed more mention of food or reference to *Satire 4*.
- (b) This question on Juvenal's portrayal of life in Rome attracted a few strong answers. A number of responses lacked precise reference to *Satire 3* and consequently candidates were unable to explore the 'how successfully' part of the question in any depth.

SECTION FOUR: ROMAN ART AND ARCHITECTURE

Question 1

- (a) Candidates had no trouble in identifying the temple, its location, date and who had it built. Most identified it as being dedicated to Gaius and Lucius Caesar. A few stated that the temple was hexastyle, and many struggled to make four points about the columns. A small number of candidates knew the term 'entablature' and where it was on the temple.
- (b) Identification of the Pont du Gard, its location, commission, date and purpose caused little problem for the majority of candidates. Quite a few were able to identify some features to negate erosion. Similarly, many candidates were able to make comments about the Pont du Gard being a 'masterpiece of simplicity and beauty', but few were able to give a full personal response.
- (c) Most candidates identified Hadrian's Villa at Tivoli, and a few knew the date. The correct technical name for this type of mosaic eluded the majority of candidates and, therefore, they were not able to answer **Question (iii)** fully. Most were able to make sensible comments about the depiction of depth and also show aesthetic appreciation of the mosaic.

Question 2

- (a) Virtually all the answers concentrated on the spectators and the construction of the Colosseum. Candidates gained marks if they mentioned the site or the attractiveness of the building and discussed the implications of the variety of spectacles. Most were well informed about how materials were used in the Colosseum, and how its layout affected the way spectacles were viewed.
- (b) Candidates were able to describe the statue accurately, and were aware of the implications of verism on the carving of the statue. Some were less secure on what image was meant to be projected.
- (c) Most candidates had a general idea of what was portrayed on Trajan's Column but found it harder to describe and analyse specific scenes.

Question 3

- (a) There were too few responses to this question to make general comment appropriate.
- (b) Candidates showed good knowledge of the propaganda elements found on each of the works and were able to describe their appearance. They had a good awareness of how each work acted as propaganda. Most settled on the Ara Pacis as the best example, usually comparing it to Trajan's Column. Some were able to discuss all three works cited in the question.

CLASSICAL STUDIES

Paper 8283/23
Roman Civilisation

There were many fine performances on individual questions and a number of candidates were able to sustain a very high level across all of their responses.

SECTION ONE: AUGUSTUS

Question 1

- (a) Candidates demonstrated knowledge of Sextus Pompey, why the war against him was necessary and also other civil wars fought by Octavian. The Treaty of Misenum was less well known (often identified as the Treaty of Brundisium) but the terms were mostly recalled with accuracy. Knowledge of the Parthians and why Antony was fighting against them was good.
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Question 2

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