

CLASSICAL STUDIES

Paper 9274/11
Written Paper 11

Key messages

Candidates should be encouraged to:

- read the instructions and the questions carefully
- answer questions from one section only
- take account of the mark allocation for each question
- plan before beginning to write their answers to essay questions
- make greater use of the passage or image for 20 mark questions.

General comments

Candidates who decide to answer the 25 mark essay question first are advised to look at the wording of the **part (b)** question before starting, to make sure they do not cover the same material twice.

Comments on specific questions

Section A: Alexander the Great

The Alexander topic was the most popular topic on the Greek Civilisation paper, with the vast majority of candidates attempting the questions in this section.

Question 1

- (a) (i) Few candidates were able to name the battle of the River Granicus.
- (ii) Very few candidates were able to identify the correct date of 334 BCE.
- (iii) Many candidates were able to make two correct points. Most responses included the knot being cut. Some candidates simply paraphrased the passage.
- (iv) Many candidates knew the significance of Alexander cutting the knot and freeing the wagon. Many, however, wrote about how it was now possible to use the plough again.
- (b) This question about how effectively Alexander used his actions at Gordium and the other places he visited to enhance his reputation was generally not well answered, often because candidates had not read the question carefully enough. Many candidates did not mention Gordium in their answers and did not refer to the word 'places', instead giving long descriptions of the taming of Bucephalus or discussing the Policy of Fusion.

More focused answers were able to cite a range of places visited by Alexander. These included *pothos* events, such as visiting Siwah. A range of battles was also discussed. Stronger answers were able to discuss how Alexander used what happened at these places as propaganda to enhance his reputation, while others simply stated that these events made him seem great without stating why this was.

Question 2

This question was the most popular of the two 25 mark essay questions. Candidates mostly demonstrated a sound knowledge of Alexander's career and his motivations. They were able to discuss events such as crossing the Gedrosian desert and the march into India as examples of Alexander causing his men to suffer just to fulfil his own desire for glory. Better answers also mentioned the Policy of Fusion and his men's opposition to these reforms. They cited the mutinies at Beas and Opis as evidence of his men's dissatisfaction. A large number of answers paid a lot of attention to events involving the companions, such as the deaths of Cleitus and Parmenio. Candidates were less secure on the topic of how Alexander did look after the needs of his men. This included the incident with the helmet of water in the Gedrosian desert.

There was a tendency for some candidates to write a general essay on Alexander as a great leader and great general.

Question 3

This question was generally well answered and candidates mostly displayed some knowledge of Alexander's career. Stronger answers were able to put Alexander's campaigns into the context of the Persian attacks on Greece in 490 and 480 BCE and the creation of the League of Corinth by Philip. They were also able to state other motivations for Alexander's invasion of Persia, such as his ambition to outdo his father and his desire for glory. They cited as evidence the fact that he carried on advancing even after defeating Persia and his Policy of Fusion. Weaker answers showed little or no knowledge of the background to the attack on Persia or why Alexander wanted revenge for an invasion so long ago.

Section B: Aristophanes

Question 4

- (a) (i) A significant number of candidates knew that Euripides was a tragedian.
- (ii) Very few candidates were able to name Mnesilochus as the 'man on the plank'.
- (iii) Few candidates were able to make two points about why he needed rescuing by Euripides. Most were able to state that Mnesilochus had been recognised as a man in a female only festival.
- (iv) Few candidates were able to identify 'the barbarian'. Many candidates omitted this question.
- (b) In answer to this question about the portrayal of Euripides, most candidates discussed the content of the passage and did not address the portrayal of Euripides elsewhere in the play. Many answers were brief and lacking in detail.

Better answers were able to discuss material both from the passage and the rest of the play, although they were still a little unbalanced in their treatment. There was one stand-out sophisticated response which discussed how Aristophanes had chosen to depict Euripides and the effect of this on the audience's perception.

Question 5

The question about which of Aristophanes' plays is more enjoyable for a modern audience attracted more responses than **Question 6**.

Most candidates were able to make reasonable points about the original context of the plays and showed some understanding of the issues for which prior knowledge of context would be necessary. In general, arguments needed to be expanded and developed. There was limited appreciation of the amount and nature of parody in both *Women at the Thesmophoria* and *Frogs*. Most candidates concluded that *Lysistrata* would be most enjoyable as the play with the least requirement for background knowledge.

There were a small number of answers, exploring *Women at the Thesmophoria* and *Frogs*, which showed good knowledge of the events within the plays and the types of humour found within them. They were also able to discuss the contemporary context of the plays, and analyse which aspects of the plays are universal, and can thus be enjoyed by a modern audience, and which rely on contemporary knowledge, which will limit a modern audience's enjoyment.

Question 6

Responses to this question, about *Frogs* being more about delivering a serious message than entertaining the audience, were quite thoughtful, showing a good general awareness of the political and social conditions in Athens at the time of performance and the general message arising from the end of the play. There was a need for greater detail from the play, as well as more understanding of the fact that the two Choruses in the play have different functions and that the Chorus of Initiates delivers the Parabasis.

Most candidates were able to ascertain what was serious and what was not within the play, but did not have an awareness of the cultural and political background to fully explore the question. Candidates did not recognise that *Frogs* was granted a second performance which would have supported the serious message aspect of the argument.

Section C: Greek Vase Painting

There were too few responses to this section to make meaningful comment.

CLASSICAL STUDIES

Paper 9274/12
Written Paper 12

Key messages

Candidates should be encouraged to:

- read the instructions and the questions carefully
- answer questions from one section only
- take account of the mark allocation for each question to ensure they fully address the requirements of the question
- plan before beginning to write their answers to essay questions
- make more use of the passage or image for 20 mark questions.

General comments

The Alexander topic was the most popular on the paper.

Candidates who decide to answer the 25-mark essay question first are advised to look at the wording of the **part (b)** question before starting, to make sure they do not cover the same material twice.

Comments on specific questions

Section A: Alexander the Great

Question 1

- (a) (i) Most candidates were able to offer at least one point about why Alexander was returning to Persia after defeating King Porus.
- (ii) A range of different cities was cited, but only a few candidates gave the correct answer.
- (iii) Many candidates misread the question about the two historical figures who inspired Alexander to cross the Gedrosian desert and suggested non-historical figures (notably Herakles, Achilles and Dionysus) instead.
- (b) There was a wide range in the quality of the responses to this question about Alexander never caring about the well-being of his men. The strongest answers demonstrated good knowledge of Alexander's life and career and were able to use appropriate examples in answering the question. They also made good use of the passage, and discussed not only what Alexander did, but also his motivations and how these affected his men. These discussions considered both sides of the question.

Weaker answers were limited in knowledge and understanding, with some not discussing the passage at all. The word 'men' was sometimes narrowly interpreted to mean 'Companion Cavalry'.

Question 2

The question about Alexander being a 'brutal and cruel conqueror' was the most popular essay question on the whole paper. Most candidates demonstrated good knowledge of Alexander's military career and his behaviour during his conquests and were able to say something about whether he was wholly brutal and cruel. More nuanced responses were able to discuss the words 'nothing more than'.

The strongest answers discussed both the cruelty of his behaviour after conquering places such as Thebes, Tyre and Gaza, and his changing attitude towards those he defeated, especially his treatment of the Persian royal family and King Porus.

Very few candidates discussed Alexander's cultural and scientific interests. Some justified his cruelty by stating that it was necessary as a warning to his opponents.

Weaker answers gave less precise detail, which had an impact on the effectiveness of the discussion. Some only gave an analysis of Alexander's greatness as a leader.

Question 3

This question about Alexander being a master of propaganda produced a range of responses. Most candidates commented on Alexander's claim to be the son of Zeus and his link with mythological figures such as Achilles and Herakles. There were also answers which discussed *pothos* events such as cutting the Gordian Knot. A few answers mentioned the founding of cities named after himself. Candidates were generally aware of how Alexander enhanced his image by publicising all these things.

Section B: Aristophanes

Question 4

- (a) (i) The majority of candidates knew that Aeschylus was a Greek tragedian.
- (ii) The majority of candidates knew that the scene was taking place in the Underworld.
- (iii) The majority of candidates were able to suggest at least one reason why it was appropriate for Dionysus to judge the contest.
- (iv) Most candidates knew about the use of the pan to weigh the poets' poetry.
- (b) This question about the extent to which the humour in the passage is typical of the humour elsewhere in *Frogs* was not as confidently handled as the other questions in this section. Although the candidates were required to display a balanced knowledge of both the extract and the remainder of the play, many did not address the passage and focused instead on elements of humour to be found in the rest of the play, such as disguise, scatological and physical humour.

Question 5

This question about comedy being a fantasy world which can teach us nothing about Athenian life was the most popular and it was generally answered in a methodical and logical manner. Candidates showed good knowledge of the plays themselves, often all three plays, as well as the cultural and historical background. They were able to discuss whether the plays were even fantasy, and aspects of the plays which showed everyday life in Athens.

Question 6

There were very few responses to this question on the contribution of characters to the success of the play *Lysistrata*, but overall, it was well answered. Candidates discussed a range of characters, especially Lysistrata herself. There was a reasonable knowledge of the characters discussed although some details were not always accurate.

Discussion of the characters tended to centre around whether they played a major role in the play, or in Lysistrata's plan. Fewer candidates addressed how far the characters contributed to the success of the play.

Section C: Themes in Greek Vase Painting

Question 7

- (a) (i) Most candidates were able to identify the pot as a *hydria*.
- (ii) Many candidates were able to identify collecting water as the use of this type of pot.

- (iii) Most candidates were able to give a suitable date for the *hydria*.
 - (iv) The majority of candidates able to identify both Ajax and Cassandra.
- (b) There were some good responses on whether the narrative frieze was a 'heartfelt attack on the horrors of war'. Candidates were able to refer to the scene printed on the paper, and many were able to refer to other elements of the frieze, especially Neoptolemus and Priam. Opinion was divided about whether this scene was about the 'horrors of war' or the glory of war and heroes doing what heroes do. The vulnerability of Cassandra and the other women in the scene as well as the depiction of Priam and his dead (grand)son were used to point to the horrors of war. The scene of Aeneas, Anchises and Ascanius was used to show that there can be hope in desperate situations.

Question 8

This question on whether scenes depicting heroes were more challenging to paint than those depicting women in domestic scenes produced some of the best answers on the whole of the paper. Candidates showed some detailed knowledge of relevant pots showing heroes, usually Achilles and Ajax, and women in scenes from their daily life. Candidates tended to think that painting women in domestic scenes was more challenging because male painters did not really have the knowledge of women's lives to be able to depict scenes accurately. A few answers approached the question from a technical point of view, looking at composition, depiction of anatomy and use of imagination regarding different scenes.

Weaker responses tended to concentrate solely on either heroes or women and therefore omitted half of the material and discussion.

Question 9

There were very few responses to this question about whether red-figure artists were more creative story tellers than black-figure artists. Candidates were able to use a range of pots from both techniques to support their line of argument. Candidates tended to agree with the statement.

CLASSICAL STUDIES

Paper 9274/13
Written Paper 13

Key messages

Candidates should be encouraged to:

- read the instructions and the questions carefully
- answer questions from one section only
- take account of the mark allocation for each question to ensure they fully address the requirements of the question
- plan before beginning to write their answers to essay questions
- make more use of the passage or image for 20 mark questions.

General comments

The Alexander topic was the most popular on the paper.

Candidates who decide to answer the 25-mark essay question first are advised to look at the wording of the **part (b)** question before starting, to make sure they do not cover the same material twice.

Comments on specific questions

Section A: Alexander the Great

Question 1

- (a) (i) Most candidates were able to offer at least one point about why Alexander was returning to Persia after defeating King Porus.
- (ii) A range of different cities was cited, but only a few candidates gave the correct answer.
- (iii) Many candidates misread the question about the two historical figures who inspired Alexander to cross the Gedrosian desert and suggested non-historical figures (notably Herakles, Achilles and Dionysus) instead.
- (b) There was a wide range in the quality of the responses to this question about Alexander never caring about the well-being of his men. The strongest answers demonstrated good knowledge of Alexander's life and career and were able to use appropriate examples in answering the question. They also made good use of the passage, and discussed not only what Alexander did, but also his motivations and how these affected his men. These discussions considered both sides of the question.

Weaker answers were limited in knowledge and understanding, with some not discussing the passage at all. The word 'men' was sometimes narrowly interpreted to mean 'Companion Cavalry'.

Question 2

The question about Alexander being a 'brutal and cruel conqueror' was the most popular essay question on the whole paper. Most candidates demonstrated good knowledge of Alexander's military career and his behaviour during his conquests and were able to say something about whether he was wholly brutal and cruel. More nuanced responses were able to discuss the words 'nothing more than'.

The strongest answers discussed both the cruelty of his behaviour after conquering places such as Thebes, Tyre and Gaza, and his changing attitude towards those he defeated, especially his treatment of the Persian royal family and King Porus.

Very few candidates discussed Alexander's cultural and scientific interests. Some justified his cruelty by stating that it was necessary as a warning to his opponents.

Weaker answers gave less precise detail, which had an impact on the effectiveness of the discussion. Some only gave an analysis of Alexander's greatness as a leader.

Question 3

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Section B: Aristophanes

Question 4

- (a) (i) The majority of candidates knew that Aeschylus was a Greek tragedian.
- (ii) The majority of candidates knew that the scene was taking place in the Underworld.
- (iii) The majority of candidates were able to suggest at least one reason why it was appropriate for Dionysus to judge the contest.
- (iv) Most candidates knew about the use of the pan to weigh the poets' poetry.
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Question 5

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Question 6

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Discussion of the characters tended to centre around whether they played a major role in the play, or in Lysistrata's plan. Fewer candidates addressed how far the characters contributed to the success of the play.

Section C: Themes in Greek Vase Painting

Question 7

- (a) (i) Most candidates were able to identify the pot as a *hydria*.
- (ii) Many candidates were able to identify collecting water as the use of this type of pot.

- (iii) Most candidates were able to give a suitable date for the *hydria*.
 - (iv) The majority of candidates able to identify both Ajax and Cassandra.
- (b) There were some good responses on whether the narrative frieze was a 'heartfelt attack on the horrors of war'. Candidates were able to refer to the scene printed on the paper, and many were able to refer to other elements of the frieze, especially Neoptolemus and Priam. Opinion was divided about whether this scene was about the 'horrors of war' or the glory of war and heroes doing what heroes do. The vulnerability of Cassandra and the other women in the scene as well as the depiction of Priam and his dead (grand)son were used to point to the horrors of war. The scene of Aeneas, Anchises and Ascanius was used to show that there can be hope in desperate situations.

Question 8

This question on whether scenes depicting heroes were more challenging to paint than those depicting women in domestic scenes produced some of the best answers on the whole of the paper. Candidates showed some detailed knowledge of relevant pots showing heroes, usually Achilles and Ajax, and women in scenes from their daily life. Candidates tended to think that painting women in domestic scenes was more challenging because male painters did not really have the knowledge of women's lives to be able to depict scenes accurately. A few answers approached the question from a technical point of view, looking at composition, depiction of anatomy and use of imagination regarding different scenes.

Weaker responses tended to concentrate solely on either heroes or women and therefore omitted half of the material and discussion.

Question 9

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CLASSICAL STUDIES

Paper 9274/21
Written Paper 21

Key messages

Candidates should be encouraged to:

- read the instructions and questions carefully
- take account of the mark allocation for each question
- plan before beginning to write their answers to essay questions
- make more use of the passage or image for 20 mark questions
- write about both aspects of an extended writing question.

General comments

The most popular topic was Virgil's *Aeneid*, followed by Augustus. Architecture of the Roman City was the least popular topic.

Candidates who decide to answer the 25-mark essay question first are advised to look at the wording of the **part (b)** question before starting, to make sure they do not cover the same material twice.

Comments on specific questions

Section A: Augustus

Question 1

- (a) (i) Some candidates knew who the Parthians were, but not all were able to make two valid points.
- (ii) Few candidates knew the date of Caesar's assassination.
- (iii) Very few candidates knew the name of Augustus' mother, Atia.
- (iv) Few candidates knew the year of Augustus' death.
- (b) Candidates found this question about the importance of Augustus' link with Julius Caesar in enabling him to gain political power to be quite challenging. Many candidates did not show an awareness of the links between Julius Caesar and Augustus. Some candidates were able to use their knowledge of the familial relationship between Caesar and Augustus and Caesar's deification to assess how this link enabled him to seize power. Some answers went beyond seizing power to discuss his entire reign.

In this type of question, it is important to follow the instruction to use the passage as a starting point.

Question 2

There were very few responses to this question about Augustus' building programme making Rome a city worthy to be the capital of the Empire. Most candidates knew about the restoration of the 82 temples, but otherwise the discussion was in very general terms. Weaker answers demonstrated little knowledge of the building programme. Some candidates deviated from the question to talk about Augustus seizing power.

Question 3

There were more responses to this question about Augustus' military victories in the civil wars of 44 – 31 BCE and the extent to which they were due to his personal leadership. The answers demonstrated some knowledge of the civil wars of 44 – 31 BCE, but often lacked the precision of detail necessary to reach higher levels. Candidates were less secure on the role of Augustus in commanding the troops and his personal leadership.

Section B: Virgil's *Aeneid*

Question 4

- (a) (i) The majority of candidates were able to give the name of 'this Trojan'.
- (ii) Some candidates knew that Tartarus was the underworld.
- (iii) Many candidates were able to make at least one point in response to the question about Latinus being warned that Lavinia should marry a man from abroad and not a Latin.
- (iv) Many candidates were unable to identify the name of Latinus' wife. The most common incorrect answers were Dido, Lavinia, Cleopatra, Juno and Venus.
- (b) Many candidates found this question about the portrayal of Turnus both in the passage and in the rest of the epic to be quite challenging. Many gave opinions without any evidence to support their ideas. Stronger answers identified his fighting ability and bloodthirsty nature. There were some misinterpretations of Latinus' words in the passage, and many regarded Turnus' behaviour in Book 12 as that of a coward begging for his life.

Question 5

This question about 'heartbreak' and 'hope' in the *Aeneid* was the most popular of the essay questions on the paper. Most candidates were able to find examples of both heartbreak and hope in the epic. The most common examples of heartbreak cited were the destruction of Troy and Dido's heartbreak at Aeneas' departure. Examples of hope were mostly about Aeneas, although stronger answers also discussed how the epic brought hope to Virgil's readers for the future of Rome.

Candidates are reminded of the need to read the question carefully. Some candidates only wrote about one aspect of 'heartbreak' or 'hope' when the instruction stated that both should be discussed.

Question 6

There was a range of immortals discussed in response to this question about immortals and excitement in the first half of the *Aeneid*. Most candidates demonstrated knowledge of the gods involved in the epic, although there was often confusion about what the gods actually did. Some answers dealt with the whole epic, not just the first half. The answers analysed how the intervention of the gods added excitement to the *Aeneid*. Some candidates argued that there were other factors, such as the destruction of Troy and human activity, which were also exciting.

Section C: Architecture of the Roman City

Question 7

- (a) (i) Few candidates were able to identify the location of the forum in Pompeii.
- (ii) Very few candidates were able to identify the Temple of Jupiter and the Macellum.
- (iii) The majority of candidates were not able to give two different functions of the forum.
- (b) Candidates found the question about the Pompeian Forum and the Piazza of the Corporations to be quite challenging. There was little demonstration of knowledge of both public spaces.

Question 8

There were too few responses to this question to make meaningful comment.

Question 9

Responses to this question about public buildings in Ostia and Rome were often brief. Whilst candidates knew the names of appropriate public buildings, there was little knowledge of them demonstrated. There was also some confusion about the location of buildings and, in some places, the location of Ostia and Pompeii.

CLASSICAL STUDIES

Paper 9274/22
Written Paper 22

Key messages

Candidates should be encouraged to:

- read the instructions and questions carefully
- take account of the mark allocation for each question to ensure they fully address the requirements of the question
- plan before beginning to write their answers to essay questions
- make more use of the passage or image for 20 mark questions

General comments

The most popular topic was Virgil's *Aeneid*, followed by Augustus, with fewer candidates responding to Architecture of the Roman City.

Candidates who decide to answer the 25-mark essay question first are advised to look at the wording of the **part (b)** question before starting, to make sure they do not cover the same material twice.

Comments on specific questions

Section A: Augustus

Question 1

- (a) (i) Most candidates knew that the Temple of Mars Ultor was in Rome, but they were not always sure where in Rome it was located.
- (ii) Many candidates mentioned the Battle of Philippi and vengeance for Julius Caesar's assassination, but others were unsure of the battle or discussed the role of Mars as the god of war.
- (iii) There were few candidates who were able to identify the date of the dedication of the Temple of Mars Ultor correctly. Some candidates confused BCE and BC.
- (b) The question about whether Augustus was justified in claiming that he found Rome a city of brick and left it a city of marble was reasonably well-answered. Most candidates were able to discuss aspects of Augustus' building programme. As well as the Temple of Mars Ultor, candidates mentioned the Forum of Augustus and the *Ara Pacis Augustae*. The *Res Gestae* were frequently cited as evidence, and improvements to the infrastructure were also mentioned. Some candidates argued that the contributions of others, such as Marcus Agrippa, diminished Augustus' contribution to making Rome a city of marble. Some candidates deviated from the question and discussed Augustus' moral and legal reforms.

Question 2

This question about Augustus having nothing to do with the victories in the military campaigns of 44 – 31 BCE enabled candidates to display a good range of knowledge of the various campaigns in which Augustus took part, and his contribution to the military victories. Candidates were able to assess the contribution of generals such as Mark Antony and Marcus Agrippa. Fewer candidates were able to convincingly discuss the

contribution of Augustus through his work in the background in raising troops and his use of propaganda. Some argued that Augustus' greatest contribution to the victories was his use of competent generals.

Question 3

This question about Augustus only becoming emperor because of his family connections was the most popular question in this section. The majority of answers discussed the contribution of Augustus' relationship with Julius Caesar and its importance in enabling him to seize power. Only a few mentioned other family members, such as Livia and Octavia. Stronger answers considered other factors, such as Augustus' use of propaganda and his ruthless nature. A number of candidates went beyond Augustus becoming emperor and assessed the role of his family throughout the duration of his reign.

Section B: Virgil's *Aeneid*

Question 4

- (a) (i) There were very few candidates who knew that the stubborn stump was dedicated to Faunus.
- (ii) Most candidates knew that Juturna and Turnus are siblings.
- (iii) Many candidates knew that Turnus did not have his own sword, but were less sure of why this was the case and what happened to the sword he did have when he first fought Aeneas.
- (iv) Almost all candidates knew that Jupiter was the 'King of All-powerful Olympus'.
- (b) This question about how important divine invention is in Book 12 of the *Aeneid* demonstrated that candidates need to read the question(s) more carefully. Whilst most candidates' discussion of the passage was secure, many were unsure about specific details from the rest of Book 12. Some candidates focused on events outside of Book 12. Other candidates compared the importance of divine intervention with other factors in Book 12.

Question 5

Although this essay topic was not as popular, the question about mortal characters in the *Aeneid* often produced better arguments. Candidates were generally able to discuss a range of mortal characters. There was sometimes confusion over what each character did. Some candidates adopted a listing approach, describing several characters and what they did without analysing how or why they were interesting. Stronger answers considered the contribution various characters made to the success of the epic, and were also able to discuss each character individually, stating that some were more interesting than others.

Question 6

This question about whether love is a more important theme than war in the *Aeneid* was the most popular of the essay questions, both in this section and on the whole paper. Candidates were able to discuss a range of loving relationships in the epic. The relationship between Aeneas and Dido was discussed by almost all the candidates. They also discussed familial relationships, not just those of Aeneas, but also Evander and Pallas and Mezentius and Lausus.

Some candidates regarded the marriage of Aeneas and Lavinia as being based on love, even though the two do not meet in the epic. War was also discussed, mostly the war in Latium, with some candidates not mentioning the fall of Troy. Some interesting answers analysed not only the prevalence of love and war in the epic, but also their consequences, especially loss and suffering. There were a few candidates who argued love was more important because it leads to war.

A very small number of candidates only discussed one of love and war. In this type of question, it is important to discuss both areas before coming to a reasoned conclusion.

Section C: Architecture of the Roman City

Question 7

- (a) (i) Many candidates were able to identify the function of Trajan's market.

- (ii) Candidates mostly knew that Trajan's market is located in Rome.
 - (iii) Many candidates knew that the market was constructed in the reign of Trajan.
 - (iv) There were few candidates who were able to offer a response about the function of the rooms on the lower floors.
 - (v) There were few candidates who were able to offer a response about the function of the rooms on the upper floors.
- (b) Candidates demonstrated a reasonable level of knowledge about both Trajan's Market and the Piazza of the Corporations which enabled them to make some comparative comments. The level of detail about both locations needed to be greater to allow candidates to make a valid judgement about which a Roman would have found more impressive.

Question 8

There were too few responses to this question to make meaningful comment.

Question 9

There were slightly more responses to this question on whether Italian temples were grander and more lavishly decorated than the temples in other areas of the Roman world. The most popular temples discussed were the Pantheon and Maison Carrée. Few candidates were able to demonstrate detailed knowledge about the temples.

CLASSICAL STUDIES

Paper 9274/23
Written Paper 23

Key messages

Candidates should be encouraged to:

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- plan before beginning to write their answers to essay questions
- make more use of the passage or image for 20 mark questions

General comments

The most popular topic was Virgil's *Aeneid*, followed by Augustus, with fewer candidates responding to Architecture of the Roman City.

Candidates who decide to answer the 25-mark essay question first are advised to look at the wording of the **part (b)** question before starting, to make sure they do not cover the same material twice.

Comments on specific questions

Section A: Augustus

Question 1

- (a) (i) Most candidates knew that the Temple of Mars Ultor was in Rome, but they were not always sure where in Rome it was located.
- (ii) Many candidates mentioned the Battle of Philippi and vengeance for Julius Caesar's assassination, but others were unsure of the battle or discussed the role of Mars as the god of war.
- (iii) There were few candidates who were able to identify the date of the dedication of the Temple of Mars Ultor correctly. Some candidates confused BCE and BC.
- (b) The question about whether Augustus was justified in claiming that he found Rome a city of brick and left it a city of marble was reasonably well-answered. Most candidates were able to discuss aspects of Augustus' building programme. As well as the Temple of Mars Ultor, candidates mentioned the Forum of Augustus and the *Ara Pacis Augustae*. The *Res Gestae* were frequently cited as evidence, and improvements to the infrastructure were also mentioned. Some candidates argued that the contributions of others, such as Marcus Agrippa, diminished Augustus' contribution to making Rome a city of marble. Some candidates deviated from the question and discussed Augustus' moral and legal reforms.

Question 2

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contribution of Augustus through his work in the background in raising troops and his use of propaganda. Some argued that Augustus' greatest contribution to the victories was his use of competent generals.

Question 3

This question about Augustus only becoming emperor because of his family connections was the most popular question in this section. The majority of answers discussed the contribution of Augustus' relationship with Julius Caesar and its importance in enabling him to seize power. Only a few mentioned other family members, such as Livia and Octavia. Stronger answers considered other factors, such as Augustus' use of propaganda and his ruthless nature. A number of candidates went beyond Augustus becoming emperor and assessed the role of his family throughout the duration of his reign.

Section B: Virgil's *Aeneid*

Question 4

- (a) (i) There were very few candidates who knew that the stubborn stump was dedicated to Faunus.
- (ii) Most candidates knew that Juturna and Turnus are siblings.
- (iii) Many candidates knew that Turnus did not have his own sword, but were less sure of why this was the case and what happened to the sword he did have when he first fought Aeneas.
- (iv) Almost all candidates knew that Jupiter was the 'King of All-powerful Olympus'.
- (b) This question about how important divine invention is in Book 12 of the *Aeneid* demonstrated that candidates need to read the question(s) more carefully. Whilst most candidates' discussion of the passage was secure, many were unsure about specific details from the rest of Book 12. Some candidates focused on events outside of Book 12. Other candidates compared the importance of divine intervention with other factors in Book 12.

Question 5

Although this essay topic was not as popular, the question about mortal characters in the *Aeneid* often produced better arguments. Candidates were generally able to discuss a range of mortal characters. There was sometimes confusion over what each character did. Some candidates adopted a listing approach, describing several characters and what they did without analysing how or why they were interesting. Stronger answers considered the contribution various characters made to the success of the epic, and were also able to discuss each character individually, stating that some were more interesting than others.

Question 6

This question about whether love is a more important theme than war in the *Aeneid* was the most popular of the essay questions, both in this section and on the whole paper. Candidates were able to discuss a range of loving relationships in the epic. The relationship between Aeneas and Dido was discussed by almost all the candidates. They also discussed familial relationships, not just those of Aeneas, but also Evander and Pallas and Mezentius and Lausus.

Some candidates regarded the marriage of Aeneas and Lavinia as being based on love, even though the two do not meet in the epic. War was also discussed, mostly the war in Latium, with some candidates not mentioning the fall of Troy. Some interesting answers analysed not only the prevalence of love and war in the epic, but also their consequences, especially loss and suffering. There were a few candidates who argued love was more important because it leads to war.

A very small number of candidates only discussed one of love and war. In this type of question, it is important to discuss both areas before coming to a reasoned conclusion.

Section C: Architecture of the Roman City

Question 7

- (a) (i) Many candidates were able to identify the function of Trajan's market.

- (ii) Candidates mostly knew that Trajan's market is located in Rome.
 - (iii) Many candidates knew that the market was constructed in the reign of Trajan.
 - (iv) There were few candidates who were able to offer a response about the function of the rooms on the lower floors.
 - (v) There were few candidates who were able to offer a response about the function of the rooms on the upper floors.
- (b) Candidates demonstrated a reasonable level of knowledge about both Trajan's Market and the Piazza of the Corporations which enabled them to make some comparative comments. The level of detail about both locations needed to be greater to allow candidates to make a valid judgement about which a Roman would have found more impressive.

Question 8

There were too few responses to this question to make meaningful comment.

Question 9

There were slightly more responses to this question on whether Italian temples were grander and more lavishly decorated than the temples in other areas of the Roman world. The most popular temples discussed were the Pantheon and Maison Carrée. Few candidates were able to demonstrate detailed knowledge about the temples.

CLASSICAL STUDIES

Paper 9274/31
Classical History 31

Key messages

- Stronger answers had a more secure understanding of the chronology of the period studied.
- Candidates can improve by including specific, relevant examples when introducing sources and avoiding vague or general introductions.
- Answers to the compulsory source-based passage questions (**Question 1** or **4**) should make more effective use of the passage as a starting point.
- Candidates should always read the wording of the question carefully to ensure that the material they include in an answer is relevant.

General comments

When using the passage in the compulsory source-based questions (**Question 1** or **4**), candidates should aim to include analysis of material in the passage relevant to the question.

In **Section A, Question 2** on the outcome of the Persian Wars was more popular than **Question 3** on decision-making in Sparta, though there were strong answers on both from candidates with the necessary knowledge. **Question 5** on building projects was much more popular than **Question 6** on religious practices, which many candidates found challenging.

Comments on specific questions

Section A

Question 1

Strong answers both summed up Pericles' career and the reasons for the longevity of his success and power and discussed several leaders who followed his death, including Cleon and Nicias mentioned in the passage, but also Alcibiades. Most candidates argued that leadership after Pericles was inferior due to selfishness and demagoguery; more subtle answers recognised that Pericles' power also depended upon his control of the Assembly and that he himself occasionally used some of the same techniques as later demagogues like Cleon. Stronger answers introduced examples such as the Mytilene debate to highlight the violence of Cleon's character and the Pylos affair to show his opportunism. Aristophanes' *Knights* and *Wasps* were both used successfully to criticise Cleon's demagogic tactics. Better answers also differentiated between Cleon and Nicias, using the Pylos affair and the Sicilian debate to show Nicias' anti-war stance and weak leadership. A few candidates went on to discuss Alcibiades' chequered career and reasons for Athens' defeat in the Peloponnesian War. Weaker answers did not discuss the passage itself in any detail or distinguish between Cleon and Nicias.

Question 2

Stronger answers showed knowledge of the situation before and during the Persian Wars and explained how the leadership of the Greeks changed after victories over the Persians. Only a few answers explained how the leadership of the Greeks passed from Athens to Sparta owing to the dissatisfaction of the Greeks with Pausanias' behaviour; most responses tended to focus solely on the formation of the Delian League. The best answers included discussion of Athens' power up to 446 BCE which ought to have encompassed not only Athens' treatment of her allies but also her changing relationship with Sparta after the ostracism of Cimon. Weaker answers did not mention ongoing relations with Sparta or the Peloponnesian War and instead discussed the build-up to the 2nd Peloponnesian War which was not relevant to the question. Dates

are sometimes included in questions to help guide candidates and limit the requirements of the question. It is strongly recommended that candidates are aware of key dates from 499 – 404 BCE.

Question 3

The majority of candidates who answered this question were aware that most of our evidence is non-Spartan which in itself makes a clear understanding of decision-making in Sparta difficult. Candidates generally interpreted 'decision-making' in a political sense, and many summarised the roles of the kings, ephors, *gerousia* and *apella* at the start of their answer; however, relevant discussion of military decisions by individuals on campaign such as Leonidas, Brasidas or Lysander was also credited.

Whilst knowledge of the powers and functions of Sparta's political institutions was often sound, answers tended to lack specific examples of decision-making, whilst at the same time arguing that the sources provided a clear understanding of it. The most common decision discussed was the debate between king Archidamus and the ephor Sthenelaidas in 432 BCE over the declaration of war with Athens. Overall, answers tended to agree with the statement despite the lack of evidence. Knowledge of sources such as Thucydides, Xenophon and Aristotle was evident in the best answers.

Section B

Question 4

The passage described the situation early in Nero's reign and the question asked about how effectively his tutors supported him. Some candidates misinterpreted the first sentence 'Other murders were meant to follow' to refer to attempts on Nero's life rather than murders committed by Nero himself. Although not mentioned in the passage, it was relevant and expected that candidates would also discuss the influence of Agrippina, especially as she was involved in the appointment of Burrus as commander of the Praetorian Guard and Seneca as Nero's tutor. Very few answers mentioned the murder of Britannicus, and many candidates misunderstood the role the tutors had in the murder of Agrippina, both learning about his decision to murder her after the event. Stronger responses defined the roles of Seneca or Burrus. Others did not include this though some did provide details about the role of the Praetorian Guard and Seneca's importance in speechwriting.

Candidates need to ensure that they have a sound understanding of key dates (e.g. deaths of Agrippina in 59 AD, Burrus in 62 AD, and Seneca in 65 AD) since a lack of knowledge in this area limited any cogent argument about Nero's early years. Most answers focused instead on how Nero's reign deteriorated after his tutors' deaths, highlighting the Great Fire of Rome and the murders after Piso's Conspiracy.

Question 5

Candidates should always read the wording of the question carefully since some answers appeared to treat 'simply a way' as meaning 'the only way', thus changing the focus of the question. This was not a question asking candidates to discuss other means by which emperors could gain popularity, rather only the motivations behind the building projects themselves, be it solely the aim to gain popularity or out of genuine, selfless social concern. Many candidates argued persuasively that whilst, for example, Claudius completed the Aqua Claudia for the benefit of the people, the net result was that it gained him popularity even if this was not his original motivation.

Candidates generally chose an adequate number of buildings to discuss, demonstrating good knowledge, and the stronger answers were able to analyse the motives of each emperor. Many candidates incorrectly stated that Nero had many amphitheatres and theatres built. Other answers tended to focus on the lack of popularity caused by Nero's building of his new palace, the Domus Aurea, after the Great Fire, omitting to mention that he also had new housing built with regulations and materials to prevent such a disastrous fire in the future. A few candidates also incorrectly included the claim that Domitian built the Colosseum rather than extended it. Stronger answers argued that Domitian promoted the Flavian dynasty with a new temple and the Arch of Titus. In discussing Trajan, Trajan's Forum and Markets, Column and Baths were most commonly referenced, though some candidates mentioned building projects outside Italy which were not relevant. Most candidates preferred to focus on the functional benefits of Trajan's Markets and Forum rather than describe Trajan's Column as a means of displaying his military success in a similar way to a triumphal arch.

Question 6

Successful answers required some explanation of how the Roman Empire expanded and/or the effects of its prior expansion into places such as Egypt and Judaea, for example. Candidates needed to define what traditional Roman 'religious practices' involved and how these were affected by the influx of foreign cults; this did not seem to be fully understood, and many candidates omitted these key details. Claudius' invasion of Britain and the introduction of emperor worship via the Temple of Claudius in Colchester could have been mentioned alongside the amalgamation of Roman and Celtic religious practices in Aequae Sulis. Most answers focused on the emperors' treatment of the Jews and Christians. For example, Claudius' expulsion of the Jews and Nero's persecution of the Christians after the Great Fire. Stronger answers mentioned Egyptian deities Isis and Serapis but rarely gave specific examples. The promotion of the imperial cult, by Domitian in particular, was discussed by a few candidates.

CLASSICAL STUDIES

Paper 9274/32
Classical History 32

Key messages

- Stronger answers had a more secure understanding of the chronology of the period studied.
- Candidates can improve by including specific, relevant examples when introducing sources and avoiding vague or general introductions.
- Answers to the compulsory source-based passage questions (**Question 1** or **4**) should make more effective use of the passage as a starting point.
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General comments

When using the passage in the compulsory source-based questions (**Question 1** or **4**), candidates should aim to include analysis of material in the passage relevant to the question.

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Comments on specific questions

Section A

Question 1

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Stronger answers showed knowledge of the situation before and during the Persian Wars and explained how the leadership of the Greeks changed after victories over the Persians. Only a few answers explained how the leadership of the Greeks passed from Athens to Sparta owing to the dissatisfaction of the Greeks with Pausanias' behaviour; most responses tended to focus solely on the formation of the Delian League. The best answers included discussion of Athens' power up to 446 BCE which ought to have encompassed not only Athens' treatment of her allies but also her changing relationship with Sparta after the ostracism of Cimon. Weaker answers did not mention ongoing relations with Sparta or the Peloponnesian War and instead discussed the build-up to the 2nd Peloponnesian War which was not relevant to the question. Dates

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Section B

Question 4

The passage described the situation early in Nero's reign and the question asked about how effectively his tutors supported him. Some candidates misinterpreted the first sentence 'Other murders were meant to follow' to refer to attempts on Nero's life rather than murders committed by Nero himself. Although not mentioned in the passage, it was relevant and expected that candidates would also discuss the influence of Agrippina, especially as she was involved in the appointment of Burrus as commander of the Praetorian Guard and Seneca as Nero's tutor. Very few answers mentioned the murder of Britannicus, and many candidates misunderstood the role the tutors had in the murder of Agrippina, both learning about his decision to murder her after the event. Stronger responses defined the roles of Seneca or Burrus. Others did not include this though some did provide details about the role of the Praetorian Guard and Seneca's importance in speechwriting.

Candidates need to ensure that they have a sound understanding of key dates (e.g. deaths of Agrippina in 59 AD, Burrus in 62 AD, and Seneca in 65 AD) since a lack of knowledge in this area limited any cogent argument about Nero's early years. Most answers focused instead on how Nero's reign deteriorated after his tutors' deaths, highlighting the Great Fire of Rome and the murders after Piso's Conspiracy.

Question 5

Candidates should always read the wording of the question carefully since some answers appeared to treat 'simply a way' as meaning 'the only way', thus changing the focus of the question. This was not a question asking candidates to discuss other means by which emperors could gain popularity, rather only the motivations behind the building projects themselves, be it solely the aim to gain popularity or out of genuine, selfless social concern. Many candidates argued persuasively that whilst, for example, Claudius completed the Aqua Claudia for the benefit of the people, the net result was that it gained him popularity even if this was not his original motivation.

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Successful answers required some explanation of how the Roman Empire expanded and/or the effects of its prior expansion into places such as Egypt and Judaea, for example. Candidates needed to define what traditional Roman 'religious practices' involved and how these were affected by the influx of foreign cults; this did not seem to be fully understood, and many candidates omitted these key details. Claudius' invasion of Britain and the introduction of emperor worship via the Temple of Claudius in Colchester could have been mentioned alongside the amalgamation of Roman and Celtic religious practices in Aequae Sulis. Most answers focused on the emperors' treatment of the Jews and Christians. For example, Claudius' expulsion of the Jews and Nero's persecution of the Christians after the Great Fire. Stronger answers mentioned Egyptian deities Isis and Serapis but rarely gave specific examples. The promotion of the imperial cult, by Domitian in particular, was discussed by a few candidates.

CLASSICAL STUDIES

Paper 9274/33
Classical History 33

Key messages

- Stronger answers had a more secure understanding of the chronology of the period studied. Candidates need to possess a good knowledge of key dates.
- Candidates can improve by including specific, relevant examples when introducing sources and avoiding vague or general introductions.
- Answers to the compulsory source-based passage questions (**Question 1** or **4**) should make more effective use of the passage as a starting point.

General comments

When using the passage in the compulsory source-based questions (**Question 1** or **4**), candidates should aim to include analysis of material in the passage relevant to the question. Candidates should also draw upon evidence from elsewhere: three or four examples would be appropriate.

In **Section A**, there was a fairly equal division between candidates answering **Question 2** or **Question 3**, and there were strong answers on both from candidates with the necessary knowledge. In **Section B**, **Question 5** proved more popular than **Question 6** where several answers reflected a lack of knowledge of the roles played by slaves and freedmen in society.

Comments on specific questions

Section A

Question 1

Strong answers analysed the passage effectively and understood the comment by Brasidas' mother that 'Sparta has many men better than he' not to mean that her son was cowardly or a failure for dying in battle but that his bravery was merely normal for a Spartan. Using this as a starting-point, several answers went on to describe a typical Spartan boy's upbringing in the agoge where courage, resilience and endurance were tested in various ways. Other sources were included to exemplify Sparta's attitude to courage such as Tyrtaeus stressing the importance of fighting in the front line and thereby achieving a 'good death'. Many candidates used the example of Leonidas' last stand at Thermopylae as an example of Spartan courage in battle. Another Herodotus source used was where the exiled Spartan King Demaratus praises Spartan hoplites as the best when fighting together.

Several candidates relevantly introduced the factor of Sparta's 'isolationism' which made Sparta reluctant to leave the Peloponnese for fear of revolt of the Helots to form a counter-argument. Examples given were Sparta's failure to send aid to the Ionians and turn up on time for the Battle of Marathon and their preference to defend the Isthmus during the 2nd Persian Invasion in 480 BCE. Some candidates also referred to the Pylos affair during the 2nd Peloponnesian War and the unprecedented occurrence of Sparta's men surrendering, allowing the Athenians to take hostages.

Weaker answers did not mention to mention Xenophon's *Constitution of the Spartans* and his description of the Spartan education system and introduced only one or two examples beyond the passage.

Question 2

There were several strong answers on Alcibiades' role in the defeat of Athens in the Peloponnesian War, covering the full period from the decision to send a fleet to Sicily up to Athens' final surrender. Most answers focused upon Alcibiades as the prime mover of the expedition to Sicily in opposition to Nicias, his recall to Athens for acts of impiety and desertion to Sparta where his advice to fortify Decelea led to several of the reasons for Athens' decline. However, most answers were weaker on the later years of the war after Alcibiades' recall from Sparta, temporary command of the fleet in the Aegean, subsequent exile and retirement to the Hellespont, where he attempted to advise the Athenians on tactics before their ultimate defeat at Aegospotami.

Despite Alcibiades' many faults and chequered career, answers tended to be overly negative towards him. Candidates needed to acknowledge his military abilities or recognise other factors in Athens' defeat such as the self-interest of other leaders, poor decision-making in the Assembly and the crucial success of Lysander in gaining Persian aid for the Spartans. A conclusion that Alcibiades was partially responsible for Athens' defeat was quite acceptable provided that other factors were acknowledged; but to find him wholly responsible showed a lack of understanding of the later years of the war.

Question 3

This question on the citizens' role in the political system in Athens was answered in several different ways. It was important to define the term 'citizens'. Credit was given to those who argued that women could not participate in politics though this should not have been the main thrust of the argument. Candidates were expected to discuss how male citizens over the age of 18 in Athens could participate in the various features of the democratic system, namely the Assembly, Council, Jury system and Magistrates together with elected positions such as the 10 generals. It was important to discuss age and class restrictions to certain posts and limitations to e.g. attending the Assembly if living away from Athens.

Some candidates chose to structure their essay around democratic reforms, starting with Cleisthenes and continuing with Ephialtes, showing how the Areopagus was weakened, and the lower classes gradually gained more influence in politics. Others chose to focus on how individual politicians used the system to their advantage, in particular Themistocles, Pericles and Cleon. Both approaches were credited provided that the focus remained on 'all citizens' rather than simply a few individuals. Several answers discussed the role of ostracism as a means for the people to remove politicians from power.

Section B

Question 4

The question asked candidates to assess the importance of the military in the appointment of new emperors and to discuss Claudius, referenced in the passage, along with one other emperor. There was some uncertainty regarding the term 'military' with a few candidates defining this as purely the Roman army (abroad) as opposed to the Praetorian Guard. Whilst it is true that some later emperors came to power supported by their armies abroad, both the Praetorian Guard and the Roman army abroad were intended to be included within the term. Several candidates included details about the previous emperor Caligula's death and events immediately following this passage, including Claudius' payment to the Praetorians and the helplessness of the Senate. A few mentioned the revolt of Scribonianus shortly afterwards, explaining that it failed due to the failure of the army to follow him. Some candidates also mentioned the role of the army in appointing emperors during the year after Nero's death: although not technically within the syllabus, credit was awarded if relevant examples were given.

Most candidates chose to discuss Nero's accession, supported by the Praetorian Guard who were commanded by Burrus appointed by Nero's mother Agrippina. Others included the accession of Trajan who had been adopted by Nerva as his successor under pressure from the Praetorian Guard; a few candidates knew that once Trajan came to power, he punished the Praetorians who had plotted against Nerva.

Question 5

This was a popular question that gave candidates the opportunity to discuss the autocratic regimes of Nero and Domitian in particular. Many argued that Claudius was less autocratic and more under the control of his wives and freedmen. Trajan was seen as perhaps the most powerful of all, owing to the loyalty of his legions, popularity with the people and good relations with the Senate. Candidates generally concluded that Roman emperors could do just about anything they wished provided they kept the support of the people, the army and the senate. Answers tended to focus on the more sensational aspects of emperors' reigns such as the Great Fire of Rome and the building of the Domus Aurea or Domitian's 'reign of terror'. Stronger answers

defined the powers of the emperor in relation to the senate, the provinces and the military. Few candidates discussed the judicial or religious roles of the emperor beyond 'treason trials' and the imperial cult.

Question 6

Only a few candidates managed to combine discussion of the importance of both slaves and freedmen in Roman society. Many interpreted the question too narrowly, referring only to the role of freedmen in the imperial household and discussing various examples such as Pallas and Narcissus in Claudius' reign and Epaphroditus in Nero's reign. Few discussed the role of freedmen in society as a whole.

Candidates who discussed slaves mentioned the murder of Macedo, emphasising the importance of treating slaves well, but needed to include more information about the important roles slaves played not only in the household but also in industry, farming and business.

The scarcity of sources regarding the general role of freedmen and slaves can be a challenge and the ones that do exist tend to have aristocratic bias and are therefore typically hostile. However, beyond Tacitus and Suetonius, candidates did make useful reference to Pliny's *Letters* where both freedmen and slaves are regularly mentioned, Juvenal's *Satires* and Petronius' *Satyricon*.

Candidates should ensure that they understand the typical roles played by slaves and freedmen in society and have knowledge of individual examples who are highlighted in sources.

CLASSICAL STUDIES

Paper 9274/41
Written Paper 41

Key messages

Candidates should be encouraged to:

- read the instructions and questions carefully
- answer the question being asked
- give specific, detailed examples from the texts
- answer questions in an analytical rather than descriptive style.

Comments on specific questions

Section A: Greek Tragedy

Question 1

Most candidates showed a good understanding of the general events in *Antigone*, although often they did not analyse the text in enough detail. Few candidates quoted from the passage and even fewer made specific references to the rest of the play. It was clear that most candidates understood that Antigone was defying Creon and burying her brother. Additionally, most candidates understood the context of this passage but very few answers looked in any detail at other scenes. The strongest answers examined Antigone's interactions, not just with Creon, but with Ismene and Haemon as well.

Question 2

In general, candidates made a good attempt to answer this question. Candidates were able to identify the key themes of a Greek tragedy confidently. Most discussed the ideas of honour, jealousy, the role of women and justice. However, there was a tendency for candidates to give very narrative style answers. In attempting to answer the question, a number of candidates offered the whole plot as evidence rather than looking at specific examples from the play. The strongest answers were those that looked at the themes analytically and examined them across a range of plays. For example, candidates who examined revenge as a key theme and then analysed the reactions to Medea, Electra and Clytemnestra produced strong coherent arguments. Stronger candidates referenced not only what these characters did but what they said.

Question 3

This question about honour in Greek tragedy was generally well answered. Candidates showed a good understanding of the motivations of different tragic heroes and whether they were motivated by honour. The strongest answers were those that discussed the definition of honour.

Candidates demonstrated a good overview of the tragedies. There was, however, a tendency for candidates to be vague in their answers and not support their answers with enough detail from the text. The best answers were those that had points linked to specific actions in each play. There was also a general misunderstanding of actions that happened in the play and those that are part of the mythological background of the story. For example, with *Medea*, many candidates referenced the fact that Medea had helped Jason obtain the golden fleece, which does not happen in the play. Although this does provide context, candidates needed to focus their answers primarily on the play itself. Candidates who did so fared better than those who spent too much time on the general myth.

Section B: Homeric Epic

Question 4

This was a generally very well answered question with most candidates demonstrating a clear understanding of the concept of *nostos* and the extent to which Odysseus was motivated by it. The strongest answers tended to be those that started with the passage and then used it to prompt wider discussion of a range of examples from the poem. Stronger answers also examined other motivations for Odysseus and discussed how much he was solely motivated by *nostos* in comparison. Some candidates, however, sometimes lost focus on the question during their discussion of these other motivations.

In general candidates showed a good knowledge of the poem. However, there were some places where candidates were unclear about the details of events. A number showed a misunderstanding of Scylla and Charybdis, for example, with candidates thinking that Odysseus deliberately sacrificed his men. There was, however, some excellent discussion of the Cyclops episode and the conflicting motivations it shows.

Question 5

This question asked candidates to assess the importance of mortal help in the Homeric epics. Overall, candidates showed a good knowledge of both the epics in their answers to this question. However, many candidates did not answer the question being asked. The focus of this question was on help from mortal, not immortal, characters. Some candidates dismissed mortal characters in a brief sentence and wrote an essay that focused on the gods which was not what was required.

There were, however, strong answers that did examine the help given by mortal characters. Candidates explored an interesting range of characters in the *Odyssey*, with divided opinions about whether Odysseus' men were a help or a hindrance to him and some good discussion about the role played by the Phoenicians. The strongest answers also tended to include an analysis of the help given to Odysseus by members of his household, such as Eumaeus and Telemachus, on his return to Ithaca. Candidates also had good points to make about the *Iliad* and how heroes tended to be more individualistic but could be helped by other people providing them with motivation.

Question 6

In general, candidates answered this question that explored the importance of parent and child relationships across the Homeric epics well. Most candidates were able to discuss Telemachus and Odysseus in the *Odyssey* confidently. The stronger answers were those that looked at the way that the relationship shaped the plot. There were some good references to the stringing of the bow and the role their relationship played in Odysseus' final victory. Fewer candidates looked at the relationship between Penelope and Telemachus but those that did tended to make excellent and insightful points. When discussing the *Iliad*, candidates showed good awareness of the relationship between Hector and his parents but often did not give enough detail in their examples. The strongest answers tended to be ones that looked at range of examples of parental relationships from across both poems.

CLASSICAL STUDIES

Paper 9274/42
Written Paper 42

Key messages

Candidates should be encouraged to:

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- answer the question being asked
- give specific, detailed examples from the texts
- answer questions in an analytical rather than descriptive style.

Comments on specific questions

Section A: Greek Tragedy

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In general, candidates made a good attempt to answer this question. Candidates were able to identify the key themes of a Greek tragedy confidently. Most discussed the ideas of honour, jealousy, the role of women and justice. However, there was a tendency for candidates to give very narrative style answers. In attempting to answer the question, a number of candidates offered the whole plot as evidence rather than looking at specific examples from the play. The strongest answers were those that looked at the themes analytically and examined them across a range of plays. For example, candidates who examined revenge as a key theme and then analysed the reactions to Medea, Electra and Clytemnestra produced strong coherent arguments. Stronger candidates referenced not only what these characters did but what they said.

Question 3

This question about honour in Greek tragedy was generally well answered. Candidates showed a good understanding of the motivations of different tragic heroes and whether they were motivated by honour. The strongest answers were those that discussed the definition of honour.

Candidates demonstrated a good overview of the tragedies. There was, however, a tendency for candidates to be vague in their answers and not support their answers with enough detail from the text. The best answers were those that had points linked to specific actions in each play. There was also a general misunderstanding of actions that happened in the play and those that are part of the mythological background of the story. For example, with *Medea*, many candidates referenced the fact that Medea had helped Jason obtain the golden fleece, which does not happen in the play. Although this does provide context, candidates needed to focus their answers primarily on the play itself. Candidates who did so fared better than those who spent too much time on the general myth.

Section B: Homeric Epic

Question 4

This was a generally very well answered question with most candidates demonstrating a clear understanding of the concept of *nostos* and the extent to which Odysseus was motivated by it. The strongest answers tended to be those that started with the passage and then used it to prompt wider discussion of a range of examples from the poem. Stronger answers also examined other motivations for Odysseus and discussed how much he was solely motivated by *nostos* in comparison. Some candidates, however, sometimes lost focus on the question during their discussion of these other motivations.

In general candidates showed a good knowledge of the poem. However, there were some places where candidates were unclear about the details of events. A number showed a misunderstanding of Scylla and Charybdis, for example, with candidates thinking that Odysseus deliberately sacrificed his men. There was, however, some excellent discussion of the Cyclops episode and the conflicting motivations it shows.

Question 5

This question asked candidates to assess the importance of mortal help in the Homeric epics. Overall, candidates showed a good knowledge of both the epics in their answers to this question. However, many candidates did not answer the question being asked. The focus of this question was on help from mortal, not immortal, characters. Some candidates dismissed mortal characters in a brief sentence and wrote an essay that focused on the gods which was not what was required.

There were, however, strong answers that did examine the help given by mortal characters. Candidates explored an interesting range of characters in the *Odyssey*, with divided opinions about whether Odysseus' men were a help or a hindrance to him and some good discussion about the role played by the Phoenicians. The strongest answers also tended to include an analysis of the help given to Odysseus by members of his household, such as Eumaeus and Telemachus, on his return to Ithaca. Candidates also had good points to make about the *Iliad* and how heroes tended to be more individualistic but could be helped by other people providing them with motivation.

Question 6

In general, candidates answered this question that explored the importance of parent and child relationships across the Homeric epics well. Most candidates were able to discuss Telemachus and Odysseus in the *Odyssey* confidently. The stronger answers were those that looked at the way that the relationship shaped the plot. There were some good references to the stringing of the bow and the role their relationship played in Odysseus' final victory. Fewer candidates looked at the relationship between Penelope and Telemachus but those that did tended to make excellent and insightful points. When discussing the *Iliad*, candidates showed good awareness of the relationship between Hector and his parents but often did not give enough detail in their examples. The strongest answers tended to be ones that looked at range of examples of parental relationships from across both poems.

CLASSICAL STUDIES

Paper 9274/43
Written Paper 43

Key messages

Candidates should be encouraged to:

- answer the given question
- give specific, detailed examples from the texts
- make full use of the passage given.

General comments

Candidates showed a good level of knowledge. Focusing closely on what the question is asking will help to make answers even stronger.

Section A: Greek Tragedy

Question 1

There were too few answers to this question to make meaningful comment.

Question 2

There were too few answers to this question to make meaningful comment.

Question 3

There were too few answers to this question to make meaningful comment.

Section B: Homeric Epic

Question 4

This question was very well answered, and candidates showed an excellent understanding of what a Homeric hero is. Candidates responded effectively to the use of the epic simile. The strongest answers gave other examples of similes to compare this with. There was also interesting exploration from candidates of what heroism meant in the ancient world and good discussion of the ferocity of the fighting depicted between heroes. Weaker responses did not make enough use of the passage and simply reproduced preconceived essays about heroes. The most successful answers were those that balanced use of the passage with wider discussion.

Question 5

This question required candidates to look at whether there were any interesting male characters in the *Odyssey* other than Odysseus. Candidates mostly demonstrated a very good knowledge of the poem and there were some excellent answers. A significant number of candidates did not answer the question being asked and instead made the focus of their essay the character of Odysseus or female characters. Neither of these was a valid approach to this question. The strongest answers were ones that considered not only a range of male characters but also the role that they fulfilled within the epic poem. One particularly strong answer discussed how Eumaeus fulfilled the role of a father to Odysseus and how he exemplified both loyalty and *xenia*.

Question 6

This question asked candidates to discuss the importance of husband and wife relationships in the Homeric epics. Candidates generally showed a good knowledge of the poems and examined a range of relationships. The relationship between Odysseus and Penelope was particularly well understood by candidates and there were some excellent discussions about Penelope's role as a wife within the poem. Candidates who explored the way their relationship affected the plot were more successful than those who gave a more narrative style answer. In response to the *Iliad*, most candidates looked at the relationship between Paris and Helen, with the stronger answers looking in detail at the depiction of their relationship in Books 3 and 6. Few answers considered the relationship between Hector and Andromache but there were some excellent responses that looked at how it was used by Homer to highlight the struggle of Hector as a hero.