

CLASSICAL STUDIES

Paper 9274/11
Greek Civilisation

Key Messages

Candidates should be encouraged to:

- ensure they plan carefully and produce answers which are of the specified length
- use the mark allocation to determine how much to write
- make greater use of the passages and images in the mini-essays of the commentary questions
- spell classical names printed on the paper accurately.

General Comments

There were far fewer rubric errors than last year. In addition, it was felt that most candidates made better use of their time and there were fewer scripts which had very short responses.

Comments on Specific Questions

Section 1

Question 1

Surprisingly few candidates attempted this question, but those that did were generally well informed.

- (i) Most were able to identify the place where the weddings took place, but struggled with the date.
- (ii) The names of the brides, especially Roxane, were generally well-known.
- (iii) Although few were able to name Hephaestion's bride, the majority of candidates knew he married one of Darius' daughters, and could explain why Alexander wanted this.
- (iv) (v) Very few candidates knew how many Macedonians married Persian women but everyone knew that the marriages did not last.
- (vi) Candidates showed an awareness of the different elements of the policy of fusion, including *proskynesis* and the introduction of Persian soldiers into the army. Few mentioned the marriages discussed in the passage. Most candidates were also aware of the unifying effect on Persians, and the opposition of the Macedonians. The majority of candidates appreciated the need to offer a balanced argument to this style of question.

Question 2

Most candidates agreed that Alexander cared more about deeds of valour and glory than pleasure or wealth. Answers were distinguished by the degree of detail knowledge of Alexander's deeds. Weaker candidates simply concentrated on his military successes, producing answers which were mostly narrative, with little analysis. Most answers concentrated on his deeds of glory, including mention of trying to outdo his father and heroes such as Achilles. Pleasure and wealth were often only mentioned briefly, or sometimes ignored. Some answers did mention Alexander's marriages and drinking parties.

Question 3

Candidates knew of Alexander's claim to have Zeus (often written as *Zues*) as his father, and many also mentioned his divine ancestry. They were able to discuss the effect this had on Alexander's confidence and its propaganda value, including the visit to Siwah. Some also discussed other factors in Alexander's success, with some ignoring divinity in favour of other factors. There were some candidates who did not discuss any other factors which contributed to his success.

Section 2

Question 4

- (i) Most of the candidates mentioned the court house, but few mentioned the King Archon.
- (ii) There was much good recall about what Euthyphro's father had done.
- (iii) (iv) Most answers dealt with this question in general terms rather than discussing the specific objections of Socrates to the definition of piety and the precise nature of the new definition offered by Euthyphro.
- (vi) There were many sensible overviews of the dialogue, with many candidates dealing with the apparent lack of conclusion. Some looked at the dialogue from the modern point of view as teaching us about the Socratic Method while others decided it did achieve something as it taught Euthyphro about his ignorance. The quality of the answers varied with the amount of detail given, and the specific reference of the dialogue.

Question 5

Virtually all candidates were aware of the charges which were brought against Socrates, with some dealing with the old charges as well. In some answers there was confusion over the exact meaning of charge of impiety. Most answers dealt with the question in general detail, with little or no specific reference to the *Apology* to back up points made.

Question 6

Candidates were in general able to discuss how Socrates' philosophy affected his attitude to life and death. There was good use of the texts studied, especially Socrates' attitude in:

- *Apology*, where he refused to stop his teaching to avoid death
- *Crito*, where he refused to escape because it would mean acting unjustly
- *Phaedo*, where his attitude to death was assessed.

Some candidates struggled to make reference to all of the dialogues with precision, and there was some blurring between Socrates' attitude to death in the different dialogues.

Section 3

Question 7

- (i) Although the word prologue was often not known, the majority of candidates had some idea of the purpose of the passage.
- (ii) There were some excellent answers about the staging of this passage, with many references to technical terms of the theatre.
- (iii) Many candidates needed to read the question and the passage more carefully. There was much confusion between Cleon and Cleonymus. For example, most discussed 'shield dropping' and other references to Cleonymus rather than how Cleon was parodied. Very few candidates were skilled in linking the examples selected from the passage to the rest of the play in order to address the 'how typical' aspect of the question.
- (iv) The selection of the examples of different types of humour caused few problems. Some found it more challenging to analyse why an ancient audience would have found them funny. As always,

close detailed reference to the passage was required and not simply a list of different types of humour.

Question 8

There were very few answers to this question on the presentation of god in *Frogs*. Dionysus was always discussed, but there were few references to other gods. Candidates needed to analyse more thoroughly what was meant by 'surprising presentation of the gods'.

Question 9

The question on fantasy in *Wasps* and *Frogs* was not a popular one, but there were some good answers which dealt with both plays in some detail. However, some struggled to define what is meant by 'fantasy' and did not always make use of both plays. Others did not see the fantasy which is apparent in *Wasps*, especially Procleon's rejuvenation nor did they make reference to the weighing of the poetry scene in *Frogs*. Responses also needed to consider the purpose of the fantasy.

Section 4

Question 10

- (i) Most candidates were able to identify the type of pot as a hydria, although some gave the name of the artist rather than the type of pot.
- (ii) Most were also able to identify that it was a water pot used for collection and storage.
- (iii) Candidates needed to explain how the three handles of the hydria made the pot fit for purpose.
- (iv) The date was often recorded incorrectly.
- (v) Most candidates were able to identify both scenes on the hydria with varying degrees of detail.
- (vi) There were many good analyses of the two scenes on the pot, identifying Mannerist elements. However, many found it difficult to explain why they thought the pot was revolutionary. Many considered it revolutionary as it was the 'first Mannerist' style pot. The best responses compared the pot with the work of other artists.

Question 11

This was one of the most popular questions on this paper and it elicited a wide range of discussion on a variety of painters and pots. Most candidates clearly knew the pots well, showing an improvement from previous years. Exekias's belly amphora depicting Achilles and Ajax was popular with candidates being able to offer some detail, a range of sensible comments and some excellent analysis.

Question 12

Candidates were generally able to discuss some features which distinguished women from men. White slip was mentioned, but many thought that white slip was used in both black and red figure pots. Clothing was another feature discussed. Some answers dealt more with how men were portrayed than how women were portrayed. Despite the guidance in the question, few answers made specific reference to scenes and occupations.

CLASSICAL STUDIES

Paper 9274/12
Greek Civilisation

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CLASSICAL STUDIES

Paper 9274/13
Greek Civilisation

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General Comments

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Comments on Specific Questions

Section One

Question 1

- (i) Though most candidates knew the name of Alexander's horse, few could spell it correctly.
- (ii) There were many different reactions cited, but not many mentioned that the spectators laughed.
- (iii) The details of how Alexander tamed Bucephalus were well known.
- (iv) Alexander's grief at the death of Bucephalus was known but the specific details of how he grieved were missing from most answers.
- (v) Virtually everyone knew that Aristotle was Alexander's tutor. There were a few incorrect references to Aristophanes.
- (vi) This question had a range of answers with the strongest ones making use of the passage as indicated in the question. Most candidates were able to discuss the problems which occurred between Alexander and Philip, and the role of Olympias in these issues. Weaker answers did not discuss the positive contribution of Philip to Alexander's early life.

Question 2

There were very few responses to the question about the impact of Antipater and Parmenio on Alexander's success. Those who chose the question knew the details, but did not always go on to discuss fully which of the two was more important to Alexander's campaigns.

Question 3

Candidates were generally able to discuss Alexander's military successes and his other achievements such as the policy of fusion. Many answers gave a simple narrative of Alexander's career, with little analysis. Some weaker answers only considered his military career, without looking at other aspects. Stronger answers looked at his attempts to create a unified empire, despite its collapse after his death.

Section Two

Question 4

- (i)–(iii) Most candidates knew the names of the prosecutors, the reference to the Thirty Tyrants and the politicians Socrates was accused of corrupting.
- (iv) While some could offer great detail of the Arginusae trial, others were brief or inaccurate in their answers.
- (v) The names of the battles in which Socrates fought proved challenging for most candidates.
- (vi) There were some good answers to this question on 'public life', but many candidates were unable to analyse what public life meant. There was often very little reference to the passage but some good evidence from *Apology*.

Question 5

The question about death was the most popular question and it produced some very good answers. There were sound arguments backed up with good evidence about Socrates' attitude to death from *Apology*, *Crito* and *Phaedo*. There was still some confusion about what Plato says in the individual dialogues.

Question 6

There were some lively, interesting responses to this question. Candidates dealt with the question from different points of view – the modern viewpoint, the Athenian viewpoint and Socrates' own point of view. Many answers provided good argument but did not use references to the text to support their discussion. Both aspects of the quotation received about the same amount of support.

Section Three

Question 7

- (i) All candidates knew that Dionysus was impersonating Herakles.
- (ii) There were some excellent answers which made use of the theatre layout and machinery such as the *ekkyklema*, and made good reference to the passage.
- (iii) Most candidates were able to discuss how Dionysus is presented in the passage. Better answers made good reference to the rest of the play, but some made little, if any mention of how typical the presentation of Dionysus is.
- (iv) Virtually all candidates were able to pick out quite a few examples of types of humour, with some analysis of why an ancient audience would have found them funny. Some picked out examples without discussing what types of humour they represented.

Question 8

There were some good responses to the question of Procleon as the hero of *Wasps*. Some saw him as the villain and stated that it was impossible to view him as a hero; others saw beneath this rather simplistic viewpoint and appreciated how he was sending up the new generation and was representative of the older generation whose merits Aristophanes was lauding. Knowledge of the whole of the play was generally very good.

Question 9

There were many regurgitations of the 'old ways good, new ways bad' question and this did not usually fit the new question about 'past and present'. Too many took the present to mean the future or did not refer to both of the plays. There was often good understanding of the present ills which were blighting Athenian society. Few candidates had an understanding of the Marathon generation etc. Even fewer saw how the past is intrinsically linked to the present in his plays.

Section Four

Question 10

- (i) Most candidates were able to identify the type of pot as a belly amphora.
- (ii)–(iv) Most candidates were also able to identify the purpose and the painter, but struggled with the date of the pot.
- (v) The majority of candidates identified the scene on the pot correctly.
- (vi) The red-figure technique was generally correctly identified. More accurate detail of how the technique was carried out was required. Many referred to incision of the detail on individual figures.
- (vii) There were many good analyses of the two scenes on the pot, both the Three Men Carousing and Hector Arming. Sometimes candidates were so detailed with their description of the scenes and they did not address the question of whether the pot is a 'revolutionary piece of work'. Some simply concluded that because it was amongst the earliest red-figure pots it must be revolutionary.

Question 11

Candidates found the question of how drapery is portrayed a challenging one. There were very few responses to the question and generally answers lacked the precision of detailed, accurate reference to relevant pots.

Question 12

This was the most popular question in this section. There were many good answers discussing a wide variety of artists and pots, though there was sometimes confusion over which artist painted which pot. Candidates supplied a variety of interpretations of what constitutes 'breaking new ground' and even what a great artist actually is. They were aware of the different techniques and styles, and were able to analyse various innovations brought in by different artists. A small number of weaker candidates provided descriptive, rather than analytical answers.

CLASSICAL STUDIES

Paper 9274/21
Roman Civilisation

Key Messages

Candidates should be encouraged to:

- Read the question carefully to ensure their answer is focused
- Ensure they know the detail of the content in the question which they answer
- Address the evaluative aspect of questions where required.

Comments on Specific Questions

Section 1

Question 1

- (i) (ii) Many candidates answered these questions correctly.
- (iii) Few candidates were aware of who Iulus was and the link between him and Augustus.
- (iv) Few candidates were aware of Augustus being the adopted son of Julius Caesar.
- (v) Only the strongest candidates discussed the Battle of Actium and what happened afterwards.
- (vi) There was a good knowledge of how Augustus used poetry and sculpture for propaganda purposes, but few candidates discussed both. Many candidates discussed Vergil's *Aeneid*, but few actually referred to the passage. Reference was made to Vergil and Horace as poets, and the Ara Pacis and Prima Porta statue, as well as the Forum of Augustus.

Question 2

There was a range of answers to this question. Many candidates were aware of the way Augustus ruled, and the Constitutional Settlements, and how these affected how the Senate and Comitia had ruled Rome. Most concluded that he had destroyed the Republic. There were a few who answered the question with regard to Rome, rather than the Republic. Some candidates did not understand the term 'saviour' and took this to mean benefactor and listed all the positive things he had done. They therefore missed the focus of the question which was looking for the way in which he resurrected the form of the Republic but at the same time, maintained control over it.

Question 3

Virtually all candidates who answered this question interpreted it in the broadest terms, looking at his achievements and whether he deserved his honours without actually mentioning any specific honours. Knowledge of the titles and honours bestowed upon him was not secure enough.

Section 2

This was the most popular section on the paper and almost all candidates attempted it.

Question 4

- (i) Most candidates named Venus, but few were able to recall accurately what she revealed about Dido.

- (ii) Although few candidates were able to name Creusa, virtually all were able to discuss the cave incident to varying degrees of detail.
- (iii) Most candidates used the personification of Rumour. With this example and other choices, it was sometimes difficult for candidates to explain its effect.
- (iv) Most candidates were aware that Aeneas was told to leave, but many found it difficult to add a second detail.
- (v) Venus and Juno were discussed by virtually all candidates, although many confused their roles. Stronger candidates were able to offer a counter-argument on Venus and her negative contributions.

Some answers also considered Jupiter and the way in which he transcends the other deities in his dealings with Fate. Very few candidates included Mercury and Neptune. Many candidates referred to the gods by their Greek names, rather than the Roman. Hardly any candidates made any reference to the passage.

Question 5

There was some confusion over what 'to instruct' meant and some candidates discussed the propaganda aspects of the *Aeneid*, while others considered how it instructed the modern world. There were different interpretations of how the *Aeneid* entertained. Candidates needed to show their understanding of the didactic purpose of the epic and the need for Virgil to praise Augustus.

Question 6

There were some strong answers to this question. Most candidates discussed the roles of the gods (although once again, there was some confusion about what Venus and Juno did), and Dido and how they hindered Aeneas' progress. Weaker candidates only discussed one factor, rather than a range of possibilities.

Section 3

Question 7

- (i) Few candidates were able to define what a consul was.
- (ii) There was much confusion over the *dole* and how it was earned.
- (iii) Candidates could identify some techniques, but found it harder to explain their effect.
- (iv) There were some candidates who were able to discuss features of the patron-client system, using evidence from a range of Satires. Very few actually mentioned the passage.

Question 8

A few answers dealt with Juvenal in general terms without actually referring to specific Satires. Candidates struggled to find examples of humour, but were able to find many examples of anger.

Question 9

There was a range of answers, with many candidates concluding that Juvenal would have hated living today because the same things he disliked are still prevalent today. Answers tended to deal with Juvenal in general terms, without actually referring to specific Satires.

Section 4

Question 10

- (i) (ii) Candidates were secure in their knowledge here and were able to answer these questions well.
- (iii) Most candidates named two, rather than three emperors correctly.
- (iv) This question was well answered.

- (v) A range of answers was offered for the date of the Colosseum.
- (vi) Candidates were able to effectively discuss how the design of the Colosseum enabled it to function. Many answers did not consider the spectators, but discussed the amphitheatre in general terms, but there were some very good answers with detailed knowledge of the structure.

Question 11

Better answers considered the Pantheon and other temples such as the Maison Carée and the Temple of Bacchus at Baalbek, while others simply discussed the Pantheon. Few answers considered all three aspects of the question, concentrating mostly on shape and materials. A few dealt with buildings in general, rather than temples.

Question 12

Some candidates displayed good knowledge of Hadrian's baths and Diocletian's baths. However in general candidates found it hard to distinguish between the features found in specific bathing complexes, and discussed the general features to be found in all bath houses. The bathers were not always considered.

CLASSICAL STUDIES

Paper 9274/22
Roman Civilisation

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Paper 9274/23
Roman Civilisation

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- make full use of the time available
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- use the mark allocation to determine how much to write
- make use of the passage or image for the mini-essays in the commentary questions
- spell classical names accurately
- use the full version of a character's name, e.g. Augustus rather than Aug.

Comments on Specific Questions

Section One

Question 1

Although this was not a popular question, many of the answers were excellent, showing a high level of factual knowledge.

- (i)–(iv) Most candidates were able to identify the daughter, her husbands, her relationship to Gaius and Lucius and the name of the brother of Gaius and Lucius.
- (v) Again, most candidates could make reference to the methods Augustus used to identify Gaius and Lucius as his successors.
- (vi) There were some strong discussions of Augustus' morality laws and his exiling of both Julia and her daughter. Some also discussed his manipulation of his family to ensure the succession. The most notable omission in the discussion was Livia.

Question 2

The question of Octavian's rise to power was the most popular question, with some impressive recall of a range of ruthless acts carried out by Octavian, especially his abandoning of Cicero. Candidates knew the factual details of his rise to power. There were some responses, however, which offered no analysis, just a narrative of how he rose to power.

Question 3

Not many candidates answered the question about Augustus' relationship with the Senate and the relative positions of power following the Constitutional Settlements. Most disagreed with the proposition.

Section Two

Question 4

- (i) All candidates knew that Aeneas had just reached Italy.
- (ii) The storm was mentioned by virtually all candidates. A surprisingly large number of candidates thought that Juno made Dido fall in love with Aeneas.

- (iii) Most candidates knew the names of Helen and Paris.
- (iv) Many candidates did not demonstrate a secure knowledge of the Sibyl. Whilst candidates were able to give one way in which the Sibyl helped Aeneas, very few were able to give three ways.
- (v) Candidates were very adept at selecting an example from the text and explaining the effect.
- (vi) There were many good discussions of prophecies in Book 6, mostly the Pageant of Heroes. However there were few answers which mentioned the passage. Quite a few candidates also considered other factors in Book 6, such as the development of Aeneas' character, while some virtually ignored the prophecies and only discussed other factors.

Question 5

Candidates were able to discuss a range of features which were important to Aeneas. Many considered different aspects of *pietas*, though some limited their response by dealing with *pietas* and all its constituent parts in one paragraph. There were some good answers, but some candidates only discussed one factor, rather than a range of possibilities.

Question 6

Candidates were able to discuss both the plot of the epic, and a range of other factors which contributed to its success. Most candidates were able to balance the argument and concluded that it was other factors, such as characterisation, which were more important to the *Aeneid's* success.

Section Three

The Juvenal questions were more popular than in previous sessions.

Question 7

- (i)–(iii) There were very few attempts at this question but candidates showed a strong understanding of the content. They knew about the turbot, why the fisherman could not keep it and about the Privy Council.
- (iv) Candidates were usually able to identify some examples of Juvenal's satiric technique, but were not always able to explain its effect.
- (v) As with other mini-essays there was little use of the passage but there were comments about Juvenal's xenophobia and how it was destroying Roman society. Examples tended to be more general than specific.

Question 8

Candidates offered a range of answers on whether Juvenal's *Satires* 'enlighten and entertain'. Many answers tended to deal with Juvenal in general terms, without actually referring to specific *Satires*. Candidates who answered this question usually attempted to tackle both aspects of the question. Answers would have benefited from greater textual support.

Question 9

There was a range of answers on the question about wealth and ostentation. Answers generally dealt with Juvenal in general terms, without reference to specific *Satires*, although some did have accurate references from the specified texts. Most candidates commented on the negative effects the pursuit of wealth had on Roman society and morals.

Section Four

Question 10

- (i)–(iv) Most candidates were able to identify the building and its location. The inscription was used to identify Agrippa as the man who had the original temple built. Knowledge of the date of the original construction and the name of the man who commissioned the new building was less well known.
- (v) The dome/oculus was correctly identified and candidates were able to give at least one material which was used in its construction. Stronger candidates were able to give an accurate explanation of how the materials were used.
- (vi) Better answers considered the Pantheon and other temples such as the Maison Carée and the Temple of Bacchus at Baalbek, while others simply discussed the Pantheon. Some answers were descriptive, while others dealt well with the notion of how typical it is. There was often evidence of a detailed knowledge of the Pantheon.

Question 11

Candidates generally found it hard to distinguish between the features found in specific bathing complexes and discussed generic features of a typical set of baths. There were many descriptive answers however, and weaker candidates did not distinguish between social and physical experiences.

Question 12

Candidates were able to discuss how the design of the Colosseum enabled it to be built, stay standing and entertain the spectators. There was good analysis of the use of materials and arches, as well as the hypogeum, and seating arrangements. Candidates' knowledge was, on the whole, impressive in its breadth and accuracy.

CLASSICAL STUDIES

Paper 9274/31

History: Sources and
Evidence

Key Messages

Candidates should:

- Read the question carefully to ensure they focus on the requirements and produce fully relevant answers
- Ensure source material is used and reference this when relevant
- Plan their writing carefully to produce an essay of an appropriate length.

General Comments

Candidates demonstrated a very good understanding of the broad period studied, and in most cases were able to apply what they knew to the question set in both options to good effect. The very best answers were well-structured and addressed the issues raised in the question. They also responded effectively to the passage from modern scholarship, and showed an excellent grasp of the two sources quoted in the paper, ranging across the material studied confidently and securely. At the weaker end, some candidates focused less clearly on the question and their use of the passages on the paper was at times significantly limited.

Most candidates were able to produce a substantial essay in the period allowed, though there were some very short answers again this year. In the majority of cases candidates expressed their ideas fluently and clearly.

Comments on Specific Questions

Question 1

This was by far the most popular choice. Most responses dealt effectively with the aftermath of the Persian Wars and covered the development of the Delian League in some detail, sometimes with impressive recall. Not all candidates showed awareness of the outcome of the Peloponnesian War which affected the overall judgment they made across the period studied. Some interesting answers claimed that the institution of democracy by Cleisthenes was more significant for Athens than the outcome of the wars against Persia. In most cases candidates were able to explain the significance of events after the Persian Wars for the development of Athens.

Osborne's comment about the 'more sinister lesson' learnt from the Persian Wars was picked up by many, and the history of the Delian League was used for examples of Athenian sharp practice. There were some good discussions of Mytilene and, later, Melos, though relatively few mentioned Scione. Some answers were more focused on the earlier stages of the Delian League. The Herodotus passage was discussed in some depth and most candidates could place this in context. This was not the case with the Thucydides passage, which a number of candidates placed in the Funeral Speech. There were some good discussions of Pericles' reference back to the earlier generation and the need for his contemporaries to emulate them.

Question 2

There were relatively few responses to this question. The majority of candidates, often guided by the passages on the paper, were able to point to religious differences of one sort or another, and were able to draw a contrast between areas where polytheism dominated (where accommodation to Roman religion proved easier) and monotheism which proved much more problematic. Some candidates were able to give

good examples of fusion, and there were some excellent discussions of the powerful role of Druids in Gaul and Britain and the particular problems caused for Roman control by the beliefs of the Jews.

CLASSICAL STUDIES

Paper 9274/32

**History: Sources and
Evidence**

Key Messages

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CLASSICAL STUDIES

Paper 9274/33

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CLASSICAL STUDIES

Paper 9274/41
Classical Literature –
Sources and
Evidence

Key Messages

- Candidates should ensure they critically explore the extract and consider it in conjunction with the question.
- Candidates should be reminded to build their argument on detailed and clear evidence from the set texts. Successful answers present an argument which responds with a clear focus to the question set while weaker answers have a tendency to list details remembered from the texts without necessarily relating these to the question.
- An area in which candidates could improve is an awareness that ancient values are not the same as modern ones. A notable minority of candidates took 'heroism' in **Question 2** to mean saving others by putting oneself in harm's way, in the manner of Hollywood blockbusters. This has very little to do with ancient ideas of heroism, Homeric or Virgilian.

General Comments

The best responses presented considered arguments that were aware of alternative possible views, and were founded securely upon detailed knowledge of the texts. This detail was selected well so that it was relevant to the specific question asked and the evidence used directly supported or introduced a point that the candidate was making. In these cases the argument flowed naturally and formed a convincing and logical whole. Another feature of these responses was that these candidates were able to differentiate between ancient and modern values and to consider ancient texts in their social context.

Generally the extracts on the question paper were used as a solid base from which to develop an argument, which is their main purpose. The majority of candidates incorporated relevant evidence from all the set texts into their responses, and better responses showed a good balance (not necessarily giving them equal treatment, but using them in proportion to how much they suited the question). Some responses made only brief reference to texts that were not mentioned explicitly on the paper as an afterthought, and weaker responses did not mention any texts at all.

The considerable majority of responses addressed the specific question. Many candidates used their time to make a brief (but sometimes quite detailed) plan that identified the central theme of the question and then what evidence might be appropriate, and better responses stuck to this plan well.

Comments on Specific Questions

Question 1

Responses to this question addressed the question well, focusing on the idea of characters being essentially good, and not treating their goodness or otherwise as an absolute. The three Greek tragedies all provided fertile ground for this, and candidates made good use of the *Medea* as well as the plays quoted on the paper. Better responses made reference to Seneca's *Oedipus* as well to a minor degree and this was appropriate to the question. A strength of many responses was that they dealt with the plays as they were written rather than the stories on which they are based. Some candidates could have paid a little more attention to the Aristotle at the top of the question, in particular the issue of an 'ethical choice'.

There were many strong responses to this question that took note of the opening critical quotation and made careful note of the wording of the question before using the quoted passages to develop sophisticated arguments. Several candidates began by discussing the quotation from Thorpe in general before moving on to specific examples and this was a successful approach. Of the two quoted passages from the texts, almost all candidates made use of the passage from the *Iliad*, but notably fewer made use of that from the *Aeneid* in any meaningful way and some not at all. The majority of candidates also incorporated the *Odyssey*, and the best responses made much of the constant presence of danger for Odysseus.

Weaker responses were often due to a very narrow reading of the question, which was specifically about a willingness to risk death. Some candidates took this to mean that a hero had to die or even actively wish to die, both of which were inaccurate in this context. This led some candidates to discount the *Odyssey* completely on the grounds that Odysseus does not die in the poem. It also caused difficulty with the *Aeneid* as candidates found it understandably difficult to match Turnus' request for mercy with their reading of the question. It is, as ever, crucially important that candidates read the question carefully more than once, and it is a good idea to refer back to it from time to time while writing the response.

CLASSICAL STUDIES

Paper 9274/42
Classical Literature –
Sources and
Evidence

Key Messages

- Candidates should ensure they critically explore the extract and consider it in conjunction with the question.
- Candidates should be reminded to build their argument on detailed and clear evidence from the set texts. Successful answers present an argument which responds with a clear focus to the question set while weaker answers have a tendency to list details remembered from the texts without necessarily relating these to the question.
- An area in which candidates could improve is an awareness that ancient values are not the same as modern ones. A notable minority of candidates took 'heroism' in **Question 2** to mean saving others by putting oneself in harm's way, in the manner of Hollywood blockbusters. This has very little to do with ancient ideas of heroism, Homeric or Virgilian.

General Comments

The best responses presented considered arguments that were aware of alternative possible views, and were founded securely upon detailed knowledge of the texts. This detail was selected well so that it was relevant to the specific question asked and the evidence used directly supported or introduced a point that the candidate was making. In these cases the argument flowed naturally and formed a convincing and logical whole. Another feature of these responses was that these candidates were able to differentiate between ancient and modern values and to consider ancient texts in their social context.

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Question 2

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CLASSICAL STUDIES

Paper 9274/43
Classical Literature –
Sources and
Evidence

Key Messages

- Candidates should ensure they critically explore the extract and consider it in conjunction with the question.
- Candidates should be reminded to build their argument on detailed and clear evidence from the set texts. Successful answers present an argument which responds with a clear focus to the question set while weaker answers have a tendency to list details remembered from the texts without necessarily relating these to the question.
- An area in which candidates could improve is an awareness that ancient values are not the same as modern ones. A notable minority of candidates took 'heroism' in **Question 2** to mean saving others by putting oneself in harm's way, in the manner of Hollywood blockbusters. This has very little to do with ancient ideas of heroism, Homeric or Virgilian.

General Comments

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