

# CLASSICAL STUDIES

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Paper 9274/11  
Greek Civilisation

## Key messages

Candidates should be encouraged to:

- follow the rubric carefully
- number questions clearly and accurately
- make a clear distinction between the individual questions in the commentary questions
- understand the difference between the 15 mark questions and the essays
- plan responses to essays and 15 mark questions
- relate the knowledge provided to the question posed
- 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
- take care with the spelling of Classical names.

## Comments on specific questions

### *Section 1*

#### **Question 1**

The commentary question was not a popular one. Some candidates answered the questions in continuous prose, running the questions together so that it was sometimes difficult to tell where one answer ended and the next started. This also happened in other sections.

- (i) Few responses demonstrated knowledge of the date of Hephaestion's death.
- (ii) Fewer responses demonstrated knowledge that Hephaestion had died at Ecbatana.
- (iii) Responses showed some idea about who the Companions were, but few were awarded both marks.
- (iv) The knowledge demonstrated in the responses was not thorough enough to provide details about the funeral.
- (v) Few provided the correct answer. The most common answer was that Alexander asked about whether Hephaestion would die.
- (vi) Most were able to make some reference to the relationship between Alexander and Hephaestion, although not many used the passage. Most also mentioned other people Alexander may have cared about.

#### **Question 2**

This was the least popular of the questions. Very few responses mentioned revenge for the attack on Greece 150 years earlier. A number of response discussed other reasons why Alexander invaded Persia, or his treatment of the Persians after defeating them as an argument against the premise of the question.

### Question 3

By far the most popular question in this section and on the whole paper. Most responses analysed Alexander's military achievements with varying references to specific battles and degrees of detail. Better answers discussed both his military achievements and other achievements, such as his attempts at Fusion and his legacy. Some answers only referred to a single side of the argument, citing either his military achievements or his other achievements, without the element of comparison needed for a top mark. A number of responses concluded that his other achievements were only possible because of his military success. Other reasons for him being called "the great" were given such as his propaganda, and his divine lineage.

### Section 2

#### Question 4

This was the most popular question in this topic area.

- (i) Virtually all the responses demonstrated the knowledge that the conversation took place in Socrates' prison cell.
- (ii) Most responses gave some details, but very few mentioned more than two points.
- (iii) About half of the responses made the connection between 'accident' and his conviction/death penalty.
- (iv) Most response gave one or more of the arguments, with quite a few giving all three.
- (v) Virtually all responses talked about Socrates drinking poison, although some thought he was beheaded or hanged.
- (vi) There were some good discussions, referring to both the passage and the rest of *Crito*, mentioning the social contract and the personification of the Laws. Most responses came to the conclusion that the fact he refused to escape proved that he lived by the principles of his philosophy. Some responses discussed details of other dialogues, which were irrelevant to answering the question.

#### Question 5

The more popular essay choice in this section. Most responses discussed how Socrates went around Athens trying to help those around him by exposing their ignorance. The description of him as a 'Stinging Fly' and the claim of the Oracle at Delphi that he was the wisest man in Athens were frequently cited. Many responses also discussed the prejudice against him due to things such as Aristophanes' *Clouds*. Most of the counter arguments centred on how he irritated those he had conversations with, and did not mention the political aspects of the time, or his anti-democratic students. There were a number of responses that mentioned aspects of other dialogues, without making them relevant to the question.

#### Question 6

A relatively popular question in this section. Virtually all the responses discussed *Euthyphro* in varying degrees of detail as the best example of the Socratic Method, with *Apology* being the next most popular choice. Most responses agreed with the premise of the question to some extent. They commented on the frustrating nature of not getting an answer, but there were balanced discussions which pointed out the educational benefits of the dialogues.

### Section 3

The plays of Aristophanes were not a popular topic, with less than 1 per cent of candidates attempting the commentary question on *Frogs*. Knowledge of the plays was sketchy.

#### Question 7

- (i) Few responses identified from which part of the play the passage came.
- (ii) Herakles was correctly identified.

- (iii) The sea battle Arginusae was not known.
- (iv) The poet Euripides was usually known.
- (v) Responses picked out examples of Aristophanes' comic technique, but the technique and the selected example did not always match.

#### **Question 8**

No candidate attempted this question.

#### **Question 9**

No candidate attempted this question.

#### **Section 4**

#### **Question 10**

The commentary question in this section was more popular than the essays.

- (i) Most responses identified the pot as a krater, but did not always state what kind of krater it is.
- (ii) The majority of responses stated how the krater would have been used.
- (iii) About half of the responses dated the krater.
- (iv) Most responses identified the scene. However, there were a large number that wasted a lot of time by re-telling the myth in unnecessary detail.
- (v) Some responses identified a motif and its location, but there was quite a bit of confusion as to what a motif actually is.
- (vi) Candidates were able to engage with the question. Most dealt with both aspects of the question, although not always in a balanced manner. Many, however, considered the subject matter and the myth, rather than dealing with the stylistic details and the way in which the artist has portrayed the scene.

#### **Question 11**

Most responses discussed the several painters' approach, although they were not always sure about which pots were painted by which artists. Discussion of details tended to be general, rather than specific. There were some good answers on Herakles and Antaios, but response often did not include appropriate details on other pots. There were few references to pots beyond the syllabus. There was also occasional confusion over which artists to discuss.

#### **Question 12**

The question about which black-figure painter was the most innovative and skilful painter was the least popular question in this topic. Responses generally demonstrated the knowledge of which artists to discuss, although pots were not always correctly attributed. Details were general, lacking precision, but responses included a definite decision about which painter was both innovative and skilful.

# CLASSICAL STUDIES

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Paper 9274/12  
Greek Civilisation

## Key messages

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- take care with the spelling of Classical names.

## Comments on specific questions

### *Section 1*

#### **Question 1**

- (i) Many responses demonstrated the knowledge that Cleitus has saved Alexander's life at the battle of Granicus in 334 BC.
- (ii) Most responses showed that the oracle of Ammon was at Siwah.
- (iii)/(iv) Although there were some very full and accurate answers about what led to the quarrel between Cleitus and Alexander and Cleitus' death, there were also many who knew few, if any of the details.
- (v) About half of the response correctly stated the date of the death of Cleitus.
- (vi) The question about whether Alexander behaved more like a Persian king or king of Macedon was generally well answered. Responses discussed Alexander's change in attitude from when he was defeating the Persians to when he was ruling them. Quite a few responses made good use of the passage.

#### **Question 2**

The question of whether there was no one more important than Hephaestion in Alexander's life was not a popular choice. Most were able to make some reference to the relationship between Alexander and Hephaestion. Other people discussed included his father Phillip and his mother Olympias, although Zeus and Bucephalus were also mentioned. While most interpreted the question as meaning to Alexander personally, a number considered who had the greatest impact on his life, both approaches being equally valid.

#### **Question 3**

The question of whether Alexander was 'nothing more than a successful military commander' proved to be the most popular question not only on this topic but on the whole paper. Most responses analysed Alexander's military achievements with varying references to specific battles and degrees of detail. Better answers discussed both his military achievements and other achievements, such as his attempts at Fusion and his legacy. Some answers did not fully appreciate the wording of the question and only referred to a single side of the argument, citing either his military achievements or his other achievements, without the element of comparison needed for a top level mark. Many who struggled to discuss other achievements discussed his personality traits, such as his leadership skills, or whether Alexander deserved to be called 'the Great' as an alternative.

## Section 2

Questions 4 and 6 were of equal popularity in this topic area.

### Question 4

- (i) The majority of responses identified Anytus and Lycon.
- (ii) Virtually all the responses to this question about the jury were correctly.
- (iii) Although there were some good answers to this question about the Council and the Assembly, most response struggled to mention appropriate details.
- (iv) Most responses successfully identified an example of the Socratic method and explained it.
- (v) Virtually all responses showed that Socrates was charged with impiety.
- (vi) Responses demonstrated knowledge of the details of the charges and how Socrates attempted to defend himself against them, although there was some confusion about exactly what constituted the charge of impiety. Quite a few responses incorrectly stated that Socrates only believed in one god. Better answers dealt with both charges equally. Few responses made use of the passage. Opinions were mixed, with several responses concluding that Socrates did not disprove the charges because he was found guilty.

### Question 5

Candidates who attempted the question about *Euthyphro* were generally familiar with main details of the dialogue, but the amount of detail varied considerably. There was some confusion over the charges Euthyphro was bringing against his father, with many stating that it was impiety, rather than homicide. Many responses stated that the subject of the dialogue was impiety. Virtually all the responses agreed that the dialogue is a waste of time as no definition was reached, but more perceptive answers also considered the question from the point of view of a modern reader.

### Question 6

Response discussed all four dialogues, with the most popular being *Crito* and *Apology*. Virtually all responses agreed that Socrates did live by the principles of his philosophy, citing his adherence to the laws of Athens and his attitude towards death. Some considered the way he died as being suicide, which went against his ideas on death in *Phaedo*. As always, there was some confusion about his attitude towards death and which dialogue they occurred in.

## Section 3

Aristophanes is making a resurgence in popularity.

### Question 7

- (i) Many responses showed which part of the play the passage came.
- (ii) Most responses gave at least one correct answer.
- (iii) Responses generally demonstrated examples of comic techniques, although they sometimes struggled to explain why they are funny. At times, the example given did not match the technique being discussed.
- (iv) There were very few correct answers to this question.
- (v) Response discussed the roles of Procleon within the play, but often did not define what the hero of a drama is. They were able to note the change in character that occurs during the play. Some concentrated more on Anticleon, arguing that he is the hero of the play, so Procleon cannot be the hero.

### Question 8

There were very few responses to the question about parody in *Frogs*. Responses demonstrated uncertainty with the definition of parody. Details from the play were demonstrated, but they did not always relate them to parody, and at times veered away from the question to discussing other aspects which made the play a success.

### Question 9

The question about the effective use of the Chorus was the most popular question in this section. Responses gave details of the part played by the Chorus in each play. Most concentrated on *Wasps* because of the greater role played by the Chorus in the play. Most answers tended to deal with the part played by the Chorus in the plot of the story, although some answers did refer to the visual elements provided by the Chorus. Very few responses considered the role of the Chorus in putting across the message of the play, and the *parabasis* was hardly mentioned. Few responses demonstrated awareness of the role of the Chorus of Initiates in *Frogs*.

### Section 4

#### Question 10

The questions in this section were equally popular, even though vase painting was the least popular option on the paper.

- (i) Most responses identified the pot as a kalyx krater.
- (ii) The majority of responses were able to identify the Niobid Painter as the painter of the krater.
- (iii) About half of the responses identified the red-figure technique.
- (iv) Many responses were able to identify Athene and mention two details from the pot.
- (v) Many responses identified Herakles and mentioned two details from the pot.
- (vi) Responses showed a generally good engagement with the question. Most dealt with both aspects of the question, although not always in a balanced manner. They struggled to relate the details on the pot to telling a story, although there was the occasional excellent answer.

#### Question 11

Those candidates who chose to discuss the depiction of emotion in black-figure pots were able to discuss the work of several painters. Discussion of details tended to be general, rather than specific, and responses showed a difficulty in relating the details of the pots being discussed to the depiction of emotion. There were few references to pots beyond the syllabus. There was also some confusion about which pots were red-figure and which were black-figure.

#### Question 12

There were some very good answers to the question of which red-figure painter was the most innovative and skilful painter, with responses displaying excellent knowledge of the artists of the period. Discussion of the different pots showed a very good grasp of detail, which was used well as evidence for the points being made. There were also a number of responses which featured Exekias as the most innovative and skilful red-figure painter.

# CLASSICAL STUDIES

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Paper 9274/13  
Greek Civilisation

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# CLASSICAL STUDIES

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<p><b>Paper 9274/21</b> <b>Roman Civilisation</b></p>
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## Key messages

- It is important that candidates read and follow the instructions carefully.
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- Candidates should select material carefully to address the question and not write down everything they know.
- Candidates should draw clear links between the material presented and the question.
- Candidates should number questions clearly and carefully.
- Candidates should make a clear distinction between the individual questions in the commentary questions.
- Candidates should follow the rubric for the paper.

## Comments on specific questions

### **Section 1**

#### **Question 1**

- (i) The strongest answers to this question explain why the acts of opening and reading specifically of Antony's will was illegal. Weaker answers discussed the legality of the will itself, which was not the question.
- (ii) Stronger answer to this question included a full range of details. Many weaker answers contained a misunderstanding: that Antony had given his land/territories to Cleopatra rather than to their children.
- (iii) Octavia or Octavian's sister was usually identified correctly.
- (iv) Stronger answers identified the date of the Battle of Actium, but a very large number of candidates got this question wrong.
- (v) Most candidates identified Agrippa in their answers, but they did not give his full name.
- (vi) Stronger answers to this question dealt with the relationship between Antony and Octavian using the passage. In weaker responses, candidates answered the question without reference to the passage and without addressing the analytical part of the question.

#### **Question 2**

Answers showed a sound knowledge of the political honours offered to Augustus, and the reasons for accepting some and rejecting others. Some answers could have been improved had they included specific information about the personal honours and titles offered to him, such as the Civic Crown, or the title of *Pater Patriae*.

#### **Question 3**

Many answers to this question could have been improved had candidates given more detailed information. Better answers were able to look at some of his achievements, with the *Pax Romana* being cited most frequently. Some responses discussed whether he was seen as a great ruler, discussing his use of

propaganda, but this angle did not directly address the question. Some responses contained factual inaccuracies, or focussed on Augustus' rise to power.

## Section 2

### Question 4

- (i) Stronger answers correctly identified Anchises, but many candidates were not able to do so.
- (ii) Most candidates commented about the simile in their answers, mostly about the number of souls. Many repeated the same point twice, using different examples, although this was not required to secure the marks.
- (iii) Stronger answers correctly named the river Styx, but many candidates were not able to do so.
- (iv) Stronger answers correctly identified Charon, but many candidates were not able to do so.
- (v) Stronger answers explained why the boatman pushed some souls away from the shore.
- (vi) Most answers discussed the help given to Aeneas by at least one mortal woman. Most often this was (the) Sibyl, whose help was discussed with various degrees of detail. Some answers included references to the visit to the Underworld, which was not the focus of the question. Dido was also frequently mentioned, Creusa was rarely mentioned. Some candidates wrote a lot about the role of goddesses, which was not relevant to the question.

### Question 5

There was a range of answers, all of which attempted to look at the character of Aeneas from the Roman point of view. Better answers considered Roman virtues, such as *pietas*, as well as other traits such as courage and leadership. Most answers discussed Aeneas' relationship with Dido, and why he abandoned her. A common view was that to the Romans, Aeneas was a coward for leaving the fighting in Troy, rather than obeying the will of the gods. The help he got from the gods was also seen as a less heroic trait, since it meant that he could not achieve anything on his own.

### Question 6

Most answers concentrated on comparing Aeneas and Augustus, with some more perceptive answers seeing the negative portrayals of Aeneas as criticism. Some answers also discussed the Parade of Heroes, and the portrayal of Augustus within it. Answers could also have discussed the Scrolls of Fate read by Jupiter in Book 1. Some responses could have been improved had they made specific reference to the epic, they just dealt with prophecy in general.

## Section 3

### Question 7

The factual questions based on this passage were answered incorrectly.

- (i) Few answers provided details which were sufficient to be awarded the marks.
- (ii) Few answers identified Domitian as the 'mighty master'.
- (iii) Most answers identified techniques and examples. However, in many answers, the examples selected did not support the techniques identified.
- (iv) Many answers could have been improved with better explanations and evidence to explain how Juvenal presented emperors in his *Satires*.

### Question 8

Most answers identified some of the issues which Juvenal discussed, although there was a lot of confusion in responses about which issues occurred in which Satire. Almost all answers expressed agreement with the

premise of the question but did not provide a counter argument, which would have improved the answers, though a small number of responses mention *Satire 10* with its advice about what to pray for.

### Question 9

Responses to this question were often poor because they were very generalised with little reference to *Satire 1* or whether it was a successful satire.

### Section 4

#### Question 10

- (i) Most answers identified the building correctly, although some thought it was a theatre or a stadium.
- (ii) A small number of answers provided the Roman name for the Colosseum, but most candidates did not answer this question.
- (iii) Most answers gave at least one type of entertainment which took place in the amphitheatre.
- (iv) Very few answers identified the hypogeum and its purpose.
- (v) Very few answers named Domitian.
- (vi) Most candidates were able to discuss some aspects of how the Colosseum catered for the needs of the spectators, but few mentioned another amphitheatre, and very few made a direct comparison. Some answers tried to compare the Colosseum to a theatre or a baths complex.

#### Question 11

Stronger answers to this question mentioned buildings such as the Colosseum, the Pantheon and the Basilica of Constantine and Maxentius, and provided an effective comparison. Most answers, however, had very limited information about the chosen buildings, or did not mention three buildings in the answer. Stronger answers included detailed description of buildings but could have been improved had they addressed the ideas of simplicity and beauty. Some answers addressed one of these aspects but could have been improved by addressing both aspects.

#### Question 12

Most answers to this question were very weak because they did not include details of the Pantheon or show evidence of understanding of temples of a standard plan.

# CLASSICAL STUDIES

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<p><b>Paper 9274/22</b> <b>Roman Civilisation</b></p>
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## Comments on specific questions

### Section 1

#### Question 1

- (i) In most answers, candidates identified Agrippa and Julia as the parents of Gaius and Lucius Caesar.
- (ii) In most answers, candidates explained why Augustus referred to Gaius and Lucius Caesar as his sons.
- (iii) In most answers, candidates did not explain fully who the *equites* were.
- (iv) In most answers, candidates made at least one relevant point about the significance of the title *princeps iuventutis*.
- (v) In almost most answers, candidates identified Julius Caesar as Augustus's father.
- (vi) There were very few correct responses to this question about the year in which Augustus was given tribunician power for life.
- (vii) All responses to this question gave some information about the contents of the *Res Gestae*, and most identified propaganda found in the work, but answers could have been improved with specific information about the when the *Res Gestae* were written. Some answers tried to associate the *Res Gestae* with Augustus' rise to power.

#### Question 2

Most answers to this question included detailed knowledge of of the wars in question, and they were able to discuss the reasons why Octavian emerged victorious between 43 BC and 31 BC. Candidates generally ascribed the wins to Octavian's allies, and belittled his contribution. The strongest answers appreciated how he worked behind the scenes in orchestrating the victories. Some answers displayed confusion about which battle Octavian was ill for.

### Question 3

Strong answer discussed the difference between the public image projected by Augustus and magistracies that he held with the actual power he had through the *maius imperium* and the *tribunicia potestas*, as well as his use of propaganda and control of the army. Weaker answers lacked both appropriate information and analysis.

### Section 2

Answers to questions on the *Aeneid* were generally strong.

### Question 4

- (i) In most answers, candidates named Mercury as the one who appeared to tell Aeneas to leave Carthage.
- (ii) In most answers, candidates identified Rumour correctly.
- (iii) In most answers, candidates commented on the presentation of the Trojans, although some answers made the same point using different examples, which did not attract separate credit. Some answers demonstrated confusion about what the Trojans were doing and what the ants were doing.
- (iv) Most answers mentioned at least one way in which Dido had asked Anna for help.
- (v) In most answers, candidates considered Aeneas' actions, especially regarding Dido. Some answers looked at Aeneas' behaviour from both the Roman and the modern perspective, such as forgiving Aeneas for his treatment of Dido by blaming the gods. Answers could have been improved had the passage was used by candidates to support their answer. Some strong answers made a connection between Dido and Cleopatra, offering a thematic justification for the Carthage interlude, rather than Aeneas just wasting time.

### Question 5

Most answers contained discussion of a range of figures, both mortal and divine, the roles played by these figures, and assessed how helpful they were to Aeneas. Many answers addressed the contribution of the figures as being either helpful or unhelpful. More perceptive answers were able to see how characters such as Dido and Venus were both helpful and unhelpful. Those who discussed Creusa only mentioned her ghost. Many thought that Venus helped Aeneas by telling him of Jupiter's prophecy.

### Question 6

Though there were fewer responses to the question about what motivates Aeneas the most, all answers engaged with the question and considered a range of motivations for Aeneas. The most common was his mission, closely followed by his family and the gods. Generally, answers demonstrated a good understanding of the themes in the *Aeneid*. Better answers made close reference to the epic to back up their ideas.

### Section 3

### Question 7

- (i) Most answers cited two reasons mentioned by Juvenal as to why he wrote satire.
- (ii) Almost all answers included one relevant point to explain the references.
- (iii) Almost all answers identified examples of Juvenal's satiric technique and commented on them. The most common techniques mentioned were rhetorical questions, repetition and allusions, but many answers could have been improved had these features been explained more accurately.
- (iv) Most answers gave examples of the types of women mentioned by Juvenal, as well as those mentioned by name. Most answers also discussed the character traits Juvenal assigned to women.

### Question 8

Responses to the question about the success of *Satire X*, were generally very good and contained strong reference to the text of the satire.

### Question 9

Answers to the question about whether Juvenal's *Satires* are funny or not centred on the content. Answers could also have addressed the style of Juvenal's work, and the emotions they inspired.

## Section 4

### Question 10

- (i) In most answers, candidates identified the building as an amphitheatre.
- (ii) In most answers, candidates identified the building the Colosseum.
- (iii) Many answers to this question were incorrect because they suggested that the name of Colosseum referred to the size of the building.
- (iv) Most answers identified Vespasian as the emperor who chose the site of the Colosseum. Some wrongly identified that Nero had chosen the site.
- (v) In most answers, candidates were aware of reasons for Vespasian choosing the site of the Colosseum.
- (vi) Few answers to this question gave both named the emperor and gave the correct date.
- (vii) Most answers identified that the building was completed under Domitian.
- (viii) Most answers contained detail about the structure of the Colosseum, and how this provided for the needs of the spectators. Stronger answers explained a greater number of factors and gave more detail and analysis.

### Question 11

Answers to this question explained a detailed range of different types of buildings. Answers included discussion of the Arches of Titus and Constantine, and the Colosseum, with the Baths and Theatre at Leptis Magna. All the answers displayed a good knowledge of the examples and were able to relate the details mentioned to the propaganda they provided. In the strongest answers, examples such as the Arch of Titus were closely analysed. Weaker responses tended to pick on one aspect of a building – e.g. the size of the Colosseum – and say it was impressive and therefore propaganda.

### Question 12

Most approaches to this question described a few buildings which have arches, but to achieve higher credit using this example, answers would have needed to explain how this can be seen as an achievement, such as by explaining the principles of the construction of an arch and how that developed into vaults and domes.

# CLASSICAL STUDIES

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<p><b>Paper 9274/23</b> <b>Roman Civilisation</b></p>
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## Key messages

- It is important that candidates read and follow the instructions carefully.
- Candidates should endeavour to answer the question directly.
- Candidates should select material carefully to address the question and not write down everything they know.
- Candidates should draw clear links between the material presented and the question.
- Candidates should number questions clearly and carefully.
- Candidates should make a clear distinction between the individual questions in the commentary questions.
- Candidates should follow the rubric for the paper.

## Comments on specific questions

### Section 1

#### Question 1

- (i) In most answers, candidates identified Agrippa and Julia as the parents of Gaius and Lucius Caesar.
- (ii) In most answers, candidates explained why Augustus referred to Gaius and Lucius Caesar as his sons.
- (iii) In most answers, candidates did not explain fully who the *equites* were.
- (iv) In most answers, candidates made at least one relevant point about the significance of the title *princeps iuventutis*.
- (v) In almost most answers, candidates identified Julius Caesar as Augustus's father.
- (vi) There were very few correct responses to this question about the year in which Augustus was given tribunician power for life.
- (vii) All responses to this question gave some information about the contents of the *Res Gestae*, and most identified propaganda found in the work, but answers could have been improved with specific information about the when the *Res Gestae* were written. Some answers tried to associate the *Res Gestae* with Augustus' rise to power.

#### Question 2

Most answers to this question included detailed knowledge of of the wars in question, and they were able to discuss the reasons why Octavian emerged victorious between 43 BC and 31 BC. Candidates generally ascribed the wins to Octavian's allies, and belittled his contribution. The strongest answers appreciated how he worked behind the scenes in orchestrating the victories. Some answers displayed confusion about which battle Octavian was ill for.



### Question 3

Strong answer discussed the difference between the public image projected by Augustus and magistracies that he held with the actual power he had through the *maius imperium* and the *tribunicia potestas*, as well as his use of propaganda and control of the army. Weaker answers lacked both appropriate information and analysis.

### Section 2

Answers to questions on the *Aeneid* were generally strong.

### Question 4

- (i) In most answers, candidates named Mercury as the one who appeared to tell Aeneas to leave Carthage.
- (ii) In most answers, candidates identified Rumour correctly.
- (iii) In most answers, candidates commented on the presentation of the Trojans, although some answers made the same point using different examples, which did not attract separate credit. Some answers demonstrated confusion about what the Trojans were doing and what the ants were doing.
- (iv) Most answers mentioned at least one way in which Dido had asked Anna for help.
- (v) In most answers, candidates considered Aeneas' actions, especially regarding Dido. Some answers looked at Aeneas' behaviour from both the Roman and the modern perspective, such as forgiving Aeneas for his treatment of Dido by blaming the gods. Answers could have been improved had the passage was used by candidates to support their answer. Some strong answers made a connection between Dido and Cleopatra, offering a thematic justification for the Carthage interlude, rather than Aeneas just wasting time.

### Question 5

Most answers contained discussion of a range of figures, both mortal and divine, the roles played by these figures, and assessed how helpful they were to Aeneas. Many answers addressed the contribution of the figures as being either helpful or unhelpful. More perceptive answers were able to see how characters such as Dido and Venus were both helpful and unhelpful. Those who discussed Creusa only mentioned her ghost. Many thought that Venus helped Aeneas by telling him of Jupiter's prophecy.

### Question 6

Though there were fewer responses to the question about what motivates Aeneas the most, all answers engaged with the question and considered a range of motivations for Aeneas. The most common was his mission, closely followed by his family and the gods. Generally, answers demonstrated a good understanding of the themes in the *Aeneid*. Better answers made close reference to the epic to back up their ideas.

### Section 3

### Question 7

- (i) Most answers cited two reasons mentioned by Juvenal as to why he wrote satire.
- (ii) Almost all answers included one relevant point to explain the references.
- (iii) Almost all answers identified examples of Juvenal's satiric technique and commented on them. The most common techniques mentioned were rhetorical questions, repetition and allusions, but many answers could have been improved had these features been explained more accurately.
- (iv) Most answers gave examples of the types of women mentioned by Juvenal, as well as those mentioned by name. Most answers also discussed the character traits Juvenal assigned to women.

### Question 8

Responses to the question about the success of *Satire X*, were generally very good and contained strong reference to the text of the satire.

### Question 9

Answers to the question about whether Juvenal's *Satires* are funny or not centred on the content. Answers could also have addressed the style of Juvenal's work, and the emotions they inspired.

## Section 4

### Question 10

- (i) In most answers, candidates identified the building as an amphitheatre.
- (ii) In most answers, candidates identified the building the Colosseum.
- (iii) Many answers to this question were incorrect because they suggested that the name of Colosseum referred to the size of the building.
- (iv) Most answers identified Vespasian as the emperor who chose the site of the Colosseum. Some wrongly identified that Nero had chosen the site.
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### Question 12

Most approaches to this question described a few buildings which have arches, but to achieve higher credit using this example, answers would have needed to explain how this can be seen as an achievement, such as by explaining the principles of the construction of an arch and how that developed into vaults and domes.

# CLASSICAL STUDIES

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Paper 9274/31  
Classical History: Sources and  
Evidence

## Key messages

This paper consists of two questions, and in previous years almost all students were prepared for and attempted **Question 1** on the Changing World of Athens. This year there were significantly more responses to **Question 2** though comments on that will be more limited. The two questions share an identical structure, so issues raised about **Question 1** can be related to **Question 2** in many cases.

The open-ended style of the questions on this paper places significant demand on candidates, and those who planned their essay carefully at the start were, as a rule, better able to keep their focus on the demands of the question set.

## General comments

In both sections, the essay question was the main focus, together with a passage from relevant modern scholarship and two passages drawn from the three specified authors. The majority of candidates made some use of the passages on the paper, though in some cases this involved repeating the content of individual passages, sometimes with little sense of context; better answers used these passages to help address the question. One technique used by stronger candidates was to explicitly include the one source that had not been included in the question. So in **Question 1** a large number of candidates included a paragraph on Aristophanes *Acharnians* (though not all of these were able to spell the play's name correctly, as has been noted in previous years). In many cases the use of *Acharnians* was very general and did not always show a convincing grasp of the material studied; some candidates were unclear about the events of the play and were not able to relate what they remembered to the question. However, there was some excellent use of this material, and the same can also be said for the discussions of Josephus in **Question 2**.

## Comments on specific questions

### Question 1

Many candidates were able to present sensible responses to this question about changing relationships between Athens and other Greek states. Stronger answers generally had a stronger understanding of the chronology of the period, and were able to run through some of the changes in the fifth century, though not all were able to securely date events. The contexts of both passages were sometimes identified accurately, and the Herodotus passage about the role of Athens in the Persian Wars was not always understood, some confusing the reference to Sicily with events much later in the period. Better candidates were able to discuss what had gone 'wrong' in the Delian League in Hornblower's eyes, and were able to contrast the hopefulness of the 470s BCE with the disillusion that some Greek states felt as Athens changed her relationship with her allies. The examples used of Athenian conflict here were invariably Naxos, Thasos and Carystus (treated as revolt), usually with Samos, Mytilene and Melos in some responses. Some candidates avoided giving any details of chronology, but even those who did try to date events were often unclear about Marathon, the move of the Delian treasury, and the named revolts; many candidates were able to say something about Athens and Sparta, and the best answers tracked the changes in the period effectively. A few responses provided other evidence especially from the middle years of the fifth century during the growth of Athens' Empire.

## Question 2

This question was generally understood by candidates, and there were some interesting accounts of how Roman self-interest affected their acquisition of subject states and how effectively this was managed in different contexts. The Caesar passage was often misunderstood, as candidates were unclear about the specific context, even though they could make more general points about Caesar's behaviour in response to the question. Some better answers were very good on Caesar's manipulation of this command. Tacitus was also discussed in some depth, and candidates were aware of his views on Agricola and his predecessors. Some candidates also used Josephus to good effect to show how Romans managed their control of Jewish territory.

# CLASSICAL STUDIES

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**Paper 9274/32**  
**Classical History: Sources and  
Evidence**

## Key messages

This paper consists of two questions, and in previous years almost all students were prepared for and attempted **Question 1** on the Changing World of Athens. This year there were significantly more responses to **Question 2** though comments on that will be more limited. The two questions share an identical structure, so issues raised about **Question 1** can be related to **Question 2** in many cases.

The open-ended style of the questions on this paper places significant demand on candidates, and those who planned their essay carefully at the start were, as a rule, better able to keep their focus on the demands of the question set.

## General comments

In both sections, the essay question was the main focus, together with a passage from relevant modern scholarship and two passages drawn from the three specified authors. The majority of candidates made some use of the passages on the paper, though in some cases this involved repeating the content of individual passages, sometimes with little sense of context; better answers used these passages to help address the question. One technique used by stronger candidates was to explicitly include the one source that had not been included in the question. So in **Question 1** a large number of candidates included a paragraph on Aristophanes *Acharnians* (though not all of these were able to spell the play's name correctly, as has been noted in previous years). In many cases the use of *Acharnians* was very general and did not always show a convincing grasp of the material studied; some candidates were unclear about the events of the play and were not able to relate what they remembered to the question. However, there was some excellent use of this material, and the same can also be said for the discussions of Josephus in **Question 2**.

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## Question 2

This question was generally understood by candidates, and there were some interesting accounts of how Roman self-interest affected their acquisition of subject states and how effectively this was managed in different contexts. The Caesar passage was often misunderstood, as candidates were unclear about the specific context, even though they could make more general points about Caesar's behaviour in response to the question. Some better answers were very good on Caesar's manipulation of this command. Tacitus was also discussed in some depth, and candidates were aware of his views on Agricola and his predecessors. Some candidates also used Josephus to good effect to show how Romans managed their control of Jewish territory.

# CLASSICAL STUDIES

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Paper 9274/33  
Classical History: Sources and  
Evidence

## Key messages

Although this paper consists of two questions, by far the majority of candidates were prepared for and attempted **Question 1** on the Changing World of Athens. There were significantly fewer responses to **Question 2** and so comments on that will be more limited. The two questions share an identical structure, so issues raised about **Question 1** can be related to **Question 2** in many cases.

The open-ended style of the questions on this paper places significant demand on candidates, and those who planned their essay carefully at the start were, as a rule, better able to keep their focus on the demands of the question set.

## General comments

In both sections, the essay question was the main focus, together with a passage from relevant modern scholarship and two passages drawn from the three specified authors. The majority of candidates made some use of the passages on the paper, though in some cases this involved repeating the content of individual passages, sometimes with little sense of context; better answers used these passages to help address the question. One technique used by stronger candidates was to explicitly include the one source that had not been included in the question. So in **Question 1** a large number of candidates included a paragraph on Aristophanes' *Acharnians* (though not all of these were able to spell the play's name correctly, as has been noted in previous years). In many cases the use of *Acharnians* was very general and did not always show a convincing grasp of the material studied; some candidates were unclear about the events of the play and were not able to relate what they remembered to the question. However, there was some excellent use of this material, and the same can also be said for the discussions of Josephus in **Question 2**.

## Comments on specific questions

### Question 1

Candidates generally responded well to the focus on the reliability of the sources, though this was not always matched with a consideration of Athenian achievements in this period. The two passages from ancient authors were generally included, though the Herodotus passage was not always effectively used, perhaps because it reflected a low point in Athenian fortunes after the withdrawal from Attica and the loss of the city to Xerxes; but many candidates were able to make a strong contrast with Athenian achievements during the Persian Wars and in the aftermath. The Thucydides passage was seized upon by some who wanted to argue that Thucydides' bias was a significant problem, and there were some good comparisons between the two historians. Some candidates claimed that the reference to Thucydides' 'opinion' was proof of systematic bias and so unreliability, though others saw that this explicit reference to a personal view was unusual in the wider work. There was some good use of Aristophanes' *Acharnians* and candidates sometimes acknowledged the problems of interpreting topical comedy, to the extent of dismissing the value of Aristophanes altogether. The best answers were clear about what they saw as Athenian achievements across the period, and were able to consider issues of bias and partiality in context. Some stronger candidates were able to use the later stages of the Peloponnesian War to good effect, especially Sicily and events in the period after the Sicilian disaster. Some candidates argued that all the sources were in some sense 'unreliable' but then went on to accept some aspects of the different accounts, without explaining clearly their reasons for doing so.

**Question 2**

There were very few candidate responses to this question.



# CLASSICAL STUDIES

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**Paper 9274/41**  
**Classical Literature: Sources and Evidence**

## Key messages

Candidates should:

- Back up points with selective and detailed primary evidence.
- Take the time to plan their answer.
- Avoid retelling the story.

## General comments

### Question 1

The question dealt with whether it is the characters who have done nothing to deserve their fate who make tragedy so moving. In most cases candidates showed a sound knowledge of the plays and knew the stories well. Stronger answers focused on analysing specific characters and their actions. Some responses confused the word 'fate', thinking that this must refer to something that was predestined rather than what happened to characters. The question was asking candidates to explore whether what happened to the more innocent characters in tragedy was more deserving of pity than those who had brought about their own destiny. The strongest answers focused on a range of characters from the plays. Responses that looked at minor characters in their answers tended to argue more convincingly.

Responses generally made use of the passages on the paper. The passage from *Medea* drew out some interesting ideas about whether Medea was to blame for her own actions. It was clear that some did not recognise the passage and did not realise who the 'father' referred to in the passage was. Similarly, some responses used the passage from the *Agamemnon* to examine the character of Cassandra. There were a number of answers that made no use of the passages given on the paper and this hampered them.

Responses engaged with tragic vocabulary and using terms such as *hamartia* and *peripeteia*. However, a number of responses did not fully show an understanding of the terms they were using.

Responses could have included more specific references to the plays, and avoided overly narrative answers. For example, responses showed an awareness of the sacrifice of Iphigenia by Agamemnon but few actually referenced the choral ode describing these events. There was also some confusion between events that are part of the plays and those that make up the general backstory to them.

### Question 2

As with previous years responses where time was spent planning were generally more successful, and more candidates were taking the time to do this for this series.

This question required candidates to examine whether a hero needs a crisis to show his heroic traits. To fully answer the question responses needed to define both 'crisis' and a 'hero'. The very best answers were those that looked at the difference between the way the Homeric heroes and Roman heroes responded to a crisis.

Most responses showed knowledge of the texts but few demonstrated really secure knowledge. Most answers discussed the passages provided on the paper to some degree. Few saw the heroic qualities of Odysseus in the passage from the *Odyssey* except in his raft building skills. Responses showed mixed views on the heroic qualities of Aeneas and Lausus in the second passage. Stronger answers tended to examine the heroic aspects of both characters. Stronger responses used the passage to argue that the fight gave Aeneas the chance to show his heroic abilities, 'his preeminent fighting skills'. A few responses further argued that the crisis of seeing his father in danger was what gave Lausus the motivation to fight Aeneas and thus become a hero. However, a number of responses showed confusion with the passage, saying that it was the death of Lausus that triggered Aeneas' desire to see his father in the Underworld rather than realising that that had already happened or that Aeneas was battling Turnus.

In general responses used Achilles in the *Iliad* as a third example and they showed some good general knowledge but more focus on the question would have been needed. Stronger answers included more wide-ranging examples from the epics, looking at the different crises that heroes faced at different points in the poems. A definition of crisis helped structure the argument of the essay, for example although nearly all answers recognised that Achilles' return to war was motivated by the crisis of Patroclus' death few saw the situation in the war, that led him to don Achilles armour, as a crisis.

Overall, this year responses demonstrated a less secure knowledge of the poems than in previous years and a lack of detailed knowledge made it harder for them to comprehensively answer the question.

# CLASSICAL STUDIES

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**Paper 9274/42**  
**Classical Literature – Sources and Evidence**

## Key messages

Candidates should:

- Back up points with selective and detailed primary evidence.
- Take the time to plan their answer.
- Avoid retelling the story.

## General comments

### Question 1

The question dealt with whether it is the characters who have done nothing to deserve their fate who make tragedy so moving. In most cases candidates showed a sound knowledge of the plays and knew the stories well. Stronger answers focused on analysing specific characters and their actions. Some responses confused the word 'fate', thinking that this must refer to something that was predestined rather than what happened to characters. The question was asking candidates to explore whether what happened to the more innocent characters in tragedy was more deserving of pity than those who had brought about their own destiny. The strongest answers focused on a range of characters from the plays. Responses that looked at minor characters in their answers tended to argue more convincingly.

Responses generally made use of the passages on the paper. The passage from *Medea* drew out some interesting ideas about whether Medea was to blame for her own actions. It was clear that some did not recognise the passage and did not realise who the 'father' referred to in the passage was. Similarly, some responses used the passage from the *Agamemnon* to examine the character of Cassandra. There were a number of answers that made no use of the passages given on the paper and this hampered them.

Responses engaged with tragic vocabulary and using terms such as *hamartia* and *peripeteia*. However, a number of responses did not fully show an understanding of the terms they were using.

Responses could have included more specific references to the plays, and avoided overly narrative answers. For example, responses showed an awareness of the sacrifice of Iphigenia by Agamemnon but few actually referenced the choral ode describing these events. There was also some confusion between events that are part of the plays and those that make up the general backstory to them.

### Question 2

As with previous years responses where time was spent planning were generally more successful, and more candidates were taking the time to do this for this series.

This question required candidates to examine whether a hero needs a crisis to show his heroic traits. To fully answer the question responses needed to define both 'crisis' and a 'hero'. The very best answers were those that looked at the difference between the way the Homeric heroes and Roman heroes responded to a crisis.

Most responses showed knowledge of the texts but few demonstrated really secure knowledge. Most answers discussed the passages provided on the paper to some degree. Few saw the heroic qualities of Odysseus in the passage from the *Odyssey* except in his raft building skills. Responses showed mixed views on the heroic qualities of Aeneas and Lausus in the second passage. Stronger answers tended to examine the heroic aspects of both characters. Stronger responses used the passage to argue that the fight gave Aeneas the chance to show his heroic abilities, 'his preeminent fighting skills'. A few responses further argued that the crisis of seeing his father in danger was what gave Lausus the motivation to fight Aeneas and thus become a hero. However, a number of responses showed confusion with the passage, saying that it was the death of Lausus that triggered Aeneas' desire to see his father in the Underworld rather than realising that that had already happened or that Aeneas was battling Turnus.

In general responses used Achilles in the *Iliad* as a third example and they showed some good general knowledge but more focus on the question would have been needed. Stronger answers included more wide-ranging examples from the epics, looking at the different crises that heroes faced at different points in the poems. A definition of crisis helped structure the argument of the essay, for example although nearly all answers recognised that Achilles' return to war was motivated by the crisis of Patroclus' death few saw the situation in the war, that led him to don Achilles armour, as a crisis.

Overall, this year responses demonstrated a less secure knowledge of the poems than in previous years and a lack of detailed knowledge made it harder for them to comprehensively answer the question.

# CLASSICAL STUDIES

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**Paper 9274/43**  
**Classical Literature – Sources and Evidence**

## Key messages

Candidates should:

- Take the time to plan their answer.
- Back up points with selective and detailed primary evidence.
- Make full use of the passages on the paper.

## General comments

All candidates answered **Question 2** so comments will focus on that question.

As with previous years responses where time was spent planning were generally more successful than those that did not. More candidates were taking the time to do this for this series.

This year's question regarding the nature of the epic hero was answered very well. The overwhelming majority of responses demonstrated a really excellent knowledge of the texts and an awareness of the differences between the Homeric and Roman heroes. Most showed a clear understanding of the scholarly quotation and wrote a balanced essay; looking at all three epics. The very strongest essays took a thematic approach but there were also some excellent answers that looked at each epic in turn.

Most responses made good use of the *Iliad* passage and used it to fully explore Achilles' choices and options in the *Iliad*. Many responses then picked up on the idea of heroes being 'a speaker of words and a doer of deeds' and explored how well this fitted with heroes in the *Iliad*. The level of detail shown in the responses was excellent with detailed references to specific heroes.

The *Odyssey* passage was used and most used the Mendelsohn quotation to shape their argument. Responses showed an awareness of the concept of *nostos* and made sensible contrasts with the heroes of the *Iliad*. Most also recognised that Odysseus was still in some ways a Homeric hero in his desire for *kleos*, 'my fame has reached the heavens', but his priorities were changing. Some of the best answers also considered how Telemachus fitted into the idea of a hero. Some responses did get side-tracked by the 'heroism of the domestic' and, although a fantastic idea, they needed to tie this in with the overall answer to the question.

Almost all the answers also referenced the *Aeneid* and there was excellent knowledge shown of the differences between the Roman and Homeric heroes.

Secondary literature was again used by in some answers. The majority of these responses used references that enhanced the essay.

Overall the quality of answers to this question were excellent.