



**General Certificate of Secondary Education
June 2011**

Classical Civilisation 4020

**Unit 2F: Greece and Rome: Drama and
Life**

Report on the Examination

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Unit 2F Greece and Rome: Drama and Life (40202F)

General Comments

Roman Social Life and Greek Drama were the most popular topics, with only a few candidates answering on Mycenae. There were no candidates for Roman Comedy.

Most adapted quite successfully to the new format of combined question paper/answer books. However, candidates do need to be aware of the assessment objectives and to avoid the danger of writing too much narrative in response to questions which require explanation or evaluation. This is particularly important in the structured essay questions, where there are 26 marks available in total. Candidates must remember the three assessment objectives for each part: AO1, factual detail, for the first part; AO2, explanation and understanding, for the second part; and AO3, personal response or evaluation, for the third. Some candidates limited their responses to factual detail throughout and failed to gain marks in parts (b) and (c) because of this.

Although, the examination is only one hour, few candidates seemed to have any difficulties with time management.

On the short questions, candidates should try to remember that the space given on the exam paper indicates the amount that they are expected to write. If they need to write more, they should request extra paper rather than write in the margin.

Topic A Greek Tragedy and Drama Festivals

Question 1

Parts (a) and (b) caused few problems. However, on part (c) comparatively few candidates were able to score full marks even though there were several points on the mark scheme they could have mentioned. In part (d), while it was possible for candidates to obtain full marks by explaining why they thought Medea was a fool, nearly all those candidates who went on to explain how she showed that she was not foolish clearly presented a developed argument and thereby gained three marks. Those who stated that Medea was foolish to have killed both Pelias and her own brother were given no credit as the question clearly stated 'in this play'.

Question 2:

Part (a) was straightforward, but surprisingly only 80% of candidates obtained the mark. In answer to part (b) a disappointing number of candidates failed to mention the mask as part of the actor's costume. Pleasingly, however, many others were aware of the Greek names of *himation* and *chiton*. Those candidates who mentioned items worn by comic actors were not given any credit as the question referred to the artist in the picture. Part (c) was generally answered well, although no credit was given for the mask displaying emotion. Part (d), on qualities candidates thought an actor needed, was also answered well, although no credit was given to those who stated that he needed to be able to act.

Question 3:

In part (a) many candidates were able to identify the chief priest and the judges as having special seats; only more able candidates referred to archons and the *choregoi*. Very few mentioned other officials, orphans and the ephebes. There was a significant minority that believed members of the royal family were given special seats.

Part (b) was answered particularly poorly, with comparatively few candidates being aware of many of the procedures of appointing judges.

Part (c) gave candidates the opportunity to make evaluative comments about being a member of the audience in the Dionysia. Credit was given for any aspect of the festival. Many candidates were able to make reasonable judgements about enjoying the plays and/or festival. However, some candidates still need to be made more aware of the requirement to explain why they would have liked or not liked the Dionysia, rather than merely state what they would have seen or experienced there.

Question 4

In part (a) most candidates took their evidence from the first part of the play and failed to mention later scenes. Less able candidates frequently mentioned generic tasks that any nurse or tutor might perform for those in their care, such as clothing and teaching them.

Part (b) was handled reasonably well, with a high proportion of candidates referring to scenes from the whole play. Less able candidates merely stated that Medea killed her children to hurt Jason. Those who explained how she used them to win the sympathy of Creon and Aegeus gained better marks. More astute candidates developed the idea that she not only had the children deliver the gifts to Glauce, but also used their escape from exile as the pretext to do so.

In part (c) most candidates were able to express quite strongly held views on Jason's care for his children, but fewer were able to develop fuller arguments and provide wider evidence. The most able candidates were able to present reasons for and against.

Topic B Plautus, *The Pot of Gold* and *The Brothers Menaechmus*

There were no candidates for this topic at this level.

Topic C Mycenaean Civilisation

Question 9

The shorter questions seem to have been dealt with comfortably. Parts (a), (b), and (c) saw a high number of completely correct answers. Most candidates were able to respond in part to part (d), but not as many obtained full marks. This question required understanding and candidates on the whole did not provide sufficient detail and explanation. Answers to AO2 questions need good development to access the highest marks. Part (e) was handled less successfully than had been anticipated. This question focused on the graves at Mycenae; however, several candidates went beyond Mycenae, while others provided restricted answers.

Question 10

Although a high proportion of candidates were able to give the details and explanations required for parts (b) and (c) about Linear B tablets, surprisingly fewer knew about Michael Ventris in answer to part (a).

Although a high proportion of candidates were able to identify many elements from the society that Linear B described as was required for part (d), fewer were able to evaluate these elements in order to score good marks here.

Question 11

Part (a) was handled very well, with three-quarters of candidates able to achieve full marks. Part (b), on the other hand, required reference to both Pylos and Tiryns. Those candidates who failed to do this clearly could not reach the higher marks. One obvious omission was the positioning of both sites being near the sea.

Part (c) gave candidates the opportunity to evaluate their knowledge of Mycenaean armour and weaponry, quite a popular topic in previous papers. Less able candidates merely listed the sorts of weapons a Mycenaean soldier might have had without giving their reasons for liking them. Candidates need to be encouraged to give opinions if they are to access higher levels in questions targeting AO3.

Question 12

Part (a) required two elements: the types of minerals, metals and materials that the Mycenaeans had access to, and how they used them. Those candidates who merely made a list of the materials the Mycenaeans had at their disposal could not progress beyond Level 2. However, this question was in fact done very well, with most candidates describing how the materials were used.

Part (b) gave candidates the opportunity to choose any object they had studied and to discuss its usage. Perhaps unsurprisingly, a high proportion of candidates chose either the Mask of Agamemnon or the Seige Rhyton and on the whole gained good marks.

In part (c) candidates were able to give free rein to their feelings about frescoes. The most able candidates referred to both likes and dislikes, while less able candidates failed to address both aspects of the question.

Topic D Social Life in Rome in the First Century AD

Question 13

In part (a) most candidates knew what the Vestal Virgins' main duty was, but fewer knew how many Vestal Virgins there were. Although there were plenty of possible answers to part (b) comparatively few candidates were able to obtain full marks.

In part (c) many candidates attributed to Roman priests the sorts of duties that their modern day counterparts perform. Examiners expected this to be a straightforward question, but very few completely correct answers were seen. Part (d), on the other hand, met with a greater level of success and most candidates were able to gain some credit. The most able candidates included sound evaluation in their answers and gained full marks here.

Question 14

Part (a)(i) asked for the name of the under-floor heating system and was expected to be a straightforward question. Surprisingly less than half of candidates knew the answer. Part (a)(ii) was answered much better, although candidates who answered 'slave' or 'money' were given

no credit. Similarly, in part (b), no credit was given to music by itself nor to any suggestion that the guests actually danced themselves.

In part (c) Roman fitness was a much more successful topic, and a higher proportion of candidates were able to achieve top scores. In part (d) it was possible for candidates to make use of some of their answers to part (b); however, most candidates addressed the evaluative part of the question in part (d) and gained good marks.

Question 15

In part (a) the majority of candidates were able to give a reasonable description of the theatre, although there were a few who confused it with the amphitheatre. However, fewer were able to give a full range of the types of activities that took place there.

Part (b) gave candidates the opportunity to explain why gladiators were popular. This was handled reasonably effectively, and most candidates were able to access high marks. Some surprising omissions in responses included the skill and fitness of the gladiators.

Part (c) gave candidates the opportunity to compare Roman sporting events with those of the modern day. Many were able to liken chariot racing to Formula One and gladiatorial contest to boxing and wrestling. However, fewer picked up on the broader issues such as large crowds and arenas.

Question 16

Part (a) elicited many competent responses, although there was a range of different ages given for when a Roman girl might have finished her formal education. Less able candidates limited their answers to the sorts of tasks a girl would have learnt from her mother. Credit was given to candidates who made reference to preparation for marriage at an early age.

In part (b) many candidates were able to list the disadvantages of a Roman woman's life without showing sufficient understanding to go beyond Level 2

Part (c) gave candidates the opportunity to examine the Roman educational system. Less able candidates merely listed elements of education, while the more able developed and expanded their answers. Implicit in this question was the need for an understanding of candidates' own schooling experiences.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

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