



**General Certificate of Secondary Education  
June 2011**

**Classical Civilisation 4020**

**Unit 3F: Greece and Rome: Conflict and  
Carnage**

***Report on the Examination***

Further copies of this Report on the Examination are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2011 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).  
Registered address: AQA, Devas Street, Manchester M15 6EX.

## Unit 3 Greece and Rome: Conflict and Carnage (40203F)

### General Comments

Topic D, Pompeii and Herculaneum, was by far the most popular with almost half of all candidates answering these questions. Topic B, Virgil, *Aeneid*, was the other popular topic, with only a handful of candidates being entered for Topic A, Herodotus, *The Persian Wars*, and Topic C, The Ancient Olympic Games and the Panathenaia.

Many candidates handled the new style of answer booklet and questions well. However, some wrote more than was necessary on the short questions. Candidates should be reminded that the space allocated in the answer booklet gives an indication of the length of answer expected. If candidates do run out of space they should continue on additional paper rather than writing in margins or at the bottom of the page.

In addition, there may have been a tendency for some candidates who wrote at length in the shorter questions to leave too little time to answer the structured essay questions properly.

Candidates also need to be clear that the three parts of the structured essay questions target separately the three assessment objectives, and that it is unlikely that a considerable amount of information used in one answer will get much credit in another unless candidates meet the requirement, for example, to give a personal response rather than simply identify facts. Some candidates revealed a tendency to write narrative for all parts of the question rather than address the needs of the assessment objectives. This was especially true of the second part targeting AO2. Most candidates seem to be aware of the need to make a personal response in the third part targeting AO3.

### Topic A Herodotus, *The Persian Wars*

#### Question 1

No candidates correctly identified Damaratus in part (a)(i). Most failed to score in part (a)(ii) as they provided what he said rather than explaining why he advised Xerxes. Candidates answering 1(b) did not know that Damaratus says different things about the Spartans as individuals and when they fight collectively and points taken from and after the passage would not be rewarded. Part (c) was handled a little better, but usually only one point was made. There was a useful range of ideas for part (d), but little specific reference to the size of the two forces, the Spartans' freedom of choice or the dreams of the Persians.

#### Question 2

Few knew both parts of (a); while several identified Sparta, Themistocles was a common error. Most knew part (b), although a few gave Salamis as the answer. In part (c) no-one correctly identified the unpopularity of the Athenians. Only a few candidates knew how triremes were used, while in part (e) candidates wrote Level 1 answers by saying that they either simply believed Herodotus or that they did not believe him as the Greeks knew that they had to defend themselves on land and sea.

### Question 3

Many answers to part (a) scored half marks as there was little specific knowledge and no-one named Ephialtes or the Phocians. Some answers were based on the film *300*, which is misleading here.

Part (b) proved difficult for candidates, who failed to explain the reasons provided by Herodotus. Answers tended to focus on the Spartans rather than also include the choice of Thermopylae.

In answering part (c) candidates provided some knowledge about the Spartans remaining at the pass. However, candidates did not know how the Spartans fought tactically and ferociously, or chose to deal with Dieneces' comment or the Spartans' preparations for battle.

### Question 4

Question 4 was handled better than Question 3.

Answers to part (a) varied in the level of detail known. Better answers dealt with Persian expansion and Xerxes' desire to avenge and outdo Darius.

Answers to part (b) tended to deal with the relative numbers in the armies and that Mardonius was mistaken about the Greek resolve and willingness to co-operate.

In part (c) most candidates commented on a few of Xerxes' actions with little specific detail. Good scores were possible with comments on a few examples and there was not a need for balanced discussion.

## Topic B Virgil, *Aeneid*

### Question 5

Part (a) caused some difficulty for candidates who misidentified Aeolus. As a result there were references in part (ii) to Dido, Odysseus and the bag of winds, and Aeneas being helped to Africa. Part (b) was well done, with most candidates focusing on the idea of an honourable death in battle at Troy with a burial. There was some misidentification of Neptune in part (c) but most could give at least one way in which he ended the storm. Some candidates believed that Neptune saw the ships safely to shore rather than simply dislodging some of them with his trident. In part (d) there was a good range of points made on the positive side, but few commented on negative aspects. Most candidates avoided the trap of being descriptive and not directly answering the question, but there was a requirement to keep the discussion relevant to Book 1.

### Question 6

While most candidates correctly identified Dido in part (a)(i), part (ii) saw many mistake Diana for Juno, Venus or Athene. In part (b) many candidates mentioned the meeting in the cave, but this was not allowed as it was not Aeneas' intention and there is a slight delay as Virgil describes some hunting taking place. Archery was also disallowed. Part (c) proved to be a challenging question: many candidates wrote general responses focusing on Aeneas' and Apollo's power, leadership and looks and Aeneas' suitability to be the founder of the Roman people. Better answers made direct comparisons between the god and Aeneas with reference to their skills and qualities as seen in the text and knowledge of the god's roles. Many candidates correctly understood the significance of the weather, the cave and Virgil's personal comment in part (d). Part (e) was answered well, with many candidates scoring full marks. Some lost a mark for offering sound opinion without specific supporting evidence.

### **Question 7**

There was some good detail in the answers to part (a), particularly on the horse, the men inside and the role of Sinon outside Troy. Less well covered was the retreat of the fleet to Tenedos, and the opening of the gates of Troy by those concealed inside the horse.

Answers to part (b) used a good range of knowledge, but this was not often brought together by an individual candidate.

In part (c) the death of Priam was the most frequently discussed. There was some discussion of Virgil's use of imagery. The best answers maintained a good varied range of supporting detail. Some answers strayed from the scope of the question by referring to Laocoon and events outside Troy. The better answers chose to discuss people inside Troy and explained why the candidate felt sympathy for them. Candidates need to be aware that, if they find themselves repeating large sections of material in the three parts of the structured essays, then they may have misunderstood the requirements of at least one part.

### **Question 8**

Answers to part (a) often contained some vague references to hospitality received by the Trojans. Better answers showed awareness of the willingness to search for Aeneas, and that Dido offered to help the Trojans repair their ships.

On the whole, answers to part (b) displayed some straightforward understanding of the goddess' role making Cupid cause Dido to fall in love with Aeneas, working with Juno on the 'marriage' and bringing Aeneas to Carthage with an enhanced appearance.

Answers to part (c) contained some balanced views of Venus as a mother. Better answers were more consistent with their application of specific evidence from the text.

## **Topic C The Ancient Olympic Games and the Panathenaia**

### **Question 9**

Part (a) was answered correctly by the majority of candidates, although some spellings came close to being disallowed: if in doubt it is better to avoid the Greek term. A few thought it was a Panathenaic dance. The majority scored a mark in part (b), and again candidates lost marks by trying unsuccessfully to use Greek terms. Part (c) also saw many candidates lose a mark by failing to explain clearly as required by AO2. In part (d), while most recognised the torch race from the Panathenaia, the explanation that the torch needed to be alight at the end of the race proved more difficult. Answers to part (e) contained a good range of comparisons between the ancient and modern games and some answers contained personal response and reference to aspects of the games, but many lacked the good development (clear personal response or a range of good detail) needed for 3 marks.

### **Question 10**

The statue of Zeus was easily recognised in part (a), but the materials used for his skin and clothing in (b) were not. Answers to part (c) were variable: there was rather generalised coverage of the differences in use of facilities inside and outside the Altis. Part (d) elicited some good references to religious events (processions, sacrifices, swearing of oaths and victory presentations) and the best answers provided range along with positive and/or negative emotional responses.

### **Question 11**

As the material for this question was new to the specification, candidates were not as familiar with the material as they were for Question 12.

Part (a) produced some generalised comments with some knowledge of the individual named groups. However, there was some confusion with elements of the Olympic procession.

Answers to part (b) displayed some awareness of basic differences between the processions although the same confusion crept into this question as well. The important points that competitors and judges processed from training at Elis to competition at Olympia, and that the Great Panathenaic procession remained in Athens for Athenians, were missed by candidates and would have produced much better scores.

Answers to (c) tended to respond to a limited range of knowledge of what would be exciting to see: the religious procession and sacrifices, the various competitions including events peculiar to the Panathenaia, and the great buildings of Athens were all available for comment.

### **Question 12**

Unsurprisingly boxing was the better described of the two events in part (a), but candidates answered this question well.

Candidates also answered part (b) very nicely, with all scoring at least 2 marks. Most concentrated on the oaths and preventing cheating, while the length of time training in Elis was less well known.

Answers to part (c) were less well done than part (b). Personal response was rather generalised without a clear focus on specific facilities and how the competitors would have used them. This meant that most answers were awarded 1 or 2 marks. Candidates might have referred, for example, to the running tracks in the gymnasium which were the same length as the stadium and also to its colonnade for sheltered practice.

## **Topic D Pompeii and Herculaneum**

### **Question 13**

While many candidates correctly identified the palaestra in part (a)(i), most found it difficult to score 2 marks for part (ii): explanation of the requirement for space for many people to exercise, or for specific activities that required space such as bowling on the alley, or for lots of people doing lots of things simultaneously, proved more challenging. Most candidates were able to explain some aspect of the fundamentals of the hypocaust system or the method of heating the water used in the baths. However, there was much confusion of the two systems and this prevented many from scoring 2 marks. Part (c) produced some good answers, but many scored only one mark: there were some suggestions here of seating for customers. Part (d) produced some good answers, with plenty of personal response and some awareness of specific archaeological evidence to support candidates' views. However, some candidates misidentified the room as part of the bathing complex and so lost marks in parts (c) and (d).

### **Question 14**

The best answers to part (a) simply identified two features of this well known painting, such as the arena wall and the external staircases. Some candidates tried to explain other features and, while this usually scored marks, it was not possible to credit features not visible in the painting. Although most candidates identified the riot ('battle' or 'rebellion' was not allowed) in part (b)(i),

the majority were unable to identify Nuceria in part (ii): Stabiae and Herculaneum were commonly suggested. In answering part (c) most candidates scored by explaining the difference in scale between the theatres. Some candidates were not helped by mistaking the large theatre for the amphitheatre, while others were unclear about the roofing arrangements of each: there is evidence for awning masts in the large theatre, and the square plan of the Odeon that truncates the D-shaped seating area indicates the ability to roof this building, along with the inscription which records the building of a roofed theatre. Better answers to part (d) compared the quantities of material remains showing support for each type of entertainment as well as the seating capacities of each structure. Good answers demonstrated the popularity of theatrical shows with little or no reference to the amphitheatre. Many candidates failed to score full marks as their answers were sometimes focused on the survival of theatrical masks and costumes rather than their frequent depiction in mosaics, painting and sculpture.

### Question 15

Answers to part (a) tended to describe in general terms the features of the *atrium* and *tablinum* without a great deal of specific knowledge from the specified houses. As a result most candidates did not score more than 2 marks. Knowing a few good examples to illustrate a handful of points would have produced a Level 3 answer very quickly.

Answers to (b) displayed a better understanding of security measures that were employed. They frequently covered small high windows, locks, bars and props, strongboxes and 'cave canem' mosaics implying the use of guard dogs. It is important to make sure that evidence quoted is archaeological and from Pompeii and Herculaneum to avoid cross-over with Unit 2's Roman Social Life topic.

Part (c) answers contained a range of candidates' personal views. Good answers made reference to specific features in the designated houses, but there was some confusion over the layout of suburban villas. The best answers made sure that the personal response was linked to specific evidence and covered a reasonable range of a handful of points.

### Question 16

Part (a) expected candidates to refer to the typical pediment, columns, podium and steps, and external altar of Roman temples. Unexpectedly this was seen a little more often here than on Tier H. The temples of Apollo and Jupiter were known reasonably well, but the temple of Isis is too far from the forum to be creditworthy. The temple of the Lares is probably the most difficult to get right and caused difficulty for some candidates.

While candidates were aware of a good range of activities that took place in the forum in part (b), they were expected to refer to the archaeological remains in their explanations. Many candidates were unable to refer to some specific parts of the forum and found it difficult to get beyond 2 marks. Some candidates were not helped by referring to religious activities which lay outside the scope of the question.

Answers to part (c) had a tendency to cover the same material as those for part (b) rather than focus on what made the forum an attractive place. There was some good personal response to the imposing temple of Jupiter, the white colonnade and buildings such as the basilica and the Eumachia building, but many could only make general statements with little reference to the impressive features of the forum. Again, there was a tendency for candidates to move away from the forum and discuss bars, etc. Some candidates also believed that the forum was grassed as presented to the modern visitor for some years.

**Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the Results statistics page of the AQA Website.

UMS conversion calculator [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)