



**General Certificate of Secondary Education  
June 2012**

**Classical Civilisation 4020**

**Unit 1F: Greece and Rome: Stories and  
Histories**

***Report on the Examination***

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## Unit 1F Greece and Rome: Stories and Histories (40201F)

### General Comments

Once again the most popular topic by far was Topic A the Odyssey followed by Topic C, Athens and Sparta. There were no entries on this tier for Topic B and very few indeed for Topic D. The paper differentiated students very well.

### Topic A Homer, *Odyssey*

The majority of students correctly identified Calypso in Question 1(a) although a few guessed it was Athene. In Question 1(b) most mentioned Zeus sending Hermes and a lot of those students knew it was at Athene's instigation but very few explained why Calypso felt obliged to obey Zeus or knew that Athene said it was Odysseus' destiny to reach Ithaca.

There were many good answers to Question 1(c) although some students lost a mark by being too generalised and saying Calypso gave Odysseus materials to build a boat or that she helped him or offered instructions. Over half of the students scored both marks on this question.

However Question 1(d) proved difficult and there were a lot of answers claiming Odysseus made Calypso sleep with him. Question 1(e) was well answered with over 90% scoring at least one mark.

Some students thought Odysseus' gift had been the name 'Nobody' in Question 2a(i) and then tried to use the information needed in Question 2(b) in 2a(ii) but the majority of them knew the correct answers. Centres need to be aware that Questions like 2(b) are AO2 and students who write pure narrative (AO1) will not score full marks. They had to explain the result of the Cyclops telling his brothers 'Nobody' had blinded him. Students entered for this Tier handled this question very pleasingly. Virtually all students knew that Odysseus had blinded the Cyclops in Question 2(c) but quite a few failed to score the second mark as they wrote about the men sharpening and hardening the stick, which they had done previously. As on the higher tier there were plenty of well considered answers to Question 2(d) but some students fell into the trap of writing narrative and ignored the question while others decided to answer a question about whether the reader could sympathise with the Cyclops.

Answers to Question 3(a) were disappointing and students lacked knowledge about the behaviour of Odysseus' crew. However, unlike on the higher tier, students coped much better with the AO2 question 3(b) and there were some good explanations on the more unpleasant side of Eurylochus' behaviour. Question 3(c) was also well answered and there was plenty of personal response here. Students were much better when dealing with Circe in Question 4(a) and 20% of the entry scored all four marks. In Question 4(b) many lost marks because they simply wrote narrative and didn't really address the question which required them to say how Athene's actions helped Odysseus. Students clearly enjoyed Question 4(c) and on this tier they are more prepared to express their own opinions. Many thought Nausicaa a little too good to be true and found her quite irritating!

## **Topic B Livy, *Stories of Rome***

No entries

## **Topic C Athens and Sparta**

Question 9 (a) is an excellent example of students failing to score well on an AO2 question because they simply write narrative (AO1). Many answers simply listed what an Athenian girl was taught without saying when/why she would need such skills in the future. There was plenty of knowledge known about the lives of females in Athens and Sparta for Questions 9(b) and 9(d) but the key words were girls and women and the information had to be relevant to the age mentioned in the question. Question 9(c)(i) was very well answered but the vast majority of students failed to score the mark for Question 9(c)(ii). In Question 9(d) students were expected to write about the good and bad aspects for full marks and students performed well on this question and there were plenty of well thought out answers.

Question 10(a) was very well answered but in Question 10(b) it was evident that many students did not know what the *symposiarch* (president) did and wrote about the host of the dinner party. Answers to Question 10(c) were better than those on Tier H and students seemed far more able to identify the crafts needed to produce food, wine and furniture. Question 10(d) elicited plenty of personal response and was a delight to mark. It was very rare for a student not to score at least one mark on this question.

Answers to Question 11(a) were very disappointing and it was evident that students knew very little about the sophists. Answers to Question 11(b) were infinitely better and no one failed to score here. There were some very pleasing answers which showed careful thought. Students were also more than willing to express their preferences about which type of school they would prefer in Question 11(c) with the vast majority appreciating what their modern school offered them. Unlike in Question 11(a) there was plenty of knowledge about the appearance of a Spartan hoplite but some students failed to mention protective clothing and wrote only about weapons. Answers to Question 12(b) were patchy and, while there were some good explanations, the range required for a top mark was often missing. But, as expected, students found Question 12(c) far more to their liking and produced some very entertaining and well considered answers.

## **Topic D History of Roman Britain**

There were very few entries for this topic and so remarks are very generalised.

The answer to Question 13(a)(i) was known by half of the students but they found Question 13(a)(ii) more difficult. However they performed better than the Tier H entry on Question 13(b). Students were on much more solid ground in Question 10(c) but Question 10(d) found them wanting as they didn't seem to know who Cogidubnus was.

Students failed to score on Questions 14(a) and 14(b) but there were some good answers to Question 14(c) and 14(d) with 75% scoring at least two marks on both questions.

As on Tier H, it was very evident that students who offered this Topic had very little knowledge about the battles in early Roman Britain and little was known about the battle of the Medway in Question 15(a). In Question 15(b) students generally knew that Cartimandua had handed Caratacus over to the Romans but they did not seem able to explain why they did not kill him. However they wrote very convincingly in Question 15(c) about whether they considered Caratacus a hero or not. As on Tier H, students knew about Agricola's reforms (Question 16(a))

but found it difficult to evaluate his success in Question 16(b) and ignored the fact that Question 16(c) was focused on Agricola's military ability and not on him as a person.

### **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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