



**General Certificate of Secondary Education
June 2012**

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 a few students dealing with Mycenae and Roman Comedy.

The format of the examination seems to have bedded down quite successfully now and students had few difficulties with the mechanics of dealing with the paper.

There did seem to be more cases of students needing to use additional sheets for essay questions, which on the whole is surprising, given the amount of space supplied on the exam paper. **However on the short questions, students should try to remember that the space given on the examination paper indicates the amount that they are expected to write and if they do need to write more, they should request extra paper rather than write in the margin.** It is good to note that in this regard more students followed the advice given last year.

Last year's advice that students must be aware of the Assessment Objectives and avoid the danger of writing too much narrative and insufficient evaluation or explanation seems to have been heeded, but there is still some way to go; it was noted that in particular some students have difficulties with the AO2 objectives.

It is worth repeating and re-enforcing the importance of the structured essays, where there are 26 marks on offer. **Students must remember the three Assessment Objectives for each part; AO1, factual detail, for the first question, AO2, explanation and understanding, for the second question and AO3, personal response or evaluation, for the third question.** Students, who limit their responses to factual detail and no more, fail to achieve higher marks.

Few students seemed to have any difficulties with time management; in fact the examiners were often surprised how much some students could write within the time frame.

Topic A Greek Tragedy and Drama Festivals

Question 1

Question (a) was on the whole answered quite confidently and it wasn't too difficult to obtain both marks, but it was necessary to mention that Jason had left Medea and his children **and** that it was for another woman to achieve the marks. Question (b) again was handled comfortably although there were some students who mistook the time-frame and answered that Creon's new decision was to allow Medea to stay one day longer. To obtain both marks it was necessary to refer to Medea's banishment **and** that of her children **or** that he was going to banish her immediately.

Question (c) required an AO2 response and there was enough on the mark scheme for students to achieve full marks. In Question (d) it was possible for students to obtain full marks by explaining why they thought Medea was right to punish Jason provided they presented a developed argument. The other side of the argument was also credited, provided the students offered some evidence to support their viewpoint.

Question 2:

Questions (a) and (b) with most students obtained full marks. Question (c) was reasonably successfully answered, but quite a few students didn't respond to the emboldened 'and' and therefore only obtained one of the marks. Question (d) was not dealt with quite as successfully, with fewer students appreciating the reasons for the divisions of the seating in terms of Athenian tribes. No credit was given for attributing wealth alone for having front row seats. Question (e) provided students with the opportunity to show their appreciation for the role of the chorus. This question produced adequate responses, but relatively few students obtained full marks.

Question 3:

In question (a) many students were able to identify some of the details about processions but few provided extended details. Similarly responses to question (b) tended to be limited to the initial role of the Chief Archon without sufficient reference to the later parts he played in the festival. Those students who fully appreciated the role of the Choregus made strong headway with Question (c); however, there were many who believed that the Choregus had an acting role in the plays, as the Leader of the Chorus.

Question 4

In Question (a) most students described the death of Glauce in quite good detail. Question (b) was handled reasonably well with a high proportion of students displaying good understanding of Medea's motives for killing her children. In question (c) weaker students gave limited argument and evidence to support their responses. Stronger students were able to show how it was not difficult to score full marks by providing more extended and developed argument.

It would be fair to say that for the second year students found the questions on Medea much more accessible than those on Greek Theatre.

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

Question 5:

Most of the short questions posed few difficulties for those who knew the play, although a surprisingly high number of students did not know where Euclio first met the slave. For Question (d) most students were able to explain quite effectively how the slave obtained the gold; the mark scheme provided a great deal of scope. Similarly strong students gave good assessments of the character of the slave with sound reasons and full argument. Weaker ones gave less detail and argument.

Question 6:

The short questions on *The Brothers Menaechmus* were not handled quite as successfully as those on the *Pot of Gold*, a reversal of last year's responses.

While most knew that it was Erotium's house that Messenio was about to knock at, there were many who believed it was that of Menaechmus – clearly showing a lack of knowledge of the play. The mark scheme provided sufficient opportunity for full marks for Question (b)(i) but while many obtained one mark, comparatively few achieved both marks. Likewise there was some confusion about the name of the character referred to in (b)(ii). Comparatively few students obtained full marks on question (c), mainly through lack of sufficient detail. Question (d) showed a better range of knowledge but in several cases there was insufficient lack of AO3 to justify full marks.

Question 7:

Question (a) provided students with good opportunities to show sound knowledge of the two of the main characters in the Pot of Gold and most students found little difficulty in dealing with this question. Question (b) required knowledge and understanding of the character and role of Megadorus in the play; weaker students merely stated what Megadorus did throughout the play without showing the requirements for AO2. Question (c) required an assessment of Euclio's character throughout the play and a value judgement to justify his enjoying the happy ending that the other characters experienced. Better students presented a balanced response with supporting evidence.

Question 8:

Question (a) required good particular knowledge for full marks; most students were able to provide a certain level of knowledge, but few obtained full marks. Question (b) was centred on the effect the theft of the gown of Menaechmus's wife had on the play. Again students were able to describe what happened to the gown but were less able to explain the reasons for the trouble it caused. In question(c) students were able to make some response as to whether they liked or didn't like the female characters in Brothers Menaechmus, but on the whole more depth was required and few students achieved top marks.

Topic C Mycenaean Civilisation

Question 9

The shorter questions were generally dealt with very well with (a)(i), (a)(ii), (b) and (c), producing a high number of completely correct answers. Most students were able to handle some features of question (d), but comparatively few achieved full marks. Similar to last year this question required more explanation and understanding and while the mark scheme does offer the opportunity for high scores, students on the whole did not provide sufficient detail and explanation for full marks. AO2 answers need good development to access the highest mark. Question (e) gave students the opportunity to choose their own most impressive feature of the site at Mycenae. Stronger students were able to provide full and comprehensive responses, but many did not take the opportunity to expand the reasons for their choices.

Question 10:

Most students were able to deal comfortably with both of the AO1 Questions, (a) and (b). Similarly question (c) was well within the scope of most students with a high proportion obtaining full marks. Question (d) also gave those students who had prepared well the opportunity to present their appreciation of how warlike the Mycenaeans were. As elsewhere those students who provided reasons to support their argument achieved high marks.

Question 11:

Question (a) was straightforward and handled with confidence with a high proportion of students able to achieve full marks.

Question (b) was not dealt with as effectively with fewer students providing sufficient argument and evidence for full marks.

Question (c) gave students the opportunity to express their opinions about Schliemann. Stronger students were able to produce a full and balanced range of argument, while weaker ones merely made one point and often under-developed. Students need to be encouraged to give reasons if they are to access higher levels.

Question 12:

Only a few students were able to access the top level.

In Question (b), as often seems to be the case with AO2 responses, many students were able to give details but failed to provide sufficient explanation; so while items were often referred to, all too often the reason for their presence wasn't explained clearly enough.

On the whole there was insufficient detail mentioned in students' responses to question (c) and therefore many supplied thin arguments to this question.

Topic D Social Life in Rome in the First Century AD

Question 13

In Questions (a) and (b) a majority of students displayed fine knowledge of the relationship between patron and client and there were a high proportion with full marks. Strangely, a comparatively small number were aware of the number of guests at a Roman dinner party for question (c). On the other hand, question (d) elicited very good AO2 responses from a high proportion. Clearly patrons and clients is a topic well taught, or perhaps well-learnt, as the evaluative responses for question (e) were on the whole well presented with a high proportion of students obtaining full marks.

Question 14:

Question (a) seemed to have caused difficulties. The answer expected was a Roman citizen, but several particular types of citizen, such as Senator and Equestrian, were given. All were accepted, but 'man' without reference to his nationality was not credited.

On the other hand parts (i) and (ii) of question (b) provided few problems for students. However, many students seemed to have difficulties in question (b)(iii) on the difference between a boy's toga and a man's toga.

Question (c) was on the whole dealt with quite confidently and three-quarters obtained full marks.

Question (d) likewise was handled quite competently; however, those students who referred to private dinner parties and attendance at the baths as public entertainment were not given any credit.

Question 15:

In Question (a) the majority of students were able to give some reasonable description of how a bride appeared on her wedding day, but more often than not more details were needed for full marks.

Question (b) gave students the opportunity to explain the differences between Roman and modern weddings. It was clear that all students were able to make some comparisons, but to achieve higher levels more details needed to be given and it was surprising that more responses did not develop a wide range of ideas.

As Question (c) is a frequent visitor to this topic, it was not surprising that many students were able to deal with it with some confidence and provide a reasonable range of responses and reach high levels.

Question 16:

Question (a) produced many competent responses, although there was a danger that weaker students merely listed the jobs of a slave. More than a list was required to develop the point of the importance of the job and this is how stronger students acquired their marks.

In Question (b) those students who went beyond listing the means by which a slave became a slave and who developed some measure of understanding of the position of slaves were those who obtained the higher levels of marks.

Question (c) gave students the opportunity to examine advantages and disadvantages of being a slave in Rome. It gave students a good opportunity to evaluate the lives of slaves, again a topic, which is not uncommon; those who gave a balanced response attained the higher levels. Weaker students did not develop points or provide sufficient information.

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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