



**General Certificate of Secondary Education
June 2012**

Classical Civilisation 4020

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

Report on the Examination

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

General Comments

Topic B (Virgil, *Aeneid*) was slightly more popular than Topic D (Pompeii and Herculaneum). Topic A (Herodotus, The Persian Wars) and Topic C (The Ancient Olympic Games and the Panathenaia) had around a quarter of the entries of the other two topics. There appeared to be few problems with students running out of time, but many still wrote more than was necessary for the short questions. Students still found questions addressing AO2 the most challenging (particularly apparent in the essay questions), with factual information rather than explanation still evident in many cases. The need for personal response to relevant evidence in AO3 questions also still provides some difficulty for students.

Topic A Herodotus, *The Persian Wars*

Question 1(b)(i) was answered much better than 1(a) where a range of gods and mortals were offered. There were no answers to 1(b)(ii). In 1(c) no-one picked up on the reference to 'the death of mother's sons' in the passage and the reference to 'blessed island' was poorly handled. There was some knowledge of providing a better defence for Athens and Themistocles being persuasive in 1(d).

Question 2 proved to be more challenging with only a single student identifying Salamis in 2(a). Furthermore only one student showed good knowledge of Artemisia's participation in the discussion before Salamis for 2(b), and there was little knowledge of her actions being witnessed in 2(d). 2(c) tended to reveal a lack of knowledge about the fighting of this battle or its coverage in the text. However personal response to 2(e) was a little better with some understanding of the Ionians' dilemma.

Essay 3(a) produced some generalised comments about Leonidas' bravery but there was little on the prophecy and sending most of the other Greek contingents back. 3(b) revealed some understanding of the state of those left to defend the Acropolis and the Persians burning the 'wooden wall'. 3(c) produced some generalised answers about Damaratus going over to the Persians, but this question was not well done and there were examples of mistaken identity: he is readily accused of revealing the path by which the Persians outflank Leonidas.

Essay 4(a) was done better than 3(a). Unsurprisingly 4(b) proved more challenging than 3(b): knowledge of the detail of the sea battles tends not to be good. Better answers showed understanding of the limited space, Greek tactics and the disastrous Persian attempt to round Euboea. Answers to 4(c) were significantly better than 3(c) with coverage of the use of silver, interpretation of the oracle, the lie to Xerxes before Salamis, possible corruption and his battle tactics.

Topic B Virgil, *Aeneid*

Question 5(a) was answered reasonably well, but there was some confusion with Sinon. 5(b) was done very well. 5(c)(i) required the throwing of a spear, but there was a great deal of sacrificing of cows and burning of the horse. 5(c)(ii) like (i) was handled well enough with plenty of references to Greeks hidden inside. Mistakes tended to follow from those made in (i). The AO2 focus of 5(d) led to many answers offering unconnected points rather than the explanation that Laocoon was thought to have been killed by snakes as punishment for harming a gift for a goddess with his spear. 5(e) had a tendency in some to elicit descriptive answers but the best selected adjectives to describe Sinon and justify these with clear reference to the text. There were some students who believed that Sinon's story was completely truthful.

Question 6(a) produced a wide range of suggestions including Hector, Sychaeus and Dido. 'Aeneas' father' did not name Anchises and some spelling moved too close to Achates to be credited. Few answers to 6(b) recognised that he was inspecting souls: most suggested that he was merely sitting waiting for Aeneas to arrive, or that he was unable to cross the Styx. 6(c)(i) was better with over half of the students scoring two or three marks. 6(c)(ii) proved difficult with over half unable to name one of the individuals named in the text. 6(d) was similar to (c)(i), with some students writing very generalised responses with little or no reference to who was found in Elysium and what they were doing.

Question 7(a) produced many references to Rome, Romulus and Caesar which unfortunately were not relevant here. The important numbers 3 and 30 were known however. 7(b) produced a range of depth of answers but there was confusion with Hector and some thought that Creusa was a man. 7(c) provided opportunity for students to write about a range of points but they should aim to make individual points quickly and provide greater range. Some wrote at length about single points. Answers to 8(a) showed better knowledge than 7(a) but focussed on Charon and the bough, but with suggestions that the ferryman was given it. 8(b) was better with sound awareness of Carthage being Juno's favourite city and while the beauty contest was known, several had Aeneas in place of Paris. 8(c) was the best of these three parts with some good developed answers blaming either Anna or a range of other characters.

Topic C The Ancient Olympic Games and the Panathenaia

Answers to 9(a) demonstrated a need for clarity in expression: it was best to provide both sides of the comparison. The *apobates* race, 9(b), was not well known. Most students scored one or two marks in 9(c) with some showing good knowledge of the Zanes. Question 9(d) was done well by some students who showed clear understanding and a range of supporting evidence. Similarly 9(e) saw a greater number of sound answers with clear understanding of the dangers of chariot-driving.

While most students identified one of Homer's epic poems for 10(a)(i), a large number did not understand the idea of authoritative versions being written down for the first time to facilitate judging of the contest (10(a)(ii)). The appearance of the distinctive Athenian events in 10(b)(i) and (ii) caused problems for many, especially in explaining that the Athenians would want to display their prowess to visitors from other Greek states. There does seem to be some confusion about the events contested in the Panathenaic Games: while the focus in short questions has tended to be on the differences between events held in the two locations, the events routinely contested at Olympia were also to be seen in Athens and so could be used in 10(b)(ii) and 10(c). Despite this, there were enough specific references to events for half the students to score well in 10(c) in both agreeing and disagreeing with the question.

In question 11(a) the long jump was known best while there was confusion over the use of a target in the javelin. The best answers to 11(b) offered sound comparisons between ancient and modern boxing with half scoring three marks. There was a tendency to write generalised answers in 11(c) where most scored two marks or less. 12(a) allowed students to show greater knowledge of the athletes' preparations with references to diet, trainers and the Hellanodikai. 12(b) was also more successfully completed than 11(b) with references to temples, sacred trees, oaths and racing towards Zeus' temple. Some were held back from full marks by a lack of clear explanation in an AO2 question. 12(c) revealed a continuing confusion between the different prizes awarded at the two games, but there was some pleasing understanding and response to the less tangible rewards offered to Olympic victors.

Topic D Pompeii and Herculaneum

13(a) demonstrated that many students were aware of the names of the spaces along the central axis of Pompeian houses. However there were references to toilets, kitchens and the *fauces*, with consequential errors. 13(b) and (c) had as their focus the layout of houses and those who wrote about decoration and furnishing did not score marks. Quite a large number failed to score in 13(b) and this may be due to a lack of awareness of the significant features of the designated houses on the specification. The House of the Faun's double *atria* and peristyle gardens, along with it occupying a whole insula stand out (along with its conservative First Style wall painting, but exquisite and presumably very expensive polychrome mosaics floors). On the other hand the House of the Tragic Poet's owners presumably had to display their wealth in a relatively modest house by elaborate redecoration shortly before AD79: perhaps they were unable or unwilling to expand the house as the owners of the House of Menander had apparently done. Such awareness of the preference of owners or limiting factors was the hallmark of a very good answer to 13(c), while those scoring a single mark might have merely commented on the relative wealth of different owners and needed some specific examples. 13(d) tended to be answered well with excellent answers commenting on the relative merits of each type of house with specific reference to farms, country views, access to the specific activities of the forum, examples of lively street scenes etc.

Question 14(a)(i) produced a variety of answers: those showing solid knowledge of the shutters closing and locking method, and others with more general awareness of shutters, bars and locks. 14(a)(ii) shifted attention to houses and this was sometimes missed, or there was confusion between the similarities (locking bars) and differences (e.g. heavy double leaved doors rather than shutters) between houses and shops. The question also required archaeological evidence to be provided (casts or representations on mosaics of guard dogs rather than just the dogs themselves) as this marks the difference between this topic and Unit 2's Social Life in Rome in the First Century AD. Again specific archaeological evidence was required for 14(b)(i) so references to wall paintings needed to show awareness of the depiction of fulling processes. Some suggested the finding of organic material that would not survive in Pompeii. 14(b)(ii) saw many students scoring at least one mark, with nearly half explaining the process and what it was meant to achieve. 14(c) produced some of the best answers with some very clear personal responses to the drudgery and health hazards of working with some unpleasant chemicals and heavy, wet cloth.

Answers to 15(a) were best in dealing with the aqueduct once it had arrived at the city wall. There were surprisingly few references to the use of cisterns under the *impluvium* (N.B. the excellent example in the House of the Wooden Partition). The use of the River Sarno and wells was least well known. As expected, there was some good knowledge of the evidence from the streets of Pompeii and Herculaneum in 15(b) but only limited awareness of the difference in presence of proper drains and use of stepping stones. There was a tendency towards

description and a drift away from focussing on pedestrians. 15(c) showed again some very nice personal response in the better answers but only these referred to specific evidence found in the streets. There were too many generalised answers that meant a high proportion scored only one mark.

Answers to 16(a) showed an awareness of recent BBC documentaries in some cases. However the majority of answers were generalised and lacked knowledge of specific examples of casts or skeletal remains. There was confusion over the different effects the eruption had on people in the two cities. 16(b) was well done by many with plenty of detail. However there were also some lapses in the chronology and geography of the letter and some confusion between the two Plinies. 16(c) proved challenging to students, as they didn't know the appropriate letter well enough. The best answers showed knowledge of the specific content of the second letter and provided a variety of emotional responses to each detail.

Mark Ranges and Award of Grades

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