

GCSE (9-1)

Examiners' report

CLASSICAL CIVILISATION

J199

For first teaching in 2017

J199/12 Summer 2022 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers are also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 12 series overview

J199/12 (Women in the Ancient World) is one of two thematic studies for GCSE Classical Civilisation. This component focuses on the lives of women in ancient Greece and Rome. To do well on this paper, candidates need to show knowledge and understanding of the roles and portrayal of life as a woman in these societies and be able to analyse a variety of source material.

Candidates showed an impressive knowledge of the lives of Greek and Roman women and were able to provide perceptive arguments. Many candidates showed a very close familiarity with the Bloomsbury textbook, but it was even more pleasing to see plenty of knowledge and analysis that did not come from this source; teachers had clearly done more than teach to the textbook. While it wasn't essential to do this to score high marks, those who included accurate and more unusual knowledge, such as knowledge of Medea in Apollonius, coins of Cleopatra or the power wielded by Agrippina the Younger were suitably rewarded. However, there were more blank responses to short factual questions than in 2019.

Examiners remarked on how much candidates wrote – there must have been many tired wrists at the end of the paper! Some candidates went straight for an extra booklet before using the pages at the back, and some did not make it clear that they had a supplementary section to the answer. Others wrote several lines below the line spaces or tried to write in between the dotted lines for an answer. Both these made it harder to mark answers. Very few candidates seemed to run out of time and had been clearly well drilled on the lengths of time to devote to each type of question.

Knowledge of Greece seemed better than Rome in Sections A and B. In particular, Greek written sources, such as Aristophanes, provided more successful responses, but questions linked to Sallust proved more challenging. In higher tariff questions, especially the 8-mark detailed response questions, there was not much use made of the prescribed texts of Euripides and Virgil.

Candidates did not always look closely enough at the wording of the question. This was particularly evident in Section C in Questions 27, 28 and 29. Candidates often ignored the particular focus of the question, writing all that they knew on the sources, and thereby there was quite a lot of repetition. Others ignored the instruction to look at both Sources in Questions 28 and 29, thereby losing at least half the marks.

Spelling of names proved an issue this year. This was particularly apparent with the words Pnyx and Catiline. Examiners give some leeway of spelling, but often the suggestions more resembled other words to do with Greece and Rome such as pyxis and Catullus.

Finally, some candidates overused material from elsewhere from the passage and from other questions in the extended response 15-mark question. Weaker responses often repeated what they said earlier about Medea or Penthesilea in Question 31. While the ideas were not wrong, it would be much better to include new information of these women that was not included earlier in the paper.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none">• referred to a wide variety of literary and visual sources• argued both sides of the question equally in detailed and extended responses• wrote concisely but with detail• in essays provided material from beyond the prescribed sources and the textbook.	<ul style="list-style-type: none">• wrote the same answer to several questions• assumed Greek and Roman women had the same life experiences, writing about women in general• did not back up their ideas with precise evidence from sources, preferring vague references or no references at all• thought that the names of authors given in the insert were answers to questions.

Section A overview

Section A comprises 30 marks of questions on the roles and portrayal of women in ancient Greece. These include questions that require short factual answers, short analytical statements and a detailed response question. All of these are introduced by a stimulus source.

Examiners were impressed by the level of knowledge that candidates were able to show in this section. They had a good understanding of the plans of Praxagora and the reasoning behind her actions in the early questions, even if they often struggled to recall where the Assembly would meet. The story of Agnodice was also recalled well. Most candidates were also able to recall the Amazons well, although there was some confusion about which breast the Amazons removed and whether this was visible in art. Most candidates could recall the main reasons behind Medea's infanticide, but very few could argue that Jason was to blame beyond saying that he should have known better of Medea. A better knowledge of the non-prescribed parts of the play would have improved most answers.

Question 1

Study **Source A**

1 Where in Athens did the Assembly meet, as shown in **Source A**?

..... [1]

This question discriminated very well. While many knew about the Pnyx, there seemed equal numbers who did not. Often the answers given were areas such as Acropolis or the Forum and many gave other Greek words they knew such as Boule or Ecclesia. Too often the answer was vague, such as on a hill. Many answers did not correctly spell the word – it seemed that more spelt the word as Pynx than Pnyx. Examiners accepted Pynx, but there were quite a number that were a little further away and were not given the marks. Pyxis was a typical example of this.

Question 2

2 List **two** types of people who were **not** allowed to vote in the Athenian Assembly.

1

2

[2]

Most candidates scored full marks. Some, having already given the example of women or children, chose non-Athenian citizens as an answer, but this was seen to be repeating (in more general terms) their other answer. A few felt the poor were not entitled to vote.

Question 3

3 Why were Athenian women expected to stay indoors? Make **two** points.

1

2

[2]

Most candidates answered this well. Those that did not score full marks often did not fully explain answers, typically writing that women could not be trusted or had to remain out of sight, but without explaining why.

Question 4

Study **Source B**

4 What can we tell about Athenian women from this passage? Make **two** points.

1

2

[2]

This question caused some candidates problems. Examiners wanted candidates to talk about what it showed about all Athenian women and their lifestyle, but many answered it by answering what impression they gained of women in the passage, writing that they were vulgar or opinionated. Others were too general in their answers talking about how the women were vain, without focusing on specific evidence from the passage.

Question 5

5 Why does Praxagora ask the women if they have brought beards with them?

.....

..... [1]

Nearly all candidates answered this question correctly.

Question 6

6 Why does Praxagora attempt to get the women to practice public speaking? Make **two** points.

1

2

[2]

This question was answered very well. Most candidates mentioned how the women needed to be convincing and many knew that they would have little experience in public speaking.

Question 7

Study **Source C**

7 What is the name of the accused woman?

..... [1]

Most candidates knew the name of the woman. The most common wrong answer was Hyginus.

Question 8 (a)

8 (a) Describe the outcomes of this case. Make **two** points.

1

.....

2

.....

[2]

Most candidates correctly identified that women could now practise medicine, but their second idea was often a rephrasing of this, such as that they were able to become doctors. Quite a number of candidates wrote that Agnodice was not prosecuted; it was unclear whether they simply were muddling the ideas of prosecution and conviction.

Question 8 (b)

(b) Why was this significant?

.....
..... [1]

Some candidates correctly identified that the episode showed that women could have some degree of political influence, but many simply wrote again that women could now become doctors. Others felt that women would be more comfortable being treated by a female or that pregnancy became safer, despite there being no evidence of this. Others overplayed the episode and saw this as the start of a change towards feminism in Greece.

Question 9

Study **Source D**

9 What was the name of the legendary queen of the Amazons?

..... [1]

Most candidates knew this. A small number thought that it was Hippolyta, although the fact that she was killed by a warrior should have alerted them to the fact that this could not have been correct.

Question 10

10 What is the name of the male warrior shown killing the Amazon in this source?

..... [1]

Most candidates were able to correctly identify Achilles, even if they had trouble spelling his name.

Question 11

11 In which war was the event shown on the vase thought to have happened?

..... [1]

This question caused very few problems for candidates.

Question 12 (a)

12 (a) Describe how Amazons are usually shown in Greek art. Make **two** points.

1

.....

2

.....

[2]

Most candidates answered this question well. Some often talked about the clothing of Amazons, with answers being vague, such as references to them wearing robes or tunics. A significant number of candidates stated that they were shown with one breast, but examiners did not feel that this was typically how they were shown in art, particularly on the Bassae Frieze.

Question 12 (b)


(b) How is **one** of the points you have made significant?

.....

..... [1]

There was some excellent analysis, with many discussing how Greeks portrayed barbarians as weaker and always defeated or how it showed they did not follow the typical portrayal of women. Those who had written about the removal of a breast in part a) often went on to discuss why they did this, but this was not felt to be creditable as a point of significance.

Assessment for learning



Before embarking on writing answers to a set of questions on a source, candidates should have a quick read of all the questions on the source. This will help them to avoid repeating the same answer in different questions.

Question 13 (a)

13 (a) According to some stories the Amazons removed part of their bodies. Which part?

..... [1]

Many candidates were not precise enough in this answer. "Breasts" was often seen as an answer, implying the removal of both breasts. Of those who specified which breast, only a few chose the wrong one. Examiners did not feel that "breast" was precise enough as an answer. Stronger scripts would specify which breast, while weaker ones tended not to.

Question 13 (b)

(b) Why did they remove this part of their body?

.....
..... [1]

There were some excellent responses to this question, mainly focusing on how it improved their skill in battle and their rejection of femininity. Some answers were a little vague in saying that the removal of the breast helped them to fight better.

Question 14

Study **Source E**

14 'Jason was as much to blame for the death of his children as was Medea.' How far do you agree with this statement? Use **Source D** as a starting point and your own knowledge in your answer. **[8]**

.....

.....

.....

.....

.....

.....

.....

Erratum notice

Turn to **page 4** of the **question paper** and look at **question 14**.

In the second line, cross out '**Source D**' and replace with '**Source E**'.

The question should now read:

'Jason was as much to blame for the death of his children as was Medea.' How far do you agree with this statement? Use **Source E** as a starting point and your own knowledge in your answer.

Answers to this question varied hugely in quality. It was good to see nearly all candidates quoting from the source, but in weaker responses this was about as far as the answer got with candidates blaming Medea for physically killing the children, while also blaming Jason for leaving her for another woman. Slightly better were those responses that named Jason's new bride, although numerous answers talked of Jason already married to her.

Candidates often used Medea's backstory to highlight her wickedness; this was most effective when coupled with the argument that Jason should have known what Medea was like and therefore should have been more careful not to upset her; otherwise there was a feeling that there was a lot of AO1 on her past, without linking it to the particular episode in question. There was some excellent knowledge from the best scripts of the crimes that Medea committed.

Candidates did try to argue both sides of the question, but for the majority, leaving Medea where the criticism of Jason ended. It was disappointing to see so little knowledge of the portrayal of Jason in the play and how he is portrayed so damningly. Very occasionally candidates talked of how Jason's arrogance, xenophobia or misogyny made him too complacent, or how he had failed to stand up for Medea when she was being banished leading to her extreme actions.

Some candidates spent too long introducing an answer. There is no need for an introduction to this question, especially one where the information is repeated later on.

Assessment for learning



Many candidates find analysing characters difficult from just reading the prescribed passages and the textbook. There are some excellent, freely available resources on Medea such as performances of the Euripides play and podcasts. The first confrontation between Medea and Jason is excellent to look at to remind candidates of the hardships of marriage and everyday life for women.

Exemplar 1

Medea was under a spell during the ~~early~~ course of her crimes. ^{She was} ~~Further~~ described to have had no control as the gods 'struck her with love for Jason'. This indicates everything she did was out of control, furthermore it suggests they were done out of love for Jason.

For example, the brutal murder of ~~Peleus~~ Amyntus (chopping his limbs and throwing it in the ocean to delay the enemy) and the killing of Pelias using witchcraft were all in order to help Jason on his quest to find the Golden Fleece.

However, Jason is shown to be selfish and ungrateful by Euripides. Despite all of Medea's efforts and devotion towards him, ~~he never~~ and despite having had 3 children, he refuses to acknowledge it, nor show gratitude, instead he ~~usant~~ marries Glauce due to his greed for power and his desire to be king.

This exemplar was part of a response that achieved 6 marks. There was pleasing wider knowledge of the play in the opening four lines, although the analysis that then followed immediately after was simply repetition. There were then two precise examples of what Medea did for Jason. However, the candidate could have explicitly said that the involvement of the gods might have meant that Medea was so love-struck that Jason's betrayal would hit her harder than it might have been expected to do. Similarly, the analysis of her previous villainy is a little thin; stronger responses said her previous acts meant Jason should have been more aware of what she might do and blamed him as a result.

There was a good balance in the arguments attacking Jason. Jason was indeed felt to be selfish and ungrateful and chose to marry Glauce for power. Many candidates just gave the AO1 fact about him marrying Glauce and did not give much analysis. The candidate could have gone a little further with more evidence from the play of him being ungrateful (in his confrontation with Medea before her imminent banishment). As with most scripts, the central part of the play was largely ignored in the analysis of the characters.

Overall, this was a fine response with good AO1 and AO2, but it did not make use of the passage which is essential in these questions (there was a very brief reference later but without analysis), and it could have explored the characters from the whole play a bit more to get into the top band.

Section B overview

Section B comprises 30 marks of questions on the roles and portrayal of women in ancient Rome. These include questions that require short factual answers, short analytical statements and a detailed response question. All of these are introduced by a stimulus source.

Candidates found the questions in this Section trickier than those in Section A. There was much confusion about the Roman political system and who did what role. Knowledge of the repeal of the Oppian Law was better known and most candidates were able to show an understanding of its significance. Questions relating to the Catilinarian conspiracy showed a good understanding of the motivations of Sempronia and Metabus and use of the passage, but generally, candidates did not understand the role of Sempronia in the conspiracy. The topic of women in power is perhaps smaller than many of the other topics, so it was disappointing not to see candidates score more highly on these questions.

The answers to the question on Cleopatra had similar strengths and weaknesses to the parallel question on Medea, with some candidates failing to go beyond the passage, but many having an impressive knowledge of her life.

Question 15


Study **Source F**

15 What was the *cursus honorum*?

..... [1]

Like Question 1, it seemed that candidates were hazy on the Roman political system. While there were many right answers, as many seemed to think that the *cursus honorum* was the place where meetings happened. Some, unfortunately, felt it was something about a curse, leading to some surprising answers.

Assessment for learning



This question was one of several questions that were quite often missed out. Candidates should always be reminded to put something down. Many candidates crossed out answers they had written to leave a blank. Where the crossed-out answer was legible, this was marked, but sometimes candidates had taken so much care to obliterate their answer that it could not be read. Only cross out an answer if another answer is put in to replace it.

Question 16

16 Describe the role of the Quaestors.

.....
..... [1]

Candidates seemed to struggle more with this question than any other in Section B. It discriminated well those who were getting the top grades. Many felt they controlled the meetings of the senate or the vote making process. Examiners did give marks for their republican role of having military powers on campaign as well as financial ones, although only a few candidates got the mark this way.

Question 17

17 How many Consuls were there each year?

..... [1]

The majority of candidates seemed to get this correct, but many did get it wrong. There were all sorts of wrong answers, but a number did think there were 500, perhaps mistaking it for the boule, which was an answer that appeared for other questions on the paper.

Question 18 (a)

18 (a) Describe how women repealed the Oppian Law. Make **two** points.

1
.....
2
..... [2]

This question was answered well. Most candidates knew that the women protested, and some gave very precise details of the location of this. Many knew that they addressed men to make their complaints. Examiners were very impressed that some candidates could recall the names of the politicians that they approached. However, a number of candidates muddled the episode with the plan of the women in Lysistrata to go on a sex strike, while others needlessly (and sometimes incorrectly) described what the law was.

Question 18 (b)

(b) How is **one** of the points you have made significant?

.....

..... [1]

Most candidates correctly analysed that women were about to wield some political power, with many saying this was done indirectly. Some stated that it was unusual for women to be seen out of the house, but this was felt to reflect life in Athens more than in 2nd century BC Rome.

Question 19

19 Why could it be said that some individual women in Rome had political power? Make **three** points.

1

.....

2

.....

3

..... [3]

Answers to this question were often rather vague and repetitive. While it was perfectly accurate to discuss how some women persuaded their husbands or lovers, some candidates then went on to discuss how they would persuade other male relatives. Other candidates adopted the approach of naming instances where women showed political power which examiners were delighted to see. There was some very good knowledge shown of Praecia and Fabia by some, and others even went so far as to name women from their wider knowledge such as Agrippina the Younger. These were always given marks, provided there was an outline of what they did. Weaker candidates simply referred to the story of the Oppian Law, which they had used in the previous question. Regurgitating other parts of the paper was not deemed to be worthy of credit. A few candidates could recall some of the religious roles of women, which was particularly impressive as they did not have to learn this topic for this series.

Question 20

Study **Source G**

20 Whose conspiracy did Sempronia support?

..... [1]

This question was done reasonably well, even though many candidates had trouble spelling Catiline. Many candidates felt the answer was Sallust though.

Question 21 (a)

21 (a) Describe the role that Sallust says Sempronia has in the plot. Make **two** points.

- 1
-
- 2
-

[2]

Most candidates struggled with this question. They seemed to think that the answer was in the passage, and so wrote of her seducing men, committing murder and being generally immodest. Candidates needed to be more perceptive in realising that Sempronia was among a group of women whose task was to persuade their husband, rather than persuade other husbands or get other people to persuade their own husbands. A few could recall that she was to try to gain the support of slaves and get the city set on fire.

Question 21 (b)

(b) Why was her involvement significant?

.....
..... [1]

There were some fine answers seen here with references to her indirect political influence frequently seen. Those who had taken their answer from the passage in Question 21(a) tended to just develop their idea in this Question.

Question 22

22 How does Sallust make it clear that he disapproves of Sempronia in **Source G**? Make **three** points.

- 1
-
- 2
-
- 3
-

[3]

Most candidates achieved full marks on this question. It was perfectly acceptable simply to pick out three phrases (either with a direct quotation or a clear summary), but it was pleasing to see candidates seek to explain why the three phrases showed her in a bad light. Where candidates did not score full marks, it tended to be because it was hard to pinpoint which part of the text to which they were referring. Comments simply saying that her behaviour was not like a Roman matrona were typical of this.

Question 23

23 What does her involvement tell us about women’s role in politics in Rome? Make **two** points.

- 1
-
- 2
-

[2]

Candidates sometimes gave a similar answer to Question 21(a) in part. Stronger answers sought to discuss here how women could only really get involved in politics if educated, of the right background and, as many candidates put it, used their charm. Examiners were very impressed with candidates who recalled that Sempronia could not be prosecuted under Roman law. This answer was not uncommon.

Question 24

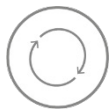
Study **Source H**

24 What is the name of the man referred to in **Source H**?

..... [1]

Like the other questions on the paper where candidates were asked to give a name of a character, this question proved challenging. A lot of answers were seen saying "Camilla's father", this was not enough for the mark with the question specifically asking for a name.

Assessment for learning



If candidates struggle to recall names, as many seemed to do, it would be a good idea for them to keep a who's who glossary of all the named characters that feature in the course.

Question 25

25 Why does he carry out the actions described in the source? Make **three** points.

- 1
-
- 2
-
- 3
-

[3]

Candidates generally knew that Metabus was trying to save his daughter. It was also widely known that he was in exile, but this in itself was not enough for a mark as examiners did not feel that he would normally act like this in exile. Better answers knew he was seeking to escape. Many candidates wrote of the dedication of Camilla to Diana, but his motivation was not always correctly explained; some felt he was acting so that Diana would make her a warrior maiden.

Question 26

Study **Source I**

26 'The Romans feared Cleopatra not because she was a foreign queen, but because she portrayed herself as a god.' How far do you agree with this statement? Use **Source I** as a starting point and your own knowledge in your answer.

.....

.....

.....

.....

.....

.....

.....

..... **[8]**

Examiners felt that the evidence for Cleopatra being seen as a goddess from Roman sources, as per the specification, was rather limited. It was decided not to insist on a discussion of her depiction as a goddess (by Roman or Egyptian sources) to achieve full marks. Having said that, stronger responses were able to talk about her association with Isis and her statue in a temple of Venus. Most candidates also reasonably discussed how the Romans didn't worship living gods. Weaker responses tended to be rather lacking in facts about Cleopatra, although they often made good arguments about Roman xenophobia and misogyny.

The best answers knew precise details that would almost certainly have alarmed the Romans. These often included a discussion of the Donations of Alexandria, with some even correctly naming all the territories she was given. Her title of Queen of Kings was also frequently seen.

The source and her relationship with Caesar was often mentioned, although it was perhaps surprising that there was less discussion of her affair with Antony. Her children could have been mentioned a little more widely.

Section C overview

Most candidates showed good basic knowledge, with the main issues being a lack of detail and not answering the question at times. At the top end, the answers of candidates went beyond the mark scheme to reveal extremely perceptive evaluation and a depth of knowledge.

The stimulus questions worth 3 and 6-marks proved challenging for many candidates. The best scripts were able to pick out one aspect from the relevant source(s) per question and analyse that carefully. Less successful answers tended not to refer directly to the source and regularly did not read the question carefully enough; this was a major reason why candidates tended to repeat information between the questions.

Question 31 proved far more popular than Question 30, although there was negligible difference in the standard of the answers to both. Most candidates filled at least two pages and used a reasonable range of evidence to make their points. There was little evidence that candidates ran out of time. Essays showed good balance and generally sound evaluation. Weaker responses tended to only give two or three examples that missed some key facts, but the best ones examined episodes in considerable detail and often were able to interpret one piece of evidence in two ways.

How to best answer stimulus questions

Where 6 marks are available for a question in Section C, examiners were looking for two details from the sources – one from the written source and one from the visual source given the phrasing of Questions 28 and 29 – and a developed analysis of the details, with a total of four evaluative points being made. If candidates do not directly refer to the sources, they cannot gain any of the AO1 marks. The weakest scripts made no clear evidence to either source. Many candidates did refer to the source, and got the AO1 marks, but lost AO2 marks by not attempting to evaluate them.

Question 27

Study Source J

27 Explain how the location shown in the image reflects on Ampharete.

.....

.....

.....

.....

.....


.....

..... [3]

Answers to this question varied enormously in quality, largely as a result of not reading the question carefully. Many saw the image and seemed to see this as a chance to write whatever they knew about it. This nearly always resulted in answers that focused on Ampharete's care for her child. Others did spot the key word "location" but did not read the rest carefully enough and wrote about where the stele would be located and why. Candidates who did read the question carefully usually scored very well. There was good analysis of her modesty and role as a good kyria from being indoors.

Some candidates got rather muddled in the question about Greece and Rome. Ampharete was often described as Roman, having pudicitia, and being a matrona. Other candidates did not realise that Ampharete was the grandmother of the child.

Assessment for learning

 A good technique to adopt would be to get candidates to highlight key words to signify the focus of the question. In this question, this would be the word "location". This would help candidates misinterpreting what was required by not reading the question carefully enough.

Question 28

Study **Sources J and K**

28 Explain how these sources show us that having children was important for young women in Athens and Rome.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

Too often candidates wrote their answer to this question with vague or no reference to the source. Those who did refer to both sources usually picked up the 2 marks for AO1.

Often discussion of the stele repeated ideas from the previous question about the character of Ampharete. Better answers discussed how stelai commemorated the main achievements of the deceased and how this stele emphasised her maternal role. Candidates found it a little easier to discuss the written source. There was plenty of discussion of the fertility of Pliny’s wife and the idea of a family tree. This final point could have been developed more into why someone like Pliny would need heirs.

Exemplar 2

Source K shows that one of the most important duties of a woman is to conceive a child. The husband only focused on his wife's health for a very brief amount of time, as later he focused on how though she had a miscarriage, they 'at least now know that she is capable of conceiving a child' despite knowing she 'nearly paid for it with her life'. In Athens and Rome, to have a child and then die is more virtuous than dying without any children, they would not be remembered to be put on a gravestone. The man only ended the letter with 'let them now be born and turn our sorrows into joy'. This shows that all they are longing is children and that automatically turns into family's happiness, including relatives such as her grandfather that he is writing to. [6]

This exemplar has much to commend it. There is an excellent AO2 point about the husband barely focusing on his wife's health with reference to the source to back it up. This would gain 2 marks. The point about what is put on a gravestone is also valid, but the candidate has not linked this to Source J. In fact, there is no direct reference to that source, but rather a general statement about Athens and Rome. This was given marks for the AO2 analysis for the stele. The final point about the family's happiness is also given marks for AO2 under Source K. It had already achieved the one available AO1 mark for reference to the source, but if it had not done so already, the reference at the end would have been given marks. Overall, the response got one mark for its discussion of Source J and 3 marks for Source K. Candidates often barely referred to one source and so could not gain full marks.

Question 29

Study Sources J and K

29 Explain how far these sources show that the death of a child was considered less important than the death of a mother, in both Greece and Rome.

.....

.....

.....

.....

.....

.....

..... **[6]**

There were some fine answers seen to this question. Many candidates noted that the main focus of the stele was on Ampharete and that the stele was for her, rather than the child. Candidates also generally noted that the death of the child in the Pliny was less important than the potential death of her mother as the family were focusing on her ability to have another child and the importance of the family tree.

It was very common, once again, to see candidates not answering the precise wording of the question. Answers often repeated ideas about the importance of the deaths of children or mothers, with little or no attempt to compare the two. As a result, there was considerable repetition of ideas from the previous question.

Question 30

You should refer to any appropriate Classical sources you have studied to support your argument and make comparisons between Greece and Rome.

- 30** 'It was not considered important to educate girls in Greece and Rome.' Explain how far you agree with this statement. **[15]**

It was pleasing that candidates were able to show good knowledge of the education of Greek and Roman girls. Candidates knew that they tended to have minimal formal education, especially in Greece, and that they were trained instead in running their household in Athens and Rome. This was usually felt to be an important thing for girls to learn. Most also noted that education and literacy were unimportant for girls in their day-to-day lives. Some answers noted the differences in the experiences of Greek and Roman girls well. Discussion of Spartan women was less common, but many candidates did find plenty to say on their physical training and knew that they felt it would create healthier offspring. Few however noted why it was so important for Spartan women to produce offspring.

The strongest answers were able to draw together ideas from other parts of the course and used ancient sources particularly well to highlight women who were educated. There was discussion of the education of Sempronia and Agnodice, and the lack of it of the women in Aristophanes. It was fine to use this material from the paper, but most impressive were answers that recalled the Sappho fresco or Turia or other similar figures. Others commented on the training of the Vestal Virgins. It is pleasing to see candidates drawing links between different parts of the specification, rather than seeing each 'key topic' in isolation.

Question 31

- 31** 'Women in Greek and Roman legends were always portrayed in a negative way.' Explain how far you agree with this statement. **[15]**

Most candidates discussed at least three women or groups of women in this question. There were a range of women discussed, with Pandora, Helen, Lucretia and Tarpeia being the most common in answers.

Weaker scripts often provided only the basic outlines of part of the story. For example, they would discuss the rape of Lucretia and her subsequent suicide, but not her modesty, hospitality or her weaving. Such scripts often only saw the positive or negative in a character; they had nothing to say in favour of Helen or Tarpeia. Sometimes these scripts used women who had featured earlier in the paper and they just repeated the ideas that had already given on Medea in particular. Sometimes stories were retold, but in vague detail. For example, it was stated that Pandora was said to have been given made beautiful by the gods and Helen had left her husband; such answers needed to go into more precise detail. There were quite a few scripts that did not include the most famous part of the myths; Pandora's nature was described, but not what it led her to do. There was also a little confusion as to what constituted a legendary woman. It was not uncommon to see discussion on Cleopatra, women in the Oppian Law and even Turia. Examiners felt that anyone who had existed historically could not be given marks; this did allow for discussion on Agnodice.

Better answers were able to see the good and bad in individual characters like Helen and Tarpeia and show knowledge of a range of myths about each character. The best answers showed knowledge from beyond the prescribed sources and the textbook. Examiners recalled discussion of Helen in vase painting and in the poetry of Sappho. Where candidates discussed women who had featured elsewhere on the paper, stronger responses used different AO1 to that which featured earlier, such as Camilla's heroics in battle or her demise. Some even chose to refer to women not on the specification.

Exemplar 3

Pandora was created by the Gods as punishment for stealing fire from the Gods. In *Works and Days* by Hesiod, he describes her creation and how the Gods gave her a thierish nature and a witches mind, Pandora being the first woman, ~~th~~ meant that her creation to release darkness on earth made women seem evil. Although Hesiod ~~may~~ may have been biased and presented Pandora as a more evil character, we can see that she is portrayed as curious, and disobediant.

In *Helen* by Euripides, Helen is presented as neither the victim or the villain, in fact it was a phantom that went to Troy instead of her, as her real body was in Egypt. This play doesn't portray Helen ~~as~~ in a negative way although she seems bitter about her beauty causing the war, although this isn't reliable as it was a play.

compared to *Helen* by Euripides, in *The Iliad* by Homer, Helen is more to blame and therefore portrayed in a more negative way as it was her who ran away with Paris, and betraying Menelaus in doing so, despite ~~the~~ the fact that it was Aphrodite who blinded her with love.

Tarpeia is known as a traitor to Rome. She revealed the entrance to the Sabine warriors ~~and~~ in turn for their jewellery, a coin depicts Tarpeia being crushed by Scaevola after she had asked for what was on their arms she dishonoured her city, out of greed. However it is believed that she was a hero and

an asked for their shields so that when they entered Rome they would be defenders and may be defeated by the Romans.

In the rape of the Sabines, a statue shows the Sabine women they were ~~not~~ abducted by the Romans and unable to defend themselves they also settled the fight between Sabines and Romans, Sabine women were victims and aren't usually presented in a negative way.

This exemplar comprises around two-thirds of the response. The candidate shows consistently good knowledge of the prescribed mythical women and in the remainder of the response, went on to consider Pandora and Lucretia. Thus, all the women in this topic are considered. The facts are accurate, but vary in detail. In discussing Pandora, there is good recall of the role of Hermes in her creation, but there is no mention of what the other gods gave her and her beauty. The candidate could also have been a bit more precise on what Pandora did that released "darkness on earth". This was a common issue where candidates glossed over key facts, perhaps assuming as they were so well known, they didn't need to show examiners that they knew them.

It was pleasing to see both versions of the Helen myth, but again for the highest marks, there needs to be more analysis and evidence. There is something in the bitterness of Helen, but this is sadly not explored, and the finer details of the sources (e.g. her politeness to Priam and her self-loathing are not explored). There then follows some fine discussion of Tarpeia with the alternative theories and the coin both discussed.

Overall, the response was felt just to be in Level 4 for both bands. It achieved Level 4 perhaps more for the range of ideas than the depth. The analysis was always correct and well argued, but it needed a wider range of evidence to produce more varied and subtle analysis.

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