

**A LEVEL**

**Examiners' report**

# **CLASSICAL CIVILISATION**

**H408**

For first teaching in 2017

**H408/11 Autumn 2020 series**

## Introduction

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



Reports for the Autumn 2020 series will provide a broad commentary about candidate performance, with the aim for them to be useful future teaching tools. As an exception for this series they will not contain any questions from the question paper nor examples of candidate answers.

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. 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.

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

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## Paper 11 series overview

Even though there was an entry of less than 40, there was still the full range of marks awarded and the majority of candidates were able to engage with the paper fully and demonstrate their knowledge of the epics.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> <li>• Successfully managed to adopt a comparative approach to the passages in Question 7</li> <li>• Included a range of points supported by a detailed knowledge of the set texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Unsurprisingly, exam technique was rusty in some cases and some candidates failed to complete the paper.</li> </ul>

### Level of response questions

#### Questions 1, 3 and 5 – Passage based questions

These were well done as the questions only involved using the passages. Most candidates managed to include a good range of relevant examples and explain themselves. Not all candidates picked up on the need to discuss the violence of war in Question 5, not just the pathos of the piece.

#### Questions 2, 4 and 6 – Passage and text based questions

Again, candidates included a good range of points and used the passages to full effect. The best responses were those which demonstrated a detailed knowledge of the whole of the epics too.

#### Question 7 – Comparative question

As mentioned above, there was a distinct improvement in the quality of responses to this question.

#### Questions 8, 9 and 10 – Essay questions

There were some excellent essays but some could have improved their performance by reading the question carefully. Question 8 only asks candidates to discuss whether the gods are presented in an anthropomorphic way or not. Question 10 is not a question on whether Aeneas is a Roman hero. Other responses would have achieved a higher mark by demonstrating a detailed knowledge of the epic. For instance, Question 9 requires candidates to discuss the individual actions and behaviours of the Suitors, not just to treat them en masse.

### Common misconceptions

Not reading the question properly.

Not allowing enough time to complete the essay.

### Key teaching and learning points – comments on improving performance

Practice exam techniques as much as possible.

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If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

## Supporting you through 2020-2021

Our priority is supporting you and your students this autumn and to support you as you prepare for summer 2021 exams. We'll update our [website information](#) regularly with resources, guidance and key information.

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