

GCSE (9-1)

Examiners' report

CLASSICAL CIVILISATION

J199

For first teaching in 2017

J199/23 Summer 2019 series

Version 1

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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. 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 can be downloaded from OCR.



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Paper 23 series overview

J199/23 (War and Warfare) is one of three Literature and Culture components for GCSE Classical Civilisation. The component contains two elements: in-depth cultural study and study of related literature. This component covers both Greek and Roman civilisation, focusing on Athens and Sparta in the 5th century BC, and on Rome in the Imperial period. In the 'Culture' section the military systems and tactics of each society will have been studied, as will the interplay between war, politics and society. Candidates should have knowledge of key battles, not only what happened, but why, and how this impacted on the societies involved. The way in which warfare is viewed and the cultural impact of conflicts, including the human cost of war, make this component a moving area of study for candidates which has clear relevance to the modern world. The literature studied is a combination of epic and shorter verse; it presents a range of responses to warfare, from glorification to depictions of horror and tragedy.

On the whole, candidates had been well prepared for the examination; the majority understood how to approach the different question types and had the correct knowledge to do so successfully.

Candidates MUST write in the designated space and label answers

Two practical issues arose in that some candidates were writing in the white space around the answer lines, which cannot be seen properly by an examiner during on screen marking. Any words which do not fit onto the lines should be written in the additional answer space; if this is full, candidates must write on extra examination paper. If candidates wish for their extra writing to be marked, they must write 'see extra space' or 'see extra paper' and then number the extra writing with the correct question number so that the examiner can give proper credit.

Section A overview

This section deals with culture and required candidates to answer questions based on the sources in the insert as well as to choose one out of two 15-mark questions to write in a more extended manner on an aspect of the culture material.

Question 1

Study Source A

1 Where was Dacia located?

.....

.....

[1]

Successful answers included Romania, on the River Danube and in the northern frontier of the Roman Empire.

Question 2 (a)

2 (a) What did Trajan seek to gain personally by going to war with the Dacians?

.....

.....

.....

[2]

All the answers offered by the mark scheme were in evidence from candidates: loyalty from the troops (1); glory as a military emperor (1); popularity with the people in Rome (1); to establish his authority as a new emperor (1); plunder (1).

Question 2 (b)

(b) Explain the significance of this for the Empire as a whole.

.....

.....

.....

[1]

Frontier security on the outer border of the empire near the Danube and money from the silver mines were popular responses.

Question 3 (a)

3 (a) Who was the king of the Dacians?

..... [1]

The majority of candidates were able to name Decebalus.

Question 3 (b)

(b) Suggest **two** ways in which he provoked Trajan into making war with the Dacians.

-
-
-

..... [2]

Candidate responses often included: ignored peace terms (1); made alliances with other tribes (1); recruited deserters from the Roman army (1); pardoned runaway Roman slaves (1).

Question 4 (a)

Study Source B

4 (a) What sort of buildings are being burnt in scene (i)?

..... [1]

The vast majority of candidates identified the buildings as houses, granaries was also rewarded with mark.

Question 4 (b)

(b) What is Trajan doing in scene (ii)?

.....

 [2]

Candidates found it difficult to identify Trajan as showing mercy to the women; most did not identify the standing woman as a woman.

Question 4 (c)

(c) What are the victors doing in scene (iii)?

.....

 [2]

A common error was either not to notice the word 'victors' or to misunderstand it, although most answers identified Trajan and the Roman soldiers. It was pleasing when candidates noticed the goods being carried away in the top left of the picture.

Question 4 (d)

(d) What message is being given to viewers of scene (iii) about the nature of war against the Romans? Support your answer with evidence from the source.

.....

 [4]

On the whole, this was well answered, with candidates usually referring to the might of the Roman army and its organisation.

	AfL	Approach to this type of four-mark question: choose a feature of the source or something from the passage and write it down, then explain how it answers the question. See the example answer to question 4d, which got full marks. See Exemplar 1.
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Exemplar 1

that the Romans easily won as it shows loads more Romans than defeated Dacians. That the Romans were merciful as shown by the local Dacians on the right begging for ~~mercy~~ [4]

Question 5

Study Source C

5 Explain how Greeks used their equipment and tactics to fight against enemies.

[6]

. [6]

Shields, spears and the phalanx were referred to and their use explained with varying degrees of competence.

	AfL	<p>Approach to this type of six-mark question: choose a feature of the source or something from the passage and write it down, then explain how this item was used. The answer requires use of the source and the candidate's own knowledge. See the example answer to Question 5. If the candidate had explained that short iron swords were used for fighting at close quarters once the possibilities of the spear were exhausted, this would have got 6 marks. See Exemplar 2</p>
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Exemplar 2

They used a spear to thrust at the enemy as shown in source 1. If the spear broke they used their swords to fight the enemy. The ~~Greeks~~ Greeks used hoplite tactics which involved protecting the man next to you with shield while another ~~per~~ man guarded you with [6] his shield.

Question 6

Study Source D

6 Describe the equipment of Roman legionary soldiers and explain how it was used. Use the source as a starting point and your own knowledge in your answer. [8]

This question was answered very confidently by many candidates, with reference to the spears, armour, swords, helmets and sandals being popular. The more perceptive answers referred to the standards.

Question 7

7 How was the organisation of the Athenian army different from that of the Roman army? Which do you think was the most effective system? Justify your response. [15]

Many candidates discussed the organisation of the Roman army with great confidence and in detail. Knowledge about the Athenian army was in shorter supply. Many candidates were able to compare the two systems in an opposite manner.

Question 8

8 Which general was more worthy of praise, Leonidas at Thermopylae or Themistocles at Salamis? Justify your response. [15]

This question was answered more often than 7. Candidates showed a wealth of knowledge about both battles and compared the actions of the two generals in a confident and informed style.

Section B overview

This section deals with literature and required candidates to answer questions based on the prescribed literary sources in the insert as well as to choose one out of two 15-mark questions to write in a more extended manner on an aspect of the literature.

Question 9 (a)

Study Source E

9 (a) Who are Priam and Hecuba?

..... [2]

The majority of responses detailed the pair as the king and queen of Troy with a few referring to them as Hector's mother and father.

Question 9 (b) (i)

(b) (i) What happens next?

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

Some candidates were unsuccessful by moving too far away from the event in the passage and referring to the city falling; many were aware of the details of Priam's demise, having watched Pyrrhus kill Polites.

Question 9 (b) (ii)

(ii) How does it make Aeneas feel?

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

Angry, horrified and concerned for his own family were all commonly seen. Sad with no qualification was not considered adequate.

Question 10 (a)

Study Source F

10 (a) What is the name of 'my wife' (line 1)?

..... [1]

A large proportion of candidates were able to name Creusa.

Question 10 (b)

(b) How is the situation described in **Source F** resolved?

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

A common mistake was to miss the word 'resolved' as candidates were required, not just to state that the family left Troy but to explain why: because they were convinced by the flame on the child's head.

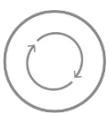
Question 11

Study Sources E and F

11 Give **two** ways that Virgil creates sympathy for the victims of war. Support your answer with reference to the passages.

.....
.....
.....
.....
.....
.....
.....
..... [4]

On the whole, this question was answered well, with responses often including reference to Priam putting on his 'long-neglected armour' etc. and Creusa as she 'clings' and 'holds little Iulus up'.

	AfL	<p>Approach to this type of four-mark question: choose something from the passage or a feature of the source and write it down, then explain how it answers the question. See the example answer to question 11, which got full marks. See Exemplar 3.</p>
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Exemplar 3

.....He creates sympathy by showing Priam
 to be old and and ~~helpless~~ helpless 'old, trembling
 shoulders' and 'useless sword'. This helplessness
 makes us feel sympathy for Priam.
 By showing ~~too~~ ~~wants to~~ ~~has~~ the desperation
 desperation of the victims 'clings to the ^{threshold} threshold
 and 'Clasps my foot'. These both show genuine [4]
 desperation.

Question 12

Study Source G

12 What attitude to war is the poet describing?

.....

 [2]

Although a few candidates seemed to misunderstand the passage, the majority identified that cowardice/desertion in war brought shame on a Spartan and his family as well as dying for Sparta bringing honour.

Question 13 (a)

Study Source H

13 (a) How did Hector die?

.....
 [2]

The top two-mark scheme answers: killed by Achilles (1) with a spear (1), were most widely replicated.

Question 13 (b)

(b) How consistent are his words in **Source H**, compared with his actions in the duel against Achilles?

.....

 [2]

The greater part of answers considered that the words are inconsistent, since in the source he speaks of the shame of hiding from the fighting like a coward, while in the duel with Achilles he was terrified and ran away.

Question 13 (c)

(c) In what ways is Hector behaving as an ancient Greek hero in this passage?

.....

 [4]

The concepts of *kleos*, *timé* and *aidos* were often denoted by candidates, although knowledge of the Greek terms was not necessary for a good answer.

Question 14

Study Sources G and H

14 How do the authors you have studied depict the effects of war on families? Use **Sources G and H** as a starting point, and your own knowledge in your answer. [8]

Candidates showed a strong insight into the effects of war on families as depicted by the authors. Many talked about the shame and disgrace to the family of a coward as invoked by Tyrtaeus as well as Hector's reluctance to show cowardice, which obliges him to leave his family. Sources E and F were frequently discussed as well as the Horace being brought in fairly often. To gain full marks, it was necessary to refer to at least one piece of literature which was not on the question paper.

Question 15

15 A leader or a follower? Which do you think is the most appropriate description of Aeneas? Justify your response. [15]

This question provoked fierce debate, with many strong arguments on either side. The *Iliad* was discussed far less frequently than the *Aeneid*. Aeneas' actions during the fall of Troy were analysed as to whether they denoted leadership or following orders. Candidates showed knowledge beyond the specification, presumably coming from Myth and Religion, which was credited and very pleasing, but by no means required. The most successful answers went through Aeneas' actions in the *Iliad* and *Aeneid* and analysed whether each action involved leading or following, then came to a conclusion at the end. Exemplar 4 shows a point made based on an action by Aeneas.

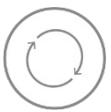
Exemplar 4

However on the other hand Aeneas does show his leadership when Troy is first invaded. When he hears about what is happening he immediately gathers his friend and they go and fight. This example here shows that Aeneas was leading and in fact was determined to do so.

Question 16

16 How important is the theme of comradeship in the authors you have studied? Justify your response and refer to at least **two** authors. [15]

This question was chosen a little less frequently but was tackled with no less verve. Many candidates chose to contrast the idea of comradeship with the desire for personal glory or loyalty to family or the city rather than to other soldiers. There was much debate about comradeship in Sparta as represented in Tyrtaeus.

	AfL	<p>An effective approach to 15-mark questions:</p> <p>Many successful answers chose to hang each point in the answer on an event that took place in the literature or a piece of evidence in the culture, the candidate then explained this piece of evidence with reference to the question and which side of the argument it supported, before moving on to the next piece of evidence. Alternating between sides of the argument assists in creating analysis.</p>
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