

Teacher Resource Bank

GCE Classical Civilisation

Examination Skills

(Including Additional Specimen Questions)



SECTION A IN ALL PAPERS: STRUCTURED QUESTIONS

(a) Factual questions (5 marks)

Recommended time	5 minutes
Assessment Objective	AO1
What the questions will expect candidates to demonstrate	<ul style="list-style-type: none"> • Quick and accurate recall of 5 basic items of knowledge which are relevant to the source material and significant for the topic • Brief answers in the form of single words, short phrases, bullet points or a few sentences as appropriate to convey the required information clearly and precisely
Some activities which may help to develop the skills required	<ul style="list-style-type: none"> • Regular short oral and/or written quizzes of basic information • Posters in the teaching room showing key names, relationships, technical terms, sequence of key events • Mnemonics • Flash cards • Diagrams / cartoons summarising key events in the whole historical period or text • Charts summarising key events in narrative or key points in a speech
Examiners' tips	<ul style="list-style-type: none"> • There is no need to write complete sentences unless they are necessary to make the answer clear. • The question and the number of marks available will tell candidates how many points are required. No marks are available for extra information. • Candidates should not choose the structured question they are going to attempt on the basis of the factual questions but on their ability to answer the 20-mark question.

(b) 10-mark questions

Recommended time	No more than 15 minutes
Assessment Objectives	AO1 (AS 5 marks, A2 4 marks) AO2a, AO2b (AS 5 marks, A2 6 marks)
What the questions will expect candidates to demonstrate	<ul style="list-style-type: none"> • Judgement on an aspect of the source material, for example its date, its literary, narrative, dramatic, comic or rhetorical techniques, its significance in its context, the importance in the topic of an event, person, issue or theme mentioned in the source or a comparison between two sources • Well chosen detail from the source or wider knowledge to support the judgement • A concise and clearly organised argument which explains the judgement
How the answers will be assessed	<p>Answers will be assessed using the Levels of Response descriptors. Therefore,</p> <ul style="list-style-type: none"> • answers which are descriptive or make assertions with insufficient evidence will score no more than 5 marks at AS or 4 marks at A2 • answers which are mainly driven by narrative or description but include some relevant argument or judgement will score no more than 8 marks at AS or 7 marks at A2 • only answers which have a generally argumentative framework, attempt to focus on the analytical and evaluative requirements of the question and use details in a supporting role to justify the argument will score in Level 4 (AS 9-10 marks, A2 8-10 marks).
Some activities which may help to develop the skills required	<ul style="list-style-type: none"> • Diagrams representing particular events, policies, persons or artefacts to highlight for example <ul style="list-style-type: none"> • the arguments for and against their importance • reasons for significant changes • similarities and differences and the reasons for them • Various kinds of small-class discussion, whole-class debate, role play and hot seating to generate argued opinions from the perspective, for example, of historical personalities, authors, performers, audience, manufacturers and viewers

Examiners' tips	<ul style="list-style-type: none"> • Answers should have a clear theme running all the way through which responds directly to the precise issue raised by the question. • Answers judging the literary qualities of a passage or the aesthetic qualities of an artefact should <ul style="list-style-type: none"> • clearly identify the techniques the author or artist has used • provide at least one example of the technique from the source • explain how the use of the technique both in itself and in combination with other techniques contributes to the overall effect of the passage or artefact.
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Some examples of 10-mark questions

In the examination these questions will be tied closely to the source material provided on the paper.

Teachers should look at examples of questions across all topics to see the range of types of question that may be asked. These examples supplement those in the Specimen Papers.

CIV1A	<ol style="list-style-type: none"> 1. To what extent is the statue shown in Photograph B an advance over the one shown in Photograph A? Give the reasons for your views. <i>(For example, Photograph A might show Polykleitos' Doryphoros and Photograph B Lysippos' Apoxyomenos.)</i> 2. To what extent does the building shown in Plan C suit its functions? Explain your answer. <i>(For example, Plan C might show the Propylaia.)</i>
CIV1B	<ol style="list-style-type: none"> 1. How important a part did the law courts (<i>dikasteria</i>) play in Athenian politics in the second half of the 5th century B.C.? Give the reasons for your views. 2. To what extent do you think Aristophanes is making a serious point in the passage from <i>Wasps</i> and to what extent is he just trying to make the audience laugh? Explain your answer and support it with details from the passage.
CIV1C	<ol style="list-style-type: none"> 1. How effective do you consider the comic techniques which Aristophanes uses in the passage(s)? Give the reasons for your views and support them with details from the passage(s)? 2. How important was Cleon to Athens' conduct in the Peloponnesian War during the 420s B.C.? Give the reasons for your views.
CIV1D	<ol style="list-style-type: none"> 1. Judging from Passage A (Aristophanes) and Passage B (Juvenal), to what extent do you think Roman men's attitudes towards women were different from those of Athenian men? Give the reasons for your views. 2. To what extent did Sallust portray Sempronia as the opposite of the ideal Roman wife? Give the reasons for your opinion.

CIV1E	<ol style="list-style-type: none"> How effectively do you think Menander entertains his audience in the passage(s)? Explain your answer and support it with details from the passage(s). How important is Gripus to the plot and humour of <i>The Rope</i>? Give the reasons for your views.
CIV1F	<ol style="list-style-type: none"> Explain why the techniques Cicero uses in the passage from <i>Verrines 1</i> were so effective in persuading the jury of Verres' guilt? How good a governor of Cilicia do you think Cicero was? Give the reasons for your views.
CIV2A	<ol style="list-style-type: none"> How effectively does Homer build up the emotional intensity in the passage? Explain your answer and support it with details from the passage. How important to the Iliad is the account of Patroclus' (Patroklos') funeral games in Book 23, from which the passage comes? Give the reasons for your views.
CIV2B	<ol style="list-style-type: none"> How vividly does Homer portray the characters of the Suitors in the passage? Give the reasons for your views and support them with details from the passage. By what means, and how effectively, does Homer create suspense in the passage? Explain your answer.
CIV2C	<ol style="list-style-type: none"> To what extent does the decoration of the vase in Photograph A suit its shape and use? Give the reasons for your views. (For example, Photograph A might show a vase by Exekias.) To what extent is the image of Dionysus in Photograph C more effective than the one in Photograph B? Explain your answer. (For example, Photograph B might show a vase by the Amasis Painter, Photograph C one by the Brygos Painter.)
CIV2D	<ol style="list-style-type: none"> How convincing do you find the arguments which the speaker puts forward in the passage? Give the reasons for your views. To what extent are the terms of the decree in the passage typical of the way Athens treated her allies in the second half of the 5th century B.C.? Give the reasons for your views.
CIV2E	<ol style="list-style-type: none"> To what extent do you think the owner of the house in Plan B had different domestic needs from the owner of the house in Plan A? Give the reasons for your views. (For example, Plan A might show the House of the Tragic Poet, Plan B the House of the Stags.) How important for the supply of water to Rome was the Romans' ability to build arches? Give the reasons for your views.
CIV2F	<ol style="list-style-type: none"> What techniques does Livy use to make the events he describes in the passage dramatic? To what extent is Fabius Maximus' behaviour in the passage typical of the way Plutarch portrays him? Explain your answer.

CIV3A	<ol style="list-style-type: none"> How useful for building up our understanding of Mycenaean trade are the archaeological finds shown in Photographs A and B? (<i>For example, Photographs A and B might show finds from the Shaft Graves at Mycenae.</i>) How important a factor was defence in the location and layout of the site shown in Plan C? (<i>Plan C might be of any of the three palace sites referred to in the specification.</i>)
CIV3B	<ol style="list-style-type: none"> To what extent does Aeschylus in Passage A create a different impression of Xerxes from Herodotus in Passage B? How typical are the relations between Greek states which Herodotus describes in the passage?
CIV3C	<ol style="list-style-type: none"> How effectively does the passage introduce the main themes of the play? To what extent does the passage portray the speaker in a sympathetic light?
CIV3D	<ol style="list-style-type: none"> 'Nothing more than an attempt by Augustus to glorify his own regime.' To what extent is this a fair judgement on the structure shown in Plan A? (<i>For example, Plan A might show the Forum of Augustus.</i>) How important to Augustus was Agrippa?
CIV4A	<ol style="list-style-type: none"> Light-hearted comedy or a serious attack? What is your opinion of the way Aristophanes portrays Socrates in the passage? How important, in your opinion, are the philosophical points which Socrates makes in the passage?
CIV4B	<ol style="list-style-type: none"> How close was Alexander's relationship with Hephaestion? To what extent is the passage typical of Plutarch's aims and methods?
CIV4C	<ol style="list-style-type: none"> How important for the <i>Aeneid</i> is Virgil's description of the shield mentioned in the passage? To what extent in the passage does Virgil arouse sympathy for Dido?
CIV4D	<ol style="list-style-type: none"> To what extent is the passage typical of the way Tacitus presents his historical narrative? How damaging was the rise of Sejanus for Tiberius' principate?

(c) 20-mark questions

Recommended time	No more than 25 minutes
Assessment Objectives	AO1 (8 marks) AO2a, AO2b (12 marks)
What the questions will expect candidates to demonstrate	<ul style="list-style-type: none"> • Judgements on a passage-related issue or theme of importance to a substantial part or the whole of the topic • A range of well chosen supporting details from across the topic • A sharply focused and clearly organised argument which explains the judgements
Guidance for AS candidates only	In CIV1 and CIV2 only, bullet points will be provided after the questions to point candidates broadly in an appropriate direction. However, the primary focus should always be the question, not the bullet points. (See further under Examiners' tips below.)
How the answers will be assessed	<p>Answers will be assessed using the Levels of Response descriptors. Therefore</p> <ul style="list-style-type: none"> • answers which are descriptive or make assertions with insufficient evidence will score no more than 8 marks • answers which are mainly driven by narrative or description but include some relevant argument or judgement will score no more than 13 marks • only answers which have a generally argumentative framework, attempt to focus on the analytical and evaluative requirements of the question and use knowledge in a supporting role to justify the argument will score 14 or more marks • answers which respond to the precise terms of the question with sustained analysis and/or evaluation and use a full range of well chosen detail will score 19 or 20 marks.
Some activities which may help to develop the skills required	<ul style="list-style-type: none"> • Diagrams, flow charts and mind maps which, for example, summarise arguments for and against the importance or significance of causes, consequences, factors, issues etc. • More wide-ranging group activities as suggested above for 10-mark questions.
Examiners' tips	<ul style="list-style-type: none"> • Answers should have a clear argument which <ul style="list-style-type: none"> • runs all the way through in direct response to the precise issue raised by the question • is signalled at the outset by a general statement which puts forward a point of view and goes beyond merely repeating or paraphrasing the question • is divided into paragraphs, each representing a clearly identified stage in the argument • is concluded with a judgement which is the logical outcome of the points discussed in the preceding

	<p>paragraphs.</p> <ul style="list-style-type: none">• To aid full coverage, consistency and a clear laying out of points for and against, candidates should be encouraged to plan their argument. One quick way of planning is to sketch a diagram with key words / abbreviations and arrows to represent the links between points which will be established in the essay. The plan needs to be intelligible only to the candidate and just sufficient to sustain focus for the time it takes to write the essay.• The bullet points provided in CIV1 and CIV2 are general indicators of the content of the expected answer. They will cover most of the main areas to be discussed, but they are not to be regarded as a prescriptive, or exhaustive, list of paragraph headings. Some may be less important than others, and some (for example, on the nature of the evidence) may need to be addressed throughout the argument. Because answers should be driven by an over-arching argument, candidates may need to adjust the order of bullet points to suit their approach, and in all cases they should explicitly link their discussion of a particular point to the exact terms of the question.
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Some examples of 20-mark questions

In the examination these questions will follow from an idea, issue or other aspect of the topic referred to in the source material provided on the paper.

Teachers should look at examples of questions across all topics to see the range of types of question that may be asked. These examples supplement those in the Specimen Papers.

<p>CIV1A</p>	<p>1. Judging from the three temples at Paestum you have studied, how rigid were the conventions of Doric temple architecture between the mid 6th and mid 5th centuries B.C.? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • function • materials • layout • columns • decoration. <p>2. How innovative were Praxiteles' Hermes and Dionysos, Apollo Sauroktonos and Knidian Aphrodite? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • material • subject matter • representation of the male and female body • mood and feeling • interaction with the viewer.
<p>CIV1B</p>	<p>1. How significant were Ephialtes' reforms in achieving democracy in Athens? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • archons and Areopagos • the Assembly (<i>Ekklesia</i>) • the Council (<i>Boule</i>) • the law courts (<i>dikasteria</i>) • what Ephialtes did not change. <p>2. In <i>Wasps</i> how seriously does Aristophanes criticise the way the law courts (<i>dikasteria</i>) operated in the second half of the 5th century B.C.? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • Philocleon's behaviour • the Chorus • Bdelycleon's views • the trial scene.
<p>CIV1C</p>	<p>1. To what extent is the character of Trygaios in <i>Peace</i> different from that of Dikaiopolis in <i>The Acharnians</i>? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • their aims • how they interact with others • the kinds of jokes they make • how far they are selfish or public-spirited • the context of each play.

	<p>2. 'In <i>The Knights</i> Aristophanes is making fun of the democratic system rather than any individual in particular.' How far do you agree with this statement? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • Demosthenes and Nicias • the Paphlagonian • the Sausage-seller • the Knights.
CIV1D	<p>1. 'Ischomachus and Pliny both treated their wives like children.' How far do you agree with this statement? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the nature of the evidence for each marriage • how Ischomachus speaks to his wife • how Ischomachus expects his wife to behave • what Pliny says to his wife • what he says about her to her aunt and grandfather. <p>2. To what extent do lawcourt speeches give us a negative view of women in Athens in the 5th and 4th centuries B.C.? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the nature of the evidence • Euphiletus' defence speech • the speech about Neaera and Phano • the speech from the poisoning trial • the speech about Ciron's daughter. <p>Do not write about Ischomachus.</p>
CIV1E	<p>1. How important are the slaves in Menander's <i>Old Cantankerous</i> for advancing the plot and entertaining the audience? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • Pyrrheas • Daos • Simiche • Getas • the role of slaves in Athenian life. <p>2. How important a part do gods and religion play in <i>Old Cantankerous</i> and <i>The Rope</i>? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the prologues • the settings • rituals • other important elements in the plays.

<p>CIV1F</p>	<p>1. To what extent was Cicero's political career helped by members of his family? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • his first wife Terentia • his brother Quintus • his daughter Tullia • his brother-in-law Atticus. <p>2. To what extent do you think Cicero was foolish in the period 62 B.C. (Pompey's return from Asia Minor) to 56 B.C. (the conference at Luca)? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • Cicero's political aims during the period and how far he achieved them • his attitude towards the triumvirs before and after they formed the triumvirate • the reasons for his exile • his actions when he returned from exile and how far he was responsible for the conference at Luca • the consequences of the conference at Luca for Cicero and the Republic.
<p>CIV2A</p>	<p>1. How important a role does Andromache play in the <i>Iliad</i>? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • her importance as Hector's (Hektor's) wife • her role as Astyanax's mother • the extent to which she controls what happens • the extent to which she and other women widen the scope of the <i>Iliad</i>. <p>2. How important are scenes of grief and mourning to the Books of the <i>Iliad</i> you have read? Give the reasons for your views. You might included discussion of</p> <ul style="list-style-type: none"> • Achilles' (Achilleus') grief for Patroclus (Patroklos) • the grief of Thetis, the nymphs and Briseis • Calchas' (Kalchas') grief at the loss of his daughter • the laments of Andromache, Hecabe (Hekabe) and Helen in Books 22 and 24 • Priam's grief for Hector (Hektor) in Books 22 and 24.

CIV2B	<p>1. How far is Nausicaa typical of the females, human and divine, whom Odysseus meets on his journey to Ithaca? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the physical appearance of Nausicaa • the status of Nausicaa • the behaviour of Nausicaa towards Odysseus • the physical appearance, status and behaviour of other females Odysseus meets on his journey, including Calypso, Leucothoe, Arete, Circe and the Sirens. <p>2. To what extent does Homer portray Penelope as a good match for Odysseus? Give the reasons for your views and support them with details from the Books of the <i>Odyssey</i> you have read. You might include discussion of</p> <ul style="list-style-type: none"> • the opinion Odysseus expresses to Calypso in Book 5 • the views of Anticleia and Agamemnon in Book 11 • Penelope's feelings for Odysseus • the tests Penelope sets both the suitors and Odysseus in Books 21 and 23.
CIV2C	<p>1. Judging from the paintings in Photographs A and B and at least two other red-figure examples, how far did the red-figure technique enable a painter to portray the human body more realistically? Give the reasons for your views. <i>(For example, Photograph A might show a painting by Exekias, Photograph B a painting by Euthymides.)</i> You might include discussion of</p> <ul style="list-style-type: none"> • the advantages and limitations of the black- and red-figure techniques • the representation of anatomy and other physical features • the suggestion of three dimensions • movement • relationships and emotions. <p>2. The painter of the vase in Photograph D is thought to have been a pupil of the painter of the vase in Photograph C. How far would you agree with this theory? Give the reasons for your views and support them with reference to Photographs C and D and at least one other painting by each painter. <i>(For example, Photograph C might show a vase by the Berlin Painter, Photograph D one by the Achilles Painter.)</i> You might include discussion of</p> <ul style="list-style-type: none"> • the shapes of the pots they chose to decorate • the types of scene they liked to portray • the representation of male and female bodies • their use of decoration.

<p>CIV2D</p>	<p>1. How important to Athens was the collection of tribute from her allies in the period down to the outbreak of the Peloponnesian War in 431 BC? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the original terms of the Delian League • reasons to changes to the original arrangements concerning tribute • the consequences for allies of not paying tribute • the location of the treasury • how the tribute was spent • the Coinage Decree. <p>2. How useful are the inscriptions you have studied in clarifying our understanding of Athenian attitudes and intentions in the way they treated their allies? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • problems in using the evidence of inscriptions • the regulations for Erythrai, Miletos and Kolophon • the regulations for Khalkis • the Kleinias Decree • the Coinage Decree.
<p>CIV2E</p>	<p>1. The forum complex shown in Plan A has sometimes been regarded as the greatest forum the Romans built. Judging from the forums you have studied, how far would you agree? Support your answer with reference to at least two other forums. You might include discussion of</p> <ul style="list-style-type: none"> • size • materials • decoration • functions • practicality. <p><i>(Plan A would show the Forum of Trajan.)</i></p> <p>2. How typical of Roman theatres is the building shown in Photograph B? Support your answer with reference to at least two other examples. You might include discussion of</p> <ul style="list-style-type: none"> • location • size and layout • structure and materials • decoration • extent to which the needs of spectators, performers and sponsor are met. <p><i>(For example, Photograph B might show the Theatre of Marcellus.)</i></p>

CIV2F	<p>1. To what extent was the Second Punic war caused by the Romans and Carthaginians misunderstanding each other's intentions? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • Roman and Carthaginian ambitions in Spain • Hannibal's actions and motives when he took over the Carthaginian command in Spain in 221 BC • the reasons why Hannibal attacked Saguntum • Rome's reaction to events at Saguntum • Hannibal's preparations for war. <p>2. Judging from your reading of Livy and Plutarch, how far do you criticise the behaviour of Quintus Fabius Maximus as dictator between the battles of Trasimene and Cannae? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the reasons why he held the command • his tactics against Hannibal • how far he achieved his aims • how far he restored Roman morale • his relations with Minucius and the senate.
CIV3A	<p>1. How far can a study of the Mycenaeans' metalwork, both decorative and functional, contribute to our understanding of their civilisation? Support your answer with reference to the objects in Photographs A and B and other metal artefacts you have studied. (<i>For example, Photograph A might show a dagger from Shaft Grave A, Photograph B the armour from Midea (Dendra).</i>)</p> <p>2. How reliable are the different kinds of evidence we can use both to reconstruct the appearance and to understand the function of the rooms marked 1, 2 and 3 on Plan C? (<i>For example, Plan C might show the palace at Pylos.</i>)</p>
CIV3B	<p>1. 'Herodotus presents the whole story of Xerxes' decision to invade Greece, and the invasion itself, as an act of revenge.' How far do you think this is true? Support your answer by reference to the Books of Herodotus you have read.</p> <p>2. How effectively does Aeschylus use Darius and Atossa to comment on Xerxes' invasion of Greece and its consequences?</p>
CIV3C	<p>1. To what extent is the scene from which the passage comes a turning point in the play? Support your answer by reference to the whole play.</p> <p>2. 'The plot of <i>Hippolytus</i> depends on a series of disappointed expectations.' How far do you think that this is true? Support your answer by reference to the whole play.</p>
CIV3D	<p>1. To what extent do you think that Augustus' reforms to the Equestrian and Senatorial Orders increased efficiency in the administration of Rome, Italy and the provinces?</p> <p>2. To what extent did Augustus improve the way the provinces were administered? Discuss both the provinces governed by the senate and those ruled by the emperor.</p>

CIV4A	<ol style="list-style-type: none"> 1. In <i>Crito</i> Socrates attempts to convince <i>Crito</i> that it would be wrong to escape from prison. How persuasive do you find both the arguments Socrates expresses himself and the views he puts into the mouths of ‘the Laws and communal interest of Athens’? 2. Judging from <i>Apology</i>, how well do you think Socrates conducted his case against the charges brought by Meletus, Anytus and Lycon both before and after the verdict?
CIV4B	<ol style="list-style-type: none"> 1. ‘Alexander’s victories between 334 and the summer of 330 BC were due more to Darius’ incompetence in military matters than to Alexander’s skills as a general.’ How far do you agree with this judgement? 2. ‘Alexander believed – or came to believe – he was a god.’ How far do you think the evidence you have studied supports this statement?
CIV4C	<ol style="list-style-type: none"> 1. ‘The reader’s sympathies are more with Dido than with Aeneas.’ How far do you agree with this opinion? Explain your answer and support it by reference to the Books of the <i>Aeneid</i> you have read. 2. How far do you regard Aeneas’ visit to the Underworld as the main turning point in the <i>Aeneid</i>? Explain your views and support them with details from the Books of the <i>Aeneid</i> you have read.
CIV4D	<ol style="list-style-type: none"> 1. To what extent do you think that problems caused by Tiberius’ absence in Campania and on Capri damaged his achievements as a whole? 2. How successful was Roman administration of its provinces during the reign of Claudius?

SECTION B IN CIV1 AND CIV2 (AS): 30-MARK ESSAY QUESTIONS

Recommended time	40 minutes
Assessment Objectives	AO1 (12 marks) AO2a, AO2b (18 marks)
What the questions will expect candidates to demonstrate	The same skills as in the 20-mark questions, but across a wider range of material from the topic.
Guidance for candidates	As for the 20-mark questions, bullet points will be provided after the questions to point candidates in an appropriate direction. However, as in the 20-mark questions, the primary focus should always be the question itself, in particular its evaluative element, not the bullet points.
How the answers will be assessed	<p>Answers will be assessed using the Levels of Response descriptors and following the same principles as for the 20-mark questions. Therefore</p> <ul style="list-style-type: none"> • answers which are descriptive or make assertions with insufficient evidence will score no more than 12 marks • answers which are mainly driven by narrative or description but include some relevant argument or judgement will score no more than 19 marks • only answers which have a generally argumentative framework, attempt to focus on the analytical and evaluative requirements of the question and use knowledge in a supporting role to justify the argument will score 20 or more marks • answers which respond to the precise terms of the question with sustained analysis and/or evaluation and use a full range of well chosen detail will score between 27 and 30 marks.
Some activities which may help to develop the skills required	As above for 20-mark questions.
Examiners' tips	As above for 20-mark questions.

Some examples of 30-mark questions

Teachers should look at examples of questions across all topics to see the range of types of question which may be asked. These examples supplement those in the Specimen Papers.

<p>CIV1A</p>	<p>1. To what extent did the Propylaia, Parthenon, Temple of Athena Nike and Erechtheion form a coherent architectural group? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • positioning • function • size • materials • use of Doric and Ionic • decoration. <p>2. ‘Archaic sculptors were more interested in pattern than anatomy.’ To what extent do you agree with this statement? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the New York <i>kouros</i> • the Berlin <i>kore</i> • the Anavyssos <i>kouros</i> • the Peplos <i>kore</i> • the west pediment from the temple of Aphaia on Aegina.
<p>CIV1B</p>	<p>1. ‘Solon’s reforms brought little immediate benefit to the poor.’ How far do you agree with this statement? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • Solon’s aims and attitude towards the poor • the Shaking-off of Burdens (<i>seisachtheia</i>) • reform of the classes and its political significance • changes to Draco’s law code and how they were made public • the right of appeal • third-party redress • what Solon did not change. <p>2. To what extent did the Athenian democracy of the second half of the 5th century B.C. give power to ordinary Athenian citizens? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the Assembly (<i>Ekklesia</i>) • the Council (<i>Boule</i>) • the law courts (<i>dikasteria</i>) • generals (<i>strategoï</i>) • lot • pay • rhetoric (public speaking) • the evidence of Aristophanes’ <i>Wasps</i> and <i>The Constitution of the Athenians</i> ascribed to ‘Xenophon the Orator’ (<i>The Old Oligarch</i>).

CIV1C	<p>1. 'Aristophanes' plays rely on surprise and the unexpected for their comic effect.' How far do you agree with this statement? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • how each play opens • how far the scenes which follow are predictable • how far the characters speak and behave consistently • other sources of humour. <p>2. How important is the visual humour in <i>The Acharnians</i>? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the Assembly and market scenes • the behaviour of the Chorus • Dikaiopolis' visit to Euripides and his defence of himself • the scenes with Lamachus • other sources of humour apart from visual.
CIV1D	<p>1. Judging from the evidence you have studied, to what extent do you think Athenian men took into account the feelings and opinions of their wives and daughters and to what extent were they concerned only with their own interests? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the purposes of Athenian marriages and how they were arranged • the different kinds of evidence you have studied • Apollodorus' description of the way Stephanus, Phrastor and Theogenes treated Phano • Apollodorus' definition of marriage and what he says will happen if Neaera is acquitted • Euphiletus' account of the way he treated his wife • Ischomachus' conversation with Socrates • Aristophanes' <i>The Women at the Thesmophoria</i>. <p>2. To what extent were Roman women from the 2nd century B.C. to the 1st century A.D. expected to show qualities usually associated with men as well as domestic virtues? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • Livy's account of the repeal of the Oppian Law • Cornelia, mother of the Gracchi • Sallust's account of Sempronia • the funeral eulogies for Turia and Murdia • Pliny's letters about Arria, her grand-daughter Fannia, his own wife Calpurnia and the girl Minicia Marcella.

<p>CIV1E</p>	<p>1. In the plays you have read by Menander and Plautus, to what extent are the men in charge of the household stereotypes and to what extent do they have individual characteristics? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • Knemon and Kallipides in <i>Old Cantankerous</i> • Daemones in <i>The Rope</i> • Theopropides in <i>The Ghost</i> • Amphitryo. <p>2. How far is violence and verbal abuse used for comic effect in the plays by Menander and Plautus you have read? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • Knemon's behaviour in <i>Old Cantankerous</i> • the behaviour and treatment of Labrax in <i>The Rope</i> • Theopropides' treatment of Tranio in <i>The Ghost</i> • the context, trickery and ending of <i>Amphitryo</i>.
<p>CIV1F</p>	<p>1. 'The success of Cicero's career down to the end of his consulship was entirely due to his skills as an orator.' To what extent do you agree with this statement? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • Cicero's defence of Roscius • his prosecution of Verres • his support for Pompey • the speeches he made during his consulship • other reasons for his success. <p>2. 'Between the death of Caesar in 44 B.C. and Cicero's own death in 43 B.C. his leadership of the Senate was as energetic as it had been during his consulship in 63 B.C.' To what extent do you agree with this statement? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the problems facing Cicero after Caesar's death and the reasons why Cicero acted as he did • Cicero's actions between Caesar's death and August 44 B.C. • his actions in the Senate from September 44 B.C. • his attitudes towards Antony and Octavian and his reaction to the forming of the second triumvirate • the problems Cicero had faced during his consulship in 63 B.C. • his actions as consul and the reasons why he acted as he did.

<p>CIV2A</p>	<p>1. How far has the involvement of the gods and goddesses in the <i>Iliad</i> affected your appreciation of the poem? Give the reasons for your views and support them with reference to the Books of the <i>Iliad</i> you have read. You might include discussion of</p> <ul style="list-style-type: none"> • the involvement of Zeus, for example in Books 1 and 24 • Zeus' decisions about Sarpedon and Hector (Hektor) • the favouritism of Hera and Athene for the Greeks • the help Aphrodite gives to Paris (Alexandros) • Apollo's interventions against the Greeks • Hephaestus' (Hephaistos') role in Books 1 and 18 • Thetis' role in relation to Achilles (Achilleus) and Zeus • the characters of individual gods and goddesses and relationships between them. <p>2. To what extent do you think that determination and courage are the most important qualities which the warriors in the <i>Iliad</i> show? Give the reasons for your views and support them with reference to the Books of the <i>Iliad</i> you have read. You might include discussion of</p> <ul style="list-style-type: none"> • the behaviour of warriors such as Achilles (Achilleus), Agamemnon, Menelaus, Diomedes, Odysseus, Patroclus (Patroklos), Nestor, Hector (Hektor), Paris (Alexandros) • other qualities shown by the warriors you have chosen.
<p>CIV2B</p>	<p>1. To what extent do Odysseus and his men deserve the criticism that they acted stupidly on their travels? Give the reasons for your views and support them with details from the Books of the <i>Odyssey</i> you have studied. You might include discussion of</p> <ul style="list-style-type: none"> • what happens when they encounter the Ciconians, Laestrygonians and the Lotus-eaters • the adventure with Polyphemus • the encounter with Circe • the visit to Hell (Hades) • passing the Sirens and Scylla and Charybdis • the cattle of the Sun-god. <p>2. 'Athene's influence on Odysseus is the most important influence the immortals have on Odysseus' return home.' Judging from the Books of the <i>Odyssey</i> you have read, how far do you agree with this statement? You might included discussion of</p> <ul style="list-style-type: none"> • Athene's part in the council of the gods in Book 5 • Athene's interventions before, during and after Odysseus' encounter with Nausicaa • Athene' help when Odysseus reaches Ithaca • Athene's help in revealing Odysseus' identity to Telemachus • Athene's interventions when Odysseus takes his revenge • the roles of Zeus, Poseidon, Calypso and Circe.

CIV2C	<p>1. ‘The conventions of the black-figure style on Athenian pottery did not allow for any great originality.’ How far do you agree with this statement? Give the reasons for your views and support them with reference to at least five examples.</p> <p>You might include discussion of</p> <ul style="list-style-type: none"> • the advantages and limitations of the black-figure technique for decorating a vase • subject matter • composition • the representation of males and females, human and divine • mood • the relationship between the picture, other elements of the decorative scheme and the shape and use of the vase. <p>2. ‘The Brygos Painter’s work shows him to be a master of movement, often violent.’ How far do you agree with this statement? Support your answer with reference to at least five of the Brygos Painter’s works.</p> <p>You might include discussion of</p> <ul style="list-style-type: none"> • the types of scene the Brygos Painter depicted • his portrayal of the human figure • his use of pose and gesture • the representation of space and three dimensions • the relationship between the paintings and their vases • how effectively he used the red-figure technique.
CIV2D	<p>1. How aggressively do you think the Athenians were trying to achieve dominance in the Greek world between the Thirty Years’ Peace in 446 BC and the outbreak of the Peloponnesian War in 431 BC? Give the reasons for your views.</p> <p>You might include discussion of</p> <ul style="list-style-type: none"> • the circumstances and terms of the Thirty Years’ Peace • Samos • Corcyra • Potidaea • Megara • Aegina • Thucydides’ versions of the speeches of the Corinthians and Athenians in the Spartan assembly and of the Corinthians at the allied congress in Sparta in 432 BC. <p>2. How important a part did Athenian support for democracy play in the rise and fall of their empire? Give the reasons for your views.</p> <p>You might include discussion of</p> <ul style="list-style-type: none"> • the circumstances and terms of the regulations for Erythrai, Kolophon and Miletos • other important examples, such as Samos and Mytilene • other means by which the Athenians attempted to secure the loyalty of their allies • reasons for the end of the Athenian Empire.

<p>CIV2E</p>	<p>1. 'The buildings which the emperors provided for the city of Rome were more to glorify their regimes than to benefit the inhabitants of the city.' To what extent do you agree with this statement? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • a forum such as the Forum of Augustus or the Forum of Trajan • Trajan's Markets • a basilica such as Trajan's Basilica or the Basilica Nova • a temple such as the Temple of Mars the Avenger or the Pantheon • a building for entertainment and recreation such as the Theatre of Marcellus, the Colosseum or the Baths of Caracalla. <p>2. To what extent does the study of the town plans suggest that the inhabitants of Ostia had different priorities from those of Pompeii? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the location of the forums and the range of buildings around them • the layout of the streets • housing • commercial buildings • buildings for entertainment and recreation.
<p>CIV2F</p>	<p>1. 'Disunity between factions in the Roman Senate was a major factor in Hannibal's success from his arrival in Italy until the battle of Cannae.' How far do you agree with this statement? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • the strategy of Publius Cornelius Scipio • the leadership of Tiberius Sempronius at Trebia and Caius Flaminius at Trasimene • the tactics of Quintus Fabius Maximus and his relationship with his second-in-command Minucius • the generalship of Terentius Varro and Aemilius Paullus at Cannae • the qualities of Hannibal and the strengths of the various parts of his army. <p>2. Judging from the Books you have read from Livy's <i>The War with Hannibal</i>, how fair a picture of Hannibal does he give? Give the reasons for your views. You might include discussion of</p> <ul style="list-style-type: none"> • Hannibal's character • his motives • his strengths and weaknesses in strategy and tactics • his leadership of his men • comparison with Roman leaders.

SECTION B IN CIV3 AND CIV4 (A2): 40-MARK SYNOPTIC ESSAY QUESTIONS

Recommended time	45-50 minutes
Assessment Objectives	AO1 (16 marks) AO2a, AO2b (24 marks)
What the questions will expect candidates to demonstrate	<ul style="list-style-type: none"> • Comparative judgements on an issue or theme across the topic which draw on candidates' competence in the three areas of study in the specification for the topic and in particular link appreciation of the nature of the sources and understanding of classical values and attitudes • A wide range of well chosen supporting detail from across the topic • A sharply focused and clearly organised argument which explains the comparative judgements.
How the answers will be assessed	<p>Answers will be assessed using the Levels of Response descriptors, which take into account the requirements of Synoptic Assessment. Therefore</p> <ul style="list-style-type: none"> • answers which are descriptive or make assertions with insufficient evidence will score no more than 16 marks • answers which are mainly driven by narrative or description rather than comparative analysis and evaluation but include some relevant argument or judgement will score no more than 26 marks • only answers which generally attempt to sustain an analytical and evaluative argument, respond to the comparative requirements of the question and link judgements to discussion of the nature of the sources and classical values and a wide range of supporting knowledge will score 27 or more marks • answers which demonstrate the above qualities with a greater degree of precision, insight and/or fluency will score between 37 and 40 marks.
Some activities which may help to develop the skills required	<p>As above for 20-mark questions.</p> <p>However, it is particularly important to alert candidates from the start to the issues and themes where comparisons will be made and to ensure that all judgements are linked to the sources and to an understanding of classical values. Don't leave it until the end to draw together the various elements for the Synoptic Assessment!</p>
Examiners' tips	<p>In addition to the points made about the 20- and 30-mark questions above, candidates should attempt as far as possible to:</p> <ul style="list-style-type: none"> • organise their argument from the start in a way which makes the comparisons clear • link in comment where appropriate on how the nature of the sources affects the judgements • take into account classical values and attitudes when forming judgements. <p>Planning, therefore, is essential!</p>

Some examples of 40-mark questions

Teachers should look at examples of questions across all topics to see the range of types of question which may be asked. These examples supplement those in the Specimen Papers.

CIV3A	<ol style="list-style-type: none"> 1. 'The Mycenaeans were completely pre-occupied with war.' How conclusively do the various types of archaeological evidence we have for Mycenaean warfare and defence support this statement? Support your answer with reference to examples of different types of archaeological evidence. 2. How great are the difficulties in interpreting the evidence of shaft graves, tholos tombs and their contents in order to build up a picture of Mycenaean civilisation? Support your answer with reference to particular examples of both structures and artefacts.
CIV3B	<ol style="list-style-type: none"> 1. 'Aeschylus' concerns were with poetry, ritual and celebration rather than history. Herodotus' concerns were with the idea of history and with telling a good story.' How far do you agree with this assessment? Refer to both <i>The Histories</i> and <i>The Persians</i> in your answer. 2. Superior Greek skills, or Persian mistakes? To what extent do you think Aeschylus and Herodotus present the Greek victories of 480-479 BC in these terms? Refer to both <i>The Histories</i> and <i>The Persians</i> in your answer.
CIV3C	<ol style="list-style-type: none"> 1. 'A major theme of Greek tragedy is the disintegration of the household.' How far do you think this is true of <i>Antigone</i>, <i>Oedipus the King</i>, <i>Medea</i> and <i>Hippolytus</i>? Refer to all four plays in your answer. 2. How central are the concepts of sin and punishment in <i>Antigone</i>, <i>Oedipus the King</i>, <i>Medea</i> and <i>Hippolytus</i>? Refer to all four plays in your answer.
CIV3D	<ol style="list-style-type: none"> 1. 'The inhabitants of the city of Rome gained more from Augustus' reign than the people of the rest of Italy and the provinces.' How far do you agree? Support your answer with reference to both the <i>Res Gestae Divi Augusti</i> and Suetonius' <i>Augustus</i>. 2. In the period 44-31 BC Octavian's success was due more to his skills as a politician than to his abilities as a general.' How far do you agree? Support your answer with reference to both the <i>Res Gestae Divi Augusti</i> and Suetonius' <i>Augustus</i>.
CIV4A	<ol style="list-style-type: none"> 1. To what extent and for what reasons does Plato's portrayal of Socrates differ from that by Aristophanes? Refer to both <i>The Clouds</i> and the texts by Plato you have read. 2. From your reading of Plato's <i>Euthyphro</i>, <i>Apology</i> and <i>Crito</i>, what philosophical importance do you consider Socrates has? Give the reasons for your views.

CIV4B	<ol style="list-style-type: none"> 1. How successfully did Alexander solve the problems of administering the different cultures that he incorporated into his empire? Refer to both Arrian and Plutarch in your answer. 2. How far do you think that Alexander's aims changed from the start of the expedition against Persia in 334 BC to his death in 323 BC? Refer to both Arrian and Plutarch in your answer.
CIV4C	<ol style="list-style-type: none"> 1. How do you think Virgil's readers in the age of Augustus would have reacted to his portrayal of Roman legend and history? Explain your answer and support it by reference to the Books of the <i>Aeneid</i> you have read. 2. How important to the <i>Aeneid</i> are the relationships between parents and children and what was the significance of these relationships to readers in the age of Augustus? Explain your answer and support it with reference to the Books of the <i>Aeneid</i> you have read.
CIV4D	<ol style="list-style-type: none"> 1. What qualities and skills did an emperor need in order to be successful? To what extent did Tiberius and Claudius demonstrate such qualities and skills? Refer to both Tacitus and Suetonius in your answer. 2. Judging from the parts of the <i>Annals</i> you have read, to what extent is Tacitus' account of the reigns of Tiberius and Claudius more biased than Suetonius' biographies of these two emperors? Refer to both Tacitus and Suetonius in your answer.