



**General Certificate of Education  
January 2012**

**Classical Civilisation 2020**

**CIV1E: Menander and Plautus**

***Report on the Examination***

Further copies of this Report on the Examination are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2011 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the schools and colleges.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).  
Registered address: AQA, Devas Street, Manchester M15 6EX.

## **CIV1E Menander and Plautus**

### **Section 1**

#### **Option A**

Of the very small entry for this unit, slightly more students chose Option A on Menander's *Old Cantankerous* than Option B on Plautus' *Amphitryo*. All scored the full 2 marks on Question 02. However, the standard of answers to the other short factual questions was more uneven, particularly in Question 04 where there was misidentification of the 'old crone'.

In Question 05, all students made some attempt to evaluate the effectiveness of the passage, but they did not get beyond Level 3 into Level 4 because they did not include a sufficient range of ways Menander entertains his audience and provide enough supporting references to the passage, sometimes instead going outside it.

By contrast, in Question 06, all students attempted an informed evaluation of the play in response to the quotation given, and their generally well-structured arguments demonstrated a good range of knowledge and understanding and, in the best answers, a high level of insight.

#### **Option B**

All students answered the factual Questions 07, 08 and 09 with complete accuracy, and this excellence was sustained in answers to Question 10. Although it differed from many 10-mark questions in that it required evaluation of a central issue in the play as a whole rather than a detailed appreciation of the passage printed on the paper, students produced well-shaped and balanced arguments of appropriate length, using evidence from the play to support judgements that took into account Roman expectations.

In Question 11, however, success was less widespread as not all students fully appreciated how central to the comedy male attitudes towards supremacy on the battlefield and in the house and bedroom are.

### **Section 2**

#### **Option C**

There were no answers to Question 12.

#### **Option D**

Question 13 elicited some splendid answers which, supported by a wide range of well-chosen knowledge, effectively demonstrated how Plautus, drawing largely on stock characters, develops those of some of the slaves beyond the various male stereotypes he inherited to create verbal and visual humour that depended especially on the inversion of reality. Other answers were less secure both in knowledge of the plays and in sustaining a clear line of argument.

**Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

UMS conversion calculator [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)