

GCSE (9-1)

Examiners' report

CLASSICAL CIVILISATION

J199

For first teaching in 2017

J199/22 Summer 2024 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 is 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.

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Paper 22 series overview

Candidates overall showed a good knowledge and understanding of the culture and literature of Roman City Life. The standard of responses was comparable to that of previous years.

Overall, candidates showed a good use of source material in the cultural section of the paper. They were able to apply their knowledge of slaves and Senators to two unseen written sources, and their knowledge of animal shows in the amphitheatres to produce some good answers.

The use of sources in the cultural essays was good. The number of candidates answering the essay questions was quite evenly split in the cultural section. Candidates were able to use some of the prescribed inscriptions in their answers to these questions, and also used examples from both the prescribed literary sources and from other sources they had studied.

The best responses to the essay questions contained a strong, focused and balanced argument, and was well supported by examples and discussion of the sources. For the literature section, the 8 mark question on Nasidienus Rufus' dinner party was mostly answered well. However some candidates were unable to score top marks as they did not refer to their own knowledge of the rest of the story in their answer, or only referred to their own knowledge and omitted a discussion of the passage on the examination paper.

Most candidates answered the essay on happiness. For this section, the essays must be based on the literature. Most candidates were able to use examples from the Prescribed Literary Sources to produce some good answers. However, some candidates scored very low marks on this essay section by writing a cultural essay on the lives of the rich and poor in Rome with no reference to any of the literature they had studied.

Timings

It would be advisable for candidates to spend 45 minutes on both the cultural and the literature section in this 90 minute examination. Some candidates, it appeared, ran out of time in the latter stages of the literature section, where 23 marks could be gained from the final two questions (from the 8 and 15 mark questions), but these questions were sometimes not answered in as much detail as previous sections.

Preparing candidates

There are lots of examples of different types of sources (visual, inscriptions, coins, literary) in the Bloomsbury-produced textbook which can prepare candidates for answering questions on unseen sources.

A bank of past papers is also available on [Teach Cambridge](https://www.teachcambridge.org/) for students to practise engaging with the seen and unseen sources in preparation for the cultural section of the exam.

In the literature section, there was some confusion about which author wrote which work, and some muddling of details of the dinner parties of Trimalchio and Nasidienus Rufus. It would be advisable for candidates to spend some time revising this thoroughly.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • were able to apply their knowledge of the material to the questions, for example applying their knowledge of slaves and senatorial careers to two unseen sources in the Culture section • were able to evidence their essays in the Culture section with a good range of source material • were able to use the source AND their own knowledge in the 8 mark questions • were able to say which author wrote which work in the Literature section • wrote the Literature essay based on the literature they had read. 	<ul style="list-style-type: none"> • wrote vague answers for some questions which did not show precise enough knowledge • did not provide a range of evidence/examples to support their answers in the Culture essay • only discussed the source on the question paper in the 8 mark question, and did not provide any own knowledge from outside the source • only discussed their own knowledge in the 8 mark question and did not refer to the source on the question paper • wrote the Literature essay without referring to any of the literature they have read.

Section A overview

Candidates engaged well with the visual and literary seen and unseen sources in Section A. In the essay section, there was a good use of the sources, both from the prescribed literary sources, prescribed visual/material sources and other sources to support the arguments.

Question 1 (a)

- 1
(a) Which part of a Roman house is shown in **Source A**?
..... [1]

This question was answered very well by candidates. The most common answers were 'peristyle' and 'garden'.

Question 1 (b)

- (b) What was the purpose of this part of a Roman house?

Make **two** points.

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

Candidates were able to use their knowledge of the role played by the garden in the Roman house to answer this question very well. Most candidates saw it as a way of displaying wealth to guests and visitors, some focused more on the practical uses of the garden, others saw it as a way of bringing a slice of 'country life' into the city.

Question 2

2 How might an owner make this part of a Roman house look attractive?

Give **two** examples.

1

2 [2]

This question was answered very well by candidates. Candidates used their general knowledge of houses and/or the houses in the prescribed sources to select details of how gardens in a domus were made to look attractive.

Question 3

3 A shrine (lararium) was located in the atrium of a Roman house.

What happened at the lararium?

..... [1]

Most candidates knew that the *paterfamilias* worshipped the Household gods (*Lares*) at this shrine.

Question 4 (a)

4

(a) Name **two** other features of an atrium.

1

2 [2]

Candidates answered this question very well. The most popular answers were *compluvium* and *impluvium* (or English equivalents). Many candidates also gained credit for providing examples of features from the atria of houses in the prescribed sources. A small number of candidates described what the atrium was or discussed the use of the atrium, rather than provide examples of features of the atrium, and did not gain credit.

Question 4 (b)

(b) Why was **one** of these features important for a Roman family?

.....
 [1]

Most candidates were able to explain how one of the features they had selected in 4(a) were important for the lives of the Roman family.

Question 5

5 What does **Source C** tell us about how rich Romans like Vedius and Augustus viewed slaves?

Make **two** points.

1

 [4]

Candidates were able to apply their knowledge about the treatment of slaves to this unseen source very effectively. Most candidates were able to show that Vedius considered slaves expendable, while Augustus seemed more moderate and sympathetic, and could cite or paraphrase from the source to evidence their answer.

Question 6 (a)

6

(a) How much wealth did a Roman citizen need to belong to the senatorial class?

..... [1]

This question was answered well by candidates. Some candidates confused the wealth requirement with the 400,000 sesterces required to join the equestrian order.

Question 6 (b)

(b) What privileges did a Roman citizen gain once he became a senator?

Make **two** points.

1

2

[2]

Candidates answered this question very well, with the privilege of the best seating at games/shows being the most popular answer. Most candidates also referred to the right to wear a toga with a broad purple stripe. Candidates also gained credit for referring to senatorial privileges which came from being member of the senate, and their military/political roles as senators.

Question 7

7 How does Pliny's career show that senators made an important contribution to Roman government and society?

Make **three** points, and support your points by referring to **Source D**.

1

.....

.....

2

.....

.....

3

.....

.....

[6]

Candidates were able to apply their knowledge of Senators very well to this unseen source which described the career of Pliny. Candidates were able to explain how Senators helped the governance of the empire through holding magistracies and governorships, and by serving in the military, using details from the inscription. Candidates were also able to focus on how senators could support local communities. Lots of candidates gained credit for arguing how Pliny's donations contributed to the local infrastructure, health and education of his hometown of Comum.

Question 8

- 8 Why were animal shows an important part of the day for the Romans at the amphitheatre?

Use **Source E** and your own knowledge of animal shows in your answer.

.....

.....

.....

.....

.....

..... [8]

Candidates were able to show some good understanding of the unseen source and also apply their own knowledge to this question.

Most candidates used the source to comment on how the animal fights, role of the *bestiarius*, public executions and animal tricks entertained the public in the amphitheatre.

From their own knowledge, most candidates were able to argue how seeing exotic animals from the far-flung corners of the Roman Empire was firstly a chance to see these creatures which they would otherwise not have seen, and also an expression of power from the emperor/sponsor, who had collected these animals from conquered territories. Candidates argued that the executions were a good deterrent to potential malefactors.

Some candidates also quoted the Prescribed Source where a sponsor in Pompeii advertised the animal show to show how popular animal shows were, and how Suettius may have used this to further his own political career.

The best responses evaluated the AO1 in relation to the question. For example, when discussing the public executions using animals, they considered the importance that this might have on the crowd as a deterrent against committing crimes, or a chance to see justice.

Question 9

9 'It was difficult for freedmen and freedwomen to be successful in Roman society.'

How true is this statement? Justify your response.

[15]

This was answered very well, with candidates showing a good understanding of the rights and privileges of freedmen and freedwomen in Roman Society. Candidates considered as 'successful' both what freedmen and women could/could not achieve in Roman society, and how they were treated/perceived by those around them.

Candidates were able to gain credit by supporting their arguments by referring to Naevoleia's Tyche's tomb and the inscription on it, as well as examples from the prescribed literary sources. Pliny's Discrimination at a dinner party, his treatment of Zosimus, the murder of the son of a freedman Larcus Macedo, and the wealth of the fictional character Trimalchio in Petronius' *Satyricon* were the most common sources cited.

There were some common factual errors in this question. Some wrongly argued, for example, that freedmen were not Roman Citizens or could not vote in elections.

Exemplar 1

While freedmen and freedwoman did not have the same rights as ordinary citizens in Roman society, I would still argue it was very much possible for them to become successful in Roman society, through various work.

Some people would argue it was not difficult for freedmen and freedwomen to become successful because of individuals like Naevolela Tyche and her husband Munatius. For example, despite Munatius ~~probably~~ being a freedman, he became extremely rich. This is evident through his tomb, which depicts a ship, showing he made a lot of money through shipping. Moreover, Munatius became an Augustalis, which was a highly respectable position. This is evident as

he was gifted a ceremonial seat for his work as ^{an} Augustalis, as depicted on his tomb. In addition, Naevoleia Tyche and Munatius' tomb was far larger than an ordinary Roman's tomb, highlighting their ~~wealth~~ wealth. This demonstrates it was not difficult for freed people to become successful.

Another example of a freed person becoming successful is Trimalchio in Petronius' Satyricon. For example, at the beginning, we learn of his humble beginnings at a slave market. However, after being freed he learnt accountancy and became extremely wealthy. His wealth is very obvious through his ivory bangle, gold rings and silver toothpicks. Trimalchio's immense wealth shows that freedmen could very easily become successful.

Others might argue it was difficult for freedmen and freedwoman

to become successful because they had limited rights and were treated as inferior in society. For example, Pliny's Discrimination at a dinner party shows how certain hosts treated freed people poorly by giving them lower quality food. This injustice shows how freed people were viewed poorly in society, making it difficult for them to become successful. However, Pliny's view differs as he believes all people should receive the same food at a cena, showing that freed people were not always poorly regarded.

Freedmen and freedwoman still had the opportunity to become successful as they could work for their old master. For example, in Pliny's letter Zosimus, he describes how much he still enjoys his freedman's literary performances. Clearly Zosimus' talent was acknowledged by Pliny, even if he was a freedman.

→ Continued on extra paper

9 Moneoher, Larcus Macedo's father was a freedman and he was able to become so wealthy, he could own his own slaves.

This demonstrates how the children of freedmen and freedwomen had equal rights in Roman society and could very much become successful.

To conclude, while freed people did have limited rights in society and were looked down upon by some, it was still easy for them to become successful, demonstrated through Naevoleia Tyche, Munatius, Trimalchio, Zosimus and Larcus Macedo.

Exemplar 1 is a Level 5 response. There is an excellent focus on the question, a balanced argument and an excellent range of source material to evidence the points. The candidate has used the prescribed source of Naevoleia Tyche's tomb, along with examples from the prescribed literary sources, to evidence their answer. While some additional knowledge of the rights/privileges of freedmen/women could also have been shown, this was a strong Level 5 answer.

Question 10

10 'Gladiators, charioteers and actors were greatly admired in Roman society.'

To what extent do you agree with this statement?

[15]

Candidates were able to apply their knowledge of gladiators, charioteers and actors to produce some very good answers to this question.

Candidates seemed more confident in discussing the fandom surrounding gladiators and charioteers, with the audience participation in the deaths of defeated gladiators commonly cited, than actors.

Candidates drew from the prescribed literary sources to evidence their answers, particularly from Pliny's letters about chariot racing and his freedman performer, Zosimus.

Lots of candidates could also cite examples from non-prescribed sources of graffiti from fans/enemies, the popularity of buying gladiator sweat, and the careers of the charioteer Diocles and the actor Paris.

Section B overview

Candidates engaged well with the three passages, showing a good knowledge and understanding of the letter and the two satires. Candidates answered both essay questions well when they selected a good range of examples from the Prescribed Literary Sources to support their arguments.

Question 11

11 Identify **two** talents or skills that Pliny admires about his wife.

Make **two** points.

1

2 [2]

Candidates were able to select some good points from the text. The best answers focused on 'talents and skills'.

Question 12

12 How does Pliny, by his use of language, emphasise his wife's devotion to him?

Make **two** points and support your points with reference to **Source F**.

1

.....

.....

.....

2

.....

.....

..... [4]

All candidates were able to show how Pliny's wife was devoted to him in the passage. Not all candidates focused on 'the use of language', so did not gain full credit. The most popular answers from the candidates picked out Pliny's repetition of words and phrases (such as 'again' and 'with what great'), and the personification of Calpurnia's 'most eager ears'.

Question 13

13 What does this letter show about Pliny's own character?

Make **two** points.

1

2

[2]

Most candidates were able to argue how Pliny appears in the letter as an arrogant and self-centred character, who values literacy/success in his career/obedience and devotion from his wife.

Question 14 (a)

14

(a) What is the name of the narrator of this story?

..... [1]

This question was answered well by the candidates, although there was some confusion between the narrators of the different stories, such as Juvenal's narrator Umbricius, and Horace's narrators Fundanius and Ofellus.

Question 14 (b)

(b) 'for whom a place was saved at the top, in a new fashion' (lines 1–2).

What is unusual about where Trimalchio sits at his own dinner party?

.....

..... [1]

Most candidates knew that Trimalchio had chosen to sit at the guest of honours' seat.

Question 14 (c)

(c) Why does Trimalchio sit here?

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

There were some good answers to this question. Most felt Trimalchio was intentionally showing his own importance and others argued that he was just oblivious to social norms.

Question 15 (a)

15

(a) How does Trimalchio draw attention to himself as he enters the dining room in lines 3–10?

Make **two** points.

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

Candidates were able to select some good examples from the passage for this question.

Question 15 (b)

(b) How could one of these points show Trimalchio's wealth and success?

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

Most candidates were able to explain how one of their examples showed Trimalchio's wealth and success.

Question 16

16 'Drew a laugh' (line 4).

Why are some of the guests not impressed with Trimalchio and his behaviour in lines 3–15?

Make **two** points and support your points with reference to **Source G**.

1

.....

.....

.....

2

.....

.....

.....

[4]

This question was answered very well by candidates, with some good examples selected from the passage and discussed.

Some candidates were not aware that as an Augustalis, Trimalchio was allowed to wear a purple-bordered toga and a gold ring. Consequently his napkin and ring were drawing attention towards his magistracy.

Some candidates did not pay attention to the phrase 'in lines 3-15' in the question, and did not gain credit for repeating that the guests would not have been impressed by Trimalchio being his own guest of honour.

Question 17 (a)

17

(a) Who was Maecenas?

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

A variety of details about Maecenas were credited here.

Some candidates erroneously thought that Maecenas was a senator.

Question 17 (b)

(b) Why might Nasidienus Rufus have invited Maecenas to his dinner party?

..... [1]

Most candidates could argue that Nasidienus invited Maecenas to his party to fulfil his upwardly mobile social aspirations.

Question 17 (c)

(c) Horace invented the names of Nomentanus, Porcius, Balatro and Nasidienus to create humour.

How does Horace use one of these names to amuse his readers?

.....

..... [2]

Candidates answered this question well and selected a detail from the story to support their point. The most common answer was that Porcius (pig) was acting as a glutton in gulping down all the cakes.

Question 18

18 Do Nasidienus Rufus and his guests all enjoy this dinner party?

Use **Source H** as a starting point and your own knowledge in your answer.

.....

.....

.....

.....

.....

..... [8]

Candidates were able to discuss the ways in which Nasidienus and his guests did/did not enjoy the dinner party in the passage. Some candidates interpreted the source differently. Some argued that, for example, the guests did not like the food which 'was hiding different flavours than usual', while others felt that new and exciting flavours led to a positive dining experience. Both approaches were credited. Most candidates argued that the guests were bored of hearing about the provenance and source of the foods.

The most common examples of own knowledge from the rest of the story were the falling of the tapestry (sparing the guests from tedious description), Nasidienus' weeping at this, his further attempts at new dishes, and the guests fleeing from the meal. Candidates knew that something had fallen onto the food to ruin the meal but some thought that this was a 'wall', 'the roof' or even 'a chandelier', instead of the wall-hanging.

Not all candidates provided examples from their 'own knowledge' of the rest of the story to support their answer, which prevented them scoring highly on this question.

Exemplar 2

No, Nasidienus doesn't enjoy the dinner ~~part~~ party and other guests get drunk.

On one hand, Porcius is 'gulping whole cakes' and Nomentanus is appreciating the food, sharing the origins. This shows that they appreciated the food and enjoyed it - This is also shown by the appreciation of the oysters and exotic food. The food is a big factor in dinner parties and this proved that people enjoyed and appreciated it.

You could also argue that even though the guests were drunk, they were having a fun time. Balatro makes funny jokes (~~he is the~~ his name means Buttoen), which makes others laugh, implying that everyone is having a fun time.

On the other hand, the guests are drunk because Nasidienus' party was so boring. Nasidienus cared more about showing off his good quality food than the entertainment. Nomentanus bored the other guests by telling ridiculous stories of the importance and origin of ~~his~~ the food. This ~~made~~ made the whole party unenjoyable for all, to the point that they end up leaving without finishing all the courses.

It was also unenjoyable for Nasidienus ~~son~~ since he was ~~g~~ stressed about his guests being drunk, he turned 'white'. Not only was he 'fearful', he was upset that people were not enjoying his food. This only got worse when the wall hanging fell onto the table, Nomentanus had to ~~comfort~~ ^{calm} him but Balanus just mocked him. This left Nasidienus upset and made the evening unenjoyable.

Exemplar 2 is a Level 4 response. It answers the question very well by using examples and details both from the passage and from their own knowledge of what happened elsewhere in the story (tapestry falling onto the food, guests leaving).

Question 19

19 'Rich Romans led much happier lives than poor Romans.'

How far does the literature that you have read show that this statement is true?

[15]

Candidates were able to select a variety of good examples from the literature to answer this question.

The best responses considered the ways in which the authors show rich Romans to be happy and not happy, and how they show poor Romans to be happy and not happy.

A minority of candidates mixed up which writer wrote which work, or details from the stories.

A small number of candidates ignored the prompts on the paper 'You must use any suitable **literature** you have studied to support your answer' and 'how far does the **literature** that you have read show that this statement is true', and wrote an essay with no reference to the literature. This approach led to some very low marks.

Question 20

20 'Juvenal's Satire 3 shows that life in Rome was difficult for everyone.'

To what extent does Juvenal's Satire 3 show that this is true?

[15]

This question was answered very well by the candidates, who drew examples from throughout Juvenal's satire to answer this question.

The living conditions of Cordus/Assaracus was the most commonly cited example. The best responses discussed both this and a range of examples from elsewhere in Juvenal's satire.

Exemplar 3

20

Juvenal's Satire 3 shows that life in Rome was difficult for everyone.

To what extent does Juvenal's Satire 3 show that this is true?

E	A
<ul style="list-style-type: none"> insula noise crowds dangers thieves Umbrius 	<ul style="list-style-type: none"> domus rich

[15]

Juvenal's Satire 3 shows that life was difficult for everyone in Rome in the following ways. The poor man, Cordus, has his insulae burned down in which he loses everything and has ~~not~~ to beg on the streets for food and money but he isn't given anything, showing life is difficult as ~~the~~ rich Romans do not spend their money on the poor. Another reason is noise of the streets in Rome ~~at~~ night, which shows life as difficult as no one can get any sleep which is only emphasised by the metaphor of ~~the man~~ ^{Claudius}, who is known to be able to fall asleep anywhere, as he is described as not being able to sleep. Another reason is the dangers of the streets in Rome as there are roof tiles falling from the roof of insulae ~~and~~ and there is a patron crushed to death by marble that fell ^{on him} and chamber pots hitting the streets. Juvenal only emphasised the ~~the~~ difficulty of Roman life through experience of "fool if you do not make a will before leaving". Another reason is that life was difficult because of crowds, which shows life as difficult as there is ~~a~~ constant bustle in the streets and there may even be a danger of being crushed by crowds. Another reason is that there are many criminals in Rome which makes life difficult through constant fear of being robbed or assaulted, as shown by Umbrius being kept up by the drunk man. The number of criminals is exaggerated by Juvenal through the fact he fears there will not be enough iron in Rome ~~because~~ of all the chains that are made.

Another reason is that Umbricius ^{claims he shall never go} ~~urges people to leave~~ go back to Rome, which shows life in Rome is difficult as he doesn't want to go back because of his awful experience of ~~the~~ place.

However, there are some reasons why Juvenal's Satire 3 shows life in Rome as not difficult for everyone. The rich man ^{whose} ~~as~~ domus burns down gets a huge ~~an~~ overreaction as ~~Rome~~ his mother mourns, praetors cancel their courts and he is gifted marble, which shows that life in Rome is easy for the rich as they are treated so well. Another reason is that rich men are carried through crowds, showing life in Rome is easy for some as ~~the~~ the rich man ^{sleeps, reads and writes as he is} ~~is~~ carried through crowds, bypassing any dangers of the crowds. This shows life as easy. Another reason is that the drunk men won't beat up a rich man, which shows life in Rome isn't difficult for all as the rich ~~men~~ ^{are} safe from criminals who fear being punished or beat up by the rich person's attendants.

In conclusion, I believe that Juvenal's Satire 3 shows that life isn't difficult for everyone as the rich are treated better than ^{the poor} ~~the poor~~.

Exemplar 3 is a Level 5 response, wide-ranging and well-argued. The candidate shows a precise, detailed and wide-ranging knowledge of Satire 3.

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