

GCSE (9-1)

Examiners' report

CLASSICAL CIVILISATION

J199

For first teaching in 2017

J199/11 Summer 2024 series

Contents

Introduction	4
Paper 11 series overview	5
Section A overview	6
Question 1 (a)	6
Question 1 (b)	6
Question 1 (c)	6
Question 2	7
Question 3 (a)	7
Question 3 (b)	7
Question 4 (a)	7
Question 4 (b)	8
Question 4 (c)	8
Question 5 (a)	8
Question 5 (b)	9
Question 6	9
Question 7 (a)	9
Question 7 (b)	10
Question 8	10
Section B overview	11
Question 9 (a)	11
Question 9 (b)	11
Question 9 (c)	12
Question 10 (a)	12
Question 10 (b)	12
Question 11 (a)	13
Question 11 (b)	13
Question 11 (c)	13
Question 12 (a)	13
Question 12 (b)	14
Question 13 (a)	14
Question 13 (b)	14
Question 14 (a)	14
Question 14 (b)	15
Question 15	15

Section C overview 16

 Question 16 16

 Question 17 18

 Question 18 19

 Question 19 19

 Question 20.....20

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.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Paper 11 series overview

J199/11 (Myth and Religion) is one of two Thematic Studies for GCSE Classical Civilisation. To do well on this paper, candidates need to show knowledge and understanding of Greek and Roman religious practices and associated mythological stories. To demonstrate their knowledge and understanding, candidates are provided with a number of prescribed and non-prescribed contemporary literary sources and material culture from which to base their responses.

It was clear that centres had prepared their candidates extremely well and that candidates are getting better every year at analysing and referring to the sources. This was noticeable on the 8 mark questions and in Section C, where fewer candidates wrote responses that didn't make specific references to the sources.

The feedback below on individual questions should help centres, but a general point was that candidates clearly found the Aeneas questions the trickiest on the paper. While Heracles and Theseus were dealt with very well, this was less so for Aeneas. This may be because the Livy is less accessible for some than the Theseus kylix or the Heracles metopes, but it is worth centres emphasising the key factual content of the Aeneas episode.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • had good knowledge of the factual content within the specification • were able to recognise visual and literary source material • considered both sides of the argument in the 8 mark questions • made specific references to the source material in Section C • made evaluative comments throughout their essay • selected appropriate factual content for their essay. 	<ul style="list-style-type: none"> • knew less factual content especially on the Rome section • sometimes didn't recognise the visual and literary sources • didn't make specific references to sources in 8 mark questions and in Section C • wrote everything they knew about a topic in the essay rather than select appropriate content • saved their evaluation in the essay for a brief sentence at end of paragraph or a conclusion.

Section A overview

In general, the Greece section was done extremely well and the questions on Theseus and Heracles gave candidates a chance to show off some excellent knowledge and evaluation. The plan of the temple proved trickier for many candidates and it's worth highlighting the differences between the Parthenon and the Temple of Zeus on these plans.

It's also worth practising looking at the different representations of the gods and getting students to identify them. The Poseidon question was well done but some candidates used evidence that wasn't unique to Poseidon for identifying him – many of the Greek gods were depicted with beards for instance.

Question 1 (a)

Study **Source A**

1

(a) Give **one** detail from **Source A** that identifies this god as Poseidon.

..... [1]

The vast majority of responses correctly identified his trident here.

Question 1 (b)

(b) Give **one** responsibility that Poseidon had.

..... [1]

A significant minority of responses gave answers like ships/sailors.

Question 1 (c)

(c) Why was this responsibility important to the Greeks?

..... [1]

There were lots of very good answers here.

Question 2

2 With which goddess did Poseidon compete for the naming of Athens?

..... [1]

Virtually every candidate got this correct.

Question 3 (a)

3

(a) What gift did each god give to try and win the competition?

1

.....

2

..... [2]

Virtually every candidate knew Athena's gift. Some candidates didn't specify that it was a salt water spring and therefore did not gain the mark as a result.

Question 3 (b)

(b) Why was the goddess's gift more useful?

.....

..... [1]

This was done very well.

Question 4 (a)

Study **Source B**

4

(a) What is the name of the hero Plutarch is writing about in **Source B**?

..... [1]

Almost every candidate got this correct.

Question 4 (b)

(b) Give **two** details about the place that the hero 'voluntarily sailed' to (lines 1–2).

- 1
- 2
- **[2]**

There were lots of good responses here and lots of candidates clearly knew the story of Theseus very well. However, a number gave two quotations from the passage: it's important to remember that factual questions phrased like this one will not be looking for comprehension answers from the passage.

Question 4 (c)

(c) How did the hero manage to survive against the 'wild beast' (line 2)? Make **three** points.

- 1
- 2
- 3
- **[3]**

Most candidates knew the details of the story and did well here.

Question 5 (a)

Study **Source C**

- 5**
- (a) To which god is the temple shown in **Source C** dedicated?
- **[1]**

A number of candidates misidentified this temple as the Parthenon or Temple of Apollo at Bassae.

Question 5 (b)

(b) Where in Greece is this temple located?

..... [1]

Candidates generally knew where the respective temple was. Candidates were not penalised for consequential errors here.

Question 6

6 How is the plan of the temple shown in **Source C** typical of Greek temples? Give **four** details.

- 1
-
- 2
-
- 3
-
- 4
- [4]

Candidates that lost marks here gave details that weren't shown on the plan. These included things like pediments, metopes, the altar etc. Some knew lots of technical terminology, but answers were acceptable without this.

Question 7 (a)

7

(a) Name **two** mythological stories sculpted onto the temple shown in **Source C**.

- 1
- 2 [2]

Candidates were not penalised for consequential errors here. 'Chariot race' was too vague. Some thought that the Amazonomachy was on the Temple of Zeus.

Question 7 (b)

(b) Choose **one** of these stories and state why it was significant for the Greeks that built that temple.

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

A number of responses were too vague here – it wasn't enough to say that Heracles was a Greek hero or killed monsters.

Question 8

Study **Sources D and E**

8 'Heracles deserved his heroic status.' How far do you agree with this statement? Use **Source D** and **Source E** as a starting point **and** your own knowledge to answer the question. **Do not include discussion of Cacus.**

.....
.....
.....
.....
.....
..... [8]

The Heracles question here was generally really well done and candidates dealt well with the idea of different aspects of his heroic status. Source D gave opportunities to discuss his labours, his killing of his family or the fact that he was a demi-god. Many candidates recognised the Amazons, but some misidentified this as the Mares of Diomedes or the Centauromachy. Some candidates used the visual source to discuss his lionskin and his heroism in tackling the Nemean Lion. This was absolutely acceptable.

There was a wide range of excellent knowledge from beyond the sources. There is no need for candidates to write 'from my own knowledge' especially if they are pressed for time. Only a few candidates mentioned Cacus which couldn't be credited as per the question. There were lots of candidates who made good counterarguments about how Heracles didn't deserve his heroic status.

Some candidates confused Heracles with Theseus which was unfortunate.

Section B overview

The Rome section wasn't as well done as the Greece section and the Aeneas questions proved especially tricky for some. Knowledge of this topic seemed weaker, and it was clear that some candidates were confused by other episodes from the *Aeneid* – knowledge of Dido isn't necessary for this paper. Simplifying the literary sources and picking out the key factual knowledge contained within them might be beneficial especially for lower performing candidates who can find the literary sources harder to access.

Some candidates were also confused by the location of buildings within Rome. The geography of ancient Rome can be tricky, so it might be worth highlighting the Campus Martius, Forum Boarium and the main forum and showing where these were and what they contained.

Question 9 (a)

Study **Source F**

- 9**
(a) What is the name of the city Aeneas has been driven from?
..... [1]

Most candidates knew this – the most common incorrect response was Rome.

Question 9 (b)

- (b)** What religious objects did Aeneas bring with him from this city?
..... [1]

Although many candidates struggled, there were lots of correct responses here with some using the term *Penates* – this was not necessary to get the mark.

Question 9 (c)

- (c) According to Livy, what happened after Aeneas and his men had been 'driving spoils from the fields' (line 4) that led to him founding Lavinium? Give **three** details.

1

2

3 [3]

This question enabled stronger candidates who knew the Aeneas story well to excel. However, it proved a challenging question for some.

Assessment for learning



It might be worth summarising the key factual content of the Livy so that candidates know the details of the Aeneas story.

Question 10 (a)

- 10**
(a) What is the name of Aeneas' son?

..... [1]

Lots of candidates knew this but again, this was tricky for many.

Question 10 (b)

- (b) What is the name of the city Aeneas' son founded?

..... [1]

Lots of candidates got this correct but there were a number of incorrect responses – it is worth candidates remembering that this is the Roman section and that Greek cities (Athens) will definitely be incorrect.

Question 11 (a)

Study **Source G**

11

(a) Name the person this altar was built in honour of.

..... [1]

This was extremely well done.

Question 11 (b)

(b) Give **two** details about where in Rome this altar was located.

1

2 [2]

Most candidates knew this was on Campus Martius and could then provide a second point either about location or giving more detail on Campus Martius.

Question 11 (c)

(c) Name **three** gods shown on this altar.

1

2

3 [3]

Many candidates clearly knew the Ara Pacis extremely well. However, lower performing candidates sometimes just seemed to be naming three gods.

Question 12 (a)

12

(a) What would happen at an altar during a sacrifice? Give **two** details.

1

2 [2]

There were lots of possible responses here and candidates generally answered this well. 'The animal was killed' was felt to be too vague and precise detail was needed.

Question 12 (b)

(b) State why **one** of these things was an important part of the sacrifice.

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

This was generally answered very well.

Question 13 (a)

Study **Source H**

13

(a) What was the type of priest called who was the 'supervisor of the holy virgins' (line 1)?

..... [1]

Lots of candidates knew 'Pontifex Maximus' but a number just wrote 'pontifex' which wasn't enough.

Question 13 (b)

(b) Give **two** details about the selection process of a Vestal Virgin.

1
2 [2]

There were lots of good responses here but 'virgin' (or synonyms for this) wasn't accepted given the question uses the term Vestal Virgin.

Question 14 (a)

14

(a) Give **two** details about the location of the Vestal Virgins' flame.

1
2 [2]

There were a number of candidates who confused the Forum with the Forum Boarium and lower performing candidates struggled with the precision needed for this. It's worth emphasising that the House of the Vestals is different to the Temple of Vesta.

Question 14 (b)

(b) How did this location reflect the importance of the flame?

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

A number of candidates clearly knew what the flame represented but this isn't what the question asked. Candidates needed to refer to the location and simply explaining what would happen if the flame went out therefore wasn't enough.

Question 15

Study **Sources I** and **J**

15 'Mars was the most important god to the Romans.' How far do you agree with this statement? Use **Source I** and **Source J** as a starting point **and** your own knowledge to answer the question.

.....
.....
.....
.....
.....
..... [8]

Many candidates dealt well with both the sources and used both of them to make arguments for the statement. There was some confusion between the statue in Source I and the Prima Porta (Mars is not wearing a toga here) but candidates were good on what creating a statue of him shows and how he is portrayed in the statue. The literary text gave opportunities for candidates to state the importance of his role in the Romulus and Remus story.

Candidates often then discussed the Campus Martius being named after him and the placement of important buildings here. The Pantheon was often used as a counterargument to show that he wasn't the most important god or there was sometimes discussion of individual gods and their importance to the Romans.

Section C overview

This section was tackled better this year. The story of Hades and Persephone seemed more accessible for candidates and more candidates were able to make specific references to the sources. However, making a general statement and then saying 'as shown in Source K' isn't enough here – it is much better to make a direct quotation from the written text.

Question 16

Study **Sources K** and **L**

- 16** Explain why Hermes/Mercury and Hades/Pluto were important to the Greeks and Romans. Use **Source K** and **Source L**.

1

.....

.....

2

.....

..... **[6]**

This was tackled well by many candidates. Candidates scored AO2 marks for saying what role Hermes and Hades performed and then could make reference to the sources. The second AO2 mark on each point often came from a development of their first point.

Exemplar 1 is a response that scored full marks. The first point quotes from Source K and the second point makes a reference to the abduction shown on Source L – this obtains 2 AO1 marks. Then 'king of the Underworld' and 'pray to him...eternity in peace' gain 2 AO2 marks for first point and 'travel between Earth and Underworld' and 'pray...for safety during travelling' gain 2 AO2 marks for second point.

Exemplar 1

- 1 ~~So~~ Hades was the king of the Underworld and he controlled what happened to dead souls. Source K says that those who do not appease him and Persephone will "have punishment for all their days" showing how important the sacrifices and rites to Hades were in ensuring he treated them well in the Underworld. Therefore Greeks and Romans would pray to him in order to spend an eternity in peace.
- 2 Hermes was one of the only Olympic gods who could travel between Earth and the Underworld and therefore he was important because he was the one to deliver messages to Hades in Source K after the abduction of Persephone shown in Source L. People would pray to Mercury/Hermes for safety during travelling and so that they had a safe journey to the underworld when their time came. [6]

Question 17

17 Explain why this myth was important to the Greeks and the Romans. Use **Source K** and **Source L**.

1

.....

.....

2

.....

..... [6]

Candidates were very good on the explanation for the seasons and a number scored 3 marks with a good point here. Some then found it trickier to make a second point but often scored an AO1 mark for a reference to the second source. There were some good responses on the links to marriage, the sense of loss or the power of the gods.

Exemplar 2 shows a response that gains full marks. Again, the two references to the sources are easily identifiable. The first point on the importance of sacrifice was acceptable. The second AO2 mark was given for the final sentence. The second point gains 2 marks for 'shows relationship between gods' and the development with 'anthropomorphic'.

Exemplar 2

1 The Myth in Source K shows how important it was to make sacrifices and worship the Gods, as Hermes tells Hades that by keeping Persephone it brings "an end to the worship of the immortals". This shows how immortals favour those who make offerings to them, so Greeks and Romans must worship the Gods so that they aid them.

2 Source L ~~shows~~ explains the changing of the seasons, as the abduction of Persephone depicted on the Sarcophagus caused Demeter to no longer aid the harvest, causing the mortal race to starve. It also shows their relationship between the gods as Zeus offers Persephone to Hades, which makes ^{Demeter} retaliate. This makes them anthropomorphic, which makes them more relatable. [6]

Question 18

- 18** Explain how the actions of Demeter suggest that the gods needed humans just as much as humans needed the gods. Use **Source K**.

.....

.....

.....

.....

.....

..... **[3]**

Most candidates knew what the question was asking, but lower performing candidates sometimes did not pick up marks as they did not refer directly to the source or were not specific enough in their response. Candidates needed to show that it was the starvation of humans that was bringing an end to sacrifices.

Question 19

You **must** use any suitable classical sources you have studied to support your answer **and** make comparisons between Greece and Rome.

- 19** 'The best way to show off the wealth and social status of a family during a Greek **and** Roman funeral was during the funeral procession.' How far do you agree? **[15]**

Candidates often displayed good knowledge of the key aspects of funeral processions as well as other parts of the funeral. Some candidates included detail from Mycenaean burial mounds which could not be credited. The best responses made direct comparisons between Greek and Roman funerals rather than just giving detail on an aspect of the funeral and then a sentence saying whether this showed wealth or not.

Question 20

- 20** 'Greek and Roman festivals were more important for the cities than for the people that lived in them.' How far do you agree? **[15]**

Candidates dealt well with this question and most deemed that the city represented the government of Athens or Rome whereas the people referred to individuals. Most candidates were able to give good factual knowledge on the different festivals. Weaker responses tended to write more generally and then make a comment for each festival on whether it was more important for the city or for the people. Stronger responses selected specific elements of festivals and then analysed what these were more important for. There was good evaluation on that the Roman festivals were smaller scale than the Greek ones and also that the festivals for the dead were more private.

Exemplar 3 is a good example of an essay that looks at specific aspects of a festival. Although this only shows the paragraph on the Dionysia, the essay dealt similarly with the other festivals and achieved full marks.

Exemplar 3

Back in Athens, the city Dionysia celebrated Dionysus, the god of theatre and wine. This festival is primarily remembered for its comedies, tragedies and satires which were plays put on in honour of the Dionysus. Watching ~~these plays and~~ tragedies was both distressing and cleansing, as the grave messages of the plays left the audience feeling purified in a way. Comedies and satires were often political and full of humour in order to make fun of certain people and leave people happy and relaxed. The choregos was the producer who funded the play and the festival was important to him because it allowed them to display their wealth and generosity. However, this festival was also important to the city of Athens as it allowed Athenians to show their respect for Dionysus and avoid the plagues he sent in the past. This was achieved by performing a sacrifice to him and staging the plays and musical

20. competitions in his honour. Additionally, showing off the orphans of war during the festival procession (where they carried the statue of Dionysus in a boat) allowed ~~the~~ Athens to show off its participation in war, making it seem strong and formidable.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

[Find out more](#).

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Need to get in touch?


If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.