

Examiners' report

GCSE

CLASSICAL CIVILISATION

OCR Level 1/Level 2 GCSE (9-1) in
Classical Civilisation

J199

For first teaching in 2017

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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 responses 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 [Teach Cambridge](#).

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Paper 22 series overview

Overall, candidates showed a good knowledge and understanding of Roman City Life, both in Section A (Culture) and Section B (Literature).

Overall, candidates used the source material well in the Culture section of the paper. They were able to apply their knowledge of freedmen and the baths to two unseen written sources, and their knowledge of the House of Octavius Quartio to produce some good answers. More candidates opted to answer the question on the arenas over patronage. Candidates were able to use some of the prescribed inscriptions in their answers to the essays and supplemented these with examples from both the prescribed literary sources and from other sources they had studied. The best answers to the essay questions contained a strong, focused and balanced argument, which was well supported by examples and discussion of the sources.

For the Literature section, most candidates showed a good knowledge of the content of the prescribed literature. Some candidates found it harder to explain their understanding of Horace's *Satires* in the 6- and 8-mark questions. The standard of the essays in the Literature section was much better this session, with a slightly higher number of candidates tackling the Pliny essay. In previous sessions, some candidates have attempted to answer the Literature essay with no reference to any of the prescribed literature that they have studied and have scored low marks as a result. This was less of an issue this session as the essays explicitly directed the candidates to Pliny and Petronius. For the Trimalchio essay there was some confusion with the dinner party of Nasidienus Rufus from a small minority of candidates.

Timings

It would be advisable for candidates to spend 45 minutes on both the Culture and the Literature sections 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 the Culture section.

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 practice engaging with the seen and unseen sources in preparation for the Culture 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 the details of the literature thoroughly.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• were able to apply their knowledge of the material studied to both seen and unseen sources in the Culture section • were able to provide relevant examples in the 8-mark questions and then explain and evaluate these • could use details both from the source AND their own knowledge in the 8-mark questions • discussed a range of points which considered both sides of the argument in the essay questions • were able to evidence their essays with a good range of examples, using sources in the Culture sections, and details from the prescribed literature in the Literature section • knew which author wrote which work and the details from the stories very well • were able to show a strong understanding of the literature in their answers.	• provided vague answers for some questions which did not show precise knowledge • did not provide a range of evidence/examples to support their answers in the questions • only discussed the source from the question paper in the 8-mark question and did not provide any examples from their own knowledge • only discussed their own knowledge without reference to the source on the question paper in the 8-mark question • did not show a firm understanding of sections of the prescribed literature and found it hard to explain and evaluate examples from the literature • did not follow prompts in the question requiring them to look at certain lines for their answer, or to select something to discuss from with a passage, or from other sections of the story.

Section A overview

Candidates generally performed very well in this section, showing a good knowledge and understanding of the topics examined.

Question 1 (a)

Study Source A

1

(a) Give **two** examples of the types of plays the Romans liked to watch in the theatre.

1

2 [2]

Most candidates gave correct answers here, with Comedy and Tragedy being the most common. Some candidates gave the answer 'Satyr/Satire', confusing the Greek Satyr plays or the literary genre of Satire with a type of play.

Question 1 (b)

(b) Choose **one** of these types of plays. Why was it enjoyed by Roman audiences?

.....

..... [1]

Candidates gave a range of good answers here, showing a good factual knowledge of an element of Roman Comedy/Tragedy/Mime/Pantomime plays. Some candidates gave vague answers about, particularly with Comedy, often referencing comedy in general rather than Roman Comedy. Some candidates who had chosen Pantomime to discuss confused it with modern-day pantomime plays.

Question 2

2 How did masks improve a theatre performance?

Make **two** points.

- 1
-
- 2
-

[2]

There were some good responses to this question. Most candidates considered the practical applications of the masks, such as allowing male actors to successfully play the part of female characters, or a small number of actors to play a wide range of characters or enabling the audience members at the back of the theatre to identify types of characters. Some very good answers considered how masks could reflect the types of characters, e.g. hair colour of stock characters in comedies.

Question 3 (a)

Study Source B

3
(a) How might Sosthenes have become a slave?

-
- [1]

This was very well-answered by candidates, with the most common answers that Sosthenes could have been a prisoner of war or born into slavery, with at least one of his parents being a slave.

Question 3 (b)

(b) Give **one** thing a Roman citizen could do which a slave like Sosthenes couldn't.

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

Candidates showed a very good knowledge of the Roman Society topic in this question. Answers ranged from looking at the political rights of citizens/non-citizens, such as being allowed to vote/hold office, to the legal rights of having legal protections, to the social rights of free entry to Games and the public baths or the right to free corn. Lots of candidates knew that Roman citizens could wear the toga, unlike slaves.

Question 4

4 What roles might an educated slave like Sosthenes perform for their master?

Make **two** points.

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

This question was answered very well, and a range of answers which alluded to a role which required education were credited. The most common were tutor to the master's son and helping the master with business accounts. Lots of candidates, perhaps inspired by the character of Zosimus in the Literature section, correctly suggested that an educated slave could perform at dinner parties for their masters. Answers mentioning roles which did not require the slave to be educated, such as cleaning or accompanying their master's to the baths were not credited.

Question 5

Study Source C

- 5 What does Pliny's letter tell us about the success the freedman Pallas achieved in Roman society?

Make **three** points and support your answer with reference to **Source C**.

1

.....

.....

.....

2

.....

.....

.....

3

.....

.....

.....

[6]

Candidates applied their knowledge of the Freedmen topic from the Roman Society topic very well to this unseen source. Candidates were required to select a quotation from the letter and explain how this could show Pallas' success/lack of success. Most candidates chose to discuss the fact that he had a monument set up for him, showing fame and importance, his acceptance of the honours of Praetorian rank, which were not usually given to freedmen/reserved usually for senators, and the offer of 5,000,000 sesterces, which some candidates noted was considerably more than the wealth requirement needed for the Equestrian/Senatorial classes, and which the already wealthy Pallas had no need of as he rejected it. It was good to see lots of candidates noting Pliny's disdain for a freedman acquiring such honours, showing the snobbery towards the lower classes that they had observed in other letters of Pliny studied for the Literature section.

Question 6 (a)

Study Source D

6

(a) At what time of day would Roman men usually go to the public baths?

..... [1]

Many candidates knew that Roman men usually went to the baths in the early afternoon.

Question 6 (b)

(b) What tasks would slaves perform at the public baths?

Make **two** points.

1

.....

2

.....

[2]

Candidates answered this question very well, giving a range of correct answers. Some candidates focused on roles which public slaves could perform to keep the baths running smoothly, while others focused on roles that slaves would perform for the benefit of their own masters. Both types of answers were credited.

Question 7

7 Why were the activities which Seneca describes in **Source D** important to the Romans?

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

1

.....

.....

.....

2

.....

.....

.....

[4]

Candidates used this unseen source well to show their knowledge of activities which took place at the Roman Baths. The most common answers focused on explaining why exercising and the cleaning/hygiene process was important to the Romans, selecting suitable references from the passage to support this. Lots of candidates also referred to the businesses mentioned in the passage, such as the selling of food/drinks, explaining them in terms of benefit either to the businesses or to the bathers.

Question 8

Study Source E

- 8 What do the remains of the House of Octavius Quartio tell us about the interests and lifestyle of the owner of this house?

Use **Source E** as a starting point **and** your own knowledge of the rest of the house in your answer.

[8]

Overall candidates showed a very good knowledge of this prescribed source in their answers. Most candidates commented on the paintings from Source E, and it was good to see that so many candidates knew the precise myths shown, from which many suggested the owner could be interested in tragic love stories/tragedy plays. Candidates also frequently noted the shrine in the centre of Source E.

From their own knowledge, most candidates used their knowledge of other wall-paintings in the house, which they argued showed the owner's education/interest in Rome's past and on various features of the garden, especially the shrine to Diana and Actaeon and the unusually large size and the canal, which candidates argued showed a love of the countryside/nature. Lots of candidates also commented on the stone benches for clients outside the house and the very beautiful impluvium in the atrium, with fountain jets and flower boxes.

The best answers gave features from the house and developed this with an explanation of what they thought this showed about the owners' interests and lifestyle.

A small number of candidates confused this house with the House of Menander and referred to this house as containing its own set of Baths and a painting of the playwright.

Exemplar 1

The House of Octavius Quartio had a sprawling garden, with a large pergola running down it and a canal underneath. This shows how the owner was very interested in nature. The impluvium of the house was also surrounded with flower boxes, highlighting the owner's interest in nature. Source E depicts a wall painting of Pyramus and Thisbe showing the owner's interest in classical stories and tragic myths of love. The painting of Narcissus also tells us of the owner's love of classic myths but also tells us the owner was interested in the portrayal of people and vanity. The small shrine to the Lares in Source E in the bichinium shows how the owner lived a religious life and was interested in respecting his ancestors. The Trojan war painting in the indoor triclinium also shows the owner's love and interest for classical stories. The fountain jet in the impluvium in the house's atrium was unusual and suggests the owner was interested in what others thought of his house and it suggests he lived a lavish lifestyle as it was not typical.

The candidate identifies some excellent and precise AO1 points from the source (painting of Narcissus and Pyramus and Thisbe, shrine) and from their own knowledge (large garden, canal, impluvium with flower boxes, Trojan War paintings). They evaluate most of these very well for AO2, suggesting that the owner was interested in nature, tragic myths about love, religion and stories. This answer received full marks.

Question 9

9 'The system of patronage benefited the rich much more than the poor in Roman society.'

How far do you agree with this assessment?

[15]

Candidates produced some good, detailed and balanced answers for this essay, looking at the pros and cons of being both a patron and a client. Most acknowledged the benefits for the poor, who could use the system to improve their own social status, and thought that these outweighed the negatives but most thought that there were much larger benefits for the wealthy.

It was encouraging to see that most candidates supported their answers with evidence from the sources they had studied. Most candidates used examples from the prescribed inscriptions as evidence for clients supporting their patrons in elections. Examples from the literature studied for Section B of the paper were also used well to support answers, with many candidates referring to Horace and his patron Maecenas and examples from the letters of Pliny referring to freedmen who had become their former masters' clients upon manumission. Candidates also frequently used the archaeological evidence of the stone benches outside prescribed houses as evidence for the daily *salutatio*.

Exemplar 2

- ③ Yes, ~~hard~~ ^{task} ④ No, raise in status
 9) ① Yes, ~~large~~ ^{complaint}, shorer, hill, rich men
 got lots of support in politics
 ② No, poor needed patronage to survive

..... Firstly, the system of patronage was a fundamental
 part of Roman city life, which both supported the
 poor who struggled to survive and benefited the
 rich with much needed help with daily tasks and
 more political involvement. However, it could be
 argued that patronage did benefit the rich more
 than the poor, due to the difference in duty between
 a patron and a client. Significantly, each morning
 a client was required to attend the patron's
 the name of his master, a greeting in which he
 would receive instructions as to the tasks he must
 carry out, dinner party invitations, and small
 gifts. Whilst this may not seem all too fulfilling, we
 know from sources that it was a begrudged duty

that tired clients and was an aching source of bitterness. One author, ^{Martial} Juvenal describing daily life in Rome, stated that the "first and second hours are out on clients" demonstrating that the early morning ritual was one that exhausted the poor men. Furthermore, Juvenal once wrote that he "shivered" on his hard journey to the house of his patron, carrying out a full day's work for "a handful of bread"; this source would suggest that the patronage system benefited the patron, rich, much more than the poor, as they not only got help with their chore, yet did so for very little money.

However, it is vital to remember that there was no benefits system in Rome, meaning without the patronage system, poor men would have no means of support whatsoever. Patrons were required to provide their clients with clean togas and small handouts of money or property. There is even evidence of clients being gifted grand properties, such as Horace who received a farm on the Sabine hills from his patron Maecenas. In this way, poor men were benefited equally, if not more, than the rich, however this depended on the temperament and generosity of a ^{patron} ~~matter~~, as well as the relationship a client formed with them. In addition, the patronage system was vital to Roman life, and

was sustained for many, many years. The longevity of the system alone is evidence that it benefited both social groups: tuncres, whilst the system was necessary for poorer Romans to make a living, it did not support the lowest of the lower class, and men were still left to survive on their own.

This is evidenced by Juvenal as he writes of "corder" and "had nothing" but no one bothered to help.

Contrastingly, the rich not only got the benefit of daily talks completed by orators, but were supported by ~~the~~ them in political endeavours and elections. This could mean, if a man was very wealthy with lots of clients, that he could gain enough political support to be elected to office as a magistrate, such as praetor or consul. Status was valued highly by the Romans, so the opportunity would be greatly beneficial to rich Romans, providing him with much social respect. Another way that patronage boosted status was when ^{clients} ~~they~~ accompanied a patron to the ~~bar~~ or forum; a wealthy man would have many clients and so this would be a grand show of reputation and wealth, suggesting that patronage did benefit the rich more heavily than the poor.

On the other hand, the act of accompanying a ~~client~~ patron to the ~~bar~~ or forum, or attending

a dinner party mean by men for a client would provide a vital opportunity for a client to raise his social standing, as he could connect with other wealthy Romans, and build a prestigious reputation, from being connected to the wealthy man that acted as his patron. This could later be beneficial to the client's social and political endeavours, demonstrating that both rich and poor benefited from the patronage system. To conclude, whilst there were many benefits of patronage for poor citizens, such as societal pathways and handouts of cash, the rich benefited in a more rounded societal, political and domestic way, as well as the fact that rich Romans could also be clients, meaning they may receive much grander and elite gifts from patrons more wealthy than themselves.

This essay produced a clear and balanced argument and was evidenced with a range of well-chosen examples from Martial, Horace and Juvenal. The candidate was able to evaluate and explain their points extremely well and kept the question central to their argument. It met all the criteria for Level 5 and was given 15/15.

Question 10

- 10 'The design of the Colosseum allowed spectators to enjoy shows much more than the design of the Circus Maximus or the Theatre at Pompeii did.'

How far do you agree with this assessment?

[15]

This essay was very well-answered by candidates, who used details of the three buildings as their sources to produce some good arguments. There were limited opportunities to use literary sources for this question, but some candidates did refer to a non-prescribed source, Ovid's famous account of his visit to the Circus Maximus where the crowd was packed in tightly to watch the races. Lots of candidates also referred to the prescribed inscription of the Holconii brothers renovating the theatre at Pompeii.

Most candidates focused on the size and accessibility of the arenas and the comfort, visibility and safety of the spectators. It was good to see lots of candidates also considering in addition how the design of the arena improved the spectacle, with the *hypogeum* in the Colosseum frequently cited as an example of how the design of the building meant that animals/gladiators could suddenly appear from below and how being able to see the imperial box added drama when the emperor was deciding on whether or not to spare a defeated gladiator. Lots of candidates also argued how the long track in the Circus Maximus allowed charioteers to build up speed, and how the tight turns at the *metae* could often lead to crashes, and how the stage building at the theatre provided a good backdrop for the plays.

Some candidates were more secure in their factual knowledge about the Colosseum than the other arenas. Some, for example, knew that the Colosseum had an awning and seating by status, but not that the theatre in Pompeii also had these.

Most candidates discussed all three buildings. A small number of candidates read the question as an invitation to compare the Colosseum with either the Circus Maximus or the Theatre. This approach was valid and candidates who discussed two of the arenas very well produced Level 5 answers.

Section B overview

Most candidates performed very well in this section, showing a sound knowledge and understanding of the prescribed literature.

Question 11

Study Source F

- 11 How does Juvenal emphasise the difficulties faced by the poor in Rome in lines 232–243 of **Source F**?

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

1

.....

.....

.....

2

.....

.....

.....

[4]

Some candidates took the word 'emphasise' as a prompt to find a literary technique and explain how it showed a difficulty faced by the poor, while others picked a suitable quote and explained how it showed life was hard for the poor in Rome. Both approaches were equally valid and credited.

The candidates who performed best on this question focused on how lines 232–243 showed problems for the poor, and on how the areas where the poor could afford to live, usually *insulae*, were often busy, noisy and cramped.

A common issue was not relating the answer to the poor. Many candidates, for example, chose to discuss how the rich were carried around in litters, but did not consider the consequences for the poor, e.g. being barged out of the way.

A very small number of candidates did not follow the prompts of looking at 'lines 232–243' or the need to refer to Source F in their answers and used other parts of Juvenal's poem, or other authors' works. This approach was not credited.

Question 12 (a)

12

(a) Why was it a pleasurable experience for a rich man to travel around Rome?

Refer to **Source F** in your answer.

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

Most candidates answered this well, talking about how rich Romans were carried around Rome in litters, in which they could read, write and sleep.

Question 12 (b)

(b) Why was it **not** pleasurable for a poor man to travel around Rome?

Give an example from another part of the story in your answer.

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

This question was answered well by many candidates who talked about the dangers of tiles/chamber pots falling on poor men as they walked, or the danger of being beaten up while walking around Rome at night.

Some candidates did not follow the prompts of discussing issues the poor faced while 'travelling around Rome' or of giving an example from 'another part of the story', and repeated answers from Question 11. These answers were not credited.

Question 13 (a)

13

(a) 'Do you see all the smoke that rises, to celebrate a hand-out?' (line 249)

Why were the streets of Rome busy in the mornings?

Refer to **Source F** in your answer.

.....
 [1]

Some candidates saw that Juvenal was referring to clients visiting their patrons in this section of the text.

Some candidates did not use the prompts 'in the mornings' or 'refer to Source F' and referred to why the streets of Rome might have been busy at other times of the day. These answers were not credited.

Question 13 (b)

(b) Give **one** way in which Juvenal emphasises how busy the streets of Rome are in lines 249–252.

.....
 [1]

This question was answered very well and lots of candidates used the example of the exaggeration of '100 diners'.

Some candidates did not use the prompt 'in lines 249–252', and answers using details from earlier in Source F were not credited.

Question 14 (a)

Study Source G

14

(a) What gift did Maecenas give to Horace earlier in this poem?

..... [1]

Many candidates knew that Maecenas had gifted Horace a house in the country at the start of this poem.

Question 14 (b)

(b) Why does Horace like this gift so much?

Make **two** points.

- 1
-
- 2
-

[2]

Candidates were able to give some good responses here. Most gave details of the house and the land themselves, while others gave examples of what he wanted to avoid in Rome by going to the countryside. Both approaches were equally valid and credited.

Question 15

15 How did Nasidienus Rufus try to impress Maecenas at his dinner party in another poem by Horace?

Make **two** points.

- 1
-
- 2
-

[2]

Most candidates provided good details from Nasidienus Rufus' dinner party, mainly focusing on the food and wine on offer, and the detailed descriptions of the food.

A small minority of candidates gave details from Trimalchio's dinner party in their answer here, and these responses were not credited.

Question 16 (a)

16

(a) What important news stories do people think that Horace will have information about?

Give **two** examples from **Source G**.

1

.....

2

.....

[2]

Most candidates picked out the two news stories from the text about the Dacians and Caesar intending to provide his soldiers with land.

Question 16 (b)

(b) Choose **one** of these stories. Why was it important to the Romans?

.....

..... [1]

Candidates found this question difficult on the whole but it was encouraging that many knew that Rome was fighting the Dacians at the time and that Romans were worried that land might be confiscated to give to the soldiers.

Question 17

17 Does Horace seem to enjoy being Maecenas' client?

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

1

.....

.....

.....

2

.....

.....

.....

3

.....

.....

.....

[6]

Most candidates answered this very well, selecting a suitable quotation or reference from Source G and explaining it very well. Most candidates focused on Horace enjoying the reflected glory of being Maecenas' client by riding with him in his carriage and being seen with him in Rome, while also noting Horace's frustrations at merely being allowed to ride in the carriage, at only being trusted with small-talk and being harassed by others for information which people believed Maecenas had passed on to Horace. Some candidates noted Horace's sarcasm in this passage, while others took his statements literally. For example, some candidates viewed Horace being quite pleased that Romans considered him a deep and reticent character, taking his reticence as a sign of trustworthiness and refusing to pass on Maecenas' secrets, while others felt that Horace was annoyed at being constantly asked questions which he didn't know the answer to and did not enjoy being considered aloof and unhelpful. Both interpretations were valid and credited.

Some candidates misunderstood sections of the passage, thinking, for example, that Horace becoming envied by others for being Maecenas' client referred to Horace becoming envious of Maecenas. Some thought that Maecenas not entrusting state secrets to Horace's 'careless ear' referred to Horace not trusting Maecenas.

Question 18

Study Source H

18 Why does Ofellus argue that people should not eat fashionable or grand food?

Use **Source H** as a starting point **and** your own knowledge of the rest of the story in your answer. **[8]**

This question was answered very well by candidates, who showed a good understanding of sections of the passage and from other parts of the poem.

The most referenced parts of the passage were the sections relating to how rich food can cause illness and how influential Romans started trends for eating odd types of food.

From elsewhere in the passage, the peacock/chicken comparison was common, along with how any food is satisfying after exercise and how luxury food is only good for you on rare special occasions.

The best answers gave a relevant example from the passage/own knowledge and developed this with an explanation of how this showed that Ofellus was arguing against eating fashionable and grand food. A less successful approach was to give lots of unexplained facts or to make lots of points without any supporting examples/details from the story.

Question 19

19 'Pliny's letters tell us more about the lives and interests of wealthy Romans than those of the poor.'

How far do you agree with this assessment? **[15]**

This question was well-answered by candidates in general, and many answers showed a thorough knowledge and understanding of the six prescribed letters of Pliny. Some candidates in addition used Source C from the Culture section as a further example from Pliny's letters, which was credited.

A common approach was for candidates to select three or four of the letters and discuss what the details from these letters showed about either the lives of the wealthy or of the poor. The best answers tended to use several examples from each letter and consider what these told them both about the rich and the poor. For example, in the letter about discrimination at a dinner party, we learn both how the poor freedmen are often treated by wealthy hosts, and Pliny's own response to this as a wealthy Roman. The Chariot Racing letter also tells us about the interests of both rich and poor Romans, as well as the view of Pliny himself.

Exemplar 3

197

Overall, I agree to a moderate extent that Pliny's letters tell us more about the interests of wealthy Romans.

On the one hand, Letter 1.9 certainly focusses upon the lives and interests of wealthier Romans. Pliny addresses Minus Fundanus, a fellow wealthy man, on the topic of his enjoyment of life in the countryside compared to that of the city, particularly focusing upon his residence in Laurentum, which gives him time for intellectual pursuits (i.e. reading and writing) and exercise. Despite the fact poorer Romans were able to live in the countryside, Pliny's account is more focused upon pursuits of wealthy, educated people, as many Romans

would not be able to afford a residence in the countryside, and typically were not educated to the standard of Pliny (as he was a lawyer), ~~and~~ certainly illustrating the lives and interests of the wealthy in much greater detail.

Furthermore, letter 19 ('My lovely new wife') certainly illustrates the lives and interests of the wealthy ~~more~~ in a greater focus. Within the letter, Pliny's main focus is upon the virtuousness of his new wife, Calpurnia, and her keen interest in both Pliny's legal cases and his writing, with Pliny explicitly mentioning her anxiety when he argues cases, and subsequent joy when he eventually wins, with mentioning of Pliny's progression giving further insight into the lives of the rich, as one ~~now~~ had to have been educated and well-versed in public speaking, which many poor Romans simply were not. / Additionally, Letter 3.14 'Bridal Murder' offers a mixed perspective on the lives of the rich and poor. Upon first inspection,

the latter discusses the barbarity of Macedo's murder at the hands of his slaves, the end Pliny is criticising the slaves, thus illustrating the perceived role of slaves by the wealthy. Upon closer inspection, Pliny also discusses the barbarity of the treatment of Macedo's slaves, despite his own father being a freedman, and the slaves' rightful anger, offering simultaneously a glimpse into the unfair treatment and life of the slaves, subject of to extensive physical abuse.

Further, letter 2.6 also illustrates the lives of both the rich and poor, by contrasting the horrible treatment and segregation of the lower classes (like the poor) and the rich, mentioning 3 different lines being offered to 3 different social classes, which he condemns ('I invite my guests to dinner, not degradation'), offering advice to the recipient, Junius Arbus not to replicate this behaviour, illustrating further the inequality.

and discommunion forced by the poor, but mostly from a perspective of morality, as the guest that Pliny published these letters may serve as motivation to flatter himself further.

On the other hand, letter 9.6 certainly offers a perspective from a wealthy perspective. On first reading, Pliny does discuss chariot racing, a popular event among the poor, but dismisses it as not intellectual, and a sport more relating to colours of teams than the sport itself, instead favouring intellectual pursuits such as writing. This dismissal of the an extremely popular sport among the poor certainly illustrates Pliny's sole focus upon the rich perspective.

In conclusion, despite moments where social inequality and justice are discussed in regards to the poor, Pliny generally approaches most of his writing from the perspective of a rich man.

The candidate uses a good range of accurate, well evaluated examples from the letters to argue that Pliny tells us about the lives of both the rich and the poor, often doing this within the same letter. The response received full marks.

Question 20

20 'Petronius wrote his satire about Trimalchio's dinner party just to amuse his readers.'

How far do you agree with this assessment?

[15]

Candidates produced some good answers to this question. There were lots of examples of what candidates found humorous and amusing in the story, particularly the portrayal of Trimalchio himself, his behaviour at the dinner party and his culinary tricks, and his lack of social awareness.

The best answers also provided a strong counter-argument in addition about what serious messages Petronius might have intended to convey to his readers about the excesses and the wasteful extravagance of dinner parties, and his commentary on how although nouveau riche freedmen might gain large amounts of money, they did not always have the accompanying social graces and awareness of Roman customs which the old nobility portrayed.

A very small minority of candidates confused Trimalchio's dinner party with Nasidienus Rufus' dinner party.

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