

Examiners' report

GCSE

CLASSICAL CIVILISATION

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

J199

For first teaching in 2017

J199/12 Summer 2025 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 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](#).

Please note: OCR Level 1/Level 2 GCSE (9-1) in Classical Civilisation (J199) will no longer be funded in Wales for new learners after **30 September 2026**. Please check the [Qualifications in Wales](#) portal (QiW) for more information.

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Paper 12 series overview

J199/12 (Women in the Ancient World) is one of two thematic studies for GCSE Classical Civilisation. This component focuses on the lives of women in ancient Greece and Rome. To do well on this paper, candidates need to show knowledge and understanding of the roles and portrayal of life as a woman in these societies and be able to analyse a variety of source material.

Candidates showed an impressive depth of knowledge and understanding of most aspects of the lives of women in Greece and Rome. Most were able to show good knowledge of prescribed sources; this was particularly evident in some responses that showed knowledge of Tarpeia and the actions of Medea before her time in Corinth.

Some candidates showed excellent knowledge, but seemed to ignore the question to put down everything they knew on a topic. Often such answers got bogged down with excessive AO1, especially in the 15-mark questions. Candidates need to think carefully about what is relevant. Equally common were instances where candidates would make a relevant point, but try to over explain it to make sure the examiner had spotted their idea. This sometimes meant that 8-mark answers which lasted over a page, would contain discussion of the passage and only one other point. In these questions, candidates often spent too long trying to find ideas from the passage. Candidates should only use the passage as a starting point. A paragraph of a few lines is normally sufficient rather than half a page or more.

Section C answers were good. While some candidates repeated analysis between Questions 25-27, most tailored their answers carefully to the question and used the sources very well. The essay questions were very well done, with knowledge of ancient religious roles particularly impressive in many responses.

Time management, as ever, caused some candidates issues. Most were able to write around two sides or more on the last question, but a few candidates who were performing very well on the paper did run out of time. This was often due to spending too long on shorter answers. Many questions, such as 12(a) required only a short phrase, but candidates often wrote a whole sentence. If asked to give an idea, candidates should not over-elaborate on information.

A major issue continues to be confusion of authors. Plutarch and Hesiod were regularly incorrectly ascribed. Greek and Roman terms or sources were often muddled; *symposia* were commonly used to describe Roman dinner parties, *hetairai* were often mentioned in Rome and many thought Hegeso was Greek and Turia was Roman or thought they were both in the same source.

Assessment for learning



Candidates could use a double page of an exercise book for each topic. The left-hand page could have all Greek characters and terms on it and the right-hand side could have the Roman equivalents. Each author could then be listed with key facts and names such as Livy – Sabines, Tarpeia and Lucretia, Sallust – Sempronia and Catiline conspiracy.

Candidates continue to write outside of the expected areas, either below the lines or in the margins. They should use the back of the booklets for this. They also tended to use extra paper rather than these pages.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• attempted every question • focused their answer on the question set • knew which authors wrote about which people • showed a wide variety of knowledge in 8- and 15-mark questions • had minimal introductions, but detailed conclusions that brought ideas together • knew clear differences between Athens, Sparta and Rome.	• missed out several questions • wrote whatever they knew on a topic • did not know who wrote about each person • only made two or three points in 8- and 15-mark questions, often repeating ideas • wrote lengthy introductions • thought what applied to Athens applied to Sparta (e.g. weaving) or Rome (confined to the house).

Section A overview

Section A comprises 30 marks of questions on the roles and portrayal of women in ancient Greece. These include questions that require short factual responses, short analytical statements and an 8-mark detailed response question. All of these are introduced by a stimulus source.

Candidates knew the myth of Helen's abduction very well, although many were not able to give plausible reasons as to why the Trojans wanted Helen to go back to Sparta. Most were able to identify two difficulties that Medea expressed in Question 6, although candidates needed to state more than women could not have affairs. There was much confusion over the chronology of events of her life and the locations of them. This had Medea's matricide happening before her marriage broke down or her killing her own family or Jason's in Corinth. Most did know how she was an atypical woman and how that would be threatening. There was much confusion about the term 'public' in Question 13, with candidates often spending too long on what went on within the house, especially hetairai. Others discussed mythical women, some of whom weren't even from Athens, or irrelevant areas of life.

Question 1

Study Source A

- 1 Identify the goddess **labelled X** in **Source A**.

..... [1]

This answer was widely known; there was limited support for both Hera and Athene.

Question 2

- 2 Why is this goddess visiting Helen?

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

Most candidates included information about Paris and Helen's abduction to gain the mark. Weaker responses seemed to rely too much on the picture in saying that she was trying to comfort her, without saying why she needed comforting.

Assessment for learning



Candidates should read the information about each source carefully as it may give clues to the answer. Source A was titled 'The seduction of Helen' and this could have led candidates to the correct answer.

Question 3

3 Who was Helen's first husband?

..... [1]

This question was very well known. A small number of candidates thought Paris was her first husband.

Question 4

4 Why did the Trojans want Helen to go back to Sparta?

Make **two** points.

1

.....

2

.....

[2]

Most candidates were aware of Helen's role in the war, but many were unable to add anything worthy of credit beyond this. Candidates were credited whether they stated that the war was going on or was about to happen. Some felt that the Trojans wanted to return her to her husband, but this added little to what was already in Questions 3 and 4. Other answers were very general in stating that Troy was suffering because of the war. Better responses stated that the war would only end with her return or that Troy was being destroyed.

Question 5

Study Source B

5 Identify **two** ways that Medea feels life is difficult for Greek wives.

- 1
- 2

[2]

Virtually all candidates scored at least 1 mark and most gained both marks. Quite a lot of candidates lost marks as they said that men could have an affair, or that women could not. Neither of these on its own explained why life was hard for a woman, but both were needed to show the double standards that existed for women. Others stated areas that were difficult for women, such as confinement to the house, but ones that were not in the passage.

Question 6

6 Who were the **two** members of the royal family of Corinth killed by Medea?

- 1
- 2

[2]

There was a lot of confusion in this question as to where Medea's various victims were from. All those killed by Medea were given wide support, with her own children and Pelias being frequently seen. Many could not recall the name of at least one of her victims, but examiners insisted on this as there were very few positions in a royal family and so 'king' or 'princess' were felt to be too vague. The name of Glauce caused a lot of issues with its spelling, but candidates were not penalised for this.

Assessment for learning



A good, accessible, way to introduce students to a range of information and ideas are podcasts. There are ones widely available on Cleopatra, Helen and Pandora. Another excellent source of information is the series 'The Spartans' which is available on YouTube and has an excellent section on Spartan women midway through.

Question 7

7 Why had Jason and Medea's marriage broken down?

Make **two** points.

- 1
- 2

[2]

This question proved tricky for many candidates as the chronology of events in Medea's life caused issues. The breakdown of the marriage was often attributed to Medea's murder of her children, whereas the children were murdered as a result of the breakdown. Others made statements that were too generic, such as 'he didn't love her anymore'. Others put it down to her being a foreigner, without reflecting on why it had broken down at this particular time. Most candidates did know that Jason had fallen in love with Glauce, although they often incorrectly stated that he had already married her. The best responses wrote of Jason's ambitions and the fact he no longer needed Medea.

Assessment for learning



You could get candidates to create a flow chart to illustrate the major events, people and places in Medea's life as there is much confusion about what she did at what point in her life.

Question 8 (a)

8

(a) State **two** ways that Medea's behaviour was different to Athenian women.

- 1
- 2

[2]

There were many fine answers to this question. Candidates often wrote about Medea's murders, her magical powers and her outspokenness. Some stated that she was not confined indoors or did not weave, but examiners felt that this was not really supported by evidence.

Question 8 (b)

(b) Choose **one** of these differences. Why would it be threatening to Athenian men?

.....

..... [1]

There were lots of good answers seen to this question. Many mentioned that she was uncontrollable and unpredictable. Others mentioned how women might use her as an inspirational example. There were some excellent answers about how the killing of sons would destroy the thing that was most important to men.

Question 9

Study Source C

9 Why would Athenians have been surprised by this description of Spartan women?

Make **two** points and refer to **Source C** in your answer.

1

.....

2

..... [2]

Most candidates scored full marks, picking out the relevant details from the text. While examiners preferred candidates to explain their ideas, a quotation was seen as acceptable. A few answers focused on areas of life that were not in the text.

Question 10

10 Give **two** examples of freedoms Spartan women enjoyed that Athenian women did not.

- 1
- 2

[2]

There was some excellent knowledge of life in Sparta in this question. Many were aware of the freedom of movement, owning land and the exercise women took. There was some confusion in weaker responses in stating that they wove, had a formal education or fought. Many showed good knowledge of their sexual freedom, although candidates often implied that Spartan women could sleep with anyone they wanted to.

Question 11

11 How old were Spartan boys when their mothers gave them up for training?

..... [1]

More than half of candidates knew this, but there was quite widespread support for various ages, particularly 11.

Question 12 (a)

12

(a) Give **two** duties of a Spartan wife in addition to the care of children.

- 1
- 2

[2]

Candidates generally knew what duties Spartan women had to perform. The best answers used Greek terms like *kleros* and *syssition*, although these were not necessary for the marks. Some felt that she would weave and a number stated that she would fight.

Question 12 (b)

(b) Choose **one** of these duties. What does it tell us about how women were viewed in Sparta?

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

Many candidates stated that their point showed how Spartan women were valued. Others wrote how they were seen as capable through their skills, although a few perhaps went a little too far in stating how they were seen as equal to men or made all the decisions for the city when the men were absent. Weaker responses did not attempt to discuss how they were viewed, but rather tried to give further facts about their lives.

Question 13

Study Source D

13 'Women did not have a significant role in public life in Athens.'

How far do you agree with this assessment?

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

[8]

There were many fine answers to this question, but some candidates struggled with the concept of what was meant by 'public life'. While discussion of the home was clearly relevant in stating that their priorities lay there, candidates tended to go into too much detail on this. This was particularly the case in discussing hetaira as what they did in the house was not in public. Some candidates worked them into their answer well, stating that they could influence politicians like Pericles, but many spent too long discussing their skills and life in general.

Most candidates used the source well. The best answers gave details about Socrates and Pericles, including the allegation that Aspasia wrote some speeches for Pericles. A few even know how she may have influenced him over Samos and Miletus.

Weaker responses found it hard to go beyond the printed source and the idea that women were confined to the house. Stronger responses wrote of their role in religion or their lack of role in the decision making of Athens. There were some errors in stating the Pythia was Athenian or in the use of Roman women such as Clodia and Cytheris.

Exemplar 1

'Aspasia
 'Pythia
 'no politics
 'agnodice

In source D, you can see that 'Even Socrates came with his acquaintances', which shows that Aspasia had a big role in public life because she was able to convince even ~~Pericles~~, Socrates, a prominent figure in Athens. However, women in Athens were unable to hold a position in Athens of real political power, therefore they did not have a significant role in public life. However, women protested for Agnodice to be freed ~~since they~~ and to allow her to remain a doctor, ~~so they~~ and they succeeded, so they did have a significant role in public life in Athens. Religious

Here the candidate answer shows good knowledge and analysis. There is brief discussion of Socrates showing an awareness of him, although the passage could have been used more fully as there was no further discussion of it in the answer. The analysis of them holding no political power is succinct. The level of detail on Agnodice is also good. The candidate does not go into excessive detail about the story, unlike many candidates, focusing instead on their protest and the success this had. Many candidates chose to write more fully on her trial, but these details were not key in this question.

Section B overview

Section B comprises 30 marks of questions on the roles and portrayal of women in ancient Rome. These included questions that required short factual responses, short analytical statements and an 8-mark detailed response question. All of these were introduced by a stimulus source.

Candidates struggled to recall the circumstances around Cicero's attack on Clodia. Most candidates felt he had raped or sexually assaulted her and even felt that he wanted a relationship with her or was trying to improve her behaviour. Answers were much better for Question 16, although some were too vague in their comments. There was a wide variety of answers seen to the questions on marriage; most knew a series of reasons for arranging a marriage, although there was considerable confusion about the concept of a dowry. Candidates generally knew about the Oppian Law, although many felt they had to give up all their jewellery. This area proved the most challenging of any in Sections A and B. Finally, there was good knowledge about the concept of honour, which often featured discussion of mythical women, everyday life and prostitution.

Question 14

Study Source E

14 What had Clodia accused Caelius Rufus of trying to do to her?

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

This question proved challenging for many and elicited the fewest correct responses on the paper. Most candidates thought that he had tried to rape or assault her. Only the best responses seemed to answer this correctly.

Question 15

15 What was Cicero hoping to achieve by attacking Clodia's behaviour?

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

Most candidates wrote of him seeking to shame Clodia and highlight her wickedness. However, to gain full marks, candidates had to show awareness that this speech was part of a trial and that Cicero was trying to get his client off the charge; many were unable to do this. Instead, many seemed to think that Cicero wanted to get her to change her behaviour or wanted other women to see her as an example not to copy. Some even felt he was trying to defend himself against her.

Question 16 (a)

16

- (a) State **two** things that a Roman matrona might be expected to do to promote her husband's public reputation.

1

.....

2

.....

[2]

There were a wide variety of responses to this question. There were lots of references to her acting modestly, weaving and having children. These were seen as worthy of credit. Some excellent answers considered her role in dinner parties. Weaker responses simply stated that she would praise her husband or talk about him to others. A number incorrectly used the term 'symposium' in their answer.

Question 16 (b)

- (b) Choose **one** of these things. Why was it important for her husband's public reputation?

.....

..... [1]

Most candidates correctly wrote about how it would improve his business, political or financial situation.

Question 17

Study Source F

17 Why might a Roman woman reject a proposed fiancé?

Make **two** points.

1

.....

2

.....

[2]

This question proved challenging and many candidates seemed confused about the whole arrangement of the marriage and the dowry. Others gave very statements that were not felt to be likely reasons for opposition, such as they the husband was too old or that the husband was already married. Most candidates were able to write about the bad character of the husband.

Misconception



Many candidates thought that the bride's family would receive the dowry and that the husband would pay it.

Question 18

18 How prepared do you think a Roman girl would be for married life?

Make **three** points.

- 1
- 2
- 3

[3]

There were some fine responses to this question. Candidates generally correctly identified the age of the girl at her wedding, her virginity and her lack of familiarity with her husband as suggesting she was unprepared, and her training by her mother and an often long betrothal period as suggesting she would be prepared. Candidates often repeated very similar ideas, such as stating her mother would train her in cooking, childcare and household management for the three ideas. Candidates needed to make three distinct points.

Question 19

19 What were the **three** ways of being married in Rome?

- 1
- 2
- 3

[3]

Examiners were impressed at the knowledge of *usus*, *coemptio* and *confarreatio*. Although precise spellings were not insisted on (*coemptio* often became *competio*), sometimes the terms were a little too far away in terms of spelling to gauge whether *coemptio* or *confarreatio* was meant. Candidates were also credited for *cum manu* and *sine manu*. The weakest answers did not show any real awareness of Roman ceremonies and customs.

Question 20

20 Why might the head of a Roman family arrange for his daughter to be married?

Make **two** points.

- 1
-
- 2
-

[2]

Many answers focused on business, political or social mobility reasons. There were also many who wrote of getting rid of what was seen as a financial burden. However, a major problem seemed to revolve around the giving of a dowry, notably who gave it and to whom; often candidates wrote the father arranged the marriage to receive a dowry.

Question 21

Study Source G

21 Why would the presence of Mark Antony's wife on this coin be a surprise to the Romans?

Make **two** points.

- 1
-
- 2
-

[2]

This question proved challenging for many candidates as they incorrectly believed that Antony was married to Cleopatra at the time. The guidance on the insert stated that the coin was from the year 43 BC and their affair did not start before 41 BC. Many responses did realise that women had no parts in politics and military victories and that coins normally showed male figures.

Question 22

22 Name Rome's governing body that oversaw the participation of women in politics.

..... [1]

Some candidates correctly identified the senate, but many responded with the *cursus honorum* which was not felt to be a governing body. Others thought it was the assembly, *boule* or picked one particular position in the *cursus honorum*.

Question 23 (a)

23

(a) State **two** ways that women were affected by the Oppian Law of 215 BC.

1

.....

2

.....

[2]

While weaker responses often suggested the law was about voting or confinement, many were aware it was a restrictive measure on owning or displaying wealth. However, many candidates incorrectly stated that women had to give up all their gold or at least implied this. A few gave irrelevant information by describing their protests. Better responses wrote of their travel restrictions or their inability to wear luxury clothing or display wealth.

Misconception



The women in the Oppian Law were allowed to keep some of their gold.

Question 23 (b)

(b) Choose **one** of these ways. What does it tell us about the nature of women's lives in Rome at that time?

.....

..... [1]

There were many fine answers discussing the restricted lives that women led or the level of wealth that some women achieved.

Question 24

Study Source H

24 'Roman women considered honour to be more important than their personal concerns.'

How far do you agree with this assessment?

Use **Source H** as a starting point **and** your own knowledge to answer the question.

[8]

This question produced many strong responses and differentiated candidates very well. Those who found it challenging did at least use the source well in most instances, but often used material they had used elsewhere on the paper such as about Clodia or Turia. Examiners were impressed when candidates did use other parts of the Turia inscription, especially her protection of her husband and the offer of a divorce. Weaker responses also often discussed non Roman women such as Aspasia or Cleopatra.

Better responses discussed other women such as Sempronia or realised that it was difficult to base an answer entirely on a few legendary women from Rome's distant past, a fact largely ignored by many who based their entire answer on early Republican models. The best answers discussed the concept of *pudicitia* and prostitution or even introduced women not widely known about.

Section C overview

Section C comprises 30 marks and required candidates to compare aspects of the lives of Greek and Roman women. Candidates are required to respond to a series of questions based on source material and write one 15-mark extended response from a choice of two.

Examiners were generally impressed at the standard of answers in the first three questions of the section. Candidates found plenty to say about the sources, and while they often repeated ideas between questions, there was usually good discussion of ideas. By the time Question 27 appeared, candidates were less willing to pick out specific details from the source, but they must, even if they have given the same AO1 information in earlier questions. Candidates were able to pick out relevant information, although some felt the inscription was Greek and the image was Roman and muddled the names of the women. There were fewer candidates this year who only referred to one source when they had to discuss both.

Question 28 was more popular than Question 29, and done to a slightly higher standard. The best responses were able to argue for and against the statements, although many found it hard to argue that women did not play a significant part in religion. In discussing freedom, many candidates did not make the range of points and sometimes muddled the different societies they were discussing.

Question 25

Study Sources I and J

25 Explain how the author of **Source I** shows that Turia is an outstanding wife.

.....

.....

.....

.....

.....

..... [3]

Almost all candidates were able to pick out something relevant from the source and the most were also able to explain something about how this showed an outstanding wife. The best responses highlighted her concern for her in-laws, how she was atypical and how she fulfilled the role of a matrona.

Question 26

26 Explain how **Source I** and **Source J** highlight the social status of Turia and Hegeso.

Refer to both **Source I** and **Source J** in your answer.

1

.....

.....

.....

.....

.....

.....

2

.....

.....

.....

.....

.....

.....

[6]

There were some very good answers to this question. Most candidates picked out something relevant to highlight the social status and gave some analysis, usually on the theme of wealth. The best responses were able to show why this displayed wealth, stating that dowries would be expensive or making a similar point about the size and detail of the tombstone. Weaker responses tended to repeat ideas from the previous question in stating that because Turia was modest and worked wool she must have been of high status or they muddled who was who in the tombstones. A small number of candidates missed this question out, although they could have gained 2 marks by picking out details from the sources.

Exemplar 2

Refer to both **Source I** and **Source J** in your answer.

- 1 "You also provided dowries for them..." shows that Turia is of a high social status as she is ^{very} ~~extra~~ wealthy since she can afford to give money for her relatives' dowry. Also, "worthy of your family" insinuates that she ^{came from a} ~~was~~ respectable family since the dowry had to be large.
- 2 Hegeso is shown to be with a slave who is providing her with a jewellery box. Those who could afford slaves were wealthy and since she was looking at a jewellery box it implies that she had lots of money to be able to afford an array of jewels so she was of a high social status.

[6]

This response used the source well and gave clear evaluation. The mention of dowries early on achieved an AO1 mark, and the realisation that this showed wealth gained an AO2 mark. This was further elaborated on with the mention that this showed a respectable family as the dowry had to be large.

The mention of the slave with jewellery was excellent and concise discussion of what can be seen in the source, although the candidate only needed either the slave or jewellery for the mark. Wealth was again credited, but there is no further discussion given to merit the final mark (e.g. to state that poorer women could not afford jewellery or to compare the appearance of the slave and the *kyria*).

Question 27

27 Explain whether **Source I** or **Source J** is more reliable in portraying the daily lives of Greek and Roman wives.

Refer to both **Source I** and **Source J** in your answer.

1

.....

.....

.....

.....

.....

.....

2

.....

.....

.....

.....

.....

.....

[6]

Most candidates again answered this question well, making logical statements about each source. Many referred to the size of the inscription making it more reliable or the nature of a eulogy making it more likely that it was less reliable. The scope of the eulogy was felt to give more information and therefore improved reliability over Hegeso's tombstone. Many felt Hegeso's family may have wished to portray an ideal image of her life which would make it less reliable. Others felt both were typical of the lives of the rich, but did not portray the lives of lower-class women well.

A lot of candidates dropped marks, especially on the Turia source, by not picking out any AO1 details. These must be given, even if they have already been given in a previous question. Some simply repeated what they had written in other questions.

Question 28

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

28 'Athenian and Roman women were never important in religious activities.'

How far do you agree with this assessment?

[15]

Many candidates showed an impressive knowledge of female involvement in religious activities in Greece and Rome. Better responses tended to focus on a wider variety, although candidates were not expected to discuss every area. These responses also tended to analyse the relative importance of women in each role, whereas weaker ones were largely a list of what each group of women did and analysis that because they did this, they were important.

Misspelling of names was also common in this question. The Vestal Virgins and the Pythia were particularly fruitful areas for discussion with many candidates talking about the key roles they had in areas such as war and politics. The best answers realised that ultimately men translated the prophecies of the Pythia and could sentence Vestals to death or that very few women, especially poorer ones, could attain these positions.

At the weaker end, candidates often gave facts, but did not use them to answer the question; for example, there was sometimes a lot of knowledge about what the Flaminica Dialis did and her responsibilities, but candidates do need to be selective about what to include and whether it is relevant. Over-focusing on areas such as not trimming her nails at certain times did not really help to answer the question.

Exemplar 3

was believed to be Apollo's conduit. Not only was the Pythia visited by people from all over the ~~A~~ ancient world, women who were a mantis were often taken to war to help commanders decide a plan of action. The Pythia was extremely ~~well~~ revered, and ~~evidence of a~~ ~~temple~~ a statue was built depicting a Mantis interpreting animal organs. The fact that there was only one Pythia who was believed to be directly in touch with a god, and a statue celebrating a mantis shows how ~~base~~ pivotal the role women played in religion was. So, I do not agree with the statement. // Thirdly, ~~the average~~ I only somewhat agree with the statement, due to the exclusivity of Religious & festivals. The average ^{Greek} ~~ancient~~ wife was a *kyria* was encouraged to attend the Thesmophoria, a festival vited for a good harvest. Similarly, ~~they~~ younger girls were encouraged to help make Athena's Peplos depicting the Gigantomachy during the ~~6~~ Panathenia. Despite this, ~~women who were~~ *porne* and *hetaira* were forbidden to attend religious festivals, so it suggests that, by excluding a demographic from religious festivals, the presence of women wasn't that important. In parallel, in Rome, if a woman was found guilty of adultery, she was forbidden from any religious festivals or gatherings of any religious kind. This →

Turn over

This excerpt was part of an answer that scored full marks. The knowledge that commanders might take a mantis to war was very rarely, if ever, seen. There idea of exclusivity of festivals is excellent, and this is backed up by the exclusion of certain female groups like pornai from festivals. Many responses simply stated that some festivals were for married women but glossed over the significance of this for many women. A similar point was made about Rome. This response showed excellent knowledge, above that of most candidates, and did clearly answer the question.

Question 29

29 'Roman women enjoyed much more freedom than Greek women.'

How far do you agree with this assessment?

[15]

This question elicited varying qualities of response. There were two common approaches; using mythology and using information gained from the study of daily life. Those that only, or predominantly, used mythology tended to have narrow answers than those who discussed life in reality.

Most candidates included discussion of Sparta, Athens and Rome and showed quite good factual knowledge. A number, as ever, were unable to differentiate between Athens and Rome, stating that Roman women were rarely allowed out. Others seemed to portray Roman women freely roaming the city or Sparta being a feminist utopia. There was a tendency to overplay the freedom that women got in Rome.

The best answers explored the question from different social classes, including the discussion of the upper classes and prostitutes. They also acknowledged that women in mythology did not represent the full class spectrum. Weaker responses often gave some good facts, but implied the experience of all women was the same and often treated the question as if had asked that only about the duties they had.

Candidates regularly seemed to write all that they knew without focusing on the question set and spend too long on confinement to the house. This was a key area, but there were plenty of areas that could have been discussed more fully such as slavery and politics. Full discussion of these tended only to appear in the best answers.

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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 the exam paper builder platform for a range of our qualifications. [Find out more](#).

Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

If you do not have an Interchange account, please contact your centre administrator (usually the Exams Officer) to request a username.

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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](#).

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



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