

GCSE (9-1)

Examiners' report

CLASSICAL CIVILISATION

J199

For first teaching in 2017

J199/22 Summer 2022 series

Contents

Introduction	3
Paper 22 series overview	4
Section A overview	6
Question 1	6
Question 2	6
Question 3 (a)	7
Question 3 (b)	7
Question 4	7
Question 5	8
Question 6	8
Question 7	9
Question 8	9
Question 9	11
Question 10	15
Section B overview	19
Question 11	19
Question 12	19
Question 13 (a)	20
Question 13 (b)	20
Question 14	21
Question 15 (a)	21
Question 15 (b)	21
Question 16 (a)	22
Question 16 (b)	22
Question 17	23
Question 18	23
Question 19	24
Question 20	26

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 are 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.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 22 series overview

The standard of responses was comparable to that of previous years. This was especially impressive given the circumstances that this was the first full examination post-Covid restrictions. Commitment to the subject was very apparent in the responses seen. Full credit should be given to the hard work and diligence of both teachers and candidates in their learning of the subject area and preparation for the examination.

This report is also intended to help teachers and future candidates develop a deeper understanding of how the mark scheme has been applied in the 2022 GCSE (9–1) Classical Civilisation J199/22 Roman City Life examination paper. It also offers advice on how teachers might focus student learning and support candidates towards the future examination of the component. This report is intended to be read as a whole, but also as individual responses to questions. In reviewing the responses of candidates two main points are perhaps worth emphasising.

There was an increase seen in how candidates were now emphasising the use of the ancient sources in their essay answers, especially given the hiatus of lockdowns. This must be the result of good direction, guidance, and support from teachers with this filtering through in how candidates are approaching the paper overall, but especially in essays responses.

Nevertheless, it is still important to emphasise the importance of the use of the ancient sources in answers and to embed this in learning so that more candidates can achieve the higher levels in the detailed response and essay questions. More broadly, candidates need to be more aware of how to use the examination paper, which is sources based, and to use the provided sources to appropriately answer examination questions. It did seem that several of the weaker responses were using their own knowledge in responses rather than using the provided sources on the insert paper. This is possibly due to concerns related to timing (not spending enough time absorbing the actual question) or simply not reading associated question instructions. In some cases, it may have been due to a lack of familiarisation with the structure of the paper.

Holistically, the examination questions and sources are provided as an opportunity for candidates to show their skills in observation and engagement with the ancient sources and to get them in the mind-set for, and build them towards, the more demanding detailed response and essay questions. In the former, it is important for candidates wishing to achieve higher levels, to bring in their learning beyond the actual provided source(s) and appropriately use knowledge of the rest of the source(s) and the source's/sources' cultural context to actively answer the question set. This is essential for the essay questions, as candidates are not provided with a stimulus/stimuli source(s) as a basis for their answer. There is still a sizable number of responses that are rather passive in their answers (not addressing the actual question) and the ancient sources are absent from their discussion. To gain the higher levels in essays, as well as answering the actual examination question, it is essential that their discussion is supported and developed from an appropriate number of relevant ancient sources.

This year it was noticeable that some candidates used the term 'from my own knowledge' in their answers to the detailed response and essay questions. This approach is a waste of the candidates' time, wordcount and they should not see 'their own knowledge' as a surrogate for an ancient source(s). It is essential that future candidates understand the importance of the ancient sources, how to appropriately engage with them and use the ancient sources to develop and actively answer questions. This will benefit future candidates for this component, not only in terms of knowledge, but confidence in their use of the ancient sources and hopefully encourage them to consider Classical Civilisation as an A Level subject.

The total mark for this examination is 90, with approximately 55% of these marks for AO1 and 45% for AO2. It would be advisable to encourage more able candidates to aim much more at achieving and targeting the AO2 aspects of the questions, especially for the final essay question at the end of both Section A: Culture and Section B: Literature where the balance of Assessment Objective is one-third AO1 and two-thirds AO2.

Instructing candidates on how to approach different source types, rather than mechanically dealing with every prescribed source, should assist candidates in moving towards the higher levels. Every question, with the exception of the essay questions are supported by sources as part of the examination. Examples of source types would be, literary, inscriptional, visual, material, architectural etc. Realistically it would be difficult to deal with every ancient source, even the prescribed material, in equal measure and depth in the classroom. A focus on how sources are used to create our understanding of Roman City Life, the different interpretations that can be drawn from the ancient sources and the impact this may have on our understating of the Roman City Life is the most productive way to build student confidence and preparedness for the examination.

The knowledge and understanding that individual sources can be interpreted in different ways, an AO1 skill, but the consideration of the 'how' and 'why' can be multiple interpretations of a source, might help candidates consider the ancient sources in greater depth, critically engage with these more and better demonstrate AO2 engagement with sources in the examination. This is specially for the 8-mark extended response and 15-mark questions at the end of Section A: Culture and Section B: Literature. Students might consider the strengths of different source types, but also their limitations, to our understanding of the Roman City Life as the basis for these different interpretations.

The allocated time for this examination was 90 minutes and the natural division between both sections would be 45 minutes. Although it is difficult to know in what order candidates dealt with each question, or even sections, the impression gained from this is that candidates tended to 'flag' or tire towards the latter part of Section B: Literature. This is based on shorter or more limited answers to the 8-mark and 15-mark questions in comparison to similar questions in Section A: Culture. This could be down to inadequate time keeping, exam fatigue, greater difficulty getting through this section etc. It would benefit students to prepare for this for future examinations.

The following are some candidate exemplars and accompanying commentaries to the questions from this year's examination. The chosen candidate exemplars should be seen as examples, not strict model answers, and the commentaries provide further details on how the respective questions could have been approached and even improved even if the response has been awarded the full allocation of marks. This is not about expecting the impossible but with the motivation of building student confidence, preparing potential candidates for A Level Classical Civilisation subjects in the future and assisting students to flourish as a well-rounded individual.

Section A overview

Candidates were much more confident in their responses to this this section of the examination question. This is due to the inclusivity of this section in terms of the type of ancient sources (culture and literary) but also breadth and number of ancient sources that could be used, especially in the essay responses. However, it was apparent that there were some knowledge gaps from responses to questions in particular topic areas. Candidates tended to deal better with the ancient sources in essays for Section B: Literature than in responses to essays in Section A, but there was a marked improvement this year.

Question 1

Study Source A

1 Gladiator B is a retiarius. Name **one** piece of equipment he fought with.

..... [1]

The question was supported by a visual image and candidates were further supported by the statement 'Gladiator B's weapon' and arrow to the weapon, a trident, on the image. A substantial number of candidates chose to refer to other weapons they knew were used by a retiarius, such as a net and dagger. These were acceptable responses but suggested that candidates were not using the actual source to answer the question but their own knowledge.

Question 2

2 Why might the Romans have enjoyed seeing a contest between a heavily armed gladiator and a retiarius, such as that shown in **Source A**? Make **two** points.

1.

.....

.....

2.

.....

.....

[4]

Candidates needed to provide evidence from the source and present their understanding of this to answer the question – responses needed to be linked to evidence from the source. Ideally, candidates needed to identify and focus on the differences, such as fighting styles and equipment, between the two types of gladiators and explain how this would have increased enjoyment for the spectators. There were some good responses to this question, but some tended to more or less repeat the same differences and give similar reasons for the crowd's enjoyment or identify differences but repeat the same reasons.

Question 3 (a)

3 Gladiator B has raised his finger to surrender.

(a) Describe **two** things which would happen next, either in the crowd or in the arena.

- 1.
.....
- 2.
.....

[2]

This was a broad question and candidates gave good responses to this. A number were quite creative but correct.

Question 3 (b)

(b) Why was what happened in the crowd important for the Romans?

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

Candidates gave good responses to this, but quite a number did not attempt the question.

Question 4

Study Sources B and C

4 What is shown in the carved images from the tomb? Make **two** points.

- 1.
.....
- 2.
.....

[2]

Most candidates were able to make some good observations from the image, but weaker responses were confused about some features suggesting that they did not know the image or context.

Question 5

5 How does the tomb show that Naevoleia Tyche and her husband were successful citizens of Pompeii? Make **two** points, using details from the tomb and the inscription.

1.

2.

[4]

Candidates needed to provide evidence from the source and present their understanding of this to answer the question. Some good observations and responses were noted but several candidates did not offer a response to the question.

Question 6

Study Source D

6 Name **Room A** and **Room B** from **Source D** and describe an activity which took place in each room.

Room A:

Activity

.....

.....

Room B:

Activity

.....

.....

[4]

As with Question 4, several candidates struggled with this question. There were some excellent responses but given the number of poor and confused responses, sequential errors were accepted.

Question 7

7 Why was the palaestra an important part of a visit to the baths? Make **two** points.

- 1.
.....
.....
- 2.
.....
.....

[4]

A number of candidates struggled with this question, some not knowing what the palaestra was despite it being indicated on the plan, suggesting a lack of knowledge on Roman baths and associated activities.

Question 8

Study Sources E and F

8 Was the patron/client relationship more beneficial for patrons or clients?

Use **Sources E and F** and your own knowledge in your answer.

[8]

The strongest responses addressed the question through the use of the sources provided and added additional information from their learning that was developed from these sources and analysis. The weakest responses discussed patronage more generally and did not use the sources.

Exemplar 1

...I would argue that although the clientela was a reciprocal relationship, it was more beneficial for the patron than it was for the client.

I feel this way because a client's job for his patron was to follow him around town in the forum to make him look well-lined, respected and popular, and the client would also have to vote for him in upcoming elections. This is very beneficial for patrons because politics was one of the most prominent elements of the society, so if you looked popular people would be more likely to vote for you, boosting your political and social status. However, one could argue that the patron-client relationship is more beneficial for the client, because they received a gift of food or money from their patron called a 'sportula'. This was beneficial for clients because they were of lower status so were therefore less well off in terms of money and food, so the client would need this to help support their family.

Furthermore, it was better to be a patron than a client as we can see from the poem by Martial to his patron that he was a "dubious client" that would have to "struggle up the steep path of the slope, over the dirty stones and the steps that are never dry"; this shows that being a client was very strenuous and tiring, especially as Rome was very hot, but a client would have to visit his patron in the morning to do the salutatio, which is the greeting between the patron and the client. Additionally, clients were often treated badly by their patrons, and it can be inferred from Juvenal's Satire 5 that a patron would "invite a neglected client to eat" to fill an empty seat, therefore making him look more popular and showing the client's worthlessness.

To conclude, I would argue that although clients would receive a sportula, which was very beneficial, it was better to be a patron as you gained more from the relationship, such as political power. * which can be inferred from an inscription in Pompeii stating "Thalampus, his client, elects Publius Paquius Praxillus dumvir"

In this response, the candidate shows very good engagement and use of both sources. The answer begins with a clear statement in terms of question. The following answer supports this position through an examination of both sources and inclusion of additional relevant information, such as 'sportula', by the consideration and weighing the varying perspectives of the patron and client in terms of the question. There is also a balanced conclusion that reaffirms the position in the introduction.

Question 9

9 'A visit to the Roman Theatre was entertaining and enjoyable for all Romans.'

To what extent do you agree with this statement?

[15]

The number of candidates approaching each question (Questions 9 and 10) were quite even.

The strongest responses had a clear instruction stating their position in relation to the question. This gave candidates focus on how they approached the following discussion but most importantly how they approached relevant ancient sources. As in previous years the more standard responses were rather descriptive with few direct references to the ancient sources. Most responses to this question were based upon the literary sources, rather than material/visual culture. This is quite acceptable in Section A, although some material/visual culture should be expected.

Some candidates had prepared responses on gladiators and/or races. This material could be used to present a balanced discussion, but this should only be used as one or at the very most two developed points. In some responses, the balance was towards non-theatre entertainment and despite lengthy answers these responses could not be credited at the higher levels. One outstanding response was entirely sources based, which is the most appropriate approach to such questions. An appropriate source was used, such as an aspect of the theatre in Pompeii and this was used to make one or two AO2 points. The essay should end with a suitable conclusion that matches the introduction, linked to the evidence discussed above making a clear final statement to the question.

Exemplar 2

Plan

- for points - awning, comfortable - stock characters
 - seating for 4000
 - VIP seats of marble
 against - crowded
 - far away from stage at back
 - ppl sometimes sat in wrong places

I partially agree with this statement, this is because there were numerous enjoyable and entertaining aspects of a Roman theatre, but also ones that weren't.

One reason a visit to the Roman theatre would have been enjoyable for all Romans was that there were many comfortable design aspects of a Roman theatre. The Large Theatre at Pompeii had an awning that would shield the audience from harsh

sunlight. There was also tiered seating meaning everyone would be able to see the plays.

the ^{higher class} ~~the~~ audience members also had marble seating very close to the stage. These features would have made the theatre

Large theatre at Pompeii and other theatres very comfortable and therefore enjoyable for all Romans.

However there were also other design ~~features~~ features of theatres that would not have been enjoyable for all Romans. For example the Large Theatre at Pompeii ~~was~~ had seating for 4000 meaning it would have been crowded. Freedmen, women and slaves ~~had~~ had to sit at the back so they perhaps would not have been able to hear the actors or see the stage very well. These features would have made a visit to the Roman theatre not enjoyable for all Romans as the lower-class Romans would have a diminished experience compared to the upper class Romans.

One reason a visit to the Roman theatre would have been ^{entertaining} enjoyable ~~to~~ for all Romans was because of comedies. Comedies

had simple story lines, such as a clever slave outwitting their master or love affairs, meaning they were easily ~~and~~ understandable for all and therefore ~~is~~ entertaining. There were also stock characters such as an old man, a local soldier, or a slave. They also wore masks, the old men would have masks with white hair, slaves with ~~red~~ red hair, and other characters with dark hair. These characters were therefore easily identifiable and the stories were also easily understandable. Then, meaning a trip to the Roman theatre ~~is~~ would've been entertaining for all Romans.

A visit to the Roman theatre would also have been entertaining and enjoyable because of mimes and pantomimes. Mimes would usually have obscene storylines about sex which would have been enjoyable. Pantomimes would have had an actor on stage playing a variety of ~~to~~ roles, and also dancing, and would usually have been accompanied by musicians or singers. It would have been impressive to see as the actor would have to quickly change

A plan was done for this essay which certainly helped the candidate in their approach to the question. There is a clear introduction and good use of sources (theatre in Pompeii), but perhaps at times these could have been more specific in referring to some sources, such as literary sources, wall decoration, when dealing the types of plays, costumes etc. There is a very good conclusion.

Question 10

10 What do the Roman houses and flats that you have studied reveal about the lives and values of their owners? [15]

The strongest responses had a clear instruction stating their position in relation to the question. This gave candidates focus on how they approached the following discussion but most importantly how they approached relevant ancient sources. As in previous years, and Question 9, the more standard responses were rather descriptive with few direct references to the ancient sources. In contrast to Question 9, most of the answers were based upon material/visual culture (the prescribed buildings of Pompeii, Herculaneum, and Ostia). The strongest responses brought in literary sources to discuss insulae and considered how the evidence of the literary sources contrasted with those of Ostia. Other good responses used information from Petronius to support discussion on 'elite' dwellings.

Exemplar 3

Insulae.

~~The Insulae of Diana shows~~ The insulae of Diana shows a range of different lives and values of owners. Firstly, the insulae had small, cramped rooms in the upper floor which shows that poorer people would live here, there had extremely unpleasant conditions and as Juvenal mentions could easily be set on fire. This shows that the owner of the insulae of Diana and the people living

In these upper parts where clearly^o desperate, the owner of the whole building, who constructed it made the upper rooms poor simply just to make money but the poor who lived in them just didn't make enough money to live elsewhere. However there were also larger rooms in the insulae which may portray a more positive lives for owners. The ones on the lower floor were larger and safer. Moreover, the insulae came with a ~~to~~ open-roof courtyard and a cistern showing that the Romans valued life well in insulae too and ~~their values~~ the fact that in insulae even came with a shower toilet facility shows their values were very simple as Romans would be lucky to have access to water. The shower to the minor also shows new religious values of the owners too. The image of Diana in the courtyard further appears now important religion (was to the owners to a).

DOMUS

The house of the wooden partition would show the blemishes values of the owners as they have benches outside the house and a wooden partition between the atrium and tablinum. Meanwhile the house of Menander simply focused on the owners wealthy and luxurious lifestyle. They had access to a bath, tables and green rooms hence showing how much the owner valued their wealth. The house of Octavian's Quirinus had a focus

on the garden which had flower boxes, a canal and a temple shrine to Diana and Actaea hence showing they valued their pastime, which could be used as relaxation and peace. Moreover, these houses also show the importance of religion due to the elaborate latrine in the house of ~~the~~ Menander and the temple in Octavian's Quirinus, showing ~~the~~ peace of the gods was very important to the

owners (so that the gods could win after their name). Furthermore, the values of the owners could be seen as being quite materialistic and simply just to use their hands to show off as the house of Menander ~~had~~ was so opulently decorated with stables which clearly weren't needed or simply there for show. Finally we can learn that the owners of the domus' were educated and very cultured. This is because they all had references to Greek literature, the house of Menander had scenes of the Trojan War ~~in~~ in the atrium and the house of Octavius ~~is~~.

This was a very archaeological based answer and there could have been some use of the literary sources to support the interpretation of the archaeological remains.

Section B overview

As with previous years there is a marked difference between answers in Section A and Section B. There were a greater number of no responses, especially with the high mark essay questions, and weaker responses presented. Part of the reason for this may be a timing issue, as it takes longer for candidates to digest the sources provided or a lack of confidence in how to deal with the literary sources in contrast to the material/visual culture. This could also be down to the structure of the section, which is restricted to literary sources and whether the candidate knew the relevant source(s) or not. This was especially the case for the essay responses where this was no source stimulus.

Question 11

Study Source G

11 Why does Encolpius almost fall over and injure himself at the start of the passage?

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

A straight forward answer, but several responses gave the wrong answer suggesting that the source was not read, and responses were based upon the candidate's own knowledge.

Question 12

12 What do Trimalchio's wall paintings tell us about his character? Make **two** points.

1.
.....
.....
.....
2.
.....
..... [4]

Candidates needed to provide evidence from the literary source and present their understanding of this to answer the question – responses needed to be linked to evidence from the source. There were some good responses to this question, but some candidates showed they struggled with the meaning of character in their answer.

Question 13 (a)

13 (a) Apart from wall paintings, with what else does Trimalchio try and impress his visitors in **Source G**? Make **two** points.

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

This question was a test of candidates' broader knowledge of the rest of the source. However, several responses showed that they had not fully understood the actual question and provided responses that included further wall decoration.

Question 13 (b)

(b) In what ways does Trimalchio try to impress his guests later in the story?

Using your knowledge of the rest of the story, make **three** points.

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

This question also tested candidates' wider knowledge of the rest of the source. Generally, responses displayed a good knowledge of Petronius and some responses provided information beyond the prescribed material. There were quite a number of no responses.

Question 14

Study Source H

14 How does Juvenal show that the drunk man is annoyed?

.....

.....

.....

..... [2]

Most candidates picked up at least one mark to this question however there were several no responses.

Question 15 (a)

15 (a) Juvenal states that the drunk man will not attack a rich man in lines 283–285.

Identify **two** phrases from the passage which Juvenal uses to show that the man is rich.

1.

.....

2.

.....

..... [2]

Most candidates answered this question correctly.

Question 15 (b)

(b) How does **one** of these phrases show that the man is rich?

.....

..... [1]

Most candidates answered this question correctly.

Question 16 (a)

16 (a) 'Yet despises me' (line 285).

In the lines following this, how does Juvenal make it clear that the man who will be attacked is not wealthy?

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

Around two-thirds of candidates answered this question correctly.

Question 16 (b)

(b) In lines 297–301, in what ways does Juvenal emphasise the suffering of the victim? Make **two** points.

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

Most candidates answered this question correctly however some candidates confused the 'rich man' with the 'poor man'.

Question 17

Study Source I

17 How does Juvenal, by his use of language, emphasise the dangers of being attacked by thieves and vagabonds? Make **two** points.

1.
.....

2.
.....

[4]

As in previous years, many candidates struggled with the actual intention of this question. Those that understood the emphasis is on identifying and explaining the actual language used in the translation. For example, metaphor of hunting – thieves are like hunters and Rome is like their ‘game reserve’ and double negative ‘no shortage’ to emphasise the abundance of criminals.

Question 18

Study Source J

18 Does Horace’s story of the Town Mouse and the Country Mouse show that it was better to live in the city of Rome or in the country?

Use **Source J** as a starting point **and** your own knowledge of other parts of the story in your answer.

[8]

Generally, responses were at the upper Level 2, lower Level 3 standard with responses sticking close to the actual source. Those that gained the higher levels were able to incorporate the wider sources into their response. Unfortunately, there was a high number of no responses to this question.

Question 19

19 'An admirable, or a dislikeable, man.' Which of these do you think best describes Pliny's character?

You should use details from his letters in support of your argument.

[15]

This was by far the most popular question. The strongest responses had a clear instruction stating their position in relation to the question. This gave candidates focus on how they approached the following discussion but most importantly how they approached relevant letters by Pliny. To gain the higher levels, candidates needed to use several letters to support their opinion and the best responses were able to present an alternative position to the respective information from the source, but still express and justify their original stated position in the introduction, either in terms of their engagement with sections from the individual poems and/or their conclusion.

Exemplar 4

14) I think that Pliny is an admirable ~~man~~ ^{man} however some of his ideas are dislikeable. With regard to Pliny's treatment of slaves and freedmen I think Pliny is an admirable man because in the letter 20.11.1 he sends him to the country and says 'the others of my freedmen would break me' which shows he cares about his freedmen a lot and is therefore an admirable man as he wants them 20.11.1 to get better. Also in 'Bread and Madder' he believed that Madder treated the slaves badly and Pliny believes you should treat slaves well however he also ~~thinks it is good that all the slaves were killed~~ ^{thinks it is good that all the slaves were killed} even the ones that didn't do anything so this does make him dislikeable however most of the Roman would have agreed with him.

With regard to his dinner parties I think Pliny is an admirable man, because he believes that everyone should be treated equally at dinner parties and not be given different quality food. He says 'My freedmen do not drink the same as I do, I drink the same as my freedmen do'. This shows that he will have worse quality ~~food~~ ^{food} wine & everyone has the same so he ~~thinks~~ ^{treats} people fairly which makes him an admirable man.

With regard to his ideas in 'I hate raining' I think some people might find

Pliny to be a dislikable man. He says that 'the crowd are more worthless than the Mass. tunis' showing that he thinks that people who watch racing are not very clever and doesn't like them as he doesn't understand why people like to watch it, he says that 'grown men long to ~~watch~~ watch again and again', this shows he thinks that it is ~~for~~ pointless to watch it and cannot understand why grown men watch it and he thinks people should do more important things so with regard to his opinions on about racing I think most Romans would have found him to be a dislikable man as he hates chariot racing.

With regard to his ideas about country life versus city life I think he is an admirable man however many Romans would have not liked him because of it. He says in the country he is 'troubled by no gossip' so in the country his life is very quiet and he doesn't have to worry about what everyone else is saying. He also says he is 'troubled by no ambition' so in the country he does not feel like he has to do certain things and he can do what he wants so with regard to his preference of living in the country I think he is admirable however most Romans would find him dislikable as he doesn't like living in their city.

Overall I think Pliny is an admirable man because he ~~best~~ treats people fairly and equally, including his slaves, however he did say that it was fair to kill all of Mureto's slaves and that lots of Romans would like him because he doesn't like Rome and he doesn't like chariot racing.

This response makes a clear statement in terms of the essay question. The introduction could be expanded slightly. A good number of Pliny's letters are examined in-depth. A considered approach is taken in terms of the question to each letter. A very balanced conclusion is presented showing how the sources discussed in the body of the essay have been evaluated in terms of the merits towards the essay question to give an overall and justified conclusion.

Question 20

20 Would you rather have dined with Ofellus or Nasidienus Rufus?

You should use details from the poems of Horace in support of your argument.

[15]

Around 25% of candidates opted for this question. The strongest responses had a clear instruction stating their position in relation to the question. This gave candidates focus on how they approached the following discussion but most importantly how they approached the relevant poems from Horace. To gain the higher levels, candidates needed to use both poems from Horace to support their opinion and the best responses were able to present an alternative position to the respective information from the source, but still express and justify their original stated position in the introduction, either in terms of their engagement with sections from the individual poems and/or their conclusion.

Exemplar 5

In my opinion, I would have preferred to have dined with Ofellus for a multitude of reasons.

Firstly, dining with Ofellus would have been more relaxed and peaceful. For example, in the Horace 2.8, Horace tells the account of his friend who was at Rufus' dinner party. Rufus' dinner party is described to have had turned very ~~chaotic~~ ~~chaos~~ chaotic. For example, ~~the~~ ~~Horace~~ Horace describes decorations being destroyed and some guests trying to get as drunk as possible. Whereas Ofellus preaches moderation in food and drinking ~~that~~ ~~the~~ therefore these drunk acts wouldn't occur.

Secondly, at Rufus' party, the food would be over the top and potentially sickly. Whereas, Ocellus greatly preferred plain foods, such as bread and wine. In Horace 2.2, Horace describes the dangers of eating too much rich food in 'Oysters and thurch can quickly turn a sweet juice into acid'. Here, we see Horace describing indigestion, which you would probably get if you ate the amount of rich food that Rufus served. Due to Ocellus' strong belief in moderation, you probably would get indigestion from dining with him.

Thirdly, Ocellus would probably be a better person to eat ~~the~~ and talk with Rufus. For example, in Horace 2.8, ~~the~~ Rufus is depicted to give unnecessary descriptions about the food to add a sense of luxury, such as Hones from Greece. Whereas, Ocellus is depicted to be an intelligent person who care more about making conversation than the food. For example, in Horace 2.2, Ocellus is ~~des~~ described as a 'philosopher'.

Alas, I would prefer to dine with
Othello as he seems to be the
more ~~tolerant~~ tolerable person to dine
with out of the two.

In this response, the introduction could be longer. It was wise to have taken a thematic approach (peaceful, food, character) to the poems and this really allowed the candidate to engage well with the question rather than the source-by-source approach that was common for Question 19.

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We send a weekly roundup 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 CPD 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 on the relevant subject page on our [website](#) or visit [OCR professional development](#).

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

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.

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.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

[Find out more](#).

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

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