

GCSE

Latin

Unit **A405/02**: Sources for Latin (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2015

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	worthy of credit
	errors of fact
	misspellings
	errors of punctuation
	errors of grammar and expression
	omissions
	irrelevant material
	improbable or confused statements
	conspicuous repetition
	illegible words
	Wavy Line
	Underline
	Benefit of Doubt

Examiners are to be familiar with the relevant topics and the support material as it appears in OCR *Sources for Latin* - <http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/documents/index.html>

In most cases the Mark scheme is indicative of possible answers and should not be regarded as wholly prescriptive. Examiners should accept answers backed with relevant cultural and social evidence from the Roman world.

MARK SCHEME

Question	Answer	Marks	Guidance
1a	Reference from the text: <ul style="list-style-type: none"> • Favourite fighter of the age. • Darling and distress of gladiators' women. • Gladiators like Hermes were popular with the tickets touts, who made lots of money out of popular shows. 	[2]	Accept modern understanding of ticket tout
1b	Answers might include: Not useful <ul style="list-style-type: none"> • This is a poem/epigram and not an historical document so may not be reliable. • Martial may have been a fan and so may be biased • Only about one gladiator so not representative. • Exaggerated language: darling and distress. • We may not know who Helius and Advolans are. Useful <ul style="list-style-type: none"> • Offers information about gladiator fights: money maker for ticket touts; threatening with a sea trident. • Written at the time /eyewitness 	[2]	Balance of argument is not expected. Points should be explanatory but quotation from the text is not necessary. Two general points without detail:1 mark
2	Candidates will probably agree. <ul style="list-style-type: none"> • Amabilis only had 13 fights: Pugnarum XIII. Hermes had a longer career as he survived to become a trainer, OR • Life cut short by fate: deceptus fato. Hermes had a longer career as he survived to become a trainer. • Light- armed: secutori (accept secutor): Hermes skilled in every type. 	[2]	One point with support Comparison made but no Latin: 1 Comparison made with incorrect Latin: 1 No comparison-0

Question	Answer	Marks	Guidance	
3a	<p>Answers must focus on Augustine and not Alypius.</p> <p>Most will conclude that Augustine disliked the games. Answers might include:</p> <ul style="list-style-type: none"> • He describes the games in a negative way: boiling with monstrous pleasure. • He criticises Alypius for listening and not just covering his eyes: If only he had hardened his ears too! • He criticises Alypius for becoming one of the crowd. <p>He calls them “cruel and deadly shows”.</p> <p>Better responses will comment on the use of language:</p> <ul style="list-style-type: none"> • Uses the metaphor: Wound in the soul • Negative vocabulary: Fell more miserably; savage • Graphic vocabulary: Drunk with bloodlust 	[6]	<p>Content:</p> <ul style="list-style-type: none"> • Answers should be marked using the 6 mark specification grid • 6 points are not necessary for full marks. 	<p>Levels of Response</p> <p>5-6 3-4 2 0-1</p>
3b	<p>This question is not dependent upon 3a. Credit <u>views</u> from other sources. The OCR booklet (numbers in brackets) has a range of written sources. Those who do agree with Augustine:</p> <ul style="list-style-type: none"> • Cicero (6) gives a negative impression referring to the gladiators as desperate men. He thinks they appear cruel. • Seneca (27) believes that watching shows is damaging to good character. He says they are cruel and inhuman. <p>Those who do not agree with Augustine.</p> <ul style="list-style-type: none"> • Cicero (6) may also be argued to disagree as he shows some admiration for gladiators. • Augustus (3) went to a good deal of trouble to put on games with 10,000 fighters. 	[3]	<ul style="list-style-type: none"> • Juvenal (14) may be used in either argument provided that details are offered. • There must be balance of argument (To what extent) for 3 marks. • Two points without balance: 2 marks • Credit knowledge of Christian background of author • Credit reference to amphitheatre buildings when related to attitudes for example the crowds or expense paid etc. 	

Question	Answer	Marks	Guidance	
4	<p>Safety features:</p> <ul style="list-style-type: none"> • Outside steps to allow crowds to exit quickly; • Division of seating into sections to allow movement within the area; • Smooth/high walls to prevent the “show” escaping. • Awning prevented heat/ sunburn 	[2]	<ul style="list-style-type: none"> • Accept reference to arches allowing swift exit • People could sit and see easily without having to stand • Accept reference to stone and fire prevention 	
5	<p>Buildings: Source C Amphitheatres were large buildings so great expense was made on this form of entertainment. There are many amphitheatres often in central positions in towns (e.g. Colosseum). Buildings tell us where the gladiators fought and details from what can be seen beneath the arena may be offered. Also the type of seating and tiered arrangement is clear.</p> <p>However literary sources can tell us: Source A</p> <ul style="list-style-type: none"> • Martial wrote a poem about the gladiator Hermes and his achievements so Hermes is worthy of a poem. • Women loved gladiators. • Money making opportunities for touts and bookmakers. <p>Source B</p> <ul style="list-style-type: none"> • Days were devoted to games. • Crowds enjoyed it: great shout. • Atmosphere: pleasure from the wickedness. <p>Candidates must offer detail from two of the sources above and <i>detail</i> from one other source which may be buildings or literary.</p>	[6]	<p>Content:</p> <ul style="list-style-type: none"> • Answers should be marked using the 6 mark specification grid • 6 points are not necessary for full marks <p>Other source, outside the Insert for top Level</p> <p>Expect balance of argument</p>	<p>Levels of Response</p> <p>5-6 3-4 2 0-1</p>

Question	Answer	Marks	Guidance
6	Unreliable: <ul style="list-style-type: none"> • This is from satire so has exaggeration to make point and entertain. • It is in the form of a story told about mice not humans. • Food associated with mice. However, this is one of the few sources we have on food available outside towns.	[2]	Argument must be based on reliability of the source over content. Two valid points lacking detail : 1
7a	<ul style="list-style-type: none"> • Martial's patron 	[1]	accept Latin <i>patronus</i> accept ex-patron
7b	One point with explanation. <ul style="list-style-type: none"> • The serving of different foods at the same dinner party was a form of social discrimination • Understanding of client's position. • Important guests getting expensive food and the freedmen and clients getting cheaper food. • He is dining in Ponticus' presence but they are not eating the same food. Expect use of source.	[2]	No use of source E but understanding of discrimination 1 Quotation from E without explanation 0
7c	<ul style="list-style-type: none"> • It is clear that the town mouse does not like the food served up by the country mouse: Who barely touched the individual items with his haughty teeth. • He advises the country mouse to: Live happily in the midst of pleasant things. • He would enjoy the more luxurious food suggested in source E. • The town mouse would want the luxury food served in Source E and may not like the cheaper cuts such as bream, mussels or even the dead magpie. 	[4]	Two separate points which need textual support. 1+1 for each

Question	Answer	Marks	Guidance
8a	<p>Useful:</p> <ul style="list-style-type: none"> • We rely on images of food as so little survives. • Shows us the types of food available. • Shows us the storage vessels used- glass. • Gives information about types of food • Shows bakery <p>Not useful:</p> <ul style="list-style-type: none"> • Has limitations as food is used for decorative purpose. • Do not see the production or preparation. 	[2]	Two points
8b	<ul style="list-style-type: none"> • In times of starvation • Failure of corn supply. • Bribery in elections. • Keep crowds happy. (Bread and circuses) • Festivals • To stop rioting 	[2]	Accept reference to <i>sportula</i>
9	<p>The OCR booklet has several sources detailing food production:</p> <ul style="list-style-type: none"> • Apuleius (1): Lucius at the mill, grinding flour. • Cicero (4) refers to his approval of butchers and bakers. • Columella (8) details the production of food. 	[2]	Any detail from relevant sources.

Question	Answer	Marks	Guidance	
			Content	Levels of Response
10	<p>Candidates need to be aware of the limitations and usefulness of sources.</p> <p>Evidence should be drawn from knowledge of sources in the Insert.</p> <p>Source D:</p> <ul style="list-style-type: none"> • To source some ingredients may be easy/difficult • How this meal may be atypical. <p>Source E</p> <ul style="list-style-type: none"> • Some ingredients are expensive to source today such as oysters. • Today magpie or pig fungi are not popular • Accept tree fungi as truffles and being expensive • We may not wish to discriminate at a modern reconstruction. <p>Source F</p> <ul style="list-style-type: none"> • Can see the shape and size of the bread and copy this. • May have similar vessels. • Can source grapes and apples. <p>Other sources from the OCR booklet may be drawn from Seneca (28): sausages and pies can be produced today. Foods mentioned by Columella (8) such as olives can also be sourced. Quantities can be worked out from the Edict of Diocletian (38a).</p> <p>Candidates may have seen food discovered at Pompeii and Herculaneum.</p> <p>However, the sources do not give us information on the food preparation and cooking times which would cause difficulties.</p>	[12]	<ul style="list-style-type: none"> • Answers should be marked using the 12 mark specification grid • 12 points are not necessary for full marks • There must be references to other sources for higher levels <p>Principal focus must be on food and drink. Credit relevant references to <i>triclinium</i>, serving and entertainment and social importance if with support and relevant to question</p>	<p>10-12 6-9 3-5 0-2</p>

Marking grid for 6-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Engagement with the question. • Selection and use of evidence from sources; • Understanding of sources and their limitations.
4	5-6	<ul style="list-style-type: none"> • Good engagement with the question; • A good range of relevant evidence from sources, with good interpretation; • Good understanding of sources and their limitations.
3	3-4	<ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant evidence from sources, with some interpretation; • Some understanding of sources and their limitations;
2	2	<ul style="list-style-type: none"> • Limited engagement with the question; • A few examples of relevant evidence from sources, with limited interpretation; • Limited understanding of sources and their limitations;
1	0-1	<ul style="list-style-type: none"> • Little or no engagement with the question; • Very few if any examples of relevant evidence from sources, with very little or no interpretation; • Little or no understanding of sources and their limitations;

Marking grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Engagement with the question; • Selection and use of evidence from sources; • Understanding of sources and their limitations; • Accuracy of writing; • Control of appropriate form and register • Organisation of answer.
4	10-12	<ul style="list-style-type: none"> • Good engagement with the question; • A good range of relevant evidence from sources, with good interpretation; • Good understanding of sources and their limitations; • Legible, fluent and very accurate writing, conveying meaning clearly; • Sustained control of appropriate form and register; • Argument well organised.
3	6-9	<ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant evidence from sources, with some interpretation; • Some understanding of sources and their limitations; • Legible and accurate writing, conveying meaning clearly; • Some control of appropriate form and register; • Argument organised.
2	3-5	<ul style="list-style-type: none"> • Limited engagement with the question; • A few examples of relevant evidence from sources, with limited interpretation; • Limited understanding of sources and their limitations; • Legible and generally accurate writing, conveying meaning; • Limited control of form and register; • Argument apparent in places, even if underdeveloped.

Level	Mark ranges	Characteristics of performance
1	0-2	<ul style="list-style-type: none">• Little or no engagement with the question;• Very few if any examples of relevant evidence from sources, with very little or no interpretation;• Little or no understanding of sources and their limitations;• Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear;• Very limited control of form and register;• Argument difficult to discern.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

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