

# **Mark Scheme for June 2012**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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**Subject-specific Marking Instructions**

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 prescriptive. Examiners should accept any reasoned answer if backed with relevant cultural and social evidence from the Roman world.

Question		Answer	Marks	Guidance
1	(a)	One of: <ul style="list-style-type: none"> <li>To keep soldiers in order/formation.</li> <li>To keep soldiers in a battle line</li> <li>Army lacking formation faces serious danger from the enemy.</li> </ul>	1	<ul style="list-style-type: none"> <li>Accept direct quotation from text and paraphrases.</li> </ul>
	(b)	One of: <ul style="list-style-type: none"> <li>To be able to charge the enemy (with greater momentum)</li> <li>(quickly) seize advantageous positions</li> <li>Seize positions before the enemy.</li> </ul>	1	<ul style="list-style-type: none"> <li>Accept direct quotation from text and paraphrases.</li> </ul>
2		Answers may include: <ul style="list-style-type: none"> <li>Throw spears of a greater weight (32) – for strength</li> <li>Jumping on and off wooden horses – speed in chaos of battle (33)</li> <li>Carrying weights/kit up to 60 pounds (33) – strong arms</li> <li>Swimming (31) – to cross a river if no bridge</li> <li>Winter training (35) – so a break does not weaken</li> <li>Chopping wood/hard labour (35) – so that it is not suddenly difficult in wartime</li> <li>Trained with shields of double weight (31) – strength</li> <li>Setting up camp</li> </ul>	4	<ul style="list-style-type: none"> <li>Training is the main focus</li> <li>Examples of training are taken from references available to candidates in the OCR sources booklet</li> <li>Not cooking</li> <li>Not information from A, B, or C</li> </ul>
3	(a)	Answers may include: <ul style="list-style-type: none"> <li>Life is not all fighting – building a fort</li> <li>Make friends/teamwork – all working together</li> <li>Learn a skill – building</li> <li>Hard work – lifting bricks</li> <li>Had to work in uniform – can see armour.</li> </ul>	4	<ul style="list-style-type: none"> <li>Must be linked to source</li> </ul>

Question		Answer	Marks	Guidance
	(b)	<p>Answers may include:</p> <ul style="list-style-type: none"> <li>Wagon maker, stonemason, shopkeeper (including a named shop), innkeeper, farmer, teacher, banker, smith, fisherman, merchant, craftsman</li> </ul>	2	<ul style="list-style-type: none"> <li>Not army jobs</li> <li>Not jobs <u>typically</u> done by slaves (e.g. washing and serving in a shop)</li> </ul>
4	(a)	<ul style="list-style-type: none"> <li><b>(Hic) situs est</b></li> <li><b>(Heredes) faciendum curaverunt.</b></li> <li><b>Annorum XL</b></li> </ul>	2	<ul style="list-style-type: none"> <li>Accept abbreviation</li> <li>Must be in Latin</li> </ul>
	(b)	<ul style="list-style-type: none"> <li>Cavalryman – role in the army</li> <li>Age – service history</li> <li>Service – career</li> <li>Where they came from – Thrace and not Gloucester.</li> </ul>	2	<ul style="list-style-type: none"> <li>Accept references to wealth as long as it is linked to the source</li> </ul>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p>Knowledge will vary according to sources studied but answers may include <b>some of</b> the following:</p> <p>Advantages:</p> <ul style="list-style-type: none"> <li>Learn a skill – Source B shows men building with brick/stone</li> <li>Good pay</li> <li>Quality uniform provided – example found, Source B</li> <li>Food provided – examples from Vindolanda tablets</li> <li>Entertainment – amphitheatre at Chester</li> <li>Barracks – somewhere secure to sleep.</li> </ul>	12	<ul style="list-style-type: none"> <li>Answers should be marked using the 12 mark specification grid</li> <li>12 points are not necessary for 12 marks</li> <li>Answers should consider advantages <b>and</b> disadvantages</li> <li>Expect references to other sources for higher levels</li> </ul>	10–12 6–9 3–5 0–2

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Disadvantages:</p> <ul style="list-style-type: none"> <li>• Risk of death – high number of tombstones at Chester/ref to inscriptions studied</li> <li>• Training is hard – winter/heavy work</li> <li>• Discipline is harsh – e.g. from Source A</li> <li>• Moved at any time to any part of empire</li> <li>• Cannot marry</li> <li>• It was very cold/hot in some parts of the empire (Hadrian's Wall/Masada).</li> </ul> <p>A conclusion should be drawn as to whether the advantages were greater than the disadvantages.</p> <p>Evidence may be drawn from written evidence or archaeological and site visits.</p>			

Question			Answer	Marks	Guidance
6	(a)		<ul style="list-style-type: none"> <li>• Red – rich colour</li> <li>• Perfumed – he is smothered</li> <li>• Wool instead of linen towels</li> <li>• His slaves rub him down</li> <li>• He gets carried around.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Answer should be supported with reference to the text.</li> </ul>
	(b)		<ul style="list-style-type: none"> <li>• Shows the order of rooms – hot to cold</li> <li>• Gives an idea of activities in the rooms.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Accept any reasoned answers based on source</li> <li>• Credit a named activity.</li> </ul>

Question		Answer	Marks	Guidance
	(c)	Source D <ul style="list-style-type: none"> <li>• They were mixing in with different groups</li> <li>• They built up a sweat</li> <li>• Wandering about.</li> </ul> Source E <ul style="list-style-type: none"> <li>• There are a large number of rooms to go through</li> <li>• Lots of rooms with pools.</li> </ul>	2	Accept: Massage takes time Must have an example drawn from both.  Expect two different points

Question		Answer	Marks	Guidance	
				Content	Levels of response
7		Expect a range of details taken from the whole passage which may include: <ul style="list-style-type: none"> <li>• Choice of words – sicken</li> <li>• Sounds – groans, gasping, splash, kicking up a row, slap of hand, <i>repeatedly</i> calling out</li> <li>• Personal references: I am done for</li> <li>• Fast pace of activities.</li> </ul> Accept reference to literary features.	6	<ul style="list-style-type: none"> <li>• Answers should be marked using the 6 mark specification grid</li> <li>• 6 points are not necessary for full marks</li> <li>• There must be some consideration of “how” for the highest level. Credit for correct literary terms.</li> </ul>	5–6 3–4 2 0–1
8		Answers may include: <ul style="list-style-type: none"> <li>• The bath complex could be used for exercise – dumb bells and ball games</li> <li>• People could buy food – sausages and drinks</li> <li>• Beauty treatments – depilation.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Allow theft.</li> </ul>	

Question		Answer	Marks	Guidance
9		<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• Aqueducts which brought water into towns</li> <li>• Lead piping which came from aqueducts – examples see at Bath</li> <li>• Villas were often situated near a water supply for the bath suite</li> <li>• Bath houses in forts were sometimes away from the main fort to be near a river.</li> </ul> <p>Accept knowledge of named baths (Forum Baths in Pompeii).</p>	3	<ul style="list-style-type: none"> <li>• Accept reference to bath complexes in private houses</li> <li>• A method should be described rather than listed.</li> <li>• Accept fee to fund</li> <li>• Not hypocaust</li> <li>• Accept knowledge of named baths and private baths</li> </ul>

Question		Answer	Marks	Guidance	
				Content	Levels of response
10		<p>Expect a range of details which may include:</p> <p>Details from:</p> <ul style="list-style-type: none"> <li>• Site and position – Columella</li> <li>• Details from private bath complexes – Columella</li> <li>• Building materials</li> <li>• Artefacts – including offerings made at Bath</li> <li>• Decorations such as paintings mosaics.</li> </ul> <p>Reference to a visit is not expected but should be credited</p>	6	<ul style="list-style-type: none"> <li>• Answers should be marked using the 6 mark specification grid</li> <li>• 6 points are not necessary for full marks</li> <li>• There must be references to other sources for higher levels</li> </ul>	<p>5–6</p> <p>3–4</p> <p>2</p> <p>0–1</p>



## APPENDIX 1

## Marking grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>Engagement with the question;</li> <li>Selection and use of evidence from sources;</li> <li>Understanding of sources and their limitations;</li> <li>Accuracy of writing;</li> <li>Control of appropriate form and register;</li> <li>Organisation of answer.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>Good engagement with the question;</li> <li>A good range of relevant evidence from sources, with good interpretation;</li> <li>Good understanding of sources and their limitations;</li> <li>Legible, fluent and very accurate writing, conveying meaning clearly;</li> <li>Sustained control of appropriate form and register;</li> <li>Argument well organised.</li> </ul>
3	6–9	<ul style="list-style-type: none"> <li>Some engagement with the question;</li> <li>A range of relevant evidence from sources, with some interpretation;</li> <li>Some understanding of sources and their limitations;</li> <li>Legible and accurate writing, conveying meaning clearly;</li> <li>Some control of appropriate form and register;</li> <li>Argument organised.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>Limited engagement with the question;</li> <li>A few examples of relevant evidence from sources, with limited interpretation;</li> <li>Limited understanding of sources and their limitations;</li> <li>Legible and generally accurate writing, conveying meaning;</li> <li>Limited control of form and register;</li> <li>Argument apparent in places, even if underdeveloped.</li> </ul>
1	0–2	<ul style="list-style-type: none"> <li>Little or no engagement with the question;</li> <li>Very few if any examples of relevant evidence from sources, with very little or no interpretation;</li> <li>Little or no understanding of sources and their limitations;</li> <li>Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear;</li> <li>Very limited control of form and register;</li> <li>Argument difficult to discern.</li> </ul>

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.

### Marking grid for 6-mark questions

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

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