

**GCSE**

**Latin**

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

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.

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

Annotation	Meaning
Subject specific	- as agreed for all Latin units

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	B	[1]	
1b	<p>Answers must use source A. Any three different references.</p> <p>Visible in the sculpture are:</p> <ul style="list-style-type: none"> <li>• Two people watching in box at top emperor/president/sponsor</li> <li>• Arched doorways with doors/the starting gates where each team had own gate;</li> <li>• Long thin structure with columns at each end-riders racing around spine/<i>spina</i> in the middle of the track; charioteers are turning at the end.</li> <li>• Charioteers are standing in chariots;</li> <li>• Overlapping legs and heads of horses- there were teams of horses; many teams can be seen crowded on the track.</li> <li>• Charioteers with whips/reins to control</li> <li>• People/men with arms in the air - cheering crowds can be seen.</li> </ul>	[3]	<ul style="list-style-type: none"> <li>• Accept appreciation that relief may have shown colour</li> <li>• Do not accept: <i>There are horses</i> - as this does not place the event solely at chariot racing.</li> <li>• Chariots do not have knives.</li> <li>• Not betting</li> <li>• Allow 2horse/ 3 horse/4horse</li> <li>• Allow dangerous with explanation.</li> </ul>
2a	<p>Answers may include:</p> <ul style="list-style-type: none"> <li>• He envies the amount of money Scopus earns</li> <li>• Martial has to work all day – Scopus only an hour</li> <li>• Scopus is a “darling”/ successful</li> <li>• He has a miserable life as a “petty client”</li> </ul>	[2]	<ul style="list-style-type: none"> <li>• Any two.</li> </ul>
2b	Fate was surprised that Scopus had won so many prizes (palms) that she thought he must have been older than 30/ an old man to have won so many prizes.	[1]	

Question	Answer	Marks	Guidance	
3	Answers may include: <ul style="list-style-type: none"> <li>• Charioteers may be freedmen- <b>libertus</b> i.e. they had previously been slaves</li> <li>• They rode in factions – <b>factionis</b></li> <li>• They rode in coloured teams- <b>russatae/purpuream</b></li> <li>• He had a wife ; name/ or ref to him as husband- <b>coniugi</b></li> </ul> Any two : point + support from Latin.	[4]	<ul style="list-style-type: none"> <li>• Accept correct abbreviations</li> <li>• Not- he was a charioteer - agitator</li> </ul>	
4	Answers might include: <p><b>Reliable:</b></p> <ul style="list-style-type: none"> <li>• Contemporary with the events/eye witness.</li> <li>• He knows details of the games – coloured factions.</li> <li>• We can compare his information with other sources</li> <li>• Despite not liking the games he does convey the reaction of the crowd.</li> </ul> <p><b>Unreliable:</b></p> <ul style="list-style-type: none"> <li>• He does not like the games - + reference</li> <li>• He does not give us much detail about the races themselves as he is not interested.</li> </ul>	[6]	<p><b>Content</b></p> <p>Answers must be marked using the level descriptors in the 6-mark marking grid at the end of the mark scheme.</p>	<p><b>Levels of response</b></p> <p>Level 4: 5-6            Level 3: 3-4            Level 2: 2            Level 1: 0-1</p>

Question	Answer	Marks	Guidance	
5	<p>Assessment of the crowds' reaction will vary according to sources studied but answers may include <b>some of</b> the following:</p> <p>Source B</p> <ul style="list-style-type: none"> <li>• Crowds cheered- <b>cheering Circus</b></li> <li>• Crowds applauded- <b>you applauded me</b></li> <li>• They had favourites/ darlings – <b>darling, idol</b></li> </ul> <p>Source C</p> <ul style="list-style-type: none"> <li>• Had a <b>childish passion</b></li> <li>• Crowds changed loyalties easily- <b>change sides</b></li> <li>• Serious people enjoyed the races- <b>serious thinking men</b></li> </ul> <p><b>One</b> other source may be drawn from: Ovid ( OCR 23)</p> <ul style="list-style-type: none"> <li>• He also is not interested – <b>I'm not sitting here because I am interested</b></li> <li>• They clapped the procession-<b>It is time to clap</b></li> <li>• The crowds would call for a re-start- <b>call them back-give the sign</b></li> <li>• They flapped their togas</li> </ul> <p>Columella (OCR 9)</p> <ul style="list-style-type: none"> <li>• Warns against a foreman who likes the Circus – <b>dreaming of frivolous pleasure.</b></li> </ul> <p>Accept – they prayed Accept references to pictorial or archaeological evidence – such as other reliefs of racing. Expect detail from any evidence offered.</p>	[6]	<p><b>Content:</b> Answers must be marked using the level descriptors in the 6-mark marking grid at the end of the mark scheme.</p>	<p><b>Levels of Response</b> Level 4: 5-6 Level 3: 3-4 Level 2: 2 Level 1: 0-1</p>

Question	Answer	Marks	Guidance
6a	He is asking for an architect/water engineer/ someone skilled in the construction of this kind of waterworks ( to be sent out to Bithynia)	[1]	<ul style="list-style-type: none"> <li>• Not money</li> </ul>
6b	<p>References must be made to source D along with a link to persuade:</p> <ul style="list-style-type: none"> <li>• Pliny has taken the trouble to find water- <b>I have examined a fine spring.</b></li> <li>• He tries to reassure Trajan that there will be no more wastage- <b>may not meet with the same failure.</b></li> <li>• He suggests saving money- <b>easier and cheaper material.</b></li> <li>• He flatters Trajan-<b>worthy of the splendour of your reign.</b></li> <li>• An architect/<b>someone skilled</b> will ensure no further wastage.</li> <li>• The fact that the aqueduct will go to <b>all parts of the city/higher level and low parts</b> will be economical in the long run.</li> <li>• Pliny needs a specialist to <b>avoid</b> wasting any more money.</li> </ul>	[3]	1 mark per point supported by details from the source

Question	Answer	Marks	Guidance
7a	Answers might include: <ul style="list-style-type: none"> <li>• Quick to build</li> <li>• The wind across the valleys/gorges/rivers can blow through arches making them wind resistant</li> <li>• Cheaper as fewer building materials needed than solid walls</li> <li>• Arch is a strong shape- for load bearing.</li> <li>• Rivers/roads/cattle can pass through</li> <li>• More stable than pillars</li> </ul>	[2]	1 mark for each valid point
7b	Any two based on source E Answers might include: <ul style="list-style-type: none"> <li>• Water was usually carried across the top of an aqueduct to allow water to flow across valley</li> <li>• The aqueduct from Tunisia shows the channel/pipe at the top.</li> <li>• The aqueducts are level to allow water to flow across</li> <li>• The aqueduct is high – many arches to allow water to cross from one hill to another.</li> <li>• Sealed at the top to prevent leaves and birds etc</li> </ul>	[2]	<ul style="list-style-type: none"> <li>• Credit knowledge of gradient.</li> <li>• Not water came from a spring/reservoir</li> </ul>
7c	<ul style="list-style-type: none"> <li>• The design is strong- arches/stone/brick/strong materials</li> <li>• They were well built – brick and rubble infill</li> <li>• A space was left around them to avoid damage from roots/trees</li> </ul>	[1]	Accept cultural reasons – people of France and Tunisia still wanted water after the Romans had left – so in their interests to preserve them.

Question	Answer	Marks	Guidance	
8	Reasons might include: <ul style="list-style-type: none"> <li>• People paid to go to the baths so revenue was important</li> <li>• Private houses did not generally have bathrooms/ could use water fountains.</li> <li>• Business was conducted at the baths so it was important to keep them open. Social importance.</li> </ul>	[2]		
9	<ul style="list-style-type: none"> <li>• Some aqueducts were unfinished – Source D</li> <li>• Money was wasted- Source D</li> <li>• Getting water to higher ground was a problem – Source D</li> <li>• Owners of private houses have been diverting the water- F</li> </ul>	[4]	1 mark each valid point with reference to a source	
	<ul style="list-style-type: none"> <li>• Owners have avoided paying taxes-(F)</li> <li>• (Large) amounts of money are needed to provide water – D/F</li> <li>• Water had to be kept in different tanks-F</li> </ul>		<ul style="list-style-type: none"> <li>• Sources D and F must be included- at least one element from each.</li> </ul>	
10	Candidates should engage with the question and address:	[12]	<b>Content</b>	<b>Levels of Response</b>

Question	Answer	Marks	Guidance	
	<ul style="list-style-type: none"> <li>• Usefulness.</li> <li>• Beauty</li> </ul> <p>Evidence could be drawn from knowledge of sources in the Insert</p> <p>Source A:</p> <ul style="list-style-type: none"> <li>• Circus Maximus</li> </ul> <p>Source E</p> <ul style="list-style-type: none"> <li>• Aqueducts</li> </ul> <p>Source F</p> <ul style="list-style-type: none"> <li>• Reservoirs (useful if not beautiful)</li> </ul> <p>Other sources may be drawn from other topics on the specification:</p> <p>Amphitheatre</p> <p>Baths</p> <p>Farms</p> <p>Houses ( Juvenal’s description of housing may not be beautiful, but there are many beautifully decorated houses)</p> <p>Other evidence may be drawn from sites.</p>		<p>Answers must be marked using the level descriptors in the 12-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	<p>Level 4: 10-12</p> <p>Level 3: 6-9</p> <p>Level 2: 3-5</p> <p>Level 1: 0-2</p>

## 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>

## 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> </ul>

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <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.

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