

# **Mark Scheme for June 2010**

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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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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

Question Number	Answer	Max Mark
1 (a)	<p><b>Read Source A.</b>  <b>Why does Columella think that a slave who has worked in the city is not suitable as a farm foreman? Make two points.</b>  <b>Two of:</b></p> <ul style="list-style-type: none"> <li>• city occupations (attending master, shopping, luxury of personal care eg hair-plucking, shaving) would not have developed strength of body needed for farmwork</li> <li>• lack of what Columella considers hard work would make slave lazy</li> <li>• used to being distracted by entertainments of city so would be dissatisfied in country</li> </ul>	[2]
1 (b)	<p><b>Why do you think Columella advises against employing a foreman with good looks? Suggest two reasons.</b>  <b>Two of:</b></p> <ul style="list-style-type: none"> <li>• if good-looking might spend too much time on appearance</li> <li>• might be reluctant to do hard manual work and exposed to weather that would spoil appearance</li> <li>• might be too attractive to women and distract them from work on farm</li> <li>• Columella's own prejudice/belief that good looks and hard work cannot go together</li> </ul> <p>Any other valid points or reasons from the sources.  Two points must be different. Reference must be made to farm work.</p>	[2]
2 (a)	<p><b>Read source B.</b>  <b>Look at lines 4-6: which of the jobs for wet days involve repairing things? Choose two of the jobs.</b>  <b>Two of:</b></p> <ul style="list-style-type: none"> <li>• making wine vats water-tight</li> <li>• mending ropes</li> <li>• repairing clothing (might specify cloaks or hats)</li> </ul>	[2]
2 (b)	<p><b>Cato believed that the foreman should have given less food to sick slaves. Suggest a reason for this.</b>  <b>One of:</b></p> <ul style="list-style-type: none"> <li>• they were not working and were not earning their keep</li> <li>• they were not working and should not have been so hungry</li> <li>• giving them food when they were sick might have made them worse</li> <li>• they might have had less appetite</li> <li>• to persuade them to work</li> <li>• to deter them from faking illness.</li> </ul>	[1]

Question Number	Answer	Max Mark
3	<p>(a) <b>Read source C, which shows an inscription in Latin and English. Write down two Latin phrases which show that this is an inscription from a tombstone. Both of:</b></p> <ul style="list-style-type: none"> <li>• HIC SITVS EST</li> <li>• VIXIT ANNOS XVI</li> </ul> <p>Accept VIXIT or VERNA DOMO NATVS HIC SITVS EST but not more of inscription.</p> <p>(b) <b>Which of these words tell us that Vitalis was a salesman? Box A INSTITOR should be ticked.</b></p> <p>(c) <b>How did Vitalis try to increase his father's profits? One of:</b></p> <ul style="list-style-type: none"> <li>• he gave customers short measure</li> <li>• cheated them in order to increase profits.</li> </ul> <p>Do not credit 'he short-changed customers'.</p> <p>(d) <b>What can we learn about the Romans and their lives from inscriptions and tombstones? In your answer you should refer to sources you have studied.</b></p> <p>Answers should be marked using the 6-mark marking grid.</p> <p>Answers should include examples from three or more of the following categories or two in depth.</p> <ul style="list-style-type: none"> <li>• <b>Personal details:</b> names (own and spouse's, often indicating whether free or not), tribe, marriage, children, age at death, cause of death, existence and style of tombstone indication of wealth.</li> <li>• <b>Statistics:</b> age/life expectancy, length of military service, length of marriage, number of times offices held</li> <li>• <b>Occupations:</b> major source of information on wide range of jobs done by men &amp; women (craftsmen, doctors, architects, builders, priests, business, soldiers, wives &amp; mothers, millers, blacksmiths, clothmakers, fullers, gladiators, public servants, local magistrates etc.)</li> <li>• <b>Religion:</b> particular gods &amp; spirits, dedications and thanksgivings, erection of temples etc, priests, life after death</li> <li>• <b>Leisure/entertainment:</b> references to baths, gladiators, circus, theatre etc.</li> <li>• <b>Attitudes:</b> relations between men &amp; women, slaves &amp; masters, patrons &amp; clients, husbands &amp; wives, reactions to early deaths of children/spouse, pride in achievements.</li> </ul>	<p>[2]</p> <p>[1]</p> <p>[1]</p> <p>[6]</p>
4	<p><b>Read Source D.</b></p> <p><b>If you were campaigning against the bad working conditions of slaves, what would make this source an effective piece of evidence to use?</b></p> <p><b>Four of the following or fewer in more detail:</b></p> <ul style="list-style-type: none"> <li>• strong images of bad working conditions and cruelty</li> <li>• vivid descriptions of suffering (bruises, effects of heat, dust etc)</li> <li>• written with empathy so that readers can identify with the pain and bad conditions</li> </ul>	[4]

	<ul style="list-style-type: none"><li>• mentions indecent clothing and branding which were accepted for slaves but humiliating</li><li>• slaves involved in production of bread, basic foodstuff everyone ate and relied on, bringing issues close to home</li><li>• might evoke pictures of readers' own slaves</li><li>• shackles an emotive way of indicating lack of freedom.</li></ul> <p>For 4 marks answers should include evaluation of the style, nature or impact of the source.</p>	
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Question Number	Answer	Max Mark
5	<p><b>You are the foreman of the slaves on a large farm. Using information from the sources, describe your daily life.</b></p> <p><b>You might mention the work the slaves do, how you deal with them, and how you get on with your master. You might mention any good points or bad points about your position.</b></p> <p><b>You should use information from sources A, B, D and any other relevant sources you have studied.</b></p> <p><b>Marks are awarded for the quality of written communication of your answer.</b></p> <p>Answers should be marked using the 12-mark marking grid.</p> <p>This is an indicative mark scheme and marks should be awarded for any reasonable points that are substantiated from the sources.</p> <ul style="list-style-type: none"> <li>• <b>Work.</b> Food production involving outside work involving crops, animals, olives, fruit, vegetables etc to ensure farm is productive (source B). Non-stop - indoor work on wet days (repairing, work in barns and in villa (source B). Accounts (source B).</li> <li>• <b>Slaves.</b> Have to be controlled in case they run away, steal or stir up trouble, so need for shackles (source D). Food reduced as punishment or if sick as doing less work (source B). Old, sick slaves sold off (Cato).</li> <li>• <b>Relations with master.</b> Might be relationship of trust or of fear and dread at his arrival if he is absent, or constant intervention if he is on site. Possibility of exploitation arising from greed/wanting the farm to be profitable (source B). Might also be relationship of mutual respect and trust.</li> <li>• <b>Good points about position.</b> More responsibility, use of skills, less punishment and better living conditions. Rewards: money (peculium), female slave as partner (other sources such as Columella, Pliny). Hope of freedom.</li> <li>• <b>Other points.</b> No time off, no opportunity for pleasures of city (source B) or relieved to be away from what is apparently an immoral and dangerous place.</li> </ul> <p>Maximum Level 4 10 marks if the answer is not written in empathetic style.</p>	[12]

Question Number	Answer	Max Mark
6	<p><b>Study source E. What does this mosaic suggest about the person whose house it was in? Make two points.</b></p> <p><b>Two of:</b></p> <ul style="list-style-type: none"> <li>• he was wealthy</li> <li>• he was interested in food</li> <li>• he did a lot of entertaining</li> <li>• he wanted to show off (the range of food he served).</li> </ul>	[2]
7	<p><b>How useful are sources E, F and G for our understanding of Roman food? Make three points.</b></p> <p><b>Three points, one or two from each of the following:</b></p> <p><b>Useful</b></p> <ul style="list-style-type: none"> <li>• shows variety of food eaten (sources E, F &amp; G)</li> <li>• suggests food was often eaten 'on the bone' (source E)</li> <li>• shows range of cheap and expensive foods (source F)</li> <li>• gives clues as to seasoning (olive oil, garlic, fish sauce (source G)</li> <li>• indicates what kinds of food might have been eaten together in the same meal (source F)</li> <li>• indicates social importance (source F).</li> </ul> <p><b>Not useful</b></p> <ul style="list-style-type: none"> <li>• does not indicate what foods were eaten together (except for source F)</li> <li>• does not indicate how much food people had</li> <li>• does not indicate food sources</li> <li>• source E probably only shows food eaten by wealthy Romans.</li> </ul> <p>Give credit for other valid points. Give some credit for information without assessment of usefulness. Give credit for answers that indicate <b>only</b> usefulness <b>or</b> lack of usefulness. One of the three points must include evaluation.</p>	[3]
8	<p><b>What have you learnt about Roman food and drink from other sources you have studied? You must refer to the sources in your answer.</b></p> <p>Answers should be marked using the 6-mark marking grid.</p> <p>Particular foods and drinks</p> <ul style="list-style-type: none"> <li>• bread (loaves from Pompeii, grain mentioned in literary sources, grain ships)</li> <li>• wine (Horace <i>Odes</i>, Edict of Diocletian)</li> <li>• fish including squid &amp; octopus (wall paintings)</li> <li>• apples (wall paintings, literature)</li> <li>• other examples of meat, vegetables, sausages, fruit etc (Apicius or Edict of Diocletian)</li> <li>• water not always wholesome (Horace <i>Satires</i>)</li> </ul> <p>Attitudes, poetic effect, exaggeration</p> <ul style="list-style-type: none"> <li>• Desire for simplicity or pretence of it (Pliny, Horace, Martial, Catullus)</li> <li>• extravagance/greed (satirised in Petronius, Juvenal, Horace)</li> </ul>	[6]

Question Number	Answer	Max Mark
9	<p><b>Dinner parties were important to the Romans as a form of entertainment. Describe one other form of entertainment. Refer in your answer to sources you have studied.</b></p> <p>Answers should be marked using the 6-mark marking grid.</p> <p><b>One of:</b></p> <ul style="list-style-type: none"> <li>• <b>Amphitheatre.</b> Building well adapted to mass entertainment, and size indicates popularity (pictures, archaeological remains); variety of shows: different kinds of gladiators, wild/exotic beasts, executions, possibly mock sea battles (texts, mosaics, wall paintings); excitement/tension in fights to the death (texts, inscriptions, mosaics etc.); glamour and popularity of gladiators (Martial, Juvenal); opportunity to see important public figures or even the emperor; some critics (Seneca, Augustine).</li> <li>• <b>Circus.</b> Building well adapted to spectacle, and size indicates popularity (pictures, archaeological remains); attraction of colourful, high-speed spectacle (reliefs, mosaics, wall paintings); fierce rivalry/competitiveness/betting (texts, eg Martial, visual sources showing different team colours); social aspects, women (Ovid)</li> <li>• <b>Theatre.</b> Shape of building facilitated good view and audibility (archaeological remains, eg theatres in Pompeii); kinds of plays/comedies (literary evidence); characters, eg slaves, masters, young lovers, and plots eg mistaken identity (literary evidence); private troops of actors (Pliny).</li> <li>• <b>Baths.</b> Opportunity to meet as well as get clean in spacious sometimes grand place, even for the poor (archaeological remains, Seneca); wide range of bathing experiences (evidence from layout of baths); opportunities for exercise, sport, eating); place for conversation &amp; networking (Martial); private baths for the rich (Petronius).</li> </ul>	[6]

## Marking grid for 6-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>• Choice and use of evidence;</li> <li>• Understanding of sources as evidence;</li> <li>• Engagement with the question.</li> </ul>
4	5-6	<ul style="list-style-type: none"> <li>• A good range of well-chosen evidence covered in detail, facts are derived from the sources;</li> <li>• Strong awareness of bias and limitations of sources;</li> <li>• Answer well-directed at the question.</li> </ul>
3	3-4	<ul style="list-style-type: none"> <li>• An adequate range of relevant evidence, some facts are derived from the sources;</li> <li>• Basic awareness of bias and limitations of sources;</li> <li>• Answers slightly less focused on the question.</li> </ul>
2	1-2	<ul style="list-style-type: none"> <li>• Few examples of relevant evidence, few facts are derived from the sources;</li> <li>• Limited awareness of bias and limitations of sources;</li> <li>• Limited engagement with the question.</li> </ul>
1	0	<ul style="list-style-type: none"> <li>• Little or no attempt made to link facts with evidence, which may be irrelevant;</li> <li>• Little or no attempt to address the incompleteness of sources/bias;</li> <li>• Little or no engagement with the question.</li> </ul>

## Marking Grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>• Choice and use of evidence;</li> <li>• Understanding of sources and evidence;</li> <li>• Engagement with the question;</li> <li>• Accuracy of writing;</li> <li>• Control of appropriate form and style;</li> <li>• Organisation and use of technical vocabulary.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>• A good range of well-chosen evidence covered in detail, facts are derived from the sources;</li> <li>• Strong awareness of bias and limitations of sources;</li> <li>• Answer well-directed at the question;</li> <li>• Legible, fluent and technically very accurate writing;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Very well structured and organised argument; technical terms accurately and effectively used.</li> </ul>
3	6-9	<ul style="list-style-type: none"> <li>• An adequate range of relevant evidence, some facts are derived from the sources;</li> <li>• Basic awareness of bias and limitations of sources;</li> <li>• Answers slightly less focused on the question;</li> <li>• Legible and generally accurate writing, conveying meaning clearly;</li> <li>• Limited control of appropriate form and register;</li> <li>• Argument is organised, some technical terms accurately used.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>• Few examples of relevant evidence, few facts are derived from the sources;</li> <li>• Limited awareness of bias and limitations of sources;</li> <li>• Limited engagement with the question;</li> <li>• Legible but there are some errors, clarity not obscured;</li> <li>• Very limited control of form and register;</li> <li>• Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.</li> </ul>
1	0-2	<ul style="list-style-type: none"> <li>• Little or no attempt made to link facts with evidence, which may be irrelevant;</li> <li>• Little or no attempt to address the incompleteness of sources/bias;</li> <li>• Little or no engagement with the question;</li> <li>• Writing not consistently legible, at times difficult to read and/or contains many errors of spelling, punctuation and grammar;</li> <li>• Little control of form or register;</li> <li>• Argument difficult to discern, technical terms inaccurately used or omitted.</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.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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