

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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Question Number	Answer	Max Mark
1	<p>Sources A and B show evidence for different kinds of food that the Romans ate. Refer to both sources and identify three foods. State whether you found the evidence in source A or source B.</p> <p>Foods (in first column) Source A (in second column) fish, chicken, crab, snail, olive, blackberry</p> <p>Foods (in first column) Source B (in second column) Lettuce, snail, egg, (barley) soup, olive, beetroot, cucumber, onion, sow's innards, sea urchin</p> <p>Give credit for any reasonable identification. Singulars or plurals equally acceptable.</p>	[3]
2	<p>Using the prices in source C, suggest why some foods were more expensive than others.</p> <p>Three of: some more expensive because:</p> <ul style="list-style-type: none"> • difficult and expensive to rear (meat) • difficult/dangerous to acquire (fish) • labour-intensive, complicated to grow/make/ transport (rice, fish sauce) • they have a short season. <p>Some cheaper because:</p> <ul style="list-style-type: none"> • quick/easy to grow/produce (lettuce, eggs) • easy to collect in bulk (snails, oysters) • common/generally available (barley, olives, figs) 	[3]
3	<p>In source C, olive oil and fish sauce are given. What occupations must there have been to produce and supply these foodstuffs? Give two occupations for each food. Do not use the same occupation more than once.</p> <p>1 mark for each occupation mentioned.</p> <p>Olive oil Two of:</p> <ul style="list-style-type: none"> • farmers • workers to tend the olives / pick the olives • olive pressers • people to transport the olives / oil • potters to make containers <p>Fish sauce Two of:</p> <ul style="list-style-type: none"> • fishermen • sailors, ship builders • cooks/producers to provide ingredients and make sauce • potters to make jars • people to provide transport. 	[4]

Question Number	Answer	Max Mark
	<p>provision/aqueducts, roads, gardening, or in jobs requiring physical strength e.g. blacksmith, miller (source G), butcher, amphitheatre</p> <ul style="list-style-type: none"> • he might have been in charge of a large household of slaves in city • Columella also prejudiced against good-looking people: more important to judge them on basis of qualities and experience. <p>Candidates may agree, disagree, or agree in some respects and disagree in others. Answers must include some evaluation of source.</p>	
6	<p>(a) Read source E. Cato says that the slaves on the farm have produced wine, grain and ‘other goods’. Suggest three possible examples of ‘other goods’. Three of:</p> <ul style="list-style-type: none"> • olives/olive oil • vegetables • wool/clothing • firewood • bread • eggs from chickens. <p>Do not credit rice, barley or any other grain.</p> <p>(b) Look at lines 4-6: which of the jobs for wet days involve repairing things? Choose two of the jobs. Two of:</p> <ul style="list-style-type: none"> • making wine vats water-tight • mending ropes • repairing clothing (might specify cloaks or hats). 	<p>[3]</p> <p>[2]</p>
7	<p>Read source F, which shows an inscription in Latin and English.</p> <p>(a) Write down one Latin phrase which shows that this is an inscription from a tombstone. One of:</p> <ul style="list-style-type: none"> • HIC SITVS EST • VIXIT ANNOS XVI <p>Accept VIXIT or VERNA DOMO NATVS HIC SITVS EST but not more of inscription.</p> <p>(b) Which of these words tell us that Vitalis was a salesman?</p> <p>Box A INSTITOR should be ticked.</p> <p>(c) Why does Vitalis feel he may need to be forgiven? One of</p> <ul style="list-style-type: none"> • Because there may have been people to whom he gave short measure • Because they may have been people whom he cheated in order to bring more profit to his father. <p>Do not credit ‘people whom he short-changed’.</p>	<p>[1]</p> <p>[1]</p> <p>[1]</p>

8	<p>Read source G</p> <p>(a) What two foodstuffs are produced at the mill?</p> <p>Both of:</p> <ul style="list-style-type: none">• flour• bread <p>(b) Give one way in which the slaves' poor condition is directly related to their work.</p> <p>One of:</p> <ul style="list-style-type: none">• damage to eyebrows/eyes from smoke and steam• dirty because of dust from flour	<p>[2]</p> <p>[1]</p>
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Question Number	Answer	Max Mark
9	<p>What jobs could slaves do which would be easier than working in a mill or on a farm? Suggest three jobs.</p> <p>One of:</p> <ul style="list-style-type: none"> • lady's maid • hairdresser • house slave/cook/gardener • child's tutor/attendant/paedagogus • bath attendant <p>Do not credit vague answers (e.g. slave).</p>	[3]
10	<p>You have your own farm. Write about what you do to get the most out of your farm and your workers.</p> <p>You might say how you choose your crops, how you manage your foreman and how you get as much work as possible from your slaves.</p> <p>You should use information from sources D E and any other relevant sources you have studied.</p> <p>Marks are awarded for the quality of written communication of your answer.</p> <p>Answers should be marked using the 12-mark marking grid.</p> <p>This is an indicative markscheme and marks should be awarded for any reasonable points that are substantiated from the sources.</p> <ul style="list-style-type: none"> • Crops. Depend on soil, position of farm and climate. Oil and wine (source B and many others); grain e.g. wheat, barley, rice (sources B, C, E and G); vegetables, livestock (sources B & C), wool. Balance of expensive items that can be sold for a good price (source C) and cheap ones for slaves. • Foreman. Needs to be fit, energetic, used to manual work (Columella). Literate (to keep accounts) and able to discipline slaves (sources D, E & G). • Slaves. Have to be controlled in case they run away, steal or stir up trouble, so need for shackles (source G). Food reduced as punishment or if sick as doing less work (source E). Old, sick slaves to be sold off (Cato). Different view: slaves will work better/be more productive if they are treated well, cared for when sick, rewarded with money or female slave as partner, children adopted and provided for (Pliny, source F). <p>Maximum Level 4 10 marks if the answer is not written in empathetic style.</p>	[12]

Marking grid for 6-mark questions

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

Marking Grid for 12-mark questions

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

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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