OCR
RECOGNISING ACHIEVEMENT

SPECIMEN

General Certificate of Secondary Education

Latin

Sources for Latin (Higher Tier)

Specimen Paper

H **A405**

Time: 1 hour

Candidates answer on the question paper.
Additional materials:
Insert

Candidate Forename		Candidate Surname	

Centre Number		Candidate Number	

INSTRUCTIONS TO CANDIDATES

- You should answer this paper only if you have entered for the Higher Tier.
- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **50**.

Answer all the questions.

- You will need to use your knowledge of the topic to understand and evaluate the sources in the Insert.
- Use the specific sources indicated, but you can also refer to any of the other sources in the Insert or any other sources you have studied, if they are relevant.

Questions 1, 2, 3 and 4 refer to sources A, B and C in the Insert.

1 Source A and source B.

(a) How does the writer of source A make his readers see wool-making as a virtue? Make **three** points.

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.... **[3]**

(b) Why might Augustus have worn clothes that the women in his household did not make? Make **two** points.

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.... **[2]**

2 Study the statue and its inscription in source C.

(a) Eumachia was a priestess (*sacerdos*) and patron of the Guild of Clothworkers (*fullones*) in Pompeii. Who set up this statue?

Put a tick (✓) in the correct box.

A	Eumachia herself	☐
B	Another priest	☐
C	The clothworkers	☐
D	Her husband	☐

[1]
[1]

(b) Eumachia gave a large building to the Guild of Clothworkers. Say what the gift of the building and this statue tell us about:

(i) Eumachia? Make **two** points.

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.... **[2]**

(ii) the Guild of Clothworkers? Make **two** points.

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.... **[2]**

3 Source A and source C.

Read the epitaph in source A. Now write an epitaph for Eumachia in the same style. You should mention the personal qualities she might have had and what she did in her life. Make **four** points.

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.... **[4]**

4 Source A, source B and source C and any other sources you have studied.

'Nowadays most women do nothing except wallow in luxury.' (Columella, a Roman man writing in the 1st century BCE)

What do you think Columella's 'ideal woman' would have been like?

Give reasons for your answer, quoting from the sources and explaining why some women would **not** have been Columella's ideal.

Marks are awarded for the quality of written communication of your answer.

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.... **[12]**

Questions 5 and 6 refer to sources D, E and F in the Insert.

5   Source D, source E and source F and use any other sources on chariot-racing that you have studied.

   You want to describe a day at the Circus Maximus to people who know nothing about it.

   (a) How useful are these sources for explaining what happened at the Circus Maximus? Refer to the sources in your answer.

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   .... **[6]**

   (b) How far do the sources explain why the Circus was so popular? Refer to the sources in your answer.

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   .... **[6]**

   (c) If you had to choose one of sources D or E to explain chariot-racing, which would you choose? Give reasons for your answer.

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[Turn over

6 Sources D, E and F.

In addition to chariot-racing, what other aspects of life in ancient Rome do these sources provide evidence for? Give examples from sources D, E and F.

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.... **[6]**

Paper Total: [50]

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

LATIN   A405

Unit A405: Sources for Latin (Higher Tier)

Specimen Mark Scheme

The maximum mark for this paper is **50**.

Question Number	Answer	Max Mark
1(a)	**How does the writer of source A make his readers see wool-making as a virtue? Make three points.**	**[3]**
	Candidates might include: reference to cloth-making as the role of a good wife/daughter, granddaughter; cloth-making mentioned in context of other virtues in epitaph and in other similar inscriptions; cloth-making as being virtuous because old-fashioned; as a sign of a good/traditional upbringing. Some candidates might mention that epitaph is idealised/it could also be done by women who did not have these virtues. Any **three**.	
(b)	**Why might Augustus have worn clothes that the women in his household did <u>not</u> make? Make two points.**	
	Candidates might include: clothes for grand occasions might have been too complicated to produce at home; the women in the household were not sufficiently practised if it was unusual for women of their rank to spin at all (evidence might include Suetonius' surprise at the women spinning at all); Augustus more concerned that the women should spin than that he should wear homespun. Any **two**.	**[2]**
2(a)	**Eumachia was a priestess (*sacerdos*) and patron of the Guild of Clothworkers (*fullones*) in Pompeii. Who set up this statue?**	**[1]**
	C - The clothmakers	
(b)	**Eumachia gave a large building to the Guild of Clothworkers. Say what the gift of the building and this statue tell us about:**	**[2]**
	(i) Eumachia? Make two points.	
	Eumachia: gift of building tells us she was wealthy; she was a prominent citizen; inscription tells us she was a priestess; statue indicates she was popular. Any **two** points.	
	(ii)the Guild of Clothworkers? Make two points.	**[2]**
	Guild of Clothworkers: size of building shows there were many members of the Guild/many clothworkers in Pompeii; statue suggests Guild was well off; statue indicates clothworkers' respect for Eumachia. Any **two** points.	
3	**Read the epitaph in source D. Now write an epitaph for Eumachia in the same style. You should mention the personal qualities she might have had and what she did in her life. Make four points.**	**[4]**
	Candidates might begin 'Here lies…'. They might include the following points: priestess; patron of Clothworkers' Guild; devoted wife/mother; worked hard; devoted to gods; generous to the townspeople.	
	Any four of these or any other reasonable points. No marks for reproducing Source A with the name changed.	

Question Number	Answer	Max Mark
4	**'Nowadays most women do nothing except wallow in luxury.' (Columella, a Roman man writing in the 1st century BCE) What do you think Columella's 'ideal woman' would have been like? Give reasons for your answer, quoting from the sources and explaining why some women would not have been Columella's ideal.** Answers should be marked using the 12-mark marking grid. This is an indicative mark scheme and marks should be awarded for any reasonable points that are substantiated from the sources. With reference to sources A and B, candidates might include: • Columella's ideal woman would have worked hard like Amymone (source A); • she might have been like Augustus' daughter and grand-daughters in carrying on traditional virtues of making wool and cloth and plain clothing; • Columella's description implies being self-centred so he would have wanted his ideal woman to look after her husband and family, and pay attention the gods, like Amymone; • 'Luxury' implies extravagance and going out – opposite of Amymone - so he would have preferred women to be thrifty and stay at home. With reference to source C, candidates might include: • Eumachia might have been Columella's ideal woman because she worked hard and she had some connection with traditional work of clothmaking whether or not she did it at home; • he would have approved of her piety but may have thought it was better placed at home towards the household gods; • he might not have been happy with his ideal woman having money which might have made her extravagant; • he might hot have wanted her to spend time outside the home, and might have thought she was neglecting her family. With reference to other possible sources, candidates might include: • Columella's ideal woman might have been like Turia or Pliny's wife Calpurnia; • she would not have been like women satirised in Juvenal/Martial for extravagance, extremes of fashion etc. Candidates may or may not arrive at a named 'ideal woman' of Columella or a precise description, but must indicate reasons for their view and quote evidence from sources. Higher marks should be awarded for: • balanced answer; • reference to variety of sources to support argument; • showing awareness of bias and limitations of sources as well as information given in sources.	[12]

Question Number	Answer	Max Mark
4 Cont'd	Lower marks should be given where: • there is little attempt to address incompleteness of sources/bias; • there are few references to sources and not used to support argument; • there is little attempt to evaluate factual information provided by sources.	
5 **(a)**	**You want to describe a day at the Circus Maximus to people who know nothing about it.** **How useful are these sources for explaining what happened at the Circus Maximus? Refer to the sources in your answer.** Answers should be marked using the 6-mark marking grid. Candidates might include the following points or any other reasonable points substantiated by the sources and should say which source their points are derived from: Source D • shows chariots racing with horses; • turning-posts indicate race was run in laps and skill needed to get round; • shows some detail of charioteer's dress and equipment. Source E • horseracing with chariots; • also social occasion for men and women; • chariots start from gates; • colours worn by charioteers; • dangers at turning-posts and skill needed; • possibility of replay; • large crowds, smartly dressed (togas). Source F • charioteers cheered on as celebrities; • early age at death indicates dangers of Circus. All sources • excitement of event; • competitiveness. Sources used other than D, E and F in Insert. Candidates might refer to texts, mosaics or other artefacts, and might include similar points to those listed above. Credit should be given for other points derived from source, including any that are not mentioned in sources D-F, e.g.: • interest of emperor and possible presence; • procession of statues of gods; • description of crash or accident. Answers in the form of a guide book, letter, invitation or other empathetic format should be credited for factual content/understanding and evaluation provided points from the list above are included. Marks should not be given for creative writing alone.	**[6]**

Question Number	Answer	Max Mark
5 (b)	**How far do the sources explain why the Circus was so popular? Refer to the sources in your answer.** Answers should be marked using the 6-mark marking grid. Candidates might include the following points or any other reasonable points substantiated by the sources and should say which source their points are derived from: Source D • conveys speed and excitement of spectacle; • but does not show size of Circus, numbers of spectators or their reactions. Source E • indicates popularity of occasion both as an event and opportunity for socialising; • large crowd: spectators have to squash together; • conveys unpredictability of outcome which adds excitement; • demonstrates skill of charioteers which would have increased enjoyment; • but Ovid is not there just for the race and may have exaggerated excitement and strong feelings of crowd; Source F • use of words 'famous', 'idol,' 'cheering', 'applause', 'doting' all indicate popularity; • 'jealousy' even of Fate poetic way of conveying rivalry among charioteers; • but more about personal popularity of this charioteer than about popularity of Circus as a whole; • might be exaggerated as it is an epitaph. Sources used other than D, E and F in Insert Candidates might refer to texts, mosaics or other artefacts, and might include similar points to those listed above. Credit should be given for other points derived from source, including any that are not mentioned in sources D-F, e.g.: • circus shows used by politicians and emperors to 'bribe' the people; • expense of events; • critical comments about fanaticism of supporters; • possible bias against popular entertainment may exaggerate degree of fanaticism, expense, manipulation by politicians.	**[6]**
5 (c)	**If you had to choose one of sources D or E to explain chariot-racing, which would you choose? Give reasons for your answer.** Answers should be marked using the 6-mark marking grid. Source D. Candidates might give the following reasons; • shows direction of race; • indicates skill required to steer four horses; • shows turning-post, both function and appearance; • explains how important turning-post was, how it tested skill, how chariot behind could get in front at this point; • conveys excitement and tension of event.	**[6]**

Question Number	Answer	Max Mark
5 (c) Cont'd	Source E. Candidates might give the following reasons: • indicates direction of race ('left-hand rein'); • explains crucial role of turning-post – skill needed, danger of being overtaken or of catching wheel; • gives vivid picture of crowd as well as race; • evidence of women's attendance and enthusiasm; • evidence that even those like Ovid who reckoned not to be experts were familiar with event. Candidates might mention comparative usefulness of visual or written source or may comment on the evidence of a picture as distinct from texts, e.g.: Source D • visual source actually shows what a chariot with its horses and charioteer looked like; • event depicted on ancient artefact conveys its importance to Romans. Source E • text can give whole narrative and convey atmosphere; • illustrates whole event, from starting-gate to finishing line.	
6	**In addition to chariot racing, what other aspects of life in ancient Rome do these sources provide evidence for? Give examples from sources D, E and F.** Source D • technology (chariot, setting up of turning post); • craftsmanship of carving; • sophisticated use of horses; • horses plentiful. Source E • social life (day out); • men/women; • government (praetor); • dress (women's, men's togas); • ancient Roman buildings/organisational skills (big event). Source F • Life expectancy (26 considered young)	**[6]**
	Paper Total:	**[50]**

Marking grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		• 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	• 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	• 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	• 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.
1	0-2	• 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.

Marking grid for 6-mark questions

Level	Mark ranges	Characteristics of performance
		• Engagement with the question. • Selection and use of evidence from sources; • Understanding of sources and their limitations.
4	5-6	• 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	• Some engagement with the question; • A range of relevant evidence from sources, with some interpretation; • Some understanding of sources and their limitations;
2	2	• 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	• 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;

Assessment Objectives Grid (includes QWC)

Question	AO2	Total
1-6	50	**50**
Total	**50**	**50**