

Mark Scheme for June 2013

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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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1. Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Incorrect
	Evaluation
	Error in fact
	Lack of clarity or some inaccuracy in factual support/ argument. Argument may show lack of understanding of context
	Relevance
	Repetition
	Spelling error

2. 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)	<ul style="list-style-type: none"> • A (Bull). 	1	
(b)	<p>Reasons may include:</p> <ul style="list-style-type: none"> • General understanding of sacrifice to the gods – appeasement or bargain. • Thank offering • Normal ritual • To impress the people/show the emperor is religious • It is the emperor's job/role as Pontifex Maximus. <p>Credit named gods and reason eg Neptune: before a sea voyage.</p>	2	
(c)	<p>Answers may include:</p> <ul style="list-style-type: none"> • Took place in open – outside temple • Axe used to kill the animal • Shows what the crowd wore – togas • Indicates music was played • Emperor has his head covered. 	2	
2 (a)	<p>B (bring flowers) D (put offerings in a jar) E (say prayers)</p>	3	

Question	Answer	Marks	Guidance
(b)	<p>Answers might include:</p> <ul style="list-style-type: none"> • Refers to gruesome events – uttered groans, howled ugly spirits – possibly to scare them. • He refers to omens and prodigies. • He suggests that if Parental Days are ignored the same omens may appear. • He refers to the underworld – Styx – to scare people. • Suggests souls need placating/keeping happy – encourage sympathy. • Says people were punished in the past – did not go unpunished. 	3	
3 (a)	<ul style="list-style-type: none"> • March/Ides of March 	1	
(b)	<ul style="list-style-type: none"> • There would be a lot of space for people to spread out. • The grass might be quite soft to sit on. • The spring would mean available greenery for shelters. • Women could attend/with men/as wife/as girlfriend. 	1	Any one of these
(c)	<p>Answers might include</p> <ul style="list-style-type: none"> • People sang – whatever they have learned in the theatre • People dance – perform rough dances • People camped out – huts • It was a time to “let your hair down”. 	3	<ul style="list-style-type: none"> • The focus should be on fun/enjoyment.

Question	Answer	Marks	Content	Guidance	Levels of response
4	<p>Expect a range of details taken from the all three sources.</p> <p>Source A:</p> <ul style="list-style-type: none"> Shows a formal ceremony with the emperor present. <p>Source B:</p> <ul style="list-style-type: none"> Ovid talks about giving honour to the dead – a serious subject. <p>Source C:</p> <ul style="list-style-type: none"> Many people took part in the festival of Anna Perenna. <p><i>However,</i> Candidates may feel that sources suggest that other things were more important-candidates may suggest any topic provided there is support from sources: Food, family, gladiator shows, races.</p>	12	<ul style="list-style-type: none"> 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. 12 points are not necessary for full marks There should be some balance for highest level. 		Level 4: 10–12 Level 3: 6–9 Level-2: 3–5 Level-1: 0–2

Question	Answer	Marks	Guidance
5 (a) (i)	<ul style="list-style-type: none"> D writing notes. 	1	
(ii)	<p>Answers might include:</p> <ul style="list-style-type: none"> Clothes Hairstyles Jewellery Make up. 	1	
(b)	<p>Wall paintings were expensive and were there to impress. As such they would have been found in the public/show rooms of the house- atrium, triclinium, tablinum.</p> <p>The writing tablets in the painting may indicate that the wall painting was in the study.</p> <p>Accept bedroom</p>	2	<ul style="list-style-type: none"> Not store rooms, garden, kitchen, lavatory, entrance (fauces) Accept English and Latin names.
6	<ul style="list-style-type: none"> They had a long marriage – 18 years The did not quarrel He says he will not marry again. 	1	There should be reference to the inscription. Any one of these
7 (a)	<ul style="list-style-type: none"> He thinks the gladiator is ugly – sore, discharge, growth on his nose. 	1	
(b)	<p>Answers might include:</p> <ul style="list-style-type: none"> She abandoned her sister, children, husband and country – something a woman would not normally do He thinks she likes him only for what he does – it's the steel they love He is amazed that she puts up with the disgrace of being called a "gladiator's mistress" "What did she see in him?" – outrage. <p>Accept pretty – interpreted as sarcastic.</p>	2	Any two of these

Question	Answer	Marks	Guidance	
			Content	Levels of response
8	<p>A housekeeper's role was hard work.</p> <ul style="list-style-type: none"> • She has, from time to time, to take account of <i>everything</i> • She has to stay in one place as little as possible – always on the go • It might be stressful as she may not be able to do all things (such as weaving) • She has to deal with the cowsheds and men (food troughs) – she had to be strong • She has to oversee lots of things at once • She has to insist on things being done • She should not sit down. <p>Accept references to literary devices eg repetition of <i>now</i> to emphasise the non-stop activity.</p>	6	<ul style="list-style-type: none"> • Answers must be marked using the level descriptors in the 6-mark marking grid at the end of the mark scheme. • 6 points are not necessary for full marks. 	Level-4: 5–6 Level-3: 3–4 Level-2: 2 Level-1: 0-1
9	<p>Any two of:</p> <ul style="list-style-type: none"> • Hairdresser • Serving at dinner • Singing/Reading at dinner • Wet nurse/midwife • Nanny • Dancing for guests at dinner. 	2	<ul style="list-style-type: none"> • Allow cooking/cleaning. 	

Question	Answer	Marks	Content	Guidance	Levels of response
10	<p>Candidates are asked to consider sources and to assess whether women did stay at home or whether there is evidence that women did go out.</p> <p>Source D:</p> <ul style="list-style-type: none"> • They are at home • May have enjoyed writing <p>Source E</p> <ul style="list-style-type: none"> • Eppia left her home – which was a scandal. <p>Source F</p> <ul style="list-style-type: none"> • The housekeeper was stuck at home – she was probably a slave though. <p>Other sources:</p> <ul style="list-style-type: none"> • Inscriptions – indicate a independence through work or a contentment to stay at home. • Ovid at the races – indicates a chance to meet men. <p>Candidates may interpret women as free born, freedwomen and/or slaves. Expect a range of <i>sources</i>.</p>	6	<ul style="list-style-type: none"> • Answers must be marked using the level descriptors in the 6-mark marking grid at the end of the mark scheme. • 6 points are not necessary for full marks • There should be some balance for the highest level. 		Level-4: 5–6 Level-3: 3–4 Level-2: 2 Level-1: 0-1

Marking grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> • Engagement with the question; • Selection and use of evidence from sources; • Understanding of sources and their limitations.
4	5–6	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant evidence from sources, with some interpretation; • Some understanding of sources and their limitations.
2	2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

