

GCSE (9-1)

Examiners' report

LATIN

J282

For first teaching in 2016

J282/06 Summer 2019 series

Version 1

Contents

Introduction3

Paper 6 series overview4

 Question 15

 Question 25

 Question 36

 Question 46

 Question 57

 Question 68

 Question 78

 Question 8 (a)9

 Question 8 (b)9

 Question 99

 Question 10 (a)10

 Question 10 (b)10

 Question 1111

 Question 1211



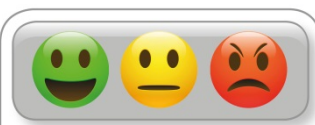
Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other . . .** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word converter*).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper 6 series overview

This paper revealed a good range of marks achieved by candidates. A clear path was designed through the paper. Candidates were kept on track in shorter questions using some bullet points which enabled responses to be made in an organised manner.

Overall, the use of time was good with candidates having plenty to say for Question 12. That said it was felt that some candidates left Question 5 until the end and when short of time could not answer in enough detail.

The quality of written communication was satisfactory, although some papers showed poor spelling particularly in technical terms: spina; Petronius; Marcus Aurelius.

Very good answers were characterised by reading the paper carefully and doing what the questions required in a methodical way.

Excellence was achieved by the knowledge of other sources available for this component both in the booklet of sources produced by OCR and from elsewhere.

Question 1

1 Study Source A.

Using Source A, suggest **three** ways in which the design of the Circus Maximus made chariot racing an exciting event to watch.

-
-
-

[3]

There were some good answers but too many candidates did not respond to the word '**design**' in the question. Some needed to look at the source material more carefully. Several responses had their focus on the charioteers. The following did not gain credit:

- Many people would race at once.
- Some people had no armour
- Betting took place

Question 2

2 Study Source B.

Source B shows a triclinium (dining room) in the Villa Poppaea at Oplontis in Italy.

What furniture did a typical triclinium contain **and** how was it arranged?

-
-
-
-

[3]

Most candidates handled this question well. The white space below the questions was used a few times for drawings and plans which were given credit. The answers sometimes showed a lack of basic knowledge of a triclinium and the arrangement of the furniture. In short, some did not respond to the wording of the question, *and how was it arranged*. A handful of responses described a modern dining room setting.

Question 3

3 Study Source C.

Why does Vitruvius place such importance on the sun when designing a triclinium?
Give **two** reasons.

-
-
-
-

[2]

This question was a straightforward one for most candidates at all levels.

Question 4

4 Explain how the Romans designed their dining rooms in order to impress visitors.
Use Source B, Source C **and** any other sources you have studied.

-
-
-
-
-
-
-

[6]

This question overall was answered well, with differentiation being through some responses which did not as instructed, *use Sources B and C and any other sources they had studied*. The most common “other source” was Petronius with detail regarding the opening of the ceiling at Trimalchio’s dinner. In addition, specific mosaics were mentioned. These gain credit when supported with detail.

Question 5

5* 'Entertainment in the home was just as important to the Romans as public entertainment.'
How far do you agree with this statement?

- you should include references to a range of ancient sources;
- you may make limited use of the sources in the Insert;
- you may wish to include references to both artwork and literature.

[12]

Some excellent responses can be found for this question showing a very good knowledge of other sources which they had clearly studied. However, a small number of candidates did not respond to the wording of the question and simply supplied general knowledge. With little or no detail from sources these responses cannot be placed in the higher levels as defined by the marking grid.

In a few cases it, responses were brief. Either this was a timing issue or perhaps some candidates had not appreciated that Question 5 was worth 12 marks. Centres need to be aware that the longer questions are placed in the paper where appropriate to the theme or topic. This was a key question for candidates to show their understanding of context of sources and supporting detail. This can be seen in Exemplar 1 and Exemplar 2.

Exemplar 2 has too much insecurity to achieve the higher levels. The misidentification of a writer is not so important if supported by sound detail and understanding, which is missing here. Similarly, the Colosseum itself was built after Augustus even though this could have been mitigated by offering detail from an extract in the *Res Gestae* where he details the gladiators and beasts at his shows.

Again, the lack of detail hampered the response in Exemplar 2. This was a valid point and a good choice of source but the opportunity to add detail has been missed. The candidate could have offered examples of Trimalchio's "extreme wealth" and say to whom it was important.

Exemplar 1

However, public entertainment was also very important. We studied Horace's 'Amores', which outlined the romantic opportunities which came with a visit to the circus maximus, with marriage obviously being an important aspect of Roman life. Furthermore, we studied an account by the Emperor Augustus of how he had used the Colosseum to exhibit his wealth and status as an Emperor.

Exemplar 2

Roman cenas were very important for a number of reasons. We studied an account of Trimalchio's ^{from satyricon} cena where he sought to exhibit his extreme wealth through the event, which was very important.

Question 6

6 Study Source D.

Where was the temple of Jupiter located in Pompeii?

..... [1]

Whereas most candidates knew that the temple of Jupiter in Pompeii was in the forum a worrying number assumed this was the temple of Jupiter Optimus Maximus on the Capitoline Hill in Rome. Those who knew the correct details went on to use this to great effect in Question 12.

Question 7

7 Why did the people of Pompeii visit the temple of Jupiter? Give **two** reasons.

-
-

[2]

This question was handled quite well for the most part. Success depended on a basic knowledge of Latin religion. A wide range of reasons was accepted but some supporting detail is required.

Question 8 (a)

8 The temple of Jupiter in Pompeii was also dedicated to Jupiter's wife and the goddess of wisdom.

(a) Who was the wife of Jupiter?

..... [1]

Most candidates had this knowledge. There were some who did not thus depriving themselves of easily gained marks.

Question 8 (b)

(b) Who was the goddess of wisdom?

..... [1]

Candidates are expected to know the roles of the gods listed in the specification.

Question 9

9 Study Source E.

How does Cato make sure that his prayer will win the support of Mars?

In your answer you should include discussion of Cato's instructions and his use of language.

.....
.....
.....
.....
.....
..... [6]

This was an unseen passage from Cato. Despite this, some candidates displayed an impressive understanding of the significance of the "pig, sheep, bull" identifying it as a *Suovetaurilia* and being particular to Mars. This level of knowledge of course was not required to gain full marks. Most candidates were able to respond to the question and point out the language used, although the response was variable; weaker responses did not approach the use of language in an adequate manner. This can be seen in Exemplar 3.

This response identifies "sacrifice" but does little to develop the point. The reference to anaphora also adds little. Responses gaining more credit discussed: respect; attention to detail; repetition for emphasis; generosity.

Exemplar 3

Cato not only prays to Mars he also makes sacrifices to him. The semantic field of 'sacrifice' and the anaphoric detailing of the 'pig, sheep and bull' emphasises the action of sacrificing the animals.

Question 10 (a)

10 Study Source F.

(a) Name the Vestal Virgin who gave birth to twin boys.

..... [1]

Some good responses can be found for this question showing a very good knowledge of the prescribed source. Credit was given for close spellings. A small number of candidates did not know the name of the Vestal Virgin suggesting: 'Liv(v)y', 'Mary' 'Venus' and many modern names.

Question 10 (b)

(b) How does Livy suggest that Mars was not the father of Romulus and Remus? Use Source F to explain your answer. Make **two** points.

-
-

[2]

This question was accessible to all levels with a high percentage of candidates selecting suitable phrases from the passage.

Question 11

- 11 Livy also describes how Aeneas and the Trojans overcame Turnus and the Rutuli and joined the two peoples sharing a common name.

What does Livy tell us about how Aeneas eventually died?

.....

.....

.....

.....

.....

..... [2]

Most candidates could identify that Aeneas probably died in battle and credit was given for doubt on Livy's part. Some remembered that he was fighting the Etruscans (not the Rutuli). A few mentioned his association with the local Jove/Jupiter Indiges which was given credit.

Question 12

- 12* 'For the Romans, a religious ceremony was just an opportunity to put on a good show.'
How far do you agree with this opinion?

Use Sources D and E as a starting point and include other sources in your answer. [8]

Candidates seemed to be under no time pressure when responding to this question and many wrote onto the additional pages and some beyond that. The range of detail and sources was impressive. The shorter 1-mark question prompted candidates to discuss the temple of Jupiter further, as seen in Exemplar 4.

Exemplar 4

On the one hand it could be argued that religious ceremonies were just opportunities for shows. Firstly, because they were such public events, for example the Temple of Jupiter in Pauperei is in the middle of the forum meaning that it was designed so that everyone could see the sacrifice.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

activeresults

Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level*
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit ocr.org.uk/administration/support-and-tools/active-results/

Find out more at ocr.org.uk/activeresults

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification: www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge
Assessment

