

**GCSE (9–1)**

**Latin**

**J282/06: Literature and Culture**

General Certificate of Secondary Education

**Mark Scheme for Autumn 2021**

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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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## 1. Annotations

Annotation	Meaning
	Unclear (use rarely, possibly in case of illegibility)
	Benefit of doubt (may be used, but sparingly)
	Cross (use <b>very</b> sparingly, to indicate something to which you are not giving credit)
	Extendable horizontal line (more serious error in translation questions)
	Extendable horizontal wavy line (inconsequential error in translation questions)
	Tick (use as appropriate to show where marks have been awarded or points are being credited in the longer answer)
	Tick plus (strong point in Q7; strong AO3 point in Q9)
	Tick query (weak, incomplete or supplementary point in Q7 or in Q9(AO3))
	Harmful addition (use sparingly)
	Omission mark (use in translation questions and elsewhere if desired)
<b>BP</b>	Blank Page – use to mark Additional Writing Pages
seen	Use on an extra page or in white space to show that candidate material has been seen and considered

**12. Subject Specific Marking Instructions**

Question		Answer	Mark	Guidance
1		<p><b>How would someone know that this is a statue of Jupiter?</b></p> <p>One of:</p> <ul style="list-style-type: none"> <li>• He is holding a thunderbolt (1)</li> <li>• Older/mature/full beard (1)</li> </ul>	<p><b>AO2</b> <b>1</b></p>	
2		<p><b>What impression of Jupiter does this statue give ? Make two points, using Source A</b></p> <p>Answers might include :</p> <ul style="list-style-type: none"> <li>• He is powerful: thunderbolt/ stance (1)</li> <li>• He is frightening/threatening: thunderbolt (1)</li> <li>• He is strong: muscular chest/arms(1)</li> <li>• He is mature: beard(1)</li> </ul>	<p><b>AO2</b> <b>2</b></p>	Do not credit Older/mature/full beard if used as answer to Q1.
3		<p><b>How did the construction and design of the temple make it appropriate for Jupiter, king of the gods? Make three points.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Prominent position/ North of Forum</li> <li>• Large</li> <li>• Had several/many statues</li> <li>• Taller than other buildings (in Forum)</li> <li>• High columns</li> </ul> <p>Expect some explanation</p>	<p><b>AO2</b> <b>3</b></p>	Credit knowledge of interior decoration such as flooring.
4		<p><b>How does Virgil make Charon and his surroundings seem ‘terrible’? In your answer you should include discussion of Virgil’s use of language.</b></p>	<p><b>AO3</b> <b>6</b></p>	Mark in accordance with specification marking grid.

		<p>Answers might include:</p> <p>Charon:</p> <ul style="list-style-type: none"> <li>• Description of beard: never trimmed</li> <li>• Description of his clothes: filthy rags/foul cloak</li> <li>• Use of adjectives: filthy</li> <li>• Metaphor: eyes are lit with fire</li> </ul> <p>Surroundings:</p> <ul style="list-style-type: none"> <li>• Choice of words: quagmire</li> <li>• Graphic description: boiling whirlpools/ slime</li> <li>• Graphic verbs: belches</li> </ul> <p>Must include at least one of each.</p>		
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Question		Answer	Mark	Guidance
5		<p><b>Why have ‘the whole throng of the dead’ not yet crossed the river?</b></p> <ul style="list-style-type: none"> <li>• The people have not been buried properly (1)</li> <li>• they have to wait for 100 years (1)</li> <li>• The people listed were thought to have died before their time (1)</li> <li>• and had to wait on the riverbank (1)</li> <li>• until their time was reached (1)</li> </ul>	<p>AO2</p> <p>2</p>	
6	(a)	<p><b>How has King Lycaön offended Jupiter ?</b> <b>Give two :</b></p> <ul style="list-style-type: none"> <li>• Mocked the people’s piety (1)</li> <li>• Plotted to kill Jupiter to see if he were human(1)</li> <li>• Killed a man under his protection(1)</li> <li>• Roasted/boiled the man(1)</li> </ul>	<p>AO2</p> <p>2</p>	

	(b)		<p><b>Using Source C, give one way in which Lycaeon was not completely changed into a wolf.</b></p> <p>One of:</p> <ul style="list-style-type: none"> <li>• He still felt bloodlust (1)</li> <li>• His hair was still grizzled(1)</li> <li>• He had a wild expression (1)</li> <li>• Blazing eyes (1)</li> </ul>	<p><b>AO2</b> <b>1</b></p>	
7			<p><b>'The Romans' beliefs about their gods were completely different from the beliefs of modern religions.' To what extent do you agree? Use Sources B and C and include at least one other source in your answer. [8]</b></p> <p>Some points may be:</p> <ul style="list-style-type: none"> <li>• <b>Source B</b> has the idea of <b>Tartarus</b> which some may think is like the modern idea of Hell</li> <li>• modern society may use science instead of faith to explain many happenings, such as <b>lightening</b> in <b>Source C</b>.</li> <li>• Our understanding of animals world means that the metamorphosis of Lycaon in <b>Source C</b> is just a story and could not happen.</li> <li>• some may feel sacrifices may seem unnecessary, such as <b>Marcus Aurelius making a sacrifice</b>. (Prescribed material 2.ii) and the study of entrails.</li> <li>• Other examples from <b>Aeneid Book 6</b> as seen in the prescribed material may be regarded by modern society as just stories.</li> </ul>	<p><b>AO2</b> <b>4</b> <b>AO3</b> <b>4</b></p>	Mark in accordance with specification marking grid.

			<p>Counterargument:</p> <p>The principal focus should be on Roman religion.  <b>Candidates are not required to comment on their own personal beliefs</b> but should be given credit where such are used in comparison with Roman religion.</p> <ul style="list-style-type: none"> <li>• Ideas of hell being a terrible place</li> <li>• Ideas of heaven being a lovely place</li> <li>• For many modern faiths burial and life after death is just as important.</li> </ul>		
8			<p><b>How far do you think life in a barrack block was comfortable for a Roman soldier? Use source D and knowledge from other sources you have studied.</b></p> <p>Source D</p> <ul style="list-style-type: none"> <li>• The barrack blocks were solid made of stone and wood making them warm</li> <li>• All rooms of a cohort together so encouraged camaraderie</li> <li>• The barracks had a veranda to shelter from the British weather</li> <li>• Equipment was stored in another room so some space</li> <li>• Cooking could be done in the middle.</li> <li>• Had a drain down the middle- more sanitary</li> </ul> <p>However:</p> <ul style="list-style-type: none"> <li>• The rooms were small and 6/8 men slept in the one room so it would have been cramped.</li> <li>• Poor sanitation by modern standards would be uncomfortable</li> </ul> <p>A counter-argument is required</p>	AO3 6	<p>Mark in accordance with specification marking grid.</p> <p>Credit knowledge of better arrangements for Centurions/Decurions ( e.g. washing facilities)</p>



Mark in accordance with specification marking grid.				

Question	Answer	Mark	Guidance
9	<p><b>Making reference to Source E, explain what life was like for the soldiers in this fort. Make three points.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Heavy work (1)</li> <li>• Part of a team: passing items to each other (1)</li> <li>• Organised: each has a specific job (1)</li> <li>• Camaraderie: two soldiers chatting (1)</li> </ul>	<p><b>AO2</b></p> <p><b>3</b></p>	<p>Accept:</p> <ul style="list-style-type: none"> <li>• soldiers are vulnerable as the fort/camp is unfinished.</li> <li>• safe inside stone built fort</li> </ul>
10	<p><b>Explain how the Roman road system was a benefit for the people of Roman Britain. Using Source F, suggest three ways.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• There were many hundreds of miles (use of scale) giving access across the country (1)</li> <li>• The roads were direct, cutting the time travel to towns (1)</li> <li>• Traders to access important colonies/towns (1)</li> <li>• People were less isolated- roads covered much of Britain (1)</li> <li>• Soldiers could march to any area of trouble/ keep peace (1)</li> </ul>	<p><b>AO2</b></p> <p><b>3</b></p>	<p>Accept "straight"</p>
11	<p><b>To what extent do you think a Roman soldier would have liked being sent to Britain?</b></p> <p>Answers might include:</p> <p><i>Would like:</i></p> <ul style="list-style-type: none"> <li>• <b>Prescribed Material A 1.i:</b> a typical fort would offer protection. Soldiers might feel safe.</li> <li>• <b>Vegetius (prescribed Material A 1.iii)</b> describes training and shows how the training is relevant for their protection. Soldiers might also appreciate learning to swim and general fitness</li> </ul>	<p><b>AO2</b></p> <p><b>6</b></p> <p><b>AO3</b></p> <p><b>6</b></p>	<p>Mark in accordance with specification marking grid.</p> <p>Credit archaeological knowledge of specific sites.</p>

		<ul style="list-style-type: none"><li>• The <b>tomb stone of Rufus Sita (prescribed material A1.5)</b> indicates a long career as he served 22 years.</li><li>• Comment could be made on the provision of food, lodging and salary making this a good job for an ordinary citizen.</li></ul> <p>However: <i>Would not like:</i></p> <ul style="list-style-type: none"><li>• Boudicca's revolt involved bloody battle.</li><li>• Tacitus describes <b>mutiny</b> in the general peace which was in Britain showing that not all soldiers enjoyed life in Roman Britain</li><li>• They may not have liked the <b>weather</b> as described by Tacitus.</li></ul>		
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