

GCSE (9-1)

Examiners' report

LATIN

J282

For first teaching in 2016

J282/06 Summer 2022 series

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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. A selection of candidate answers is also provided. 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 and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 6 series overview

This year the approaches candidates used in their responses were the same as in previous years.

In a small number of cases some candidates had little or no knowledge of the prescribed sources

There were some excellent and learned responses particularly to Question 12 and Question 6. It was clear that these candidates knew their historical and cultural context and they competently considered reliability and bias.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • considered the requirements of the questions carefully • gave details specific to a response • read and used the prompts. 	<ul style="list-style-type: none"> • gave general responses • did not provide specific details in responses • summarised rather than analysed passages.

The type of questions asked are designed to test skills in handling sources. Candidates need practice in responding to questions, specifically to 'Latin literature and Culture', and need to acquire familiarity with using a variety of sources.

Misconception



Authors whose extracts appear in the sources booklet do need to be set in their historical and cultural context. Both Livy (also called Liby/Libby by some candidates) and Seneca (when referring to baths) were occasionally regarded as women.

Question 1

1 Study Source A.

The Romans believed that Jupiter was the king of the gods.
Name **one** of his other areas of responsibility.

..... [1]

The most common response was relating to weather (thunder and lightning) though Justice and Oaths was also popular.

Question 2

2 Why did the Romans offer sacrifices and prayers to Mercury?

.....
..... [1]

The question was specific to Mercury so reference to his responsibilities was required such as: messenger of the gods; escort of souls to the underworld; god of trade. General reasons for offering prayers and sacrifices to the gods were not appropriate.

Assessment for learning



A quick exercise at the beginning of a lesson could be to discuss the roles of different gods.

Question 3

3 Why do you think Jupiter and Mercury visited Baucis and Philemon in disguise?

.....
.....
.....
..... [2]

Most candidates knew the gods were testing hospitality to strangers. Several knew that gods could not appear in their true form.

Question 5 (a)

5 Study Source C.

(a) Explain what part of Rome's foundation story is shown in this sculpture.

.....

.....

.....

.....

.....

.....

.....

..... [4]

All but a very few candidates knew this foundation story.

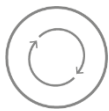
Question 5 (b)

(b) Give **one** advantage of showing Rome's foundation story in the form of a sculpture.

.....

..... [1]

Assessment for learning



Practice in these types of questions would improve the quality of response. A summative question such as that in Question 5 (b) might make a practical oral-based end to a lesson. Or, if candidates have individual white boards they could practise making a specific detailed response of suitable length.

Exemplar 3

I think Livy is a reliable source for the early history of Rome as the statue from the Capitoline Museum depicts Romulus and Remus, which Livy explains in his account. Many more stories and legends are explained in Livy's account of the History of Rome, and artifacts that have survived, back the integrity of Livy's ~~st~~ account. Remaining artificial artifacts include statues of rituals and important figures, buildings and decorative pieces such as mosaics, vases, murals or even coins, that illustrate the stories of early Rome Livy talked about.

The response in Exemplar 3 has a clear understanding of the historical and cultural background under which Livy was writing and this approach was given appropriate credit. Source C is successfully brought into the discussion. Other responses had the principal focus on knowledge of the extended literature and could quote from the source. Many of these responses also gained full marks.

Question 7

7 Study Source D.

In what ways do you think this was a suitable mosaic floor for the bath complex at Bath (Aquae Sulis)?

Make **two** points.

1

2

[2]

Although the Insert stated that the image was that of sea horses, a few responses discussed *horses*.

Question 8

8 Give **two** other impressive features of the bath complex at Bath (Aquae Sulis).

1

2

[2]

This question asked for details specific to the Bath complex at Aquae Sulis. 'There was a frigidarium' was an insufficient response, as these are a feature of almost all bath complexes. Knowledge of Bath needed demonstrating – e.g., the gorgon's head pediment, or the hot springs. Credit was given for knowledge gleaned from the image in the prescribed booklet (4.2).

Question 9

9 To which Roman goddess was Bath (Aquae Sulis) linked?

..... [1]

Careful reading of the question meant that most appreciated that the Roman goddess was required: Athena and Sulis were not given credit.

Question 10

10 Study Source E.

How does Cassius Dio make this account shocking for the Romans?

.....

.....

.....

.....

.....

.....

..... [4]

This was well answered. Credit was given for both the content and literary approach. However, a range of points was required and responses needed to go beyond just Boudicca.

Question 11

11 Study Source F.

What makes this a vivid account of the Britons' reasons for fighting the Romans?
In your answer you should include discussion of Tacitus' use of language.

.....

.....

.....

.....

.....

.....

..... [6]

Some candidates did not support linguistic points with reference to the source. Answers such as 'there is a tricolon' or 'Tacitus uses pronouns' will not gain access to the higher levels.

Question 12*

12* From your study of the Romans in Britain, how far do you think the Britons wanted to follow a Roman way of life?

In your answer:

- 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 reference to Roman villas and to Tacitus' account of events in Britain.

[12]

Exemplar 4

I mostly agree that Britons wanted to follow a Roman way of life.

In the North Leigh Villa source. We can see that over the years after the Roman invasion, ordinary Britons had adopted a Roman style of ~~the~~ villa to build their own like a wing and rooms that were ~~to~~ next to each other ~~for~~ ~~the~~ in order to lose as little thermal energy as possible.

We can also see from the head of Sulis Minerva in Bath that the Britons ~~were~~ were willing to combine their god with the Roman ~~god~~. This was done for many of other Briton gods which the Romans had an equivalent. The Romans did this to have as little resistance and unrest as possible from the Britons. However, we do not have the full statue of Sulis Minerva and so it is uncertain as to

what her body looked like and where she was in the temple.

The Bath itself in Bath was very luxurious and wealthy Britons would've loved the bath complex and to be able to worship their God Sulis in a more structured and organised fashion. The 'sumptuous splendours' mentioned in Solinus' The Wonders of the World reinforces how brilliant the baths were and therefore implies that the Britons were happy to follow a Roman way of life.

The roads connecting Britain were also useful for the Romans to travel around Britain. This was also useful for the Britons where you could take a road from Exeter to Lincoln. This provided a network of roads which joined places together that had never been previously ~~so~~ easily accessible.

I disagree as

However, in Tacitus' account of events in Britain, he describes the Roman treatment of the Britons as ~~so~~ ~~so~~ hostile.

This is shown with the words of the ~~and~~ Britanni, 'we gain nothing by submission ~~but~~ except heavier burdens, for shoulders grown to be willing'. This emphasises the ~~harsh~~ harsh treatment that the Romans gave to the Britons and thus the Britons would not have wanted to follow a Roman way of life. ~~However~~ However, Tacitus has never been to ~~This is also shown~~ Britain and so these words could just be perceived knowledge that has been made up.

Furthermore, in Tacitus, we can see that ~~the~~ Britons didn't like the Romans as they rose up in ~~arms~~ arms, they scattered posts ~~and~~ assaulted the colony itself! The 'colony' refers to Colchester and reinforces that the Britons didn't ~~like~~ want to follow the Roman way of life.

In conclusion, many poor Britons

would not have liked the Roman
 occupation of Britain and wouldn't
 have wanted to follow their way of
 life, but the wealthy Britons
 would've loved the Roman luxuries
 they brought to Britain.

Exemplar 4 (above) is an example of a response which gain full marks and may be useful as a benchmark. (The candidate's handwriting is large and this is why it runs on to additional space). The response covers: villas, where North Leigh is named and an improvement is identified; Bath is discussed, but there is reference beyond the Insert to Solinus. Roads are named and their use analysed. There is a counterargument using Tacitus. Again the discussion goes beyond the information in the Insert, with the assault on Colchester. The conclusion also differentiates between Britons: wealthy Britons would have loved the luxuries.

The response could also have mentioned Columella and farming and perhaps expanded on "luxuries". However, the Mark scheme is indicative and not everything is expected.

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