



Oxford Cambridge and RSA

GCSE

Latin

J282/06: Literature and Culture

General Certificate of Secondary Education

Mark Scheme for June 2023

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:












- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations Annotations

Annotation	Meaning
	Unclear (use rarely, possibly in case of illegibility)
	Benefit of doubt (may be used, but sparingly)
	Cross (use very sparingly, to indicate something to which you are not giving credit, short answer questions)
	Extendable horizontal line: do not use
	Extendable horizontal wavy line: do not use
	Tick (use as appropriate to show where marks have been awarded in short answers or where strong points are being credited in the longer answer)
	Harmful addition
	Repeated or consequential error
	Omission mark: use to indicate missing or wrong element in short answer questions and weak point in longer answers.
	Use on an extra page or in white space to show that candidate material has been seen and considered
	Blank Page: mark any page that is blank

Subject Specific Marking Instructions**Short-answer 1- and 2-mark questions and AO2 4-mark question (Questions: 1, 2, 6, 7, 9 and 10)**

Fully correct answers (normally as specified by this MS but sometimes allowed according to the examiner's professional judgement) can be left unannotated or given a tick to show where credit given.

Where a candidate receives only partial marks, it is useful to indicate where these have been awarded, either by the use of a tick to show a correct point, or a caret mark to show where something is missing / not quite right or, occasionally, a red cross to show something is just wrong.

Shorter answers which require a combination of AO2 and AO3 (4-mark question 3)

Each bullet point is worth 2 marks. Two marks will be awarded for both a reference to a relevant part of Source B (AO2) and a convincing explanation as to why this instruction may cause problems for an inhabitant of Britain (AO3).

Where a bullet point is deemed worthy of 2 marks (and contains both these elements), please annotate with one tick.

Where a bullet point is deemed worthy of 1 mark (because either the reference or explanation is lacking) please indicate with one caret mark.

Where a bullet point is deemed worthy of 0 marks (because both the reference and explanation are wrong / lacking) please leave blank or indicate with a cross.

Longer answers which require a combination of AO2 and AO3 (Questions: 4, 5, 8, 11)

Annotation here should be the same as for question 3, above.

Where a candidate's point clearly combines a precise reference to the source(s) (AO2) and convincing, clear analysis as to how this answers the question - be it how to make the estate successful, how safe the Roman fort is, how Ovid makes the race exciting or whether Trimalchio would have enjoyed Horace's dinner - (AO3) - then this combination should be annotated with one tick.

Where a candidate's point lacks either knowledge and understanding of the source (AO2) or gives an unconvincing analysis of how a reference to a source answers the question (AO3), the shortcoming of expression should be annotated with a caret mark.

No annotation or credit should be given to a passage of writing which makes no relevant or correct allusion to a source or any convincing argument in relation to the question.

Question	Answer	Mark	Guidance
1	<p>Using Image 1, explain how the design of North Leigh Villa is typical of a courtyard villa.</p> <ul style="list-style-type: none"> • rooms constructed on three sides (1) / it had two wings attached to a main building (1) • buildings constructed / arranged around open space (garden) (1) / with a courtyard in the centre/middle (1) • rooms give easy access onto open space / courtyard (1) • rectangular / square shape (1) • corridor / wing(s) / wall / gatehouse closing the courtyard (1) • has an enclosed / protected courtyard (1) • has large number of / many rooms (for different purposes) (1) 	AO2 2	<p>Generic reference to expansive buildings 'with courtyard' = 1</p> <p>Do not accept reference to buildings in a line / length of building only.</p> <p>Do not accept reference to rooms in a 'row'</p> <p>Do not accept reference to 'made from stone'</p>
2	<p>Archaeologists think that an important person lived in North Leigh Villa.</p> <p>Using Images 1 and 2, suggest two reasons why they think this.</p> <p><i>Image 1:</i></p> <ul style="list-style-type: none"> • it was large, these remains are just one side (1) • the rooms are large (1) • large number of rooms (1) • the villa / courtyard covers large area / part of large estate (1) <p><i>Image 2:</i></p> <ul style="list-style-type: none"> • highly detailed mosaic (1) • mosaics are expensive / only the wealthy can afford them (1) • use of several colours - expensive (1) • shows skilled workmanship (1) 	AO3 2	<p>Credit knowledge of North Leigh which can reasonably be linked to the images.</p> <p>Answer must refer to an aspect of mosaic which indicates importance, i.e. that they are expensive, hard to make vel sim.</p> <p>Likewise, for image 2, insist on some reference to 'mosaic' not just 'decorative'.</p>

3		<p>Columella wrote his book <i>On Agriculture</i> for farmers in Italy, but his book was used all over the Roman empire.</p> <p>What problems might the owner of North Leigh villa have had when trying to follow Columella's instructions in Britain? Using Source B, suggest two problems.</p> <p>Two marks are available for each bullet: 1 mark for relevant instruction from Columella and 1 mark for a plausible explanation as to why that is problematic in Britain.</p> <ul style="list-style-type: none"> • emphasis on the rooms / equipment for olive oil / wine processing (1): an owner might not need these in Britain but might need more for other crops (e.g. hay / grain) or animals (e.g. cows) (1) • emphasis olive oil / wine (1): which would be difficult to grow (1) / as weather poor (1) and difficult to sell (1) • emphasis on liquid products (1): but cattle and grain would be more important (1) • instructions regarding granaries / lofts / storerooms / north facing windows / ventilation (1): the weather in Britain was wetter / colder (1) and (open) windows facing north would have resulted in damp / excessive cold (1); being built on three sides may not allow north facing rooms (1) 	<p>AO2/3 4</p>	<p>Accept relevant reason based on Source B</p> <p>Do not accept irrelevant answers or credit reasons which have no evidence in sources, such as references to exact measurements.</p> <p>Credit any discussion of greater emphasis on crops - hay and grain - and to cattle in Roman Britain being more relevant than wine or olive oil.</p> <p>Do not accept analysis which suggests North Leigh had only one storey, so no storage space/ granaries in loft.</p>
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Guidance on applying the marking grids for the 12-mark extended response

Two Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of ancient sources) and **AO3** (Analyse, evaluate and respond to ancient sources). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners should carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 10 made up of AO2 = 8 and AO3 = 2.

Marks for **AO2** should be rewarded for the detail and accuracy of the knowledge of the ancient sources they deploy in their answer and the candidate's understanding of these ancient sources, including their interpretation and an understanding of their limitations. Knowledge of the modern world does not count towards **AO2** but may be used to support and explain arguments for **AO3**.

Marks for **AO3** should be awarded for how well the response is addressing the question, for candidates selecting relevant examples from the ancient sources they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they make and the range and quality of the examples they have selected.

For example, in relation to the question ‘A modern audience cannot understand why the Romans enjoyed gladiator shows.’ How far do you agree with this opinion?, details drawn from sources identifying that gladiators killed animals, would be evidence of **AO2** whilst concluding that this would offend a modern audience due to the increased awareness of and distaste for animal cruelty would be evidence of **AO3**.

12-mark grid for the extended response question		AO2 = 6 marks = Demonstrate knowledge and understanding of ancient sources AO3 = 6 marks = Analyse, evaluate and respond to ancient sources
Level	Marks	Description
4	10-12	<ul style="list-style-type: none"> • detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations (AO2) • well-argued response to the question which is supported by a range of well-selected examples (AO3) <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	7-9	<ul style="list-style-type: none"> • some knowledge with some interpretations of the ancient sources and some understanding of their limitations (AO2) • a good response to the question which is supported by a range of relevant examples (AO3) <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	4-6	<ul style="list-style-type: none"> • limited knowledge with limited interpretations of the ancient sources and limited understanding of their limitations (AO2) • a reasonable response to the question which is supported by a few relevant examples (AO3) <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>
1	1-3	<ul style="list-style-type: none"> • very limited knowledge with very little or no interpretation of the sources or understanding of their limitations (AO2) • a very limited response to the question with very limited reference to the ancient sources (AO3) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit

4	<p>Imagine that you want to design, own and run a villa estate in Britain. Explain what you will do to make the estate successful.</p> <p>In your answer:</p> <ul style="list-style-type: none"> • you should include references to a range of ancient sources; • you may make use of the sources A and B; • you may wish to include reference to other Roman villas and to other parts of Columella <i>On Agriculture</i>. <p>Answers may include details of:</p> <ul style="list-style-type: none"> • other Roman Villas such as Lockleys, Fishbourne, Lullingstone etc.: design of building including materials (stone) for longevity, size (wings and corridors) for functionality, high ceilings to protect against fire, heating / bath / walking areas for comfort and health, making use of site e.g. natural terrain for levels, water supply, ornate gardens and decorative features (must link to success) • Roman map of Britain and positions of roads - villa positioned to maximise trade potential near a main arterial route / urban centre / villa accessible to visitors <p>From sources A and B:</p> <ul style="list-style-type: none"> • plenty of (store) rooms would maximize productivity (Source B) • comfortable villa, perhaps including bath house / heating / outdoor-courtyard-garden area would ensure health and comfort of residents and guests (Source A) • sumptuous villa with elaborate decoration and mosaic floors would impress when entertaining and help make connections (Source A) <p>From knowledge of Extended Literature (ii) Columella <i>On Agriculture</i>:</p> <ul style="list-style-type: none"> • orientation of the buildings and rooms to make use of and protect against the effect of the sun / seasons makes estate cost effective, comfortable, productive • different rooms for different products, keep storerooms separate from contamination of smells, sewage, dirt, moisture makes the estate most efficient and productive • different levels for different purposes for best ventilation makes estate more healthy, comfortable and productive • detail of animal housing: protected from weather, double stalls, spacious, mangers, apart from humans - good housing would increase animal welfare and yield • three-part design for buildings: landlord / farm / storehouse - a successful estate would be organised and have everything in its proper place • staffing and their housing: herdsman and shepherds, slave quarters - estate must be designed so everyone has place to live, organised 	<p>AO2&3 12</p>	<p>See 12-mark grid for descriptors of levels and specific marking guidance pp. 4-6</p> <p>Expect appreciation of “successful” as this is important for AO3. Listing of design elements from source will not automatically be considered a good point.</p> <p>Credit may be given to any relevant point, but where no reference is made to an ancient source, only partial credit may be given.</p> <p>Completely anachronistic suggestions cannot receive full credit, as strong point requires reference to 'ancient source'.</p> <p>Evaluation of reliability of sources is not relevant to this question.</p>
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		<ul style="list-style-type: none"> • discipline: staff should live close to foreman so he can keep an eye on them; have prison / place for confinement and punishment - good discipline will contribute to productivity • security: locked room for farm implements, banking - the estate will not endure losses • self-sufficiency and profit: crops can provide fodder as well as grain for milling / food for human consumption and entertainment; plan growing space to allow for villa's consumption and selling - all contributing to success of estate. <p>From knowledge of Extended Literature (i) Tacitus <i>Agricola</i>:</p> <ul style="list-style-type: none"> • the climate is foul (<i>with frequent rains and mists</i>): villa should have heating, shelter for animals, protection for food storage etc. • there is very long daytime in summer, especially in '<i>furthest part of Britannia</i>' - rooms could exploit the potential of this extra light • crops <i>grow fast but ripen slowly</i> - planting and storage should be planned to accommodate weather patterns • climate is good for crops <i>except for olives, grapes and other natives of warmer climes</i>: villa estates should grow climate-appropriate crops (can't follow Columella's advice entirely!) • <i>rich in cattle</i>: villa should focus on livestock 		
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Guidance on applying the marking grids for the 6-mark question

This question focuses on candidates' selecting examples from the ancient source material which has been included the Question Paper Insert and expressing conclusions based on the selected examples in relation to the question posed. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected.

The expectation is that candidates will base their answer **solely** on the material they can glean from the source material provided.

Level	Marks	Description
4	5-6	<ul style="list-style-type: none"> • very good engagement with the question • draws and expresses a range of relevant points, with development, based on a range of well selected aspects from the stimulus material, with well thought out discussion
3	3-4	<ul style="list-style-type: none"> • good engagement with the question • draws and expresses sound points, with some development, based on a range of well selected aspects from the stimulus material, with sound discussion
2	2	<ul style="list-style-type: none"> • some engagement with the question • draws and expresses some points based on a rather limited range of aspects from the stimulus material, with some discussion
1	1	<ul style="list-style-type: none"> • little or no engagement with the question • draws and expresses points which are of little relevance and are supported with little evidence from the stimulus material

5		<p>How safe do you think a soldier was in a typical Roman fort?</p> <p>Use the plan in Source C to support your points.</p> <p><i>Safe</i></p> <ul style="list-style-type: none"> • surrounding wall (8) to defend against attack • earthwork / ramparts (9) / ditch to defend against attack • space between barrack blocks (4) and walls to defend against attack, give time to soldiers to respond • soldiers sleep at close quarters so would all wake up and respond together to attack, keeping each other safe • watchtowers at corners to see enemy coming • archers / soldiers on raised platforms to repel attack • (four) gated entrances into fort so intruders would be very evident 	<p>AO2&3 6</p> <p>See 6-mark grid for descriptors of levels and specific marking guidance pp. 4-6</p> <p>A candidate is not required to produce arguments on both sides.</p>
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		<ul style="list-style-type: none"> • important buildings housing their standards and money were in the centre and least vulnerable • hospital to treat wounded and ill (near to entrance) • latrines and bath to maintain basic hygiene • decent living quarters - separate barracks, oven, granary, storeroom to care for physical needs • stores would keep them safe for a while under seige • safety in numbers • chain of command - commander on-site, in centre, to maintain discipline and coordinate response to attack • grid structure / straight roads allows quick access by soldiers to any area to maintain defences / repel attack <p><i>Unsafe</i></p> <ul style="list-style-type: none"> • barrack blocks were near the outer wall and the first to fall in a raid (4) • the commanding officers are safer than the soldiers because they are located in the middle • cramped quarters so soldiers are vulnerable to infection / risk of fire • the design was the same so vulnerable to attacking enemy who knew the layout • four separate entrances could make fort vulnerable to attack from different directions 		
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6		<p>What were the advantages and disadvantages of theatre masks in a Roman play? Make two points on each.</p> <p><i>Advantages</i></p> <ul style="list-style-type: none"> • characters were easily identifiable • mask displays clear emotion / the mask emphasizes tragic or comic aspects of a play • one actor could play several characters • two actors could play one character • mask could be seen from a distance • an actor of any age could play a character of any age • mask acted as amplifier - good for projecting voice • represented stock characters so could be used again and again • mask as a form of costume adds to the dramatic spectacle <p><i>Disadvantages</i></p> <ul style="list-style-type: none"> • an expression was fixed for a whole scene or even play • no range of emotion • no range of facial expressions • face was disproportionately larger than life / unrealistic • masks were limited to certain types of character • masks could restrict breathing / be uncomfortable / heavy / affect sightlines of actor 	<p>AO2 4</p>	<p>Do not accept vague point such as 'they were bright and colourful'</p> <p>Do not accept 'the masks muffled the actors' voices'.</p> <p>Do not accept references to the actors not being recognized / becoming famous / or their own faces not being visible</p>
7		<p>Give one type of play that was performed in Roman Theatre.</p> <p>One of:</p> <ul style="list-style-type: none"> • tragedy • comedy • farce (accept <i>phylax</i> play as early (Greek) version of this) / satire • pantomime, mimic play, mime 	<p>AO2 1</p>	<p>Do not accept 'morality play'</p>

Guidance on applying the marking grids for the 6-mark question

This question focuses on candidates' selecting examples from the ancient source material which has been included the Question Paper Insert and expressing conclusions based on the selected examples in relation to the question posed. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected.

The expectation is that candidates will base their answer **solely** on the material they can glean from the source material provided.

Level	Marks	Description
4	5-6	<ul style="list-style-type: none"> • very good engagement with the question • draws and expresses a range of relevant points, with development, based on a range of well selected aspects from the stimulus material, with well thought out discussion
3	3-4	<ul style="list-style-type: none"> • good engagement with the question • draws and expresses sound points, with some development, based on a range of well selected aspects from the stimulus material, with sound discussion
2	2	<ul style="list-style-type: none"> • some engagement with the question • draws and expresses some points based on a rather limited range of aspects from the stimulus material, with some discussion
1	1	<ul style="list-style-type: none"> • little or no engagement with the question • draws and expresses points which are of little relevance and are supported with little evidence from the stimulus material

8		<p>How does Ovid make this part of the chariot race exciting? In your answer you should include discussion of Ovid's use of language</p> <ul style="list-style-type: none"> • <i>now ... now ... now</i>: the word 'now' is used three times to show fast-unfolding, exciting action • <i>the circus is cleared</i>: passage reads like a running commentary / build-up of anticipation • <i>I see the team you support</i>: use of present tense verbs makes the scene vivid / unfold before our eyes • <i>I see the team you support</i>: use of first and second person indicates personal interest in the race and its outcome, puts us close to the action • <i>the team you support / the hope of my girl</i>: reference to the team his girl supports is exciting as they have a vested interest in the race • <i>now is the great event, the Circus is cleared</i>: short punchy phrases / sentences build tension • <i>oh no</i>: use of exclamation adds to excitement and personal involvement, emotional roller-coaster • <i>he has driven too wide around the post</i>: detailed descriptions of race / things going wrong 	<p>AO2&3 6</p> <p>No credit for comments on punctuation</p> <p>Given phrases are for example only: accept any plausible language examples which convey excitement.</p> <p>All points may be credited, however many are made.</p>
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		<ul style="list-style-type: none"> • <i>what are you doing?</i>: rhetorical questions reflect nervousness of spectators, heightened emotions / repetition of this phrase indicates frustration and importance of the moment • <i>wretch</i>: direct address and name-calling indicates heightened emotions and emotional involvement • <i>call them back, Romans, give the sign</i>: orders (imperatives) show emotional involvement and investment in the outcome • <i>flap your togas everyone ... they are calling</i>: use of sound conveys atmosphere of excited noise • <i>you can hide yourself in my toga's folds</i>: detail of Ovid's seduction techniques adds frisson of excitement • <i>multi-coloured line flies out</i>: use of colour is visual / represents many teams competing which is exciting / reference to speed of the horses is exciting • <i>line flies out</i>: sense of speed makes the account exciting 		For a strong point, specific textual reference must be made.
9		<p>How does Horace show that he enjoys dinners at his farm?</p> <p>Make two points, using Source F</p> <ul style="list-style-type: none"> • <i>when will I be served beans ...</i>: he is looking forward to the food / nice simple, homely food • <i>o heavenly dinners</i>: exaggeration and exclamation shows he is dreaming about them - they must be good! • <i>feeds cheeky servants</i>: servants have share / left-overs show easy-going, friendly atmosphere • <i>each guest drinks as he wishes</i>: lots of drink, no-one is counting • <i>from different sized glasses</i>: no rules show un-fussy, simple set up • <i>free from stupid rules</i>: no rules show easy-going relaxed atmosphere • <i>conversation</i>: looking forward to good conversation (not about material things 'town houses') • <i>we discuss things which are more important to us</i>: interesting topics of conversation on important subjects such as the nature of goodness, what makes men happy etc. • <i>Cervius ... tells us stories</i>: entertaining stories, close friends and neighbours 	AO2 4	Reference to use of language (style) is not required. <u>Do not accept reference to sense of anticipation which doesn't specifically refer to dinner (i.e. first paragraph not relevant to dinners).</u>
10		<p>Give the Latin word for the room where dinner parties usually took place.</p> <ul style="list-style-type: none"> • <i>triclinium</i> (1) 	AO2 1	Do not require correct spelling but intended word must be recognisable e.g. <i>trinculum, triculium, trinclinium</i> etc. [BOD]

Guidance on applying the marking grids for the 8-mark extended response

Two Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of ancient sources) and **AO3** (Analyse, evaluate and respond to ancient sources). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners should carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 6 made up of AO2 = 5 and AO3 = 1.

Marks for **AO2** should be rewarded for the detail and accuracy of the knowledge of the ancient sources they deploy in their answer and the candidate's understanding of these ancient sources, including their interpretation and an understanding of their limitations.

Marks for **AO3** should be awarded for how well the response is addressing the question, for candidates selecting relevant examples from the ancient sources they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they make and the range and quality of the examples they have selected.

For example, in relation to the question 'Whom do you admire more as a founder of Rome, Aeneas or Romulus?', details drawn from sources identifying that Romulus gave his name to the Romans, would be evidence of **AO2** whilst concluding that this therefore makes him a more influential and therefore admirable founder of Rome, would be evidence of **AO3**.

8-mark grid for the extended response question		AO2 = 4 marks = Demonstrate knowledge and understanding of ancient sources AO3 = 4 marks = Analyse, evaluate and respond to ancient sources
Level	Marks	Description
4	7-8	<ul style="list-style-type: none"> • detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations (AO2) • well-argued response to the question which is supported by a range of well-selected examples (AO3) <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	5-6	<ul style="list-style-type: none"> • some knowledge with some interpretations of the ancient sources and some understanding of their limitations (AO2) • a good response to the question which is supported by a range of relevant examples (AO3) <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3-4	<ul style="list-style-type: none"> • limited knowledge with limited interpretations of the ancient sources and limited understanding of their limitations (AO2) • a reasonable response to the question which is supported by a few relevant examples (AO3) <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>
1	1-2	<ul style="list-style-type: none"> • very limited knowledge with very little or no interpretation of the sources or understanding of their limitations (AO2) • a very limited response to the question with very limited reference to the ancient sources (AO3) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit

11		<p>Do you think that Trimalchio would have enjoyed dinner at Horace’s farm?</p> <p>Give reasons, using Source F and Petronius’ <i>Satyricon</i> in your answer:</p> <p>Most candidates would agree that Horace’s dinner would be a bit too quiet for Trimalchio.</p> <p><i>Not enjoy</i></p> <ul style="list-style-type: none"> • Horace eats beans and sprouts make a simple dish whereas Trimalchio serves up a whole calf served up on a plate which is carved in front of the guests: he would not enjoy simple, rustic, mostly vegetarian, food, compared to his luxurious banquet • Horace does not serve dessert unlike Trimalchio who might expect something like his exploding saffron cakes. • Trimalchio might expect a gift. Horace does not have toilet cream descending in jars from the ceiling • Trimalchio would miss the ceremony of his dinners / Trimalchio's diners are expected to do certain things at certain times. Horace’s dinner is free from rules • Trimalchio would miss the lavish entertainment / spectacle of his dinners e.g. with acrobats. Horace's is very simple: 'my friends and I'. • Trimalchio might find the philosophical conversation at Horace's dinner boring - he clearly enjoys sensational or supernatural stories and gossip • Trimalchio likes his servants to serve, so may not approve of them sharing in the dinner <p><i>Might enjoy</i></p> <ul style="list-style-type: none"> • The fact the Horace eats by his household shrine. Trimalchio brings his household deities in which the guests have to kiss • Cervius tells stories at Horace’s dinner party and Trimalchio has Niceros tell a ghost story so he might enjoy this part of the entertainment • Trimalchio might enjoy the lack of rules which dominates many dinners. 	<p>AO2&3 8</p>	<p>See 8-mark grid for descriptors of levels and specific marking guidance pp. 4-6</p> <p>To score above 4/8, a candidate must make a valid reference to <i>Satyricon</i> or indicate how Trimalchio's dinners differ from Horace's.</p>
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