

GCSE (9-1)

Examiners' report

LATIN

J282

For first teaching in 2016

J282/06 Summer 2024 series

Contents

Introduction 3

Paper 6 series overview..... 4

Question 1 6

Question 2 7

Question 3 9

Question 4 11

Question 5* 12

Question 6 13

Question 7 14

Question 8 15

Question 9 16

Question 10* 17

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.

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 > Export to** 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).

Paper 6 series overview

Paper 6 (Latin Literature and Culture) is designed to develop candidates' knowledge and understanding of Roman civilisation and culture through the study of ancient literature and other ancient source material. For this paper, candidates were expected to have studied the material in the Prescribed Sources Booklet relating to two topic areas: 'The Romans in Britain' and 'Entertainment'.

Questions required candidates to demonstrate knowledge and understanding of these materials whether reproduced in the insert booklet or not, to use the unseen resources provided there, as well as being free to include, where appropriate, relevant reference to sources encountered in their own study.

Candidates responded extremely well to this year's paper and most scripts contained confident answers indicative of good preparation.

Candidates were able to perform extremely well if they had a good knowledge of the sources in the Prescribed Sources Booklet, their context and implications. Candidates need to draw on this knowledge from memory in the examination, because when a question requires examples from sources other than those in the examination paper, candidates should select these from the Prescribed Sources Booklet and should not rely on generalised ideas. Of course, a wider interest is always desirable and commendable – as long as it is focused and evidence-based. Candidates should remember to draw on sources in the examination paper, too, as additional evidence for the longer answers, especially when invited to do so by the question.

It will help candidates to be aware that there are three types of questions:

1. Factual questions which require knowledge and understanding ancient sources (which may include literature) – AO2 (Questions 1, 4 and 6 in the question paper).
2. Interpretative questions which require candidates to analyse, evaluate and respond to ancient sources (which may include literature) – AO3 (Questions 8 and 9 in the question paper).
3. Questions which require a mixture of factual knowledge of sources (AO2) and analysis of sources (AO3) (Questions 2, 3, 5, 7 and 10 in the question paper).

Candidates and teachers should assume that discussion of the limitations of sources is not required unless the wording of a question specifically invites it. Sometimes candidates are forcing discussion of limitation or bias into responses regardless of whether it has any relevance to the question, which can have the unintended result of affecting an answer adversely.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none">• had a good overall knowledge of the two topic areas and their separate contexts• had a thorough, factual knowledge and detailed recall of the prescribed sources• made precise reference to a variety of sources in their responses• fulfilled the instructions of a question precisely• demonstrated understanding of the sources in a variety of contexts• selected and evaluated evidence relevant to the specific question and drew reasonable, informed conclusions• backed up points with detailed source reference or quotation from literature.	<ul style="list-style-type: none">• had a rather vague knowledge and partial recall of the prescribed sources• referred to sources only in a very general way in their responses, if at all• reproduced learnt information about sources rather than tailoring their knowledge to the question• reproduced learnt responses rather than responding to a particular question• occasionally struggled to comment relevantly on sources or misunderstood their context• evaluated the limitations of sources when this was not required by the question.

Question 1

1 Read **Source A**.

Why must young recruits be taught the military step?

.....

..... [1]

A highly accessible question. Almost all candidates accurately selected and interpreted the correct information from Source A (AO2). This was an extract from a longer passage in the Prescribed Sources Booklet and so should have been familiar to candidates.

Question 2

- 2 Apart from running and jumping, name **two** other types of training a Roman soldier would have done **and** suggest why these were necessary.

Use **Source A** and information from other sources you have studied.

1

.....

.....

.....

.....

.....

.....

2

.....

.....

.....

.....

.....

.....

[4]

For this question, candidates had to name two other types of training a Roman soldier would have done (AO2). To score full marks, the candidate had to give a sensible explanation as to why that training was necessary (AO3).

For the first point, nearly all candidates identified the need to 'learn how to swim' from Source A.

For the second point, the easiest source was further information from Vegetius in the Prescribed Sources Booklet but not in Source A, namely the use of wicker-work shields or dummy swords of double weight.

The mark scheme allowed for a good range of other reasonable suggestions.

We did not accept learning the military step as a correct answer, first because Question 1 had already asked about this training and second because it was a second example from Source A. The question specifically asked for 'information from other sources you have studied', i.e. information not on the exam paper.

Answers can be efficient here: candidates should not need to write more than the writing lines provide space for.

Meet the demands of the question

Candidates perform less well if they do not carry out the instructions of the question. Here candidates needed a type of training **and** an explanation as to why it was necessary. Candidates needed to use Source A on the exam paper **and** information from other sources.

For this type of 4-mark question, candidates have to make **two points**. The exam paper provides writing lines for each point using 1 and 2. The candidate writes one point in each of these spaces (AO2). Because the question is worth four marks, each point usually requires a further element of explanation (AO3) for full marks. A candidate could make both elements of the answer clear using bullet points:

1.
 - A recruit must learn how to swim
 - because it is not always possible to cross rivers by a bridge.
2.
 - A recruit must train with wooden dummies of double weight instead of swords
 - so that they build up strength and find real weapons easy to handle in battle.

Question 3

3 Study **Source B**.

How useful are inscriptions as sources of information about the Romans in Britain?

Refer to **Source B** in your answer **and** include details from other inscriptions you have studied.

.....

.....

.....

.....

.....

..... [6]

Fulfilling the instructions of the question carefully also helped candidates score highly on this item. Successful responses saw candidates discuss the usefulness of **inscriptions** and not other types of evidence such as road signs or forts.

Good answers also confined discussion to inscriptions which tell us about the **Romans in Britain**. Reference to inscriptions in the Prescribed Sources Booklet which give information, for example, about gladiators in Italy, were not relevant to this question and scored no credit.

The most successful responses provided at least three examples, which could be separated into different bullet points, of why inscriptions are useful sources of information. Candidates quoted or stated exactly what the inscriptions tell us (AO2) **and** why that is useful (AO3). Candidates should not just copy out the text but answer the question.

The question specifically requires candidates to refer to Source B **and** other inscriptions they have studied. Therefore candidates who referred only to Source B did not achieve Level 4 (5-6 marks). Other relevant inscriptions in the Prescribed Sources Booklet were *RIB 544*, Chester and *Burn 82*, Bath.

Answers can be efficient here: candidates should not need to write more than the writing lines provide space for.

Exemplar 1

Inscriptions are very useful as sources of information about the Romans in Britain as they ~~can show~~ us actual information that would not be known to us without them. They also give us an insight into what the Romans thought. This is shown in Source B when it says, 'sixth cohort', which tells us that there was a minimum of six cohorts. In addition, the inscription mentions, 'He lived for 40 years... served for 22 years' which shows that Romans joined the army young, and dedicated their whole lives to it. It also says, 'his heirs', which shows that soldiers were allowed to have a family.

In another ^{inscription} ~~source~~, the source mentions that the ~~man~~ soldier was, 'lost at sea' which shows that the Romans travelled by ocean. It also mentions that the body was never found as the word 'hic' was not ~~in~~ parved in the message, which shows that many Romans were likely not found and drowned at sea. The added inscription of ~~him~~ him being an 'optio', waiting to be promoted to a centurion shows the pride that the soldier had in being part of the army.

This candidate makes at least four points, supporting their comments with precise quotation from or reference to the sources. Recalling material in detail from the Prescribed Sources Booklet is challenging, and candidates do not need to give the source 'title' if the substance of the source is clearly recalled and understood.

Question 4

4 Study **Source C**.

Briefly explain how a hypocaust system heated a bath complex.

In your answer you should refer to **Source C** and any other sources you have studied.

.....

.....

.....

.....

.....

..... [4]

The wording of the question made it clear to candidates that a hypocaust system was a heating system used to heat a bath complex.

Candidates achieved 4 marks if they identified four features of a bath heating system (AO2). Two of these needed to come from Source C (for example noticing the stacks of tiles or that it was underfloor), but two could come from reasonable knowledge of any other hypocaust system, for example the use of a furnace tended by slaves or the hot air circulating and rising through flues.

Although the specification refers specifically to the layout of the bath complex, a few candidates had limited knowledge of hypocausts and some offered no response. This was surprising as the hypocaust is a central feature of any Roman bath complex and the one at Bath is particularly well-preserved.

Candidates therefore did receive partial credit if they mentioned the hot springs at Aquae Sulis providing hot water for the baths.

Question 5*

- 5* What do you think would have made it an enjoyable experience for an ancient Roman to visit a bath complex like the one at Aquae Sulis (Bath)?

Use details from sources you have studied about Aquae Sulis (Bath) and any other bath complexes.

.....

.....

.....

.....

.....

.....

..... [8]

This question required an extended response from candidates. Candidates did well if they suggested about four different enjoyable aspects of a visit to a bath complex, such as the opportunity for religious worship or socialising.

More successful responses organised these enjoyable aspects (AO3) into paragraphs and provided evidence to support them (AO2), either by showing good, detailed knowledge of the bathing process, or by referring to source material such as Source C or, in the Prescribed Sources Booklet, the extract from Solinus, the photograph of the Great Bath or *Burn 82*.

Each point needed to include a well-argued exploration of why this aspect of visiting a bath complex would have been enjoyable (AO3), rather than just listing features of the baths (AO2).

Examiners were pleased to see relevant references to other bath complexes and valid sources from beyond the Prescribed Sources Booklet, but these were not required or expected.

Please note: this question did not require knowledge of the limitations of the sources used as evidence.

Assessment for learning



It would help candidates to have a strategy for answering the longer questions such as:
Analyse the terms of the question – identify the key terms and requirements of the task.

Structure the response in paragraphs. Each paragraph should contain a point addressing the key term of the question, relevant source evidence or factual knowledge and an explanation of how the selected evidence exemplifies the point being made.

Candidates can deploy this strategy for 6-mark, 8-mark and 12-mark questions.

Candidates should not rely on personal opinion and generalisation.

Question 6

6 Study **Source D**.

What do you think were the most impressive features of the design of the Colosseum?

Make **three** points.

- 1
- 2
- 3
- [3]**

Many candidates scored full marks for this question. Correct responses needed to specify features of the building (AO2), such as its impressive size, rather than things that happened at the Colosseum or its position within Rome. No explanation was required as to why the selected features were impressive, and therefore very concise answers of less than a line were often sufficient.

Question 7

7 Study **Source E**.

Identify **two** features of the Circus Maximus **and** explain how they contributed to the crowd's enjoyment of the races.

1

.....

.....

.....

.....

.....

2

.....

.....

.....

.....

.....

[4]

The requirements of this question are very much like Question 2. Here, the candidate had to identify two features of the Circus Maximus **visible in Source E** (AO2). The question paper provides writing lines headed '1' and '2' for this purpose.

For each key feature identified, the candidates must also give a convincing explanation as to why that feature contributed to the enjoyment of the crowd (AO3).

Examiners accepted a range of suggestions – obvious ones include the decorated *spina* or the tight turns at the *metae*, but informed descriptive language was accepted as well as Latin words and terminology.

Candidates who did not refer to a specific **feature** of the Circus Maximus visible in Source E – for example if they discussed the nature of chariot racing or betting in general – did not gain full credit. Likewise, reference to a feature not visible in the source – such as the starting gates – could not gain credit.

Exemplar 2

1 tiered seating allowed for everyone to be able to see the race and what was happening. This contributed to the crowds enjoyment of the race.

2 decorated spina made the racetrack look more attractive and therefore contributed to the crowds enjoyment of the races.

This answer is extremely efficient and demonstrates how candidates can fulfil the requirements of a question concisely. Candidates should not need to write more than the writing lines provide space for.

Question 8

8 Why do you think some people may **not** have enjoyed a visit to the Circus Maximus?

Make **two** points.

- 1
- 2
- [2]

A highly inclusive question with many possible correct answers, such as it being noisy or rowdy, which candidates accessed well (AO3). Again, reasonable and concise answers were sufficient and source evidence (AO2) was not required.

Question 9

9 Read **Source F**.

How does the quest emphasise that he prefers Titus' shows to those of Norbanus?

You should use words and phrases from **Source F** and comment on his use of language.

[6]

Examiners were delighted by the quality of response here. Nearly all candidates successfully quoted relevant words and phrases and explained how they indicated that the guest preferred Titus' shows to those of Norbanus' (AO3).

Straightforward observations might include the use of superlatives such as ‘the best ever show’ or ‘the finest weapons’. Stylistic terminology is not required, so candidates may also analyse these quotations by discussing how the strong adjectives indicate the guest’s confidence that Titus will put on the better show.

A small number of less successful responses misunderstood the role of Titus and Norbanus and took them to be gladiators.

Some very successful responses identified similar themes within the description of each show and contrasted them, for example the nature of the gladiators involved or the authenticity of the fighting.

Many candidates had a confident grasp of the language even though it was unseen, for example candidates understood well the impact of the question ‘what good has he ever done for us?’ Candidates who explained how the guest used this language to indicate his preference scored highly, whether they used terms such as hypophora or rhetorical question or simpler language.

For Level 4 (5-6 marks) examiners looked for at least three well-understood and analysed quotations. Weaker answers had less range or lacked a elements either of quotation or analysis.

Responses do not need to be longer than the writing lines provided, and any sense of the limitation of a source is not relevant here.

Question 10*

10* Imagine that you are the emperor in Rome and you want to put on some entertainment.

Do you choose to put on shows at the Colosseum or races at the Circus Maximus?

Give reasons for your answer.

In your answer:

- you should include references to a range of ancient sources;
- you may make use of **Sources D, E and F**;
- you may wish to include references to other amphitheatres or stadiums.

[12]

A cheery note from a candidate described this as a 'fun question' and the examiners agreed. The contextualisation was engaging and prompted some interesting thinking and a good range and quality of responses. No one venue came out on top!

Regardless of the imaginative way in, the question required candidates to be able to draw on a good knowledge of the features of each venue and the entertainment which happened there (AO2).

Successful responses did not just give a list of entertaining aspects (AO3), but supported them with a range of sources or factual evidence (AO2). Candidates who wrote in a general way without supporting evidence did not score so well. Potential evidence from sources was very wide: the question itself invites candidates to use the sources in the question paper (D, E and F). Relevant sources in the Prescribed Sources Booklet included 1.i-1.vi for the Colosseum and 3.i-3.iv for the Circus Maximus. Good factual knowledge was also credited, for example plausible numerical estimates of the capacity of each venue or detailed descriptions of the entertainments such as the kinds of fights at the Colosseum.

The strongest answers compared both venues, although this was not a stipulation. For the Level 4 (10-12 marks), we looked for a good range of points and well-selected examples, at least four, and the use of at least one source or evidence from outside of the question paper.

For Level 3 (7-9 marks), we insisted that candidates include an argument as to why they as Emperor would choose one venue or another, rather than just listing entertaining features. Candidates also had to refer to at least one source convincingly.

Responses falling within the other levels were less convincing and may not have provided a reasoned answer to the question but instead provided a limited range of entertaining features based on generalised knowledge.

A few candidates confused the type of entertainment put on at the Colosseum with Roman Theatre and its characters, or discussed dinner parties, perhaps giving general learnt information about 'entertainment'. These answers did not score well as they did not engage well with the question or show a good knowledge of the Colosseum or Circus Maximus.

Please note: this question did not require knowledge of the limitations of the sources used as evidence.

Exemplar 3

Shows at the Colosseum of Rome were ~~are~~ very violent and involved fighting. The helmet of a *munimillo* demonstrates that gladiators needed lots of protection ~~against~~ as ~~on~~ their opposition would often fight viciously. This would make shows at the Colosseum violent and a gruesome but entertaining spectacle.

The terracotta portrait of a *venator* shows that games at the Colosseum had lots of variety. The beast hunts that took place would offer a change of pace from the gladiator fights and meant that there was something for everyone at the Colosseum.

As well as this, Juvenal's *Satires* demonstrates that people often admired gladiators a lot 'it's the steel that inflames them.' This would increase the turnout of shows at the Colosseum as

people were very enamoured with gladiators. However, the circus Maximus was also very popular. The depiction of the ~~circus~~ Circus Maximus shows very large crowds and there was often a high turnout due to betting. This would make shows at the circus maximus successful.

Also, as we can see from Ovid's Amores, people went to the circus maximus not just for chariot racing. The narrator went to the show for love and this made events at the circus maximus very popular for socialising.

Finally, the circus maximus held religious importance as in his writing Ovid describes applauding a large procession of gods from Victory to Venus.

Overall, I would host races at the Circus Maximus as it would have higher turnout and hold more religious significance.

Here, the candidate has made six strong points organised into six paragraphs, three arguing for each venue.

The candidate supports each point with specific source evidence, most selected from the Prescribed Sources Booklet as well as using sources appearing in the question paper, although the source in the fourth paragraph should be more clearly identified as Source E.

The response shows that answers do not need to be hugely long, but rather efficiently organised into points and paragraphs with good argumentation, however simply expressed, and supporting evidence. Discussion of limitations of sources is not required and spelling errors are not penalised. This response scored 12 marks.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

[Find out more](#).

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk


For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & 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 2024 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.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.