

**GCSE**

**Latin**

**J282/06: Literature and Culture**

General Certificate of Secondary Education

**Mark Scheme for June 2024**

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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 RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *Web Assessor Marking Task Guide*.
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 RM Assessor and mark the **number of required** standardisation responses.

YOU MUST MARK 5 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 RM Assessor 50% and 100%) deadlines. If you experience problems, you must contact your Team Leader without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor 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.
7. Award NR (No Response) if there is nothing written at all in the answer space.  
Award 0 marks if anything is written in the answer space which is not worthy of credit (including text and symbols).
8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments for clarification.  
If you have any questions or comments for your Team Leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader 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

Annotation	Meaning
	Unclear (use rarely, possibly in case of legibility)
	Benefit of doubt (may be used, but sparingly)
	Cross (use <b>very</b> sparingly to indicate something to which you are not giving credit on 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 or points are being credited in the longer answer)
	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****Shorter answer 1-, 2-, and 4-mark questions (questions 1, 2, 4, 6, 7 and 8)**

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 is 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.

**Longer answers which require a combination of AO2 and AO3 (questions: 3, 5, 9 and 10)**

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 (e.g. how useful inscriptions are, what would have made Aquae Sulis an enjoyable experience for a visitor, how the guest emphasises his preference for Titus' games, why an emperor might choose the Colosseum or the Circus Maximus), this combination should be annotated with one tick.

A full tick may also be given in the 10-mark essay where a candidate makes a precise reference to a general characteristic of amphitheatre games / chariot racing (as opposed to a specific source) **and** gives a developed analysis as to why therefore an emperor would choose that form of entertainment.

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><b>Why must young recruits be taught the military step?</b></p> <p>Any one of:</p> <ul style="list-style-type: none"> <li>to keep soldiers in formation / in order</li> <li>to keep soldiers in battle line / stop the lines being broken</li> <li>an army lacking formation faces danger from the enemy / is vulnerable to attack</li> </ul>	AO2 1	Credit any correct element, however expressed.
2	<p><b>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.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>training with dummy / wicker shields of double weight – to increase strength / make real shield seem light</li> <li>training with dummy / wooden swords of double weight – to increase strength and fighting power</li> <li>throwing heavier spears – to increase strength / enable them to throw them further</li> <li>swimming: <ul style="list-style-type: none"> <li>– soldiers are often forced to swim when retreating / in pursuit</li> <li>– it is required when there are no bridges / when rivers overflow</li> <li>– being unable to swim brings danger from the water itself as well as the enemy</li> </ul> </li> </ul>	AO2/3 4	<p>Accept reasonable additional suggestions but require explanation as to why they were necessary, for example:</p> <p>strength and endurance training obstacle courses general weapons training with <i>gladius</i>, <i>pilum</i> or shields formation training (<i>testudo</i>) mock battles</p> <p><b>Don't accept reference to marching in step or at speed.</b></p>
3	<p><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.</b></p> <p><b>All inscriptions may be useful</b> because they are made on long-lasting material such as stone and are primary sources dating from the time Romans were in Britain. They are concise and contain or imply the specific information listed below:</p> <p><b>Source B</b> is useful because it provides the following information:</p> <ul style="list-style-type: none"> <li>Rufus Sita's name and nationality</li> <li>where / that he was buried</li> <li>how old he was when he died / life expectancy of a soldier</li> <li>that he had a family / his heirs set up his tombstone</li> </ul>	AO2/3 6	<p>Use the 6-mark grid.</p> <p>Accept other relevant arguments.</p> <p>For Level 4, insist on reference to at least one other inscription outside of the question paper.</p>

	<ul style="list-style-type: none"> <li>• detail of burial customs</li> <li>• where he was based / deployed</li> <li>• the length of (his) military service</li> <li>• detail about Roman military in Britain (role as cavalryman, structure (6th cohort))</li> <li>• role of soldiers from other parts of the world / diverse culture</li> </ul> <p><b>Inscription 1.iv</b> is useful because it provides the following information:</p> <ul style="list-style-type: none"> <li>• roles and ranks (<i>optio</i> / centurian) within the Roman army in Britain</li> <li>• the hierarchy / structure of the Roman army in Britain</li> <li>• the name of the unknown soldier's commander, Lucilius Ingenuus</li> <li>• a soldier's ambition / career path</li> <li>• the dangers facing soldiers e.g. shipwreck</li> <li>• that bodies can be lost, not everyone gets buried</li> </ul> <p><b>Inscription 4.iii</b> is useful because it provides the following information:</p> <ul style="list-style-type: none"> <li>• detail of religious practices of the Romans in Britain</li> <li>• name, job and location of Lucius Marcius Memor</li> <li>• indication of Memor's wealth / status as interpreter of omens</li> </ul> <p><b>Inscriptions may not be useful because:</b></p> <ul style="list-style-type: none"> <li>• information relating to an individual may not be representative of all Romans in Britain</li> <li>• they refer to a specific time and place / give a partial picture</li> <li>• they may be fragmentary / have bits missing / be hard to read</li> <li>• they are short so may contain limited information / lack detail / not give bigger picture</li> </ul>		
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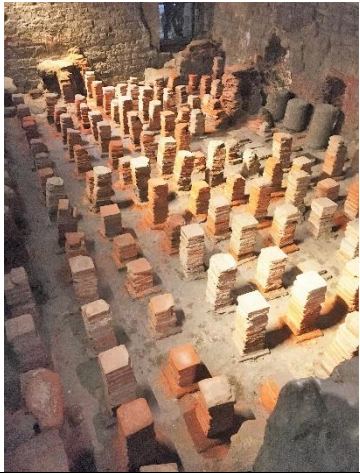
### **Guidance on applying the marking grids for the 6-mark extended response**

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.

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

0 = no response worthy of credit

4	<p><b>Briefly explain how a hypocaust system heated a bath complex.</b></p> <p><b>In your answer you should refer to Source C and any other sources you have studied.</b></p> <p><b>From Source C any two of:</b></p> <ul style="list-style-type: none"> <li>the heating system was / there was a gap underneath the floor / bath (1)</li> <li>the floor was raised / supported (1)</li> <li>on tiles / bricks / stones / pillars / <i>pilae</i> (1)</li> </ul> <p>Plus any <b>two</b> from:</p> <ul style="list-style-type: none"> <li>a furnace provided hot water / fire provided heat (1)</li> <li>slaves / men stoked / tended the furnace / fire (1)</li> <li>heat circulated between the gaps in / space between the tiles (1)</li> <li>and (up) through flues / channels in the wall (1)</li> <li>hottest rooms were nearest furnace (1)</li> <li>at Aquae Sulis the pools were heated from the hot spring (1)</li> </ul>	AO2 4	<p>Candidates do not have to specify other sources.</p> <p>Two of the marks must be two valid observations from Source C.</p> <p>(Unseen source)</p> 
5	<p><b>What do you think would have made it an enjoyable experience for an ancient Roman visitor to a bath complex such as the one at Aquae Sulis (Bath). Use details from sources you have studied about Aquae Sulis (Bath) and any other bath complexes.</b></p> <p>Answers and sample evidence might include:</p> <ul style="list-style-type: none"> <li>religious worship (temple and statue of Sulis Minerva)</li> <li>consulting omens / seeking divine justice (<i>haruspex</i> stone, curse tablets)</li> <li>social and cultural integration (both Romans and Britons attended the bath complex, syncretism of Sulis and Minerva)</li> <li>supplication / offerings to goddess (objects / <i>paterae</i> found in sacred spring)</li> <li>business and political engagement (<i>haruspex</i> stone, interaction in leisure spaces e.g. <i>caldarium</i>, <i>tepidarium</i>, <i>apodyterium</i>)</li> <li>healing properties of spring (46 degree naturally occurring mineralised water / cold plunge pool)</li> </ul>	AO2/AO3 8	<p>Use the 8-mark grid</p> <p>Credit general knowledge of bathing process</p> <p>Technical / Latin names are not required</p> <p>Candidates should support their points with specific reference to the Roman Baths at Bath.</p> <p>Candidates may offer other evidence - for example from the bath complexes in Pompeii or Rome - but <b>this is not required</b>.</p>

	<ul style="list-style-type: none"> <li>• bathing / swimming (main bath 1.6 metres deep with diving stone)</li> <li>• impressive surroundings (Solinus describes it as a wonder of the ancient world)</li> <li>• socialising / relaxing (many different (warm) rooms, interaction in leisure spaces)</li> <li>• baths were warm (due to hypocaust system / hot springs / sauna / <i>caldarium</i> / <i>tepidarium</i>) - good in British weather!</li> <li>• eating / drinking (niches in wall around bath for benches and tables)</li> <li>• exercising (<i>palaestra</i> for engaging in / watching athletics, throwing and catching, wrestling, fencing, weightlifting)</li> <li>• washing / massage / self-care (strigils and oil, hair-plucking)</li> <li>• entertainment and culture (libraries)</li> </ul>		<p>Points which focus on why the experience might be <i>unenjoyable</i> cannot receive full credit as not answering the question.</p> <p>Do not accept references to showing off wealth.</p>
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### 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.

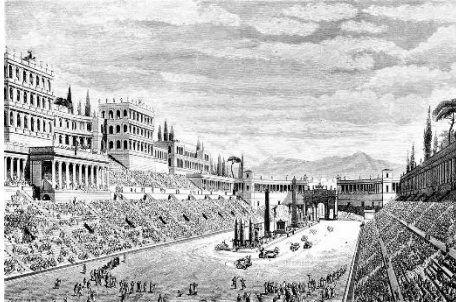
Marks for **AO3** should be awarded for how well the response is addressing the question, for candidates selecting relevant examples from the ancient sources they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed 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"> <li>• detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations (AO2)</li> <li>• well-argued response to the question which is supported by a range of well-selected examples (AO3)</li> </ul> <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"> <li>• some knowledge with some interpretations of the ancient sources and some understanding of their limitations (AO2)</li> <li>• a good response to the question which is supported by a range of relevant examples (AO3)</li> </ul> <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3-4	<ul style="list-style-type: none"> <li>• limited knowledge with limited interpretations of the ancient sources and limited understanding of their limitations (AO2)</li> <li>• a reasonable response to the question which is supported by a few relevant examples (AO3)</li> </ul> <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"> <li>• very limited knowledge with very little or no interpretation of the sources or understanding of their limitations (AO2)</li> <li>• a very limited response to the question with very limited reference to the ancient sources (AO3)</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>

6	<p><b>What do you think were the most impressive features of the design of the Colosseum? Make three points.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• overall size – the largest ever built</li> <li>• arches made construction lighter and less likely to collapse</li> <li>• multiple entrances / exits (<i>vomitoriai</i>) – enable easy access for crowd and swift evacuation if necessary</li> <li>• circular / oval design / tiered seating – provided a good view everywhere</li> <li>• tiered seating / seats on many levels – maximised capacity and view</li> <li>• trap-doors / passages / <i>hypogeum</i> under arena – allowed safe storage of animals and access to the arena</li> <li>• the <i>balteus</i> / arena wall or walkway – kept the audience safe, helped crowd movement</li> <li>• use of a canvas awning – this kept the crowd protected from the sun</li> <li>• water was provided from an aqueduct – this allowed mock sea-battles to be put on</li> <li>• floor of arena was covered in sand to absorb blood / could be easily raked or replaced. 'sparkly' sand only partial credit!</li> </ul>	<p><b>AO2 3</b></p>	<p>Focus should be on design not events.</p> <p>There is no need to give an explanation for each point.</p> <p>Credit other relevant features.</p> <p>Only credit reference to size once.</p> <p>Do not accept reference to (central) location within Rome.</p> <p>Do not accept vague references to building materials or scale of detail.</p> <p>Do not accept reference to 'windows'</p>
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7	<p><b>Identify two features of the Circus Maximus and explain how they contributed to the crowd's enjoyment of the races.</b></p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>the <i>metae</i> – turning-posts increased the chance of crashes / narrow turning space / sharp turns</li> <li>the <i>spina</i> – construction in the middle provided space for statues and decorations adding to sense of interest and (religious) awe / build-up of tension when race was on far side and view was limited / eggs and dolphins counting up the laps added excitement</li> <li>long straits allowed for build-up of speed / overtaking adding to excitement of races</li> <li>tiered seating – it allowed good views</li> <li>huge size – it created an exciting atmosphere</li> <li>imperial box – the presence of the emperor would have made it a special occasion</li> <li>triumphal gate - ceremonial occasion / processions</li> </ul>	AO2/3 4	<p>1 mark for a feature and 1 mark for an explanation.</p> <p>Do not insist on (Latin) terminology</p>  <p>Unseen source: Do not accept reference to charioteers and horses per se.</p>
8	<p><b>Why do you think some people may <u>not</u> have enjoyed a visit to the Circus Maximus? Make two points.</b></p> <ul style="list-style-type: none"> <li>mixed gender seating may have made some feel uncomfortable (Ovid describes a girl being pestered by a spectator)</li> <li>huge crowds / crowded</li> <li>excessive noise from the crowd / rowdy supporters</li> <li>dusty and dirty (Ovid)</li> <li>one race was probably very like another / may have been boring</li> <li>not as varied a form of entertainment as, for example, an amphitheatre show</li> <li>no protection from the sun/rain</li> <li>artwork on the spina may have blocked the view</li> <li>spectators may not have enjoyed seeing crashes resulting in injury or death</li> <li>people betting on their favourite team or charioteer could lose money / be disappointed</li> <li>people of lower classes / slaves may get allocated less desirable seat, impairing enjoyment / have a bad view from the back</li> <li>people near the front / corners could get injured by crashes, debris and out-of-control horses</li> </ul>	AO3 2	<p>Reference to sources not required.</p> <p>Credit other reasonable answers.</p> <p>Do not accept reference to mixed social classes - they did have designated seating areas in the CM.</p> <p>Do not accept idea of not enjoying competition per se.</p>

9	<p><b>How does the guest emphasise that he prefers Titus's shows to those of Norbanus? You should use words and phrases from Source F and comment on his use of language</b></p> <p>Answers may include:</p> <p>Titus' show (positive vocabulary and examples)</p> <ul style="list-style-type: none"> <li>• <i>best ever show</i> – superlative / amazing show</li> <li>• <i>not just ... professional gladiators</i> – freedmen produce more interesting fight / better quality</li> <li>• <i>big-hearted / hot-headed / does nothing by halves</i> / – Titus' character will ensure it will be a great show</li> <li>• <i>our Titus / close friend</i> – speaker knows Titus and trusts him to put on a good show</li> <li>• <i>something real anyway</i> – freedmen are not drilled, it won't be a pre-prepared show</li> <li>• <i>finest weapons</i> – superlative / Titus' show will have the best equipment</li> <li>• <i>no running away</i> – fighters will not display cowardice or throw the fight</li> <li>• <i>a slaughterhouse right in the middle</i> – powerful vocabulary indicating a bloody spectacle</li> <li>• <i>finest weapons ... no running away ... a slaughterhouse</i> – tricolon of good aspects</li> <li>• <i>the whole amphitheatre can see it</i> – setting of show in a big arena with good view</li> <li>• <i>he can afford it</i> – Titus' wealth indicates it will be a lavish spectacle</li> </ul> <p>Norbanus' show (negative vocabulary and examples)</p> <ul style="list-style-type: none"> <li>• <i>what good has he ever done for us?</i> – rhetorical question showing that Norbanus' shows are often poor by comparison.</li> <li>• <i>worthless, worn-out gladiators</i> – Norbanus' fighters are old / weak / poor quality</li> <li>• <i>would have fallen over if you had blown on them</i> – strong vocabulary / vivid image to convey weakness of Norbanus' gladiators</li> <li>• <i>a Thracian did have some quality, but ...</i> – damning with faint praise</li> <li>• <i>just fought according to his prepared drill</i> – show will not be real, just going through the motions</li> <li>• <i>they were all whipped afterwards</i> – Norbanus' fighters are punished because they perform badly</li> <li>• <i>Let 'em have it!</i> – use of direct speech indicates Norbanus' show is boring / crowd's frustration</li> <li>• <i>I'm giving you more than I got</i> – if applause is worth more than the show itself then it wasn't very good</li> </ul>	AO3 6	<p>Mark using the 6-mark grid.</p> <p>For Level 3 and above, answers must cover <b>both</b> shows <b>and</b> be backed up by specific quotations from the text.</p> <p>Do not give full credit for points which suggest that Titus and Norbanus were fighters in these shows.</p> <p>Credit reference to <i>worthless</i> in relation to gladiators, not as general comment re. show (caret).</p> <p>Terminology for rhetorical / linguistic devices is not required</p> <p>Unseen source:</p> <p>Look, we will soon be given the best ever show during the three days of the festival. Not just a group of professional gladiators, but mostly freedmen. And our Titus is big-hearted and hot-headed: it will be one thing or another, but something real anyway. I'm a close friend of his and he does nothing by halves. He will give us the finest weapons, no running away and a slaughterhouse right in the middle so that the whole amphitheatre can see it. And he can afford it – his poor father left him 30 million when he died.</p> <p>As for Norbanus, what good has he ever done for us? He produced some totally worthless, worn out gladiators who would have fallen over if you had blown on them; I have seen better</p>
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			beast fighters. One man, a Thracian, did have some quality, but even he just fought according to his prepared drill. In short, they were all whipped afterwards. They were so many shouts from the crowd: 'Let 'em have it!'. 'All the same,' said Norbanus, 'I did give you a show.' 'And I'm giving you applause,' I said. 'Work it out – I'm giving you more than I got. One good turn deserves another.'
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### **Guidance on applying the marking grids for the 6-mark extended response**

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

0 = no response worthy of credit

10	<p><b>Imagine that you are the emperor in Rome and that you want to put on some entertainment. Do you choose to put on gladiator games at the Colosseum or chariot racing at the Circus Maximus? Give reasons for your answer.</b></p> <p>Answers may include:</p> <p><b>Colosseum</b></p> <ul style="list-style-type: none"> <li>• an easy way to put on a popular show (variety of gladiator contests, beast fighters, mock (sea) battles etc.)</li> <li>• the violence of the shows may have been a powerful draw for the crowd (<b>source F</b>)</li> <li>• demonstrated the greatness of the Roman empire (e.g. exotic animals from abroad - <b>shown in source booklet 1.v</b>)</li> <li>• size of amphitheatre would show wealth and power, create amazing atmosphere (<b>Sources D and F, source booklet 1.i and 1.ii</b>)</li> <li>• gladiators were highly popular figures, emperor may want to tap into that star quality (e.g. <b>graffiti, Juvenal on Eppia source booklet 1.vi, Martial Epigrams</b>)</li> <li>• there were different types of gladiators for variety (see <b>surviving helmets / source booklet 1.iv and 1.v</b>)</li> <li>• the Colosseum had safe storage areas for animals and an elaborate system of lifts for bringing them into the arena (<b>evidence from archaeological remains/Source D</b>)</li> <li>• emperor has special connection with crowd at gladiatorial shows via signal whether to spare or kill the competitors.</li> </ul> <p>but</p> <ul style="list-style-type: none"> <li>• shows were expensive (see <b>Source F</b>)</li> <li>• there may have been problems with sourcing animals from abroad</li> <li>• the success of the show might depend on the quality of the gladiators (see <b>Source F</b>)</li> <li>• gladiators often had lives cut short, emperor may not wish to be associated with this pathos or cruelty and violence (see <b>source booklet 1.iii</b>)</li> <li>• It is not as big as the Circus Maximus</li> </ul> <p><b>Circus Maximus</b></p> <ul style="list-style-type: none"> <li>• chariot-racing was hugely popular – an emperor was likely to choose what pleased the people most (<b>source booklet 3.i</b> depicts excitement, people standing up waving)</li> <li>• the size of the Circus Maximus (it held more people than the Colosseum) and position under the Palatine hill made it an impressive / lucrative venue (<b>Source E</b>)</li> </ul>	AO2/AO3 12	<p>Use the 12-mark marking grid.</p> <p>Answers do not need to cover both the Colosseum and the Circus Maximus, but strong answers may choose to do so.</p> <p>For Levels 3 and 4, answers should include why an emperor might choose one or the other (i.e. it will not be sufficient just to list exciting features of the amphitheatre shows/races).</p> <p>For Level 3 and above, candidates must make at least one reference to a relevant source, not just their own knowledge of the topic, however well expressed.</p> <p>For Level 4, candidates should refer to a source outside the question paper.</p> <p>Do not accept idea that Colosseum had more crowd capacity than the Circus Maximus (50-80,000 as opposed to between 150-250,000)</p>
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	<ul style="list-style-type: none"> <li>• spectators were able to support different teams / gambling made it extra entertaining, people invested in it (<b>source booklet 3.iv (Ovid) and 3.iii - Red and Purple teams</b>)</li> <li>• people might want to see their favourite chariot (racer) (<b>source booklet 3.ii</b> the charioteer at Ostia is almost god-like with his victory palm)</li> <li>• charioteers had greater longevity than gladiators - Epaphroditus (<b>source booklet 3.iii</b>) won hundreds of times - emperor would like to be associated with success</li> <li>• races provided social occasions / chance for flirtation (<b>source booklet 3.iv (Ovid)</b>)</li> <li>• races were ceremonial occasions with religious elements (<b>source booklet 3.ii (Ovid)</b>)</li> </ul> <p>but</p> <ul style="list-style-type: none"> <li>• some may feel uncomfortable with proximity in crowds / noise / dust / crashes (<b>source booklet 3.iv (Ovid)</b>)</li> <li>• only one form of entertainment at the races, Pliny considered it boring</li> <li>• central <i>spina</i> blocked the view</li> </ul>		
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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"> <li>• detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations (AO2)</li> <li>• well-argued response to the question which is supported by a range of well-selected examples (AO3)</li> </ul> <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"> <li>• some knowledge with some interpretations of the ancient sources and some understanding of their limitations (AO2)</li> <li>• a good response to the question which is supported by a range of relevant examples (AO3)</li> </ul> <p><i>The response is well structured with a clear line of reasoning.</i></p>	
2	4-6	<ul style="list-style-type: none"> <li>• limited knowledge with limited interpretations of the ancient sources and limited understanding of their limitations (AO2)</li> <li>• a reasonable response to the question which is supported by a few relevant examples (AO3)</li> </ul> <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"> <li>• very limited knowledge with very little or no interpretation of the sources or understanding of their limitations (AO2)</li> <li>• a very limited response to the question with very limited reference to the ancient sources (AO3)</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>	

0 = No response or no response worthy of credit

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