

GCSE

Latin

J282/06: Literature and Culture

General Certificate of Secondary Education

Mark Scheme for June 2025

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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: *RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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% (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, email or via the RM Assessor messaging system.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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 when checking your practice responses. **Do not use the comments box for any other reason.**

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:

To determine the level – start at the highest level and work down until you reach the level that matches the answer

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
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Use on an extra page or in white space to show that candidate material has been seen and considered
	Repeated or consequential error
	Unclear/dubious point
	Benefit of doubt
	Incorrect translation or interpretation or factual error
	Good point / Use of sources outside the Insert (Q6 & 12)
	Omission mark: use to indicate missing or wrong element in short answer questions and weak point in longer answers.
highlight	At discretion to indicate point of question has been missed

	Answer	Mark	Guidance
1	Read Source A. What were the benefits of being a charioteer in ancient Rome? Make <u>two</u> points, using <u>Source A</u> and other sources you have studied. • Could win fame, glory, praise and public adoration • Could be set free from slavery • Could be well-paid • Could be celebrated with tombstones • Could marry/have a family despite being a slave • Could inspire female devotion	AO2 2	Accept any two. Do not insist on reference outside Source A. Insist on at least one reference to Source A.
2	How was a chariot race an exciting experience for the crowd to watch? Make <u>three</u> points • The bright colours of the charioteer/factions would create a colourful and exciting spectacle • All the chariots were let out of the gates (carceres) at the same time, making an exciting start • It was exciting to see and support your favourite team/faction/celebrity charioteer • The presence of teams and factions creates competitive atmosphere and possibility of winning money by betting • Chariot racing was a dangerous sport and crashes/injuries were common; drivers sometimes used dangerous, violent or aggressive tactics to sabotage other charioteers (but not spikes on wheels!) • The track was narrow and so the horses would run close together – this would be exciting as they might crash • Turning the chariot around the meta (turning point) involved great skill and this may be exciting for the spectators to see	AO2 3	Accept any three. Answer must apply to watching the chariot race, not just experience of being at the races. Insist on point being something that would generate excitement Accept a point listed for question 3, as long it refers to the chariot race itself and is plausibly exciting.

	Answer	Mark	Guidance
	• The spina blocking the view of half the race would make it exciting to see who was winning after the turn • The chariots would build up great speed which would be exciting for the onlookers • Races were relatively short and fast (7 laps, 10-15 minutes), the potential to see many such races was exciting; watching the eggs and dolphins on the spina count down the laps would be exciting • Chariots were made of lightweight materials which were easily smashed in collisions – this would be exciting to see • The charioteers carried a knife to cut themselves free if they crashed – this would be exciting as the charioteer would only have moments to free himself before the other chariots rode over the wreckage of his chariot • Some of the crowd could stand very close to the track which would make it exciting • Different types of chariot races - e.g. two or four horse chariots - presenting different challenges and requiring different skills which would be exciting to watch		
3	For what <u>other</u> reasons would the Romans go to the races? Make <u>two</u> points. • To enjoy the busy atmosphere • To meet women/flirt with women • To socialise / flaunt wealth / sponsor teams • To see the procession / to worship the statues of the gods/deified emperors which were brought out at the beginning of the race • To see the impressive architecture of the arena	AO2 2	Accept any two. Accept any point listed for question 2, but do not accept answers duplicated from question 2. Do not accept generic answers without explanation such as "it was a source of entertainment" "a good day out" Do not accept reference to doing business or working Do not accept reference to why the emperor or other high-ranking figures would go to the races as opposed to general 'Romans'.

	Answer	Mark	Guidance
	• To mix with Romans from other social classes (including VIPs / seeing the emperor / to show support for powerful figures) • It was free		

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 on 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	• 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	• 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	• 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	• 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

0 = no response worthy of credit

Guidance on applying the grids
A Level 4 response would typically include at least three strong points . May contain additional underdeveloped points
A Level 3 response would typically include at least two strong points, or one strong point and a range of underdeveloped points, or a range of underdeveloped points only .
A Level 2 response would typically include at least one strong point, or at least two underdeveloped points .
A Level 1 response would typically include at least one relevant observation or one weak point only .

Annotations

Strong point (tick):

- a valid and well-understood reference to the source (i.e., focused quotation from or detailed reference to Ovid's words and phrases); with
- (ii) full explanation of its importance and how it answers the question.

Underdeveloped point (caret):

- an example that is relevant but does not include words and phrases from Ovid, or is not well-understood or
- (ii) the explanation is not fully developed, or lacking focus.

4	Read <u>Source B</u> How does Ovid show his interest in the girl? You should use words and phrases from <u>Source B</u> and comment on <u>Ovid's use of language</u>. Example factual points that might be included: • Ovid says that he is 'not sitting here because I am interested in thoroughbred horses' showing that he has come to the races only to flirt with his love interest • 'though I hope that the one you support will win' – the fact that Ovid supports the charioteer of the girl shows the passion he feels for her as he does not care about his own faction/team • 'You look at the races, I look at you' – Ovid has his full attention only on the girl showing his strong feelings for her. He is not distracted even by the exciting chariot race. • 'So has he had the good luck to interest you?' – Ovid appears jealous of the charioteer which shows how much he loves the girl. • 'I shall slow down, and the reins will go slack and drop from my hands' – Ovid shows that he would give up his lead in the chariot race just to watch the girl for a little longer showing his passion for her. Possible additional factual points with examples of how Ovid uses language: • Repeated use of 'you' or second person pronoun - there are 7 in lines 2-3 - shows his focus on the girl. • 'I am not sitting here because I am interested in ... horses' - the use of the negative emphasizes his real reason for being there because of is interest in the girl; contrast between lack of interest in horses and interest in her.	AO3 6	Use the 6-mark grid. Candidates cannot access Level 4 marks if they do not include any discussion of the writer's use of language or fail include quotations from the text. Accept any reasonable examples from the list if they are fully explained and linked to the question. Candidates do not need to use (the correct) technical terms for rhetorical or literary devices. It is sufficient to explain the use of language clearly or without reference to terminology. However, a point which relies on reference to punctuation such as commas or exclamation marks or 'dot dot dot' is never a strong use of language point.
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	• 'though I hope ...' - the use of parenthesis shows he is so interested in her that he even cares about the race. • 'You look at the races, I look at you' - contrasting parallel phrases show Ovid's interest in the girl • 'each feast our eyes' – the metaphor of 'feasting his eyes' on the girl shows that Ovid feels hungry for her attention and so shows his passion for her. • 'O lucky horse rider' - the apostrophe / direct address + rhetorical question shows how Ovid wishes the girl were as interested in him as she is in the rider. • 'If only I could have that luck, if only they were my horses released from the gate' – the repetition here of 'if only' (wish/exclamation) emphasizes Ovid's wish to have the girl's attention. He wishes to lower his social status and become a charioteer only to get the attention of the girl. • 'Now I shall press on eagerly, now I shall slacken the reins, now I shall mark their backs with the whip, now I shall graze the turning-post with my inner wheel' – the list of four/tetracolon (with asyndeton) emphasises the enjoyment Ovid would take in having the girl's attention showing his strong feelings. • 'Now I shall slow down ... drop from my hands...' - the way Ovid's thought's drift away, use of unfinished thought, show how carried away he is by imagining catching sight of the girl during the race. • 'Why do you edge away from me?' – this rhetorical question and exclamatory phrase emphasises Ovid's passion as he despairs when she moves away from him. • 'my girl' - use of possessive (adjective) emphasises his high interest the girl and possessive, exclusive attitude • 'get away from my girl... pull in your legs... stop digging your knobbly knees into her back' – the tricolon of imperatives shows Ovid's passion as he becomes angry and insulting when other people/men come near his love interest.		
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	Answer	Mark	Guidance
5	Study <u>Source C</u> How was a triclinium laid out to encourage socialising at dinner? Make <u>three</u> points. • Horseshoe shape/arrangement of (3) couches/sofas/beds in a semi circle / U-shape / at right angles encourages conversation • Couches were close together to allow guests to talk • All diners faced inwards so it was easy to converse with each other • The couches allowed Romans to recline/relax/enjoy themselves and therefore make more conversation • There were specific positions / seating plan for guests to allow them to socialise more easily e.g. the most important guest would sit next to the host • Couches had space for more than one diner, allowing intimate conversation	AO2 3	Allow reference to food-sharing such as: table in the center / portable tables / space left for (slaves)/slaves passing food around - as long as this is linked to the question, i.e. creating a sociable environment Do not accept answers which are neither about layout nor socialising e.g. references to admiring/discussing wall decorations, watching entertainment etc. Do not accept clearly wrong descriptions of the shape of the layout e.g. 'shoehorn shape'; 'triangle' etc. Do not accept reference to the couches being different heights.
6	Winter dining rooms often faced west. Why do you think this was the case? • The setting sun would provide warmth • The setting sun would provide light for longer in the evening / late afternoon	AO2 1	Do not accept reference to other points of the compass. Do not accept reference to enjoying the view / watch the sun setting. Do not accept 'because the sun set in the west'

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**. Examiner 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 / argued, 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

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	- detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations where appropriate (AO2) - well-argued response to the question which is supported by a range of well-selected examples (AO3) <i>The response is logically structured, with a well-developed, coherent line of reasoning.</i>
3	5-6	- some knowledge with some interpretations of the ancient sources and some understanding of their limitations where appropriate (AO2) - a good response to the question which is supported by a range of relevant examples (AO3) <i>The response is well structured with a clear line of reasoning.</i>
2	3-4	- limited knowledge with limited interpretations of the ancient sources and limited understanding of their limitations where appropriate (AO2) - a reasonable response to the question which is supported by a few relevant examples (AO3)

Guidance on applying the grids
A Level 4 response would typically include four or more strong points each supported by an accurate reference to a source. May contain additional underdeveloped points. Where appropriate to the question set, a good understanding of limitations of the ancient sources.
A Level 3 response would typically include two to four strong points each supported by an accurate reference to a source. May contain additional underdeveloped points. Where appropriate to the question set, some understanding of the limitations of the ancient sources.
A Level 2 response would typically include one to three strong points each supported by an accurate reference to a source and/or a range of underdeveloped points that demonstrate some engagement with the question. Where appropriate to the question set, limited

		<i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i>
1	1-2	• very limited knowledge with very little or no interpretation of the sources or understanding of their limitations where appropriate (AO2) • a very limited response to the question with very limited reference to the ancient sources (AO3) <i>The information is communicated in an unstructured way.</i>

0 = No response or no response worthy of credit

Annotations

Strong point (tick):

- a valid and well-understood reference to a source (AO2) (e.g., Source C together with specific reference to relevant material in the prescribed sources booklet such as Petronius' *Satyricon* or Columella *On Agriculture*; *The villa* or other relevant source material such as Vitruvius *On Architecture* book 6 or extant remains such as Villa Oplontis); with
- full explanation of its importance and how it answers the question (AO3).

Underdeveloped point (caret):

- an example that is relevant but the reference to the source is too vague or is not well-understood ; or the explanation is not fully developed, or lacking focus.

understanding of the limitations of the ancient sources.

A Level 1 response would **typically** show a small number of underdeveloped points. Where appropriate to the question set, very little or no interpretation of the ancient sources.

7*	Study Source C. ‘A person from the modern day would definitely enjoy a Roman dinner party.’ How far do you agree with this statement? Agree Source C: - Alcohol/wine is being provided to guests – modern people might enjoy this - Horseshoe shape of the tables would encourage good conversation / opportunity to socialise which is also important in the modern world - The guests are wearing expensive clothes – the opportunity to dress up might be enjoyed by both ancient and modern people - The guests appear to be enjoying good service and / or luxury treatment which is still appreciated in the modern world Other sources: - Petronius' <i>Satyricon</i> – both peoples might enjoy various aspects of Trimalchio's dinner; the lavish food; the gifts offered to the guests; the (theatrical) entertainment Trimalchio provides in the form of jugglers and acrobats and communal story telling - Vitruvius and Columella - discuss the ideal orientation of summer and winter dining rooms, and in the modern world we still care about the position of the sun in rooms; Vitruvius mentions good proportions suited to the size of house - Villa Oplontis (vel sim.) – lavish triclinium – diners may enjoy eating in such an opulent, beautiful setting - Artefacts have been discovered such as a dormouse holder and gilt grinder which point to interesting and lavish food; satirical comments in Martial indicate that hosts are expected to give the best to their guests (but don't always)	8 made up of AO2 = 4 & AO3 = 4	Use the 8-mark grid An AO2 heavy response may focus on details from the ancient sources but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded. Candidates are expected to make close reference to both the source from the Insert and at least one source that they have studied elsewhere Candidates cannot access Level 4 marks if they do not include any discussion of at least one source other than Source C. Candidates do not have to refer to more than one source in addition to Source C.
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	- Structure of the Roman dinner party has similarities to modern dinners in terms of food (bread, meat, olives, cheese board) and courses (<i>gustatio</i>, <i>cena</i>, <i>secundae mensae</i>), which people would enjoy - require accurate reference for full credit. Disagree Source C: - The diners are being served food by slaves which modern people might find uncomfortable - The diners are reclining while eating – modern people might find this uncomfortable - Some diners look as though they don't get on with the people near them - set seating arrangements may make people uncomfortable or highlight disparities in social status, which would not be inclusive by modern standards - There only seem to be men at this dinner party, which modern people wouldn't tolerate - Too much indulgence in food and wine might make you sick - someone in the source doesn't look too well - this might not be enjoyed in the modern world. (Do not accept reference to guests deliberately making themselves sick) Other sources: - Petronius' <i>Satyricon</i> – modern people might find the fact that Trimalchio is showing off his wealth vulgar and annoying: the descriptions expensive/good quality food are off-putting – including irritating saffron cakes and multiple courses; entertainment is intrusive and distracting, like the acrobat; Horace refers to simplicity as preferable - Some forms of entertainment such as philosophy recitals or long stories may be boring / prevent conversation which modern people might not like (referred to in Martial)		
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	• Entertainment – some references would not be funny or entertaining as they rely on specific ancient knowledge, like knowing the <i>Iliad</i>. • Some of the stories in Petronius are salacious and disturbing which may affect some modern diners adversely; some may be shy and not want to tell stories • The dinner party goes on very late which not all modern diners would enjoy - reference to 'midnight hags' in Petronius • Villa Oplontis – dinner parties were very formal affairs and modern people might enjoy a more relaxed atmosphere • Food tastes are different, so some modern diners would not like, for example, peacock, bird tongues or dormouse!		
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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 on 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	• 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	• 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	• 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	• 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

0 = no response worthy of credit

Annotations

Strong point (tick):

- a valid and well-understood reference to the source (i.e., focused reference to the depiction of the suovetaurilia or precise reference to another source, for example Roman Gods and State Religion in the prescribed sources booklet, or other relevant material, such as discoveries at Pompeii, actual statues/temples etc); with
- (ii) full explanation of its importance and how it answers the question.

Underdeveloped point (caret):

- an example that is relevant but the reference to the source is too vague or is not well-understood or
- (ii) the explanation is not fully developed, or lacking focus.

Guidance on applying the grids

A Level 4 response would **typically** include **at least three strong points**. May contain additional underdeveloped points

A Level 3 response would **typically** include at **least two strong points**, **or one strong point and a range of underdeveloped points**, or a range of underdeveloped points only.

A Level 2 response would **typically** include **at least one strong point**, or **at least two underdeveloped points**.

A Level 1 response would **typically** include at least one relevant observation or one weak point only.

	Answer	Mark	Guidance
8	Study <u>Source D</u>. How did the Romans show their devotion to the gods? You should use <u>Source D and</u> other sources you have studied. Source D: - During the suovetaurilia 3 animals - a pig, sheep and bull - would be sacrificed. This would be very expensive which shows that the person would be very devoted to the gods; the animals are decorated with ribbons and are fine specimens - Many people have gathered to watch the sacrifice and pay honour to the gods - The sacrifice takes place at the altar so the meat can be offered to the gods/smoke from the meat can rise to heaven - The sacrifice involves a formal procession, ritual clothing and garlands - A priest is leading the procession (with veiled head) indicating formal, solemn ritual Other sources: - The Romans had several festivals which showed their devotion to the gods e.g. the Lectisternium (from Livy <i>Ab Urbe Condita</i>) and the Parentalia and Lupercalia (from Ovid's <i>Fasti</i>), or Lemuria, Saturnalia, Anna Perenna etc. - Devotion to the gods, often evinced by dutiful behaviour, is recorded in much literature, such as the story of Baucis and Philemon - xenia as a religious obligation - (<i>Met</i> 8) or Aeneas' care for the penates on his escape from Troy (<i>Aeneid</i> 2 / Bernini statue, <i>Met</i> 13)	AO3 6	Use the 6-mark grid. The answer should include at least one point from Source D and should reference other source or other specific pieces of knowledge which are relevant to the question. Candidates cannot access Level 4 marks if they do not include any discussion of at least one source other than Source D. Correct spelling of technical terms, as long as the correct term is recognisable, is not required.

	Answer	Mark	Guidance
	• Romans would also make offerings at lararia – all Roman houses would have a shrine which shows their devotion – supporting evidence could include paintings from Pompeii showing the Lares and Penates or the Statue of the Lar from the House of the Vettii • The Romans would also take small statues of the Lares and give them a seat at their dinner table • Statues of the gods, such as the bronze head of Minerva at Bath, or other artworks such as friezes and engravings would be displayed in prominent places e.g. the Colosseum • Grand and impressive temples were built to show the Romans' devotion – e.g. the temple of Jupiter in the Pompeian Forum - reference must be specific for full credit • The frieze showing Marcus Aurelius making a sacrifice as Pontifex Maximus indicates devotion by the involvement of a high-status person, ritual garments and head coverings and musical accompaniment. • The gods would be worshipped at public events such as chariot races – e.g. as in Ovid <i>Amores</i>		

	Answer	Mark	Guidance
9	What would the Romans use the liver of the animal for after a sacrifice? - To tell the future/practise divination - To read/check for omens/signs	AO2 1	Require more than 'inspect it' or 'look at it' Do not accept 'take the auspices' Do not accept 'they ate it' Accept 'to prophesy' (BOD)
10	Read <u>Source E</u>. How does Livy show that Aeneas is a good leader? Make <u>three</u> points and use <u>Source E</u> to support your answer. 'In this dangerous situation' – Aeneas acts decisively and calmly / leads his people with bravery while at risk of attack 'Aeneas conferred the native name of Latins upon his own people' – he felt that this diplomatic compromise would help his people and the native Latins feel like one people 'would, he felt, strengthen the bond between the two peoples' – Aeneas shows wisdom and skill bringing his people together under one name with the local Latins - He says that the original settlers were 'no less loyal to Aeneas' showing that he was a good leader to the Latins although not his native people, as well as being admired by the Trojans 'Trojans and Latins were rapidly becoming one people' – he quickly he wins over the local peoples 'Aeneas made an active move against the Etruscans' – this shows his military prowess/skill and decisive actions/ability to exploit new unity to make offensive move	AO3 3	Accept any three reasonable points relating to the source. Direct quotation is not required. However, some sort of indication of why the reference shows that Aeneas is a good leader is required, rather than just rephrasing or repeating Livy's words. The three points made may be similar but there must be three clearly distinct points.

	Answer	Mark	Guidance
	• 'in spite of their great strength' – this shows Aeneas' bravery in the face of a mighty enemy and difficult odds • 'Aeneas refused to act on the defensive' – shows confidence and fearlessness in battle • 'Aeneas marched out to meet the enemy' – this again shows his confidence and visible leadership in his battle tactics • 'The Latins were victorious' – Aeneas led his troops to victory - he's a good military leader • 'the last of his labours in this world' - Aeneas (appears to) die (s) leading his people to victory in battle / sacrifices himself showing selfless leadership • 'The men call him the local Jove' – Aeneas is such a good leader that he is made into a god by his people/he is given the name of the king of the gods • 'Was he man or god?' – Aeneas is such a great leader that his status as a mortal is called into question/he is elevated to the status of a god.		
11	Study <u>Source F</u>. Why might a Roman be buried in a burial area instead of a tomb? • They could not afford (an individual) monument/tomb/tombstone (just for them) / it was less expensive / cheaper	AO2 1	Do not accept other answers.
12	What did the Romans believe might stop a dead soul from being able to cross into the underworld? Make <u>two</u> points. • Not having a burial / not being buried underground / not all bones are laid to rest / the burial rites are incomplete	AO2 2	Accept any two of these or any other reasonable answer Do not accept references to not being dead or being a living soul.

	Answer	Mark	Guidance
	• If the honours/gifts due to the dead/tombs are neglected (<i>Fasti</i> - parental days) • No obol/coin (to give to Charon) (ignore reference to where the coin goes) • Those who have died young (including infants) • Those who have suffered an unnatural, violent or unjust death (such as suicide) / those who are polluted/cursed/unclean		

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 "'Remembering the dead was very important to the Romans" How far do you agree with this statement?', details drawn from sources depicting a burial area would be evidence of **AO2** whilst evaluating the ways in which this showed burial was important - creating a resting place for everyone - or less important - as the dead do not have individual monuments - 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	• detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations where appropriate (AO2) • well-argued response to the question which is supported by a range of well-selected examples (AO3) <i>The response is logically structured, with a well-developed, coherent line of reasoning.</i>
3	7-9	• some knowledge with some interpretations of the ancient sources and some understanding of their limitations where appropriate (AO2) • a good response to the question which is supported by a range of relevant examples (AO3) <i>The response is well structured with a clear line of reasoning.</i>
2	4-6	• limited knowledge with limited interpretations of the ancient sources and limited understanding of their limitations where appropriate (AO2) • a reasonable response to the question which is supported by a few relevant examples (AO3)

Guidance on applying the grids
A Level 4 response typically includes five or more strong points each supported by a valid and well understood reference to a source or example. May contain additional underdeveloped points. Must include some references to material not printed on the paper.
A Level 3 response typically includes three to five strong points , each supported by an accurate reference to a source or example. May contain additional underdeveloped points.
A Level 2 response typically includes one to three strong points , each supported by an accurate reference to a source or example, and/or a range of

		<i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i>
1	1-3	• very limited knowledge with very little or no interpretation of the sources or understanding of their limitations where appropriate (AO2) • a very limited response to the question with very limited reference to the ancient sources (AO3) <i>The information is communicated in an unstructured way.</i>

0 = No response or no response worthy of credit

underdeveloped points that demonstrate some engagement with the question. May contain additional underdeveloped points. A Level 1 response typically includes at least two underdeveloped points.
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Annotations

Strong point (tick):

- a valid and well-understood reference to a source or relevant example (AO2); with
- full explanation of how the response addresses the question, including selecting relevant examples from the ancient sources they have studied (which can include reference to material not printed on the paper); and
- drawing and expressing conclusions based on the selected examples in relation to the question posed (AO3).

Underdeveloped point (caret):

- an example that is relevant but the reference to the source is too vague or is not well-understood; and/or
- the explanation is not fully developed, or lacking focus.

13*	‘Remembering the dead was very important to the Romans.’ Using sources you have studied, explain how far you agree with this statement. In your answer: you should include references to a range of ancient sources; you may make limited use of the sources in the Insert; you may wish to include reference to both artwork and literature as well as ancient monuments. Agree: - Tombs in Pompeii are built by the side of the main roads into the city so that the living can remember the dead and pay their respects as they pass (supporting evidence - tombstones in prescribed sources booklet); - Tombs were the homes of the spirits on earth and they would be honoured with libations/offerings by their families. This was a regular occurrence and shows that remembering the dead was an important part of life (supporting evidence – Ovid’s <i>Fasti</i> or tombstones showing holes for pouring libations); tombs could be shaped like altars showing reverence towards the dead - Tombs would also be decorated with flowers and small gardens – showing that the Romans continued to remember their ancestors after they died; freedmen built elaborate tombs to enhance their family's social status - Some tombs had dining rooms where the families of the dead could still feast with them showing that remembering the dead was an important part of life as they would still include them in daily activities such as dining.	12 madeup of AO2=6 & AO3=6	Use the 12-mark grid Reference to sources must be specific and as detailed as possible; candidates are expected to use sources that are both in the Insert and others they have learned. Candidates may use the evidence listed either for or against the statement. Full credit may still be given, as long as the point is fully developed. References to death and burial rituals only, rather than linking this to the importance of remembering the dead, can only receive partial credit, if any.
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	• Wealthy families even built small houses near family mausolea and employed caretakers to tend them, showing how important care for the dead was • <i>columbaria</i> meant that poorer Romans could still be buried and be remembered even though the area of the tombstone was smaller. There was still an area to visit the dead and remember them (supporting evidence – columbaria such as in Source F) • Various inscriptions - such as Lollius' tombstone inscription, or those in the prescribed sources booklet including the inscription to an optio, Rufus Sita, to Amabilis the gladiator, for the charioteer Epaphroditus, for 'mouse'- all show how important remembering the dead was for the Romans • The dead were commemorated and honoured in literary works, such as Scorpis in Martial's epigrams, or the depiction of the piety of characters towards the dead - such as Aeneas towards his father and others he meets in the underworld, and commemoration of Aeneas himself • Foreign peoples would also be remembered with tombstones (supporting evidence – Alexander the beef seller's tombstone found in a Jewish catacomb) • The Romans had annual festivals for the dead, showing how important it was to remember them, for example <i>parentalia</i> and <i>lemuria</i>. Ovid's references to neglect of the dead in the <i>Fasti</i> may be taken as both evidence that Romans should consider remembering the dead important OR.... Disagree • Ovid's <i>Fasti</i> shows evidence of the Romans forgetting to remember their ancestors. Spirits could be neglected		
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	and would haunt the living. They relied on the mortals to give them libations but these weren't always given. • Some Romans might not want to remember the dead, but do things so as not to be haunted by them (Ovid, Propertius) • Some souls were not buried properly and were forced to wait on the banks of the Styx and could not cross into the Underworld. This implies that these souls were not remembered as they have not received the correct burial from their families. (Virgil's <i>Aeneid</i>) • Not all Romans would be able to afford a tombstone and so might not be remembered after they died; the <i>columbaria</i> were not individual in the same way as rich tombs • Poorer people might not be buried with any ceremony / buried the ashes in second hand storage jars • Some people didn't believe in the afterlife at all such as the followers of Epicurus		
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