

Mark Scheme for June 2012

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Subject-specific Marking Instructions.

Examiners are to be familiar with the relevant topics and the support material as it appears in OCR *Sources for Latin* – <http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/documents/index.html>

In most cases the Mark scheme is indicative of possible answers and should not be regarded as prescriptive. Examiners should accept any reasoned answer if backed with relevant cultural and social evidence from the Roman world.

Question		Answer	Marks	Guidance
1	(a)	One of: <ul style="list-style-type: none"> To keep soldiers in order To keep soldiers in a battle line. 	1	<ul style="list-style-type: none"> Accept direct quotation from text and paraphrases.
	(b)	One of: <ul style="list-style-type: none"> To be able to charge the enemy (with greater momentum) (quickly) seize advantageous positions Seize positions before the enemy. 	1	<ul style="list-style-type: none"> Accept direct quotation from text and paraphrases.
	(c)	One of: <ul style="list-style-type: none"> To jump ditches To jump (high) obstacles. 	1	<ul style="list-style-type: none"> Accept direct quotation from text and paraphrases.
2		Answers may include: <ul style="list-style-type: none"> Throw spears (of a greater weight) (32) Jumping on and off (wooden) horses (33) Carrying weights (up to 60 pounds) (33) Swimming (source A) Winter training (35) Chopping wood/hard labour (35) They trained with shields (of double weight) (31) Building a camp (34). 	3	<ul style="list-style-type: none"> Training is the main focus Examples of training are taken from references available to candidates in the OCR sources booklet (ref. in brackets).
3	(a)	Answers may include: <ul style="list-style-type: none"> Wearing uniform (breastplate) Armour/weapons are visible. 	1	<ul style="list-style-type: none"> Not because source says so.
	(b)	<ul style="list-style-type: none"> No helmets Shield is resting against the tree Cannot see an enemy Carrying tools/cement. 	2	<ul style="list-style-type: none"> Accept any reasoned answer

Question		Answer	Marks	Guidance
	(c)	Answers may include: <ul style="list-style-type: none"> • Life is not all fighting and death – building a fort • Make friends/teamwork – all working together • Learn a skill – building. 	4	<ul style="list-style-type: none"> • Reasons must be given for full marks.
4		Answers may include: <ul style="list-style-type: none"> • Wagon maker, stonemason, shopkeeper (including a named shop), innkeeper, farmer, teacher, banker, smith, fisherman, merchant, craftsman, builder, shopkeeper. 	2	<ul style="list-style-type: none"> • Not army jobs. • Not jobs typically done by slaves (e.g. washing) • Not politician, senator, haruspex, foreman, doctor.
5	(a)	One of: <ul style="list-style-type: none"> • (Hic) situs est • (Heredes) faciendum curaverunt. 	1	<ul style="list-style-type: none"> • Not whole inscription – selection must be made • Not individual words. Accept: <ul style="list-style-type: none"> • Annorum with XL.
	(b)	<ul style="list-style-type: none"> • B eques. 	1	
	(c)	<ul style="list-style-type: none"> • His name • Age at death • Length of service. (Any two.)	2	Accept specific reference.

Question		Answer	Marks	Guidance	
				Content	Levels of response
6		<p>Answers may include:</p> <ul style="list-style-type: none"> • Risk of death – high number of tombstones at Chester • Training is hard – winter/heavy work • Discipline is harsh • Moved at any time to any part of empire • Cannot marry • Very cold/hot in parts of the empires (Hadrian's wall/Masada). <p>Evidence may be drawn from written evidence or archaeological and site visits.</p>	6	<ul style="list-style-type: none"> • Answers should be marked using the 6 mark specification grid • 6 points are not necessary for full marks • disadvantages • There must be references to other sources for higher levels. 	5–6 3–4 2 0–1

Question		Answer	Marks	Guidance
7	(a)	<p>One of:</p> <ul style="list-style-type: none"> • Red – rich colour • Perfumed – he is smothered • Wool instead of linen towels • Has a slave to rub him down • Carried about. 	1	<ul style="list-style-type: none"> • Answer should be supported with reference to the text, can be paraphrased.
	(b)	<p>One of:</p> <ul style="list-style-type: none"> • Get a massage • Perfumed oil • Slaves to look after you. 	1	<ul style="list-style-type: none"> • Accept any reasoned answer based on source.

Question		Answer	Marks	Guidance
8	(a)	<ul style="list-style-type: none"> • Apodyterium – take all clothes off/niches in walls/slaves to guard clothes • Tepidarium – talk/sit/benches/allow build up a sweat/men only • Caldarium – sweat/sit in hot bath/sing (source F)/steam • Frigidarium – rub down with towels (source D)/cold plunge pool. <p>Accept other activities such as buy food; accept reference to specific named baths and decorations.</p>	4	<ul style="list-style-type: none"> • Candidates may draw information from their own knowledge or use printed sources in their answer. • Candidates have to spell these Latin names correctly (Since they are provided on the plan already)
	(b)	<p>Source D</p> <ul style="list-style-type: none"> • They were mixing in with different groups– • They built up a sweat • Wandering about. <p>Source E</p> <ul style="list-style-type: none"> • There are a large number of rooms to go through. <p>(One point needed.)</p>	1	Either Source D or Source E.

Question		Answer	Marks	Guidance	
				Content	Levels of response
9		<p>Expect a range of details taken from the whole passage which may include:</p> <ul style="list-style-type: none"> • men training – he hears groans • He hears the whistling of the breathing in and out of men weight lifting • Slap of the masseur's hand • The scorer counting the balls • A thief being arrested 	6	<ul style="list-style-type: none"> • Answers should be marked using the 6 mark specification grid • 6 points are not necessary for marks • Expect focus sounds • Credit reference to relevant literary techniques. 	<p>5–6 3–4 2 0–1</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> The enormous splash of people jumping in the pool The high-pitched voice of the hair-plucker Different shouts of food sellers. 			
10		<p>Expect a range of details which may include details of:</p> <ul style="list-style-type: none"> Building materials – stone, flues, pools Artefacts – including offerings made at Bath Decorations such as paintings mosaics There should be some comment on what the sources tell us. <p>Visits to sites are not expected but information should be credited if offered.</p> <ul style="list-style-type: none"> Visit to sites – bath complexes in Britain including smaller ones attached to villas. 	12	<ul style="list-style-type: none"> Answers should be marked using the 12 mark specification grid 12 points are not necessary for 12 marks There must be references to other sources for higher levels. 	10–12 6–9 3–5 0–2	

APPENDIX 1

Marking grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> Engagement with the question; Selection and use of evidence from sources; Understanding of sources and their limitations; Accuracy of writing; Control of appropriate form and register; Organisation of answer.
4	10–12	<ul style="list-style-type: none"> Good engagement with the question; A good range of relevant evidence from sources, with good interpretation; Good understanding of sources and their limitations; Legible, fluent and very accurate writing, conveying meaning clearly; Sustained control of appropriate form and register; Argument well organised.
3	6–9	<ul style="list-style-type: none"> Some engagement with the question; A range of relevant evidence from sources, with some interpretation; Some understanding of sources and their limitations; Legible and accurate writing, conveying meaning clearly; Some control of appropriate form and register; Argument organised.
2	3–5	<ul style="list-style-type: none"> Limited engagement with the question; A few examples of relevant evidence from sources, with limited interpretation; Limited understanding of sources and their limitations; Legible and generally accurate writing, conveying meaning; Limited control of form and register; Argument apparent in places, even if underdeveloped.
1	0–2	<ul style="list-style-type: none"> Little or no engagement with the question; Very few if any examples of relevant evidence from sources, with very little or no interpretation; Little or no understanding of sources and their limitations; Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear; Very limited control of form and register; Argument difficult to discern.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the marking grid the presence of bullet points 4–6. In assigning a mark, examiners must first focus on bullet points 1–3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

Marking Grid for 6-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> Engagement with the question; Selection and use of evidence from sources; Understanding of sources and their limitations.
4	5–6	<ul style="list-style-type: none"> Good engagement with the question; A good range of relevant evidence from sources, with good interpretation; Good understanding of sources and their limitations.
3	3–4	<ul style="list-style-type: none"> Some engagement with the question; A good range of relevant evidence from sources, with some interpretation; Some understanding of sources and their limitations.
2	2	<ul style="list-style-type: none"> Limited engagement with the question; A few examples of relevant evidence from sources, with limited interpretation; Limited understanding of sources and their limitations.
1	0–1	<ul style="list-style-type: none"> Little or no engagement with the question; Very few if any examples of relevant evidence from sources, with very little or no interpretation; Little or no understanding of sources and their limitations.

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