

# **Mark Scheme for June 2013**

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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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## 1. Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Incorrect
	Evaluation
	Error in fact
	Lack of clarity or some inaccuracy in factual support/ argument. Argument may show lack of understanding of context
	Relevance
	Repetition
	Spelling error

## 2. 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)	<p>One of:</p> <ul style="list-style-type: none"> <li>• Child</li> <li>• Musician</li> <li>• Priest</li> <li>• Executioner/man with axe.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Accept reference to soothsayer/haruspex</li> </ul>
(b)	<p>One of:</p> <ul style="list-style-type: none"> <li>• To bargain with the gods</li> <li>• To make the gods happy.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Accept reference to named gods</li> <li>• Accept specific examples – eg for victory before a battle</li> </ul>
(c)	<p>Answers may include:</p> <p>Useful because it:</p> <ul style="list-style-type: none"> <li>• Gives us an indication of location – outside temple</li> <li>• Shows us the weapon used to kill the animal</li> <li>• Tells us that animals were sacrificed</li> <li>• Shows us the crowd</li> <li>• Indicates music was played.</li> </ul> <p>Not useful</p> <ul style="list-style-type: none"> <li>• Does not show the sacrifice itself</li> <li>• It is difficult to identify specific characters.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Any two – does not have to be balanced</li> </ul>
2 (a)	<p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Reference to souls/ghosts</li> <li>• Reference to spirit of his father</li> <li>• Souls want gifts – “small gifts”</li> <li>• Ancestors came out of their graves</li> <li>• Offerings of food indicate a need after death</li> <li>• Ugly spirits went through the streets and fields</li> <li>• Ovid does not seem to question the fact – “the dead only want small gifts”.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Any two</li> <li>• Candidates may argue that there is no proof for example when Ovid casts doubt – “I can scarcely believe this”/it is said/they say that</li> <li>• There need to be two separate reasons.</li> </ul>

Question	Answer	Marks	Guidance	
(b)	<p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Very important as Aeneas is mentioned as an example to follow</li> <li>• Ovid stresses the establishment of the custom</li> <li>• There was a special ceremony for ancestors.</li> </ul>	1	Candidates are free to argue against the importance but should support their view with reference to source B	
3	<p>Answers may include <b>some</b> the following:</p> <ul style="list-style-type: none"> <li>• Ovid uses the imperative – Placate the souls, put these</li> <li>• He tells people there is not a great expense – small gifts</li> <li>• He encourages people to do as their hero Aeneas did</li> <li>• He uses the word pious and piety – admired by the Romans</li> <li>• He appeals to sense of fear</li> <li>• Refers to gruesome events – uttered groans, howled ugly spirits</li> <li>• He refers to omens and prodigies</li> <li>• He suggests that if Parental Days are ignored the same omens may appear.</li> </ul> <p>Expect a range of references.</p>	6	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Answers must be marked using the level descriptors in the 6-mark marking grid at the end of the mark scheme.</li> <li>• 6 points are not necessary for full marks</li> <li>• There must be some for consideration of “how” for the highest level. Credit for correct literary terms</li> </ul>	<p><b>Levels of response</b></p> <p>Level 4: 5–6  Level 3: 3–4  Level 2: 2  Level 1: 0-1</p>

Question	Answer	Marks	Guidance
4	<ul style="list-style-type: none"> <li>• For ordinary folk only</li> <li>• Away from Rome -visiting a province</li> <li>• Security – risk of assassination</li> <li>• At war.</li> </ul>	2	Any <b>two</b> of these
(b)	<ul style="list-style-type: none"> <li>• People sang – whatever they have learned in the theatre</li> <li>• People dance – perform rough dances</li> <li>• People camped out – huts</li> <li>• It was a time to “let your hair down” .</li> </ul>	3	Any <b>three</b> of these
5	<p>Expect a range of details taken from all three sources.</p> <p>Source A:</p> <ul style="list-style-type: none"> <li>• Shows a formal ceremony with the emperor present</li> <li>• The emperor’s head is covered</li> <li>• Their faces are serious.</li> </ul> <p>However not everybody is involved. So there may be some lack of interest</p> <p>Source B:</p> <ul style="list-style-type: none"> <li>• Ovid talks about giving honour to the dead – a serious subject. Customs have to be followed in a particular way.</li> </ul> <p>Source C:</p> <ul style="list-style-type: none"> <li>• Ordinary folk take the festival seriously – they pray for long life</li> </ul> <p>However, the family and relaxed atmosphere suggests the celebrations were more important than the remembrance of Anna Perenna.</p>	6	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Answers must be marked using the level descriptors in the 6-mark marking grid at the end of the mark scheme.</li> <li>• 6 points are not necessary for full marks</li> <li>• There should be some balance for the highest level.</li> </ul> <p><b>Levels of response</b></p> <p>Level 4: 5–6            Level 3: 3–4            Level 2: 2            Level 1: 0-1</p>

Question	Answer	Marks	Guidance
6 (a)	<ul style="list-style-type: none"> <li>D (writing notes)</li> </ul>	1	
(b)	<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>rich – fabrics/jewellery</li> <li>like to be fashionable – same hair curls</li> <li>Like to look intelligent/learned- both have writing tablets</li> <li>Quiet and studious – look contemplative</li> <li>Probably not slaves – spent time on appearance</li> <li>women depicted the same – shown to have same skills/fashion</li> <li>Both from Pompeii – same depiction/same hairstyles/women look similar.</li> </ul>	3	Any three.
7	<p>Yes:</p> <ul style="list-style-type: none"> <li>A female doctor is unusual</li> <li>A woman with money of her own to give a gift.</li> </ul> <p>No:</p> <ul style="list-style-type: none"> <li>This is a standard dedication inscription.</li> </ul>	1	Any <b>one</b> of these

Question	Answer	Marks	Guidance
8	<p>Some of the following may be offered:</p> <ul style="list-style-type: none"> <li>• He does not understand why – what did she see in him</li> <li>• He thinks the gladiator is ugly – sore, discharge, growth</li> <li>• She only loves him because he is young</li> <li>• She abandoned her sister, children, husband and country – something a woman would not normally do</li> <li>• He thinks the affair is a scandal</li> <li>• He is amazed that she puts up with the disgrace of being called a “gladiator’s mistress”</li> <li>• He thinks she likes him only for what he does – it’s the steel they love</li> <li>• He says she will not love him when he’s retired as she will realise he looks like one of Domitian’s informers.</li> </ul>	4	<ul style="list-style-type: none"> <li>• Points should be different</li> </ul>
9 (a)	<ul style="list-style-type: none"> <li>• The housekeeper is responsible for the slaves in the villa attached to the house</li> <li>• She is responsible for security of goods.</li> <li>• She has to teach skills</li> <li>• She is responsible for hygiene</li> <li>• The house keeper has to do some farm jobs too – cow sheds/food troughs</li> <li>• Accept any reference to role in Source F</li> <li>• She has to check for items which need repair.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Points should be different and be related to “important”</li> </ul> <p>Any <b>three</b> of these</p> <p>Credit should be given for social context/knowledge of Columella/On Agriculture/farming occupations</p>



Question	Answer	Marks	Guidance
(b)	Any two of: <ul style="list-style-type: none"> <li>• Hairdresser</li> <li>• Serving at dinner</li> <li>• Singing/Reading at dinner</li> <li>• Wet nurse/midwife</li> <li>• Nanny</li> <li>• Dancing for guests</li> <li>• Helping dress mistress.</li> </ul>	2	Accept cooking/cleaning

Question	Answer	Marks	Guidance	
			Content	Levels of response
10	<p>Candidates are asked to consider sources and to assess enjoyable but also to consider how reliable the information is. Expect discussion of both although a 50/50 balance is not essential.</p> <p>Source D</p> <ul style="list-style-type: none"> <li>• They seem very serious</li> <li>• May have enjoyed writing</li> <li>• Similar poses indicate a “stylised” impression of women.</li> </ul> <p>Source E</p> <ul style="list-style-type: none"> <li>• Juvenal is writing satire so exaggerates</li> <li>• The woman is obviously enjoying herself but Juvenal seems to imply that it will not last.</li> </ul> <p>Source F</p> <ul style="list-style-type: none"> <li>• Life is only enjoyable if you have plenty of slaves to do your work for you. The housekeeper and loom workers – being slaves had a hard life.</li> </ul> <p>Other sources:</p> <ul style="list-style-type: none"> <li>• Inscriptions – indicate an independence through work or a contentment to stay at home.</li> <li>• Ovid at the races – indicates a chance to meet men.</li> </ul> <p>Candidates may refer to sources which give information on slaves which should be credited.</p> <p>Often written by men so there may be some ideal women depicted.</p>	12	<p>Answers must be marked using the level descriptors in the 12-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <ul style="list-style-type: none"> <li>• 12 points are not necessary for full marks</li> <li>• There must be references to other sources for higher levels</li> <li>• There must be some assessment of reliability.</li> </ul>	<p>Level 4: 10–12  Level 3: 6–9  Level-2: 3–5  Level-1: 0–2</p>

## APPENDIX 1

## Marking grid for 12-mark questions

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

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

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