

GCSE

Latin

Unit **A405/01**: Sources for Latin (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2014

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	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.

Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
Subject specific annotations	- in line with other units.

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 wholly prescriptive. Examiners should accept answers backed with relevant cultural and social evidence from the Roman world.

MARK SCHEME

Question	Answer	Marks	Guidance
1a	B	[1]	
1b	<p>Candidates are not tied to source A but may use this as stimulus material. Credit relevant details from their study of chariot racing.</p> <p>Answers might include details from the insert:</p> <p>Visible in the sculpture are:</p> <ul style="list-style-type: none"> • President/sponsor of the races can be seen in his box- he started the race • The starting gates- each team had a separate gate • Riders racing around spine/spina in the middle of the track; • Charioteers standing in chariots; • Horses rode in teams; • Charioteers with whips/reins • Cheering crowds can be seen. • Many teams crowded on the track <p>Not visible:</p> <ul style="list-style-type: none"> • Men and women were not separated • Gambling took place 	[4]	<p>Look for four different points.</p> <p>Answers may use sources A. Credit detail beyond sources A</p>
2	<p>Answers may include:</p> <p>Advantage</p> <ul style="list-style-type: none"> • Earn lots of money • Be famous/ be a darling <p>Disadvantage</p> <ul style="list-style-type: none"> • Might only be for a short time • Risk of death • May die young 	[2]	<ul style="list-style-type: none"> • One of each

Question	Answer	Marks	Guidance
3a	Beia Felicula	[1]	Should be copied correctly Allow v=u
3b	Charioteers rode in <i>teams</i> identified by colours	[1]	
3c	<ul style="list-style-type: none"> • Tombstones do not tend criticise people • The charioteer is described as bene merenti – we cannot verify this. • Tombstones tend to have formulae – dis manibus so are not individual. • The number of his wins may be exaggerated – we cannot verify the information. 	[2]	
4a	<p>Answers might include:</p> <p>Pliny says:</p> <ul style="list-style-type: none"> • I have not the least interest • Calls the interest in races – childish • Uses worthless twice • Silly futile monotonous • There is nothing new to see • He says people don't like the skill – just the colours <p>Credit any literary appreciation offered:</p> <ul style="list-style-type: none"> • Repetition of colour – his indignation • Play on word worthless • Repetition of nothing 	[4]	
4b	<ul style="list-style-type: none"> • Watching gladiators • Writing letters • Reading 	[2]	Accept – any plausible Roman leisure pursuit

Question	Answer	Marks	Guidance	
4c	<p>Principal focus must be the enjoyment of the crowd. Answers may include some of the following:</p> <p>Source A</p> <ul style="list-style-type: none"> • People can be seen cheering. <p>Source B</p> <ul style="list-style-type: none"> • Crowds cheered • Crowds applauded • They had favourites/ darlings <p>Source C</p> <ul style="list-style-type: none"> • Had a childish passion • Serious people enjoyed the races • Appeal of colour • Switching sides <p>Other sources:</p> <p>Ovid (23)</p> <ul style="list-style-type: none"> • Ovid enjoyed picking up a girl • They clapped the procession <p>Candidates may offer specific evidence from pictorial or archaeological evidence (i.e. other reliefs).</p>	[6]	<p>Content: Answers must be marked using the level descriptors in the 6-mark marking grid at the end of the mark scheme.</p>	<p>Levels of Response Level 4: 5-6 Level 3: 3-4 Level 2: 2 Level 1: 0-1</p>
5a	They have failed to complete aqueducts	[1]		
5b	C	[1]		
5c	(Re)use stones and/or brick from the old aqueducts.	[1]		

Question	Answer	Marks	Guidance
6a	Answers might include: <ul style="list-style-type: none"> • Quick to build. • The wind across the valleys/gorges/rivers can blow through arches making them wind resistant. • Cheaper as fewer building materials needed than solid walls. • Arch is a strong shape- for load bearing. • Rivers/roads/cattle can pass through. 	[1]	
6b	<ul style="list-style-type: none"> • The design is strong- arches • They were well built – brick and rubble infill • Stone was used – last long time. 	[1]	Accept cultural reasons – people of France and Tunisia still wanted water after the Romans had left – so in their interests to preserve them.
7a	There should be an understanding of stages to the supply. Answers may include: <ul style="list-style-type: none"> • Water from a spring • Water from aqueduct • Water from reservoir • Separate tanks • Pipes for private houses only • Pipes into houses • Reference to high/low level • Private wells/ water fountains. 1 mark per point	[3]	
7b	Answers may include: <ul style="list-style-type: none"> • To stop crime /stop people stealing water • To maintain it / pipes / keep water supply going 	[1]	Expect reference to source F

Question	Answer	Marks	Guidance	
8	<p>Answers must be drawn from sources. Answers might include.</p> <p>From Source D</p> <ul style="list-style-type: none"> • A lot of money was spent on aqueducts • Pliny wants everyone in his town to have water not just those in the lower areas. <p>From Source E</p> <ul style="list-style-type: none"> • Aqueducts were built all over the empire – e.g. France and Tunisia • Aqueducts were well built <p>From Source F</p> <ul style="list-style-type: none"> • Vitruvius wrote about it in his book on architecture • The complicated arrangement of water tanks ensures water for all needs. 	[6]	<p>Content: Answers must be marked using the level descriptors in the 6-mark marking grid at the end of the mark scheme.</p>	<p>Levels of Response Level 4: 5-6 Level 3: 3-4 Level 2: 2 Level 1: 0-1</p>
9	Candidates should engage with the question and address	[12]		

Question	Answer	Marks	Guidance
	<p>The quality of Roman buildings and those which have survived.</p> <p>Evidence could be drawn from knowledge of sources in the Insert</p> <p>Source A:</p> <ul style="list-style-type: none"> • Circus Maximus <p>Source E</p> <ul style="list-style-type: none"> • Aqueducts <p>Other sources may be drawn from other topics on the specification:</p> <p>Amphitheatre Baths Farms Houses</p> <p>Other evidence may be drawn from sites.</p>		<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> <p>Level 4: 10-12 Level 3: 6-9 Level 2: 3-5 Level 1: 0-2</p>

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 range of relevant evidence from sources, with some interpretation; • Some understanding of sources and their limitations;

Level	Mark ranges	Characteristics of performance
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;

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;

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none">• 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.

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