GCSE

Latin

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

General Certificate of Secondary Education

Mark Scheme for June 2015

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

Annotation	Meaning
✔	worthy of credit
F	errors of fact
S	misspellings
P	errors of punctuation
E	errors of grammar and expression
^	omissions
R	irrelevant material
?	improbable or confused statements
REP	conspicuous repetition
L	illegible words
~~	Wavy Line
▭	Underline
BOD	Benefit of Doubt

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	• Skilled in every type of weapon. • Gladiator and trainer. • Proud with a war-waging spear. • Threatening with a sea-trident. • Fearsome in a drooping helmet.	[2]	Any two Answer should focus on successful.	
1b	Answers might include: • Knowledge of style/tone of this poem/**epigram** and not an historical document. • Martial may have been a fan, **favourite fighter**, and so may be biased. • Exaggerated language such as **whirlwind and terror**. He may not mean what he says.	[2]	One point supported by direct/indirect reference to text: 2 marks General point: Biased : 1 mark	
2	Candidates are asked to find words and phrases which reflect Augustine's dislike. Answers might include: He calls them **"cruel and deadly shows"**. He describes the games in a negative way: **boiling with monstrous pleasure**. He criticises Alypius for becoming **one of the crowd**. Better responses will comment on choice of words: • **Wound in the soul** • **Fell more miserably** • **savage** • **Drunk with bloodlust**.	[6]	**Content:** • Answers should be marked using the 6 mark specification grid • 6 points are not necessary for full marks *If Alypius' identified but well supported maximum Level 3*	**Levels of Response** 5-6 3-4 2 0-1

Question	Answer	Marks	Guidance
3	Answers may include: • *Description* of type of gladiator; Murmillo, bestiarii, Samnite; trident; • Details of different types of fight • Sea battles; • Crowds: separate seating arrangements; • Betting (source A); • Reference to awning; • Recreation of myths.	[4]	Not four different gladiators. Should be four different points Points lacking detail: Maximum 2.
4a	• To allow the crowd to get in and out as arena tunnels were for gladiators. • Access to upper rows. • To allow the crowd to evacuate the building if needed. • Exit safely	[1]	
4b	Safety features: • Division of seating into sections to allow movement within the crowd. • Smooth/high walls to prevent the "show" escaping.	[2]	• Accept reference to *arches* allowing swift exit • People could sit and see easily without having to stand • Accept reference to awning
4c	• Large arena: show skills, plenty of room to fight. • Dramatic appearance from tunnel. • Everyone could see him as oval shape provided good view.	[2]	• Accept – large crowd so could make money • Accept relevant examples not from source C

Question	Answer	Marks	Guidance	
5	Source A • Martial wrote a poem about the gladiator Hermes so Hermes is worthy of a poem and may have entertained. • Women loved gladiators and were entertained by them. Source B • Days were devoted to games. • Crowds enjoyed it: **great shout**. • Atmosphere was good: **pleasure from the wickedness**. Source C Large building – a lot of money was spent on this form of entertainment. Features, such as tiered seating helped make it enjoyable. Other sources on shows in the amphitheatre: Augustus (3) Cicero(6) Juvenal(14) Seneca(27) Suetonius (29)	[6]	**Content:** • Answers should be marked using the 6 mark specification grid • 6 points are not necessary for full marks • Expect reference to sources in Insert • Balance not required	**Levels of Response** 5-6 3-4 2 0-1
6(a)	• Chick peas • Long oats • (Dried) grape • Bacon • Grain • Weeds	[2]	Not bread	
6b	**Who barely touched the individual items with his haughty teeth**	[1]		

Question	Answer	Marks	Guidance
7a	D	[1]	
7b	• different foods at the same dinner party was a form of **social discrimination** • important guests getting expensive food and the freedmen and clients getting cheaper food.	[2]	Candidates should show an understanding of this system. Bare answers 1 Reference to source not required.
7c	• Martial wants the luxury food served such as **oysters** • Does not like the cheaper cuts such as bream, mussels even the dead magpie. • Does not want to cut his mouth	[2]	Bare answers: he likes good food: 1 mark He wants better food: 1 mark
8	• Show us the types of food available: grapes and apples. • Romans ate fruit. • Shows us the different types of storage vessels used e.g. basket, glass. • Size of bread/ shape of bread/ all bread seems same shape.	[3]	
9a	• Frescoes common way to decorate houses. • Show she had money for glass which was expensive. • Show off the food she could afford	[1]	• Accept she was generous by giving out bread.
9b	• Stop hunger. • Stop revolt. • Bribery in elections. • Keep people on side of Emperor. • At times of starvation	[1]	

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
10	Candidates should identify foods available for a dinner party from the sources. Expect a range. Source D: • Difficult to source some ingredients, but can still buy oats. • The ingredients still quite cheap today so may be affordable. Source E • Not helpful: some ingredients are expensive to source today such as oysters. • Today we do not eat magpie or pig fungi. • Not helpful: We do not discriminate today and at a modern reconstruction this may not be considered fair. Source F • Helpful: can see the shape and size of the bread and copy this. • Helpful: may have similar vessels in our houses today. • Can source grapes and apples. Other sources from the OCR booklet may be drawn from Seneca (28): sausages and pies can be produced today. Foods mentioned by Columella (8) such as olives can also be sourced. Quantities can be worked out from the Edict of Diocletian (38a). Candidates may have seen food discovered at Pompeii and Herculaneum. Rooms may have been seen or studied from images.	[12]	• Answers should be marked using the 12 mark specification grid • Candidates should assess the helpfulness of the sources for Level 4 • Maximum Level 2 for knowledge responses only. • 12 points are not necessary for full marks	10-12 6-9 3-5 0-2

Marking grid for 6-mark questions

Level	Mark ranges	Characteristics of performance
		• Engagement with the question. • Selection and use of evidence from sources; • Understanding of sources and their limitations.
4	5-6	• 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	• Some engagement with the question; • A range of relevant evidence from sources, with some interpretation; • Some understanding of sources and their limitations;
2	2	• 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	• 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
		• 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	• 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	• 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	• 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.

Level	Mark ranges	Characteristics of performance
1	0-2	• 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.

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