



Oxford Cambridge and RSA

GCSE

Latin

J282/06: Literature and Culture

General Certificate of Secondary Education

Mark Scheme for June 2022

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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
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 scoris 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 or the scoris messaging system, or by email.
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 a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).














Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **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.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

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: Not applicable in F501
- 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
	Unclear (use rarely, possibly in case of illegibility)
	Benefit of doubt (may be used, but sparingly)
	Cross (use very sparingly, to indicate something to which you are not giving credit)
	Extendable horizontal line (more serious error in translation questions)
	Extendable horizontal wavy line (inconsequential error in translation questions)
	Tick (use as appropriate to show where marks have been awarded or points are being credited in the longer answer)
	Tick plus (A strong point)
	Tick query (An incomplete point)
	Harmful addition
	Repeated or consequential error
	Omission mark (use in translation questions and elsewhere if desired)
	Use on an extra page or in white space to show that candidate material has been seen and considered
	Blank Page: mark any page that is blank

Question	Answer	Mark	Guidance
1	<p>The Romans believed Jupiter was king of the Gods. Name one of his other areas of responsibility</p> <ul style="list-style-type: none"> • Weather (including heavens, earthquakes, sky thunder, lightning)(1) • Hospitality(1) • Oaths/treaties/justice/law 	<p>AO2 1</p>	Any one
2	<p>Why did the Romans offer sacrifices and prayers to Mercury ?</p> <ul style="list-style-type: none"> • God of travellers (1) • God of trade/commerce/gain (1) • God of messages, communication and eloquence (1) • God of trickery/theft(1) • Escort of souls to the Underworld (1) 	<p>AO2 1</p>	Response should be specific to Mercury
3	<p>Why do you think Jupiter and Mercury visited Baucis and Philemon in disguise ?</p> <ul style="list-style-type: none"> • They are gods (1) • Humans cannot look at them in their own form (1) • They need not to be recognised(1) • They need to look like travellers/strangers(1) • to test/judge hospitality (1) • If they appeared as they are then the humans probably <i>would</i> have let them in (1). 	<p>AO3 2</p>	Credit knowledge of Baucis and Philemon story.
4	<p>What do we learn from Source B about the Romans' beliefs about praying to the gods?</p> <p>Use words and phrases from Source B in your answer.</p> <ul style="list-style-type: none"> • Multiple approaches to praying to the gods/ different prayers for different purposes • Sacrifices and prayer 	<p>AO3 6</p>	Expect a range of AO3 developed points

			<ul style="list-style-type: none"> • Procedures for interruptions • Officials must follow set prayers/ had specific duties • Dreadful things happen if the words are not correct • Their ancestors believed in prayers • Some may have doubts (repetition of if) <p>Comment may be made on the effectiveness of prayer</p>		
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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 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Question		Answer	Mark	Guidance
5	(a)	<p>Explain what part of Rome's foundation story is shown in this sculpture.</p> <ul style="list-style-type: none"> • (she)-wolf (1) • babies Romulus and Remus (1) • the wolf rescued the babies (1) • She fed them (1) • Sons of Mars(1) • Faustulus/ shepherd looked after them (1) • Romulus founds Rome (1) 	<p>AO2 4</p>	Any four
5	(b)	<p>Give one advantage of showing Rome's foundation story in the form of a sculpture ?</p> <ul style="list-style-type: none"> • Many people can view it when on display/ accessibility (1) • People could understand the story who could not read (1) • It explains/teaches the story (1) • A statue lasts longer than literature (1) 	<p>AO3 1</p>	
6*		<p>Do you think Livy is a reliable source for the early history of Rome?</p> <p>Give reasons, using Source C and Livy's account of the <i>History of Rome</i> in your answer. [8]</p> <p>Candidates may argue for reliable/unreliable</p> <p><i>AO3: answers may include:</i></p> <ul style="list-style-type: none"> • Livy is promoting the emperor/Augustus/propaganda/bias 	<p>AO2 4 AO3 4</p>	Counter argument not required.

		<ul style="list-style-type: none"> • Livy is emphasising Augustus' divine ancestors • Livy is a primary source/ written in Roman times • Livy exaggerates the story to make it more exciting • Livy/ Romans accepts mythology as fact/Livy does not challenge sources/stories • Livy is sceptical about some stories • The events happened a long time ago and not secure: • Source C corroborates Livy's account • The account is detailed • The account agrees with other writers <p><i>A02: details may include</i></p> <ul style="list-style-type: none"> • Details of the Romulus and Remus story • Details relating to Source C: the feeding of the babies by a wolf • Livy says: Rhea Silvia: Mars, she declared, was their father • the story of Aeneas and Lavinium • Livy says: The Vestal Virgin ... gave birth to twin boys. - perhaps she believed it, perhaps she was merely hoping by the pretence to alleviate her guilt. • Aeneas: Was he man or god? • There is some doubt - and no one can pretend to certainty on something so deeply buried in the mists of time - about who precisely this Ascanius was. • Livy, Virgil and Ovid also part of Augustus promotion 		
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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 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, 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 'Whom do you admire more as a founder of Rome, Aeneas or Romulus?', details drawn from sources identifying that Romulus gave his name to the Romans, would be evidence of **AO2** whilst concluding that this therefore makes him a more influential and therefore admirable founder of Rome, would be evidence of **AO3**.

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	<ul style="list-style-type: none"> • detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations (AO2) • well-argued response to the question which is supported by a range of well-selected examples (AO3) <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	5-6	<ul style="list-style-type: none"> • some knowledge with some interpretations of the ancient sources and some understanding of their limitations (AO2) • a good response to the question which is supported by a range of relevant examples (AO3) <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3-4	<ul style="list-style-type: none"> • limited knowledge with limited interpretations of the ancient sources and limited understanding of their limitations (AO2) • a reasonable response to the question which is supported by a few relevant examples (AO3) <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>
1	1-2	<ul style="list-style-type: none"> • very limited knowledge with very little or no interpretation of the sources or understanding of their limitations (AO2) • a very limited response to the question with very limited reference to the ancient sources (AO3) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit

Question	Answer	Mark	Guidance
7	<p>In what ways do you think this was a suitable mosaic floor for the bath complex at Bath (Aquae Sulis)? Make two points.</p> <ul style="list-style-type: none"> • The sea-horse/hippocamps associated with water/Neptune (1) • Colourful mosaic /attractive decoration (1) • Practical flooring for a bath complex (1) <p>Expect two distinct points</p>	<p>AO2 2</p>	<p>Ancients did not distinguish between salt and freshwater creatures.</p>
8	<p>Give two other impressive features of the bath complex at Bath (Aquae Sulis)?</p> <ul style="list-style-type: none"> • Hot water spring/source (Sources Booklet4.1) • Depth of great bath (1.6m), largest <i>in Britain</i> • Detail from 4.2 shows the great Bath, columns and alcoves • Temple, including Gorgon head pediment • Bronze head/ Statue 	<p>AO2 2</p>	<p>Should be a feature specific to Bath (Aquae Sulis)</p>  <p>Sources Booklet (4.2):</p>
9	<p>To which Roman goddess was Bath (Aquae Sulis) linked?</p> <ul style="list-style-type: none"> • (Sulis) Minerva 	<p>AO2 1</p>	

10		<p>How does Cassius Dio make this account shocking for the Romans?</p> <p>The account says:</p> <ul style="list-style-type: none"> • The large number of casualties/deaths (1) • Size of army(1) • Attitude of <i>Romans</i>: fear/shame of losing to a woman(1) • There was an uprising/ destruction of two cities(1) • Boudicca was woman /clever/ leads an army(1): • Boudicca's appearance(1) • 	AO2 4	<p>Expect a range of points/examples as defined in marking grid</p> <p>Credit comments on use of language:</p> <ul style="list-style-type: none"> • Graphic words/negative words • Adjectives
11		<p>What makes this a vivid account of the Britons' reasons for fighting the Romans?</p> <p>In your answer you should include Tacitus' use of language</p> <ul style="list-style-type: none"> • They used to have their own kings but now they have a legate and procurator. • The army is violent and insults them • They commit outrages against women and children • The Germani managed to be rid of the Romans • They have wives and children to fight for • Negative qualities of the Romans • Britons have valid reasons <p><i>Language:</i></p> <ul style="list-style-type: none"> • Idea of clamped • Heavier burdens • Use of emotive language: rob/kidnap/greed/self-indulgence • Use of we is inclusive • Repetition of nothing for emphasis • Use of Direct speech • Tricolon 	AO3 6	<p>Expect a range of AO3 developed points</p>

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 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

12		<p>From your study of the Romans in Britain, how far do you think the Britons wanted to follow a Roman way of life?</p> <p>In your answer:</p> <ul style="list-style-type: none"> • 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 Roman villas and to Tacitus' account of events in Britain. 	<p>AO2 6 AO3 6</p>	<ul style="list-style-type: none"> • Credit archaeological knowledge of specific sites or details of artefacts. • Credit reference to Source booklet A2.i which shows Roman roads • Credit reference to Fishbourne Roman Villa and Cogidubnus.
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		<p>A02 <i>Sources should have some supporting detail: Sources may include</i></p> <ul style="list-style-type: none"> • Bath (4. i, 4.ii,) • Villas: Lockleys and North Leigh (3.i, ii, iii). • Tacitus' <i>Agricola</i>- extended literature • Columella -extended literature • A1.i shows a fort many of which sprang up across Britain • Vegetius 1.iii <p>Candidates may discuss the artefacts, ways of life and food items introduced by the Romans (apples, cherries, peas etc)</p> <p><i>A03: They wanted to follow a Roman way of life</i></p> <ul style="list-style-type: none"> • Tacitus' <i>Agricola</i> suggests that many Britons embraced the Roman way of life • Loyalty to the Roman way of life would have given the Britons rewards • advantages of villas over roundhouses • Roman farming may have been more efficient/successful • Roman roads boosted trade • Roman Bath helped with health and hygiene <p><i>A03: They did not want to follow a Roman way of life</i></p> <ul style="list-style-type: none"> • They were forced to. • Tacitus' describes the suppression • there was a strong military presence forcing the Britons to follow a Roman way of life • Roads and forts/camps would have been a reminder of military presence 		
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			<ul style="list-style-type: none">• training made a Roman soldier efficient in keeping the provinces under control Expect a counterargument.		
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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 ‘A modern audience cannot understand why the Romans enjoyed gladiator shows.’ How far do you agree with this opinion?, details drawn from sources identifying that gladiators killed animals, would be evidence of **AO2** whilst concluding that this would offend a modern audience due to the increased awareness of and distaste for animal cruelty 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	<ul style="list-style-type: none"> • detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations (AO2) • well-argued response to the question which is supported by a range of well-selected examples (AO3) <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	7-9	<ul style="list-style-type: none"> • some knowledge with some interpretations of the ancient sources and some understanding of their limitations (AO2) • a good response to the question which is supported by a range of relevant examples (AO3) <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	4-6	<ul style="list-style-type: none"> • limited knowledge with limited interpretations of the ancient sources and limited understanding of their limitations (AO2) • a reasonable response to the question which is supported by a few relevant examples (AO3) <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>
1	1-3	<ul style="list-style-type: none"> • very limited knowledge with very little or no interpretation of the sources or understanding of their limitations (AO2) • a very limited response to the question with very limited reference to the ancient sources (AO3) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit

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