



GCSE (9–1)

Latin

J282/06: Literature and Culture

General Certificate of Secondary Education

Mark Scheme for November 2020

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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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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>Apart from Aeneas, give the names of the two other people shown in the sculpture.</p> <p>Answers :</p> <ul style="list-style-type: none"> • Anchises (1) • Ascanius/Iulus (1) | AO2 2 | Accept : His father and his son (1) Must have both for 1 |
| 2 | | | <p>Explain how useful the sculpture is in helping us to understand Aeneas' escape from Troy. Make three points</p> <p>Any three of:</p> <p>Useful:</p> <ul style="list-style-type: none"> • It shows us what the three people may have looked like /Give an idea of the ages of the father/son • It shows us how Aeneas got his family out by carrying his father/ Physical effort of Aeneas • Conveys some emotion of the event / a suggested emotion <p>Not useful:</p> <ul style="list-style-type: none"> • Made too long after the escape from Troy • Bernini interpretation rather than fact | AO2 3 | Any three |
| 3 | | | <p>How did the Romans make sure that people like Magnilla were not forgotten after their death? Suggest two ways.</p> <p>Answer might include:</p> <ul style="list-style-type: none"> • Details from Parentalia (Source Booklet 3.ii): • Situated by the road (Sources 3.1) • Putting up a tombstone/inscription (Source B) | AO2 2 | Accept knowledge of funeral customs |

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

| | | | | |
|---|--|---|-----------------------------------|---|
| 4 | | <p>“The Underworld is a pleasant place.” How far do you think a Roman would have agreed with this opinion? Use Source B and at least one other source in your answer.</p> <p>Answers might include</p> <p>Source B:</p> <ul style="list-style-type: none"> • Explanation and details of the Elysium <p>Other sources:</p> <ul style="list-style-type: none"> • Details from Aeneid 6 in sources booklet of Elysium <p>But</p> <ul style="list-style-type: none"> • Details from Aeneid 6: monsters, disease, Charon, Cerberus • Ovid <i>Fasti</i> (Prescribed source 3.ii) ghosts | <p>AO3</p> <p>6</p> | <p>Both sides of the argument should be considered for the highest level.</p> |
|---|--|---|-----------------------------------|---|

| Question | | | Answer | Mark | Guidance |
|----------|--|--|---|------------------|---------------|
| 5 | | | Explain how someone would know that this is a carving of Vulcan. <ul style="list-style-type: none"> • has a hammer (1) • as he was blacksmith to the gods (1) | AO2 2 | |
| 6 | | | How would someone be able to recognise Apollo and Mercury from a sculpture or painting? <p>Apollo</p> <ul style="list-style-type: none"> • Lyre/harp • Youthful appearance • With a sun/ sun chariot <p>Mercury</p> <ul style="list-style-type: none"> • Wand/Caduceus • Winged hat • Winged shoes | AO2 2 | One from each |

Guidance on applying the marking grids for the 8-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 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

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| 7* | | <p>What were the advantages and disadvantages of a Roman society which worshipped gods and spirits?</p> <p>Use Sources B and C as a starting point and include other sources in your answer.</p> <p>Source B:</p> <ul style="list-style-type: none"> there were still special spirits to be prayed to, to escort the dead and to lead them on their way. This might be a comfort to the bereaved. <p>Source C</p> <ul style="list-style-type: none"> You could relate to individual gods. Blacksmiths would worship Vulcan. <p>Other sources:</p> <ul style="list-style-type: none"> Other depictions of gods, such as those listed in the specification <p>Advantages:</p> <ul style="list-style-type: none"> There was a god for every part of a Roman's life- (expect specific example) If a Roman needed help they could focus on one god alone - such as Juno for childbirth. Lots of opportunities for festivals and ceremonies <p>Disadvantages</p> <ul style="list-style-type: none"> Too many gods to know Fear of displeasing one god if he/she were to be forgotten multiple offerings expensive | <p>AO2 4</p> <p>AO3 4</p> | <ul style="list-style-type: none"> Accept reference to spirits and minor deities. Lararium- Lares and Penates |
| 8* | | <p>Explain why Romans would want to visit a bath complex such as Bath (Aquae Sulis)/ Make four points.</p> <p>Answer might include from the prescribed material:</p> <ul style="list-style-type: none"> Source D is the Great Bath – large and impressive Swim in the pool. | <p>AO2 4</p> | |

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| | | | <p>Candidates may offer details from other baths they have studied.</p> <p>Other reasons from knowledge of Bath</p> <ul style="list-style-type: none"> • Religious links to Minerva • To assist Romanisation with Celts • Heat from hypocaust in cold Britain • Ask Sulis Minerva for curse/help/healing • See the sacred spring <p>“such as” – from other bath complexes</p> <ul style="list-style-type: none"> • Enjoy the experience of several/ various rooms • Make business deals • Smaller complex might be quieter/ more luxurious | | |
|--|--|--|--|--|--|

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 |

| Question | Answer | Mark | Guidance |
|----------|--|---------------------------------|---|
| 9 | <p>How far do you think Tacitus gives the Romans a positive description of Britain? In your answer you should include discussion of Tacitus' use of language.</p> <p>Answers might include:</p> <p>Positive</p> <ul style="list-style-type: none"> • No extreme cold • Productive of crops • Crops grow quickly • Metals - "a reward for victory"- worth the effort • Pearls for jewellery <p>Not positive</p> <ul style="list-style-type: none"> • Climate is foul • Rains a lot • Can't grow olives or grapes • Pearls are not good quality <p>Language</p> <ul style="list-style-type: none"> • Choice of words e.g. foul • Alliteration (e.g. of f) | <p>AO3 6</p> | <p>Both sides of the argument should be considered for the highest level.</p> <p>There should be reference (direct/indirect) to the text.</p> |
| 10 | <p>Suggest three advantages of the Romans' method of road-building in Britain Use source F and one other source in your answer</p> <p>Source F:</p> <ul style="list-style-type: none"> • Straight roads- quick access • Flat slabs- more comfortable • Last a long time- still exist. • Wide enough for soldiers marching | <p>AO2 3</p> | <p>Disadvantages not required One must be from another source (recognisable detail)</p> |

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| | | | <p>Elsewhere:</p> <p>Prescribed booklet has Road map:</p> <ul style="list-style-type: none">• Direct routes to major towns forts• Good roads for trade <p>Other:</p> <ul style="list-style-type: none">• Detail from studying other roads. This should be source based. | | |
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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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|-----|--|--|---|--|
| 11* | | <p>‘The Romans in Britain lived very comfortably in their villas.’ How far do you agree with this statement?</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 references to particular villas you have studied and to Columella’s advice about building villas. <p>Comfortable</p> <ul style="list-style-type: none"> • Built well: stone, rooftiles • Living quarters separate from farm buildings(Columella) • Took advantage of the sun(Columella) • Mosaics • Underfloor heating • Had bath houses (Columella) • Courtyard villa is protected (North Leigh) <p>Not comfortable</p> <ul style="list-style-type: none"> • Britain not like Italy- weather cold in winter • Not all had glass • Early Corridor villas are cold | <p>AO2 6 AO3 6</p> | <p>Credit references to amenities (such as food from farm, water.</p> <p>Credit reference to quality of life</p> <p>Credit knowledge of artefacts and archaeological evidence</p> |
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