

**General Certification of Secondary Education**  
**Latin**  
**Sources for Latin (Foundation Tier)**  
**Specimen Paper**

# F

## A405

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:**

Insert

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate  
Number

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### INSTRUCTIONS TO CANDIDATES

- You should answer this paper only if you have entered for the Foundation Tier.
- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **50**.

This document consists of **8** printed pages and an insert.

Answer all the questions.

- You will need to use your knowledge of the topic to understand and evaluate the sources in the Insert.
- Use the specific sources indicated, but you can also refer to any of the other sources in the Insert or any other sources you have studied, if they are relevant.

Questions 1, 2, 3, 4, 5 and 6 refer to sources A, B and C in the Insert.

1 Source A and source B.

(a) What was Y for?

Put a tick (✓) in the correct box.

- A It was put up to honour the Emperor.
- B It stopped charioteers running into each other.
- C Chariots had to drive round it to go down the other side of the course.
- D It marked the end of the race.

[1]

(b) Explain your answer referring to source A and/or source B.

.....  
 ..... [1]

2 Source A and source B.

How might charioteer X in the picture have got in front? Suggest **two** ways.

.....  
 .....  
 .....  
 ..... [2]

3 In source A, what details of chariot-racing are also mentioned in source B? Give **three**.

.....  
 .....  
 ..... [3]

4 Source C.

How might the charioteer Scopus have died? Suggest **two** ways.

.....  
 .....  
 .....  
 ..... [2]

5 Source A, source B and source C.

Why did people find charioteers glamorous? Make **three** points.

.....  
.....  
.....  
.....[3]

6 You want to describe a day at the Circus Maximus to people who know nothing about it.

(a) How useful are these sources for explaining what happened at the Circus Maximus? Refer to the sources in your answer.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....[6]

(b) How far do the sources explain why the Circus was so popular? Refer to the sources in your answer.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....[6]

**Questions 7, 8, 9 and 10 refer to sources D, E and F in the Insert.**

7 Source D and source E.

(a) How does the writer of source D make his readers see wool-making as a virtue? Make **three** points.

.....  
.....  
.....[3]

[Turn over

(b) Why might Augustus have worn clothes that the women in his household did **not** make? Make **two** points.

.....  
.....  
.....[2]

8 Study the statue and its inscription in source F.

(a) Eumachia was a priestess (*sacerdos*) and patron of the Guild of Clothworkers (*fullones*) in Pompeii. Who set up this statue?

Put a tick (✓) in the correct box.

- A Eumachia herself
- B Another priest
- C The clothworkers
- D Her husband

[1]

(b) Eumachia gave a large building to the Guild of Clothworkers. Say what the gift of the building and this statue tell us about:

(i) Eumachia? Make **two** points.

.....  
.....  
.....[2]

(ii) the Guild of Clothworkers? Make **two** points.

.....  
.....  
.....[2]

9 Source D and source F.

Read the epitaph in source D. Now write an epitaph for Eumachia in the same style. You should mention the personal qualities she might have had and what she did in her life. Make **four** points.

.....  
.....  
.....  
.....  
.....[4]



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**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**General Certificate of Secondary Education**

**LATIN**

**A405**

Unit A405: Sources for Latin (Foundation Tier)

**Specimen Mark Scheme**

The maximum mark for this paper is **50**.

This document consists of **8** printed pages.

Question Number	Answer	Max Mark
1(a)	<p><b>What was Y for?</b> C - Chariots had to drive round it to go down the other side of the course.</p>	[1]
(b)	<p><b>Explain your answer referring to source A and/or source B.</b> One precise reference to picture or text: the picture shows two charioteers, one approaching the turn and the other just round it; Ovid refers to it as he imagines being a charioteer and when the girl's favourite takes the turn too wide.</p>	[1]
2	<p><b>How might charioteer X in the picture have got in front? Suggest two ways.</b> He might have overtaken on the straight part of the course; he might have overtaken on the inside or taken the turn more closely than the charioteer behind (as in Ovid). Any <b>two</b>.</p>	[2]
3	<p><b>In source A, what details of chariot-racing are also mentioned in source B? Give three.</b> Any <b>three</b> details: the turning post; the charioteer bending over the horses; use of reins; use of whip.</p>	[3]
4	<p><b>How might the charioteer Scopus have died? Suggest two ways.</b> Any <b>two</b> possibilities: he might have crashed into the turning-post or another chariot; he might have fallen from his chariot; he might have died at the hands of a rival.</p>	[2]
5	<p><b>Why did people find charioteers glamorous? Make three points.</b> Any <b>three</b> points: excitement of sport; focus of entertainment/rivalry; chariot-racing appealed to wide range of people so charioteers had large following; youth and skills of charioteers.</p>	[3]
6(a)	<p><b>You want to describe a day at the Circus Maximus to people who know nothing about it.</b> <b>How useful are these sources for explaining what happened at the Circus Maximus? Refer to the sources in your answer.</b> Answers should be marked using the 6-mark marking grid. Candidates might include the following points or any other reasonable points substantiated by the sources and should say which source their points are derived from:</p>	[6]

Question Number	Answer	Max Mark
<p><b>6(a)</b> <b>Cont'd</b></p>	<p>Source A</p> <ul style="list-style-type: none"> <li>• shows chariots racing with horses;</li> <li>• turning-posts indicate race was run in laps and skill needed to get round;</li> <li>• shows some detail of charioteer's dress and equipment.</li> </ul> <p>Source B</p> <ul style="list-style-type: none"> <li>• horseracing with chariots;</li> <li>• also social occasion for men and women;</li> <li>• chariots start from gates;</li> <li>• colours worn by charioteers;</li> <li>• dangers at turning-posts and skill needed;</li> <li>• possibility of replay;</li> <li>• large crowds, smartly dresses (togas).</li> </ul> <p>Source C</p> <ul style="list-style-type: none"> <li>• charioteers cheered on as celebrities;</li> <li>• early age at death indicates dangers of Circus.</li> </ul> <p>All sources</p> <ul style="list-style-type: none"> <li>• excitement of event;</li> <li>• competitiveness.</li> </ul> <p>Answers in the form of a guide book, letter, invitation or other emphatic format should be credited for factual content/understanding and evaluation provided points from the list above are included. Marks should not be given for creative writing alone.</p> <p>Evaluation might include:</p> <ul style="list-style-type: none"> <li>• appreciation of differences between text and pictures;</li> <li>• examples of distortion/bias/assessment of what the sources do not tell us.</li> </ul>	
<p><b>(b)</b></p>	<p><b>How far do the sources explain why the Circus was so popular? Refer to the sources in your answer.</b></p> <p>Answers should be marked using the 6-mark marking grid.</p> <p>Candidates might include the following points or any other reasonable points substantiated by the sources and should say which source their points are derived from:</p> <p>Source A</p> <ul style="list-style-type: none"> <li>• conveys speed and excitement of spectacle;</li> <li>• but does not show size of Circus, numbers of spectators or their reactions.</li> </ul> <p>Source B</p> <ul style="list-style-type: none"> <li>• indicates popularity of occasion both as an event and opportunity for socialising;</li> <li>• large crowd: spectators have to squash together;</li> <li>• conveys unpredictability of outcome which adds to excitement;</li> <li>• demonstrates skill of charioteers which would have increased enjoyment;</li> <li>• but Ovid is not there just for the race and may have exaggerated excitement and strong feelings of crowd.</li> </ul>	<p><b>[6]</b></p>

Question Number	Answer	Max Mark
<p><b>6(b)</b> <b>Cont'd</b></p>	<p>Source C</p> <ul style="list-style-type: none"> <li>• use of words 'famous', 'idol', 'cheering', 'applause', 'doting' all indicate popularity;</li> <li>• 'jealousy' even of Fate poetic way of conveying rivalry among charioteers;</li> <li>• but more about personal popularity of this charioteer than about popularity of Circus as a whole;</li> <li>• might be exaggerated as it is an epitaph.</li> </ul>	
<p><b>7(a)</b></p> <p><b>(b)</b></p>	<p><b>How does the writer of source A make his readers see wool-making as a virtue? Make three points.</b></p> <p>Candidates might include: reference to cloth-making as the role of a good wife/daughter, granddaughter; cloth-making mentioned in context of other virtues in epitaph and in other similar inscriptions; cloth-making as being virtuous because old-fashioned; as a sign of a good/traditional upbringing. Some candidates might mention that epitaph is idealised/it could also be done by women who did not have these virtues. Any <b>three</b>.</p> <p><b>Why might Augustus have worn clothes that the women in his household did not make? Make two points.</b></p> <p>Candidates might include: clothes for grand occasions might have been too complicated to produce at home; the women in the household were not sufficiently practised if it was unusual for women of their rank to spin at all (evidence might include Suetonius' surprise at the women spinning at all); Augustus more concerned that the women should spin than that he should wear homespun. Any <b>two</b>.</p>	<p>[3]</p> <p>[2]</p>
<p><b>8(a)</b></p> <p><b>(b)</b></p>	<p><b>Eumachia was a priestess (<i>sacerdos</i>) and patron of the Guild of Clothworkers (<i>fullones</i>) in Pompeii. Who set up this statue?</b></p> <p>C - The clothmakers</p> <p><b>Eumachia gave a large building to the Guild of Clothworkers. Say what the gift of the building and this statue tell us about:</b></p> <p><b>(i) Eumachia? Make two points.</b></p> <p>Eumachia: gift of building tells us she was wealthy; she was a prominent citizen; inscription tells us she was a priestess; statue indicates she was popular. Any <b>two</b> points.</p> <p><b>(ii) the Guild of Clothworkers? Make two points.</b></p> <p>Guild of Clothworkers: size of building shows there were many members of the Guild/many clothworkers in Pompeii; statue suggests Guild was well off; statue indicates clothworkers' respect for Eumachia. Any <b>two</b> points.</p>	<p>[1]</p> <p>[2]</p> <p>[2]</p>

Question Number	Answer	Max Mark
9	<p><b>Read the epitaph in source D. Now write an epitaph for Eumachia in the same style. You should mention the personal qualities she might have had and what she did in her life. Make four points.</b></p> <p>Candidates might begin 'Here lies...'. They might include the following points: priestess; patron of Clothworkers' Guild; devoted wife/mother; worked hard; devoted to gods; generous to the townspeople.</p> <p>Any four of these or any other reasonable points. No marks for reproducing Source A with the name changed.</p>	[4]
10	<p><b>'The sources tell us more about what people thought about women than about women themselves.'</b></p> <p><b>How far do you agree with this statement?</b></p> <p>Answers should be marked using the 12-mark marking grid.</p> <p>This is an indicative mark scheme and marks should be awarded for any reasonable points that are substantiated from the sources.</p> <p>Candidates might include:</p> <ul style="list-style-type: none"> <li>• points about authors of the sources being men expressing their views; almost total absence of evidence left by women themselves;</li> <li>• references to women in sources used to make statements about domestic virtues, motherhood, politics (Augustus' return to old-fashioned values), economy (Amymone);</li> <li>• move to mass production of cloth not necessarily due to women's vanity.</li> </ul> <p>Candidates might also include:</p> <ul style="list-style-type: none"> <li>• sources do give facts about women's everyday life, marriage, information about their work (slaves as well as free women);</li> <li>• many portraits of women seem genuine (e.g. Pliny).</li> </ul> <p>Higher marks should be awarded for:</p> <ul style="list-style-type: none"> <li>• balanced answer;</li> <li>• reference to variety of sources to support argument;</li> <li>• showing awareness of bias and limitations of sources as well as information given in sources.</li> </ul> <p>Lower marks should be given where:</p> <ul style="list-style-type: none"> <li>• there is little attempt to address incompleteness of sources/bias;</li> <li>• there are few references to sources and not used to support argument;</li> <li>• there is little attempt to evaluate factual information provided by sources.</li> </ul>	[12]
<b>Paper Total</b>		<b>[50]</b>

### 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>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO2</b>	<b>Total</b>
<b>1-10</b>	<b>50</b>	<b>50</b>
<b>Total</b>	<b>50</b>	<b>50</b>