

GCSE (9–1) Latin J282/06 Literature and Culture Sample Question Paper

Version 1.1

Date – Morning/Afternoon

Time allowed: 1 hour



You must have:

- the Insert



First name											
Last name											
Centre number							Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

Answer **all** the questions.

1 Name the dog shown in Source A.

..... [1]

2 In what way was this dog associated with the Underworld?

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

3 What sort of people were able to cross the River Styx **and** how did they do it?

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

4 In what ways is Virgil's description of the Underworld frightening? Make **two** points.

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

7 Name a writer of Roman comedies.

..... [1]

8 Identify **two** types of character found in Roman comedies.

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- [2]

9 Read Source D.

How was a theatre designed so that everybody could enjoy watching a play?

Describe **three** ways: **one** from Source D and **two** from elsewhere.

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

10 Describe the armour of a *murmillo*.

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

...day June 20XX – Morning/Afternoon

GCSE (9-1) Latin

J282/06 Literature and Culture

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50



MARK SCHEME

Question	Answer	Marks	Guidance
1	Cerberus	AO2 1	Accept Cerberos / Kerberus / Kerberos
2	Answers may include: He was a guard dog/sentry (1) Guarded the entrance (1) He lived in a cave in the Underworld (1).	AO2 1	
3	Answers may include: Person must have been buried/bones laid to rest / the dead (1) Crossed by boat/sailed across (1) Ferryman / Charon (1) Selected by Charon (1) Can wait one hundred years (1) In a boat the colour of burnt iron (1).	AO2 3	At least one point from each part of the question.
4	Two from: <ul style="list-style-type: none"> • specific monsters (1) • diseases (1) • details of the description of Tartarus (1) 	AO2 2	

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>

Guidance on applying the grids

A Level 4 response would **typically** include four or more strong points each supported by an accurate reference to a source. May contain additional underdeveloped points. Where appropriate to the question set, a good understanding of limitations of the ancient sources.

A Level 3 response would **typically** include two to four strong points each supported by an accurate reference to a source. May contain additional underdeveloped points. Where appropriate to the question set, some understanding of the limitations of the ancient sources.

A Level 2 response would **typically** include one to three strong points each supported by an accurate reference to a source and/or a range of underdeveloped points that demonstrate some engagement with the question. Where appropriate to the question set, limited understanding of the limitations of the ancient sources.

A Level 1 response would **typically** show a small number of underdeveloped points. Where appropriate to the question set, very little or no interpretation of the ancient sources.

0 = No response or no response worthy of credit.

Strong point (tick):

- (i) a valid and well-understood reference to a source (AO2) or detailed knowledge of bathing process; **with**
- (ii) full explanation of its importance and how it answers the question (AO3).

Underdeveloped point (caret):

- (i) an example that is relevant but is not well-understood; or
- (ii) the explanation is not fully developed, or lacking focus.

Question	Indicative content	Marks	Guidance
5*	<p><i>Whom do you admire more as a founder of Rome, Aeneas or Romulus?</i></p> <p>Assess against criteria in the 8-mark grid (see above).</p> <p><i>Possible arguments may include (AO3):</i></p> <p>Candidates may argue in favour of Romulus or Aeneas.</p> <p>Candidates may argue that Romulus overcame greater hardship than Aeneas, and that his impact on the foundation of Rome was far more immediate and tangible (he gave it its name and was the <i>actual</i> founder as opposed to simply founding the line which gave rise to the founder).</p> <p>Aeneas might be argued to be more admirable for his piety and determination in coping with the destruction of Troy and the leading of the Trojans to Italy. It may also be argued that founding the Roman way of life, as opposed to the physical city, is more admirable as it shows a greater level of influence.</p> <p>Some candidates might argue that they are equally admirable, or that neither is admirable. All approaches should be credited if they are clearly explained and supported.</p> <p><i>Possible supporting evidence from sources (AO2):</i></p> <p>Expect support from sources in the prescribed booklet or insert (example references given below in brackets). Credit other relevant sources also.</p> <p>From the insert: Aeneas</p> <ul style="list-style-type: none"> • He crushed fierce tribes (Source B) • Established a way of life. (Source B) 	<p>8 made up of</p> <p>AO2 = 4 & AO3 = 4</p>	<p>Any other accurate points will be credited in line with the marking grids.</p> <p>An AO2 heavy response may focus on details from the ancient sources but not draw many valid conclusions. This will limit the level at which this work can be rewarded at, as detailed in the ‘Guidance on applying the marking grids’ section above.</p> <p>Explanation of references to sources: (B.1.v) reference to prescribed sources booklet: B – Topic B (Entertainment) 1 – Section 1 (The Amphitheatre) v – Source v (A venator)</p>

	<p>Romulus</p> <ul style="list-style-type: none">• builds walls (Source B)• gave the name of the Romans. (Source B) <p>From prescribed sources booklet:</p> <p>Aeneas</p> <ul style="list-style-type: none">• Left his home (C.4.i; C.4.ii)• Had help of gods / was son of a god (C.4.i)• Goes to underworld (C.4.iv)• Establishes the Latins (C.4.vi)• But did not live long enough to achieve much in comparison with Romulus, dying in battle against the Etruscans (C.4.vi) <p>Elsewhere:</p> <ul style="list-style-type: none">• Had hard upbringing/wolf (C.4.iii)• Attacked robbers (C.4.vi)• Hard working (C.4.vi)• Clever planner / strategist (C.4.vi)		
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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

Guidance on applying the grids
A Level 4 response would typically include at least three strong points. May contain additional underdeveloped points.
A Level 3 response would typically include at least two strong points, or one strong point and a range of underdeveloped points, or a range of underdeveloped points only.
A Level 2 response would typically include at least one strong point, or at least two underdeveloped points.
A Level 1 response would typically include at least one relevant observation or one weak point only.

0 = No response or no response worthy of credit.

Strong point (tick):

- (i) a valid and well-understood reference to the source; **with**
- (ii) full explanation of its importance and how it answers the question.

Underdeveloped point (caret):

- (i) an example that is relevant but is not well-understood or
- (ii) the explanation is not fully developed, or lacking focus.

Question	Answer	Marks	Guidance
6	<p>Assess against criteria in the 6-mark AO3 grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Ovid uses the imperative – put these in a jar... • He tells people there is not a great expense – small gifts • He encourages people to do as their hero Aeneas did • He uses the word pious – admired by the Romans • He appeals to sense of fear • Refers to gruesome events – uttered groans, howled, ugly spirits • He refers to omens and prodigies • He suggests that if Parental Days are ignored the same omens may appear 	<p>AO3 6</p>	<p>6 points are not necessary for full marks</p> <p>Expect references to language / literary techniques. Some credit for what Ovid says.</p> <p>There must be some for consideration of “how” for the highest level. Credit for correct literary terms.</p>

Question	Answer	Marks	Guidance
7	Plautus	AO2 1	Any other Roman writer of comedies will be credited.
8	Miser (1) Parasite (1) Slave (1) Old man (1).	AO2 2	
9	From Source D: <ul style="list-style-type: none"> • Scenery + detail (1) • Variety in scenery (1) Other answers may include: <ul style="list-style-type: none"> • Tiered seating – good view (1) • Scenery (1) • Semi-circular form enhances acoustics (1) • Large- theatre in Pompeii held most of the citizens (1) • Awning for shade (1) • Cooling system (1) • Seating for senators/equites and ordinary so all could attend (1) • Stage was raised, deep and long for a clear view (1). 	AO2 3	
10	Answers may include: <ul style="list-style-type: none"> • Helmet with grill (1) • Heavy armour (1) • Scaled arm guard / <i>manica</i> (1) • Shin guards (1) • Leather belt with decorations (1). 	AO2 2	Helmet in booklet

11	Answers may include <ul style="list-style-type: none">• He does not understand why – what did she see in him (1)• He thinks the gladiator is ugly – sore, discharge, growth (1)• She only loves him because he is young (1)• She abandoned her sister, children, husband and country - something a woman would not normally do (1)• He thinks the affair is a scandal (1)• He is amazed that she puts up with the disgrace of being called a “gladiator’s mistress” (1)• He thinks she likes him only for what he does – it’s the steel they love (1)• He says she will not love him when he’s retired as she will realise he looks like one of Domitian’s informers (1).	AO3 3	
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Guidance on applying the marking grids for the 6-mark 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

Guidance on applying the grids

A Level 4 response would **typically** include at least three strong points. May contain additional underdeveloped points.

A Level 3 response would **typically** include at least two strong points, or one strong point and a range of underdeveloped points, or a range of underdeveloped points only.

A Level 2 response would **typically** include at least one strong point, or at least two underdeveloped points.

A Level 1 response would **typically** include at least one relevant observation or one weak point only.

0 = No response or no response worthy of credit.

Strong point (tick):

- (i) a valid and well-understood reference to the source; **with**
- (ii) full explanation of its importance and how it answers the question.

Underdeveloped point (caret):

- (i) an example that is relevant but is not well-understood or
- (ii) the explanation is not fully developed, or lacking focus.

Question	Answer	Marks	Guidance
12	<p>Assess against criteria in the 6-mark AO3 grid (see above).</p> <p>Answers may include: Look same:</p> <ul style="list-style-type: none"> • Same shape; • Tiered seating; • Smooth side to arena; <p>However, the amphitheatre at Pompeii looks quite simple. The Colosseum is much more complex:</p> <ul style="list-style-type: none"> • Colosseum is larger; more tiers • Below arena for holding animals and gladiators; • Inner gangways. <p>Candidates may conclude from the images that overall amphitheatres were the same.</p>	<p>AO3 6</p>	<p>Must include reference to both images shown in the source.</p> <p>There must be a counter argument for the top level.</p>

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>

Guidance on applying the grids

A Level 4 response **typically** includes five or more strong points each supported by a valid and well understood reference to a source or example.
May contain additional underdeveloped points.
Must include some references to material not printed on the paper.

A Level 3 response **typically** includes three to five strong points, each supported by an accurate reference to a source or example.
May contain additional underdeveloped points.

A Level 2 response **typically** includes one to three strong points, each supported by an accurate reference to a source or example, and/or a range of underdeveloped points that demonstrate some engagement with the question.
May contain additional underdeveloped points.

A Level 1 response **typically** includes at least two underdeveloped points.

0 = No response or no response worthy of credit.

Strong point (tick):

- (i) a valid and well-understood reference to a source or relevant example (AO2); **with**
- (ii) full explanation of how the response addresses the question, including selecting relevant examples from the ancient sources they have studied (which can include reference to material not printed on the paper); **and**
- (iii) drawing and expressing conclusions based on the selected examples in relation to the question posed (AO3).

Underdeveloped point (caret):

- (i) an example that is relevant but is not well-understood; and/or
- (ii) the explanation is not fully developed, or lacking focus.

Question	Indicative content	Marks	Guidance
13*	<p>‘A modern audience cannot understand why the Romans enjoyed gladiator shows.’ Using sources you have studied, explain how far you agree with this opinion.</p> <p>Assess against criteria in the 12-mark grid (see above).</p> <p><i>Possible arguments may include (AO3):</i></p> <p>Candidates may agree or not with this statement.</p> <p>Candidates may argue that a modern audience is less accustomed to, and tolerant of, violence and cruelty and therefore would be unable to understand the appeal of a gladiator show. They may make reference to a greater emphasis on the importance of human life, distaste for animal cruelty etc.</p> <p>However, they may also point to the modern obsession with celebrity to explain why a modern person may understand the enjoyment of a gladiator show. They may also mention the popularity of violent video games, films, TV shows and other media which show that modern audiences are not as squeamish as one might think.</p> <p>Comparison with the modern world should, therefore, be assessed in relation to AO3, as this will be used to explain a line of argument regarding the views of the modern world.</p> <p>Expect a counter argument for higher levels of AO3</p> <p><i>Possible supporting evidence from sources (AO2):</i></p> <p>Expect support from sources in the prescribed booklet or insert (example references given below in brackets). Credit other relevant sources also.</p>	<p>12 made up of</p> <p>AO2 = 6 & AO3 = 6</p>	<p>12 different points are not required provided that detail is given from the sources.</p> <p>For higher levels candidates should offer detail from specific sources.</p> <p>Excessive discussions of modern entertainment should not form the main focus of the argument.</p> <p>An AO2 heavy response may focus on details from the ancient sources but not draw many valid conclusions. This will limit the level at which this work can be rewarded at, as detailed in the ‘Guidance on applying the marking grids’ section above.</p> <p>Explanation of references to sources: (B.1.v) reference to prescribed sources booklet: B – Topic B (Entertainment) 1 – Section 1 (The Amphitheatre) v – Source v (A venator)</p>

	<p>From the insert:</p> <ul style="list-style-type: none">• Source F shows an amphitheatre building where gladiators fought; the Romans built special buildings for these shows suggesting importance.• Source E shows that gladiators were popular and had fans <p>From the prescribed sources booklet:</p> <ul style="list-style-type: none">• Special armour was designed to do damage (B.1.iv; B.1.v)• Gladiators also killed animals (B.1.v)• Images were made of gladiators just as images are made of celebrities. (B.1.v)• Gladiators were celebrated and their victories commemorated (B.1.iii)		
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Assessment Objectives Grid

Question	Distribution of marks for each Assessment Objective		
	AO1	AO2	AO3
1	–	1	–
2	–	1	–
3	–	3	–
4	–	2	–
5*	–	4	4
6	–	–	6
7	–	1	–
8	–	2	–
9	–	3	–
10	–	2	–
11	–	–	3
12	–	–	6
13*	–	6	6
Total	–	25	25

Summary of updates

Date	Version	Change
June 2025	1.1	Examiner guidance for levels of response questions added into mark scheme.