



WJEC Level 1 Certificates in:

**Latin Language and Roman Civilisation
(9510/01)**

**Latin Language
(9510/02)**

Specimen Assessment Materials

**For Teaching from 2009
For Award from 2011**

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Candidate Name	Centre Number					Candidate Number				
						0				



PATHWAYS

LATIN LANGUAGE AND LATIN LANGUAGE & ROMAN CIVILISATION

LEVEL 1 - UNIT 9511 (CORE LATIN LANGUAGE)

SPECIMEN PAPER

1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The total mark available for this paper is 100

The marks in brackets give you an indication of the time you should spend on each question or part-question.

Level 1 Latin Language and Latin Language & Roman Civilisation: Unit 9511 – Specimen Paper

Read the following story and then answer the questions. Answer in English unless you are asked to give Latin words.

Morus, a slave, is punished for cheating his master.

1 Morus erat servus. dominus Mori erat Varus. Varus Morum saepe
2 verberabat, quod servus non diligenter laborabat. Varus multos alios
3 servos habebat, qui diligentiores erant quam Morus. olim Varus
4 senatorem illustrem ad cenam exspectabat. prima luce omnes servos in
5 atrium convenire iussit. Varus servis dixit, 'hodie necesse est vobis
6 diligentissime laborare; nam ego virum potentissimum ad cenam invitavi.
7 More, mecum veni; ceteri, villam parate.'

8 Varus Morum e villa duxit et multam pecuniam ei dedit. 'primum,' inquit
9 Varus, 'ad tabernas festina. pavonem quaere; deinde huc celeriter redi.'

10 ubi Varus in villam rediit, Morus ad tabernas non festinavit, quod
11 defessus erat. ad thermopolium, quod prope villam erat, iit. ibi multum
12 vinum bibit. tandem e thermopolio discessit et ad tabernam ambulavit.
13 ecce! in taberna erat pavo magnificus, sed Morus iam non satis pecuniae
14 habebat. pavonem emere non potuit. tabernarius autem parvam gallinam
15 habebat. simulac Morus hanc emit, ad villam celeriter rediit. coquo
16 gallinam dedit.

17 nona hora Varus hospites in villam accepit. omnes laetissimi erant,
18 quod senator illustis aderat. simulac coquus signum dedit, Varus,
19 bracchium senatoris tenens, eum in triclinium duxit. ceteri quoque
20 intraverunt. mox omnes accubuerant. postquam hospites gustationem
21 consumpserunt, coquus intravit, ferculum portans, in quo iacebat parva
22 gallina. Varus, ubi gallinam vidit, iratissimus erat. 'quid est hoc?' inquit.
23 'ubi est pavo?'

24 coquus perterritus respondit: 'ego nullum pavonem vidi: Morus mihi
25 hanc gallinam dedit; hanc igitur coxi. nonne tibi placet?'
26 'mihi non placet. iste Morus poenas dare debet.'

27 coquus magnam partem gallinae senatori dedit, ceteris hospitibus
28 minimas partes; Varo ipsi erat nihil.
postridie Varus Morum carnificibus tradidit.

Names

<i>Morus, -i m.</i>	Morus
<i>Varus, -i m.</i>	Varus

Words

<i>accubo, accubere, accubui</i>	lie down to eat	<i>illustris, illustre</i>	famous
<i>adsum, adesse, adfui</i>	be there	<i>invito, invitare, invitavi</i>	invite
<i>atrium, -i n.</i>	atrium	<i>ipse</i>	himself
<i>autem</i>	but	<i>iste</i>	that
<i>bibo, bibere, bibi</i>	drink	<i>iubeo, iubere, iussi</i>	order
<i>bracchium, -i n.</i>	arm	<i>lux, lucis f.</i>	light
<i>carnifex, carnificis m.</i>	executioner	<i>magnificus, -a, -um</i>	magnificent
<i>celeriter</i>	quickly	<i>mecum</i>	with me
<i>ceteri, ceterorum</i>	the rest, others	<i>necesse</i>	necessary
<i>convenio, convenire, conveni</i>	assemble	<i>nonus, -a, -um</i>	ninth
<i>coquo, coquere, coxi</i>	cook	<i>nona hora</i>	at the ninth hour
<i>coquus, -i m.</i>	cook	<i>pavo, pavonis m.</i>	peacock
<i>defessus, -a, -um</i>	tired	<i>placeo, placere, placui</i>	please
<i>diligens, diligentis</i>	careful	<i>poena, -ae f.</i>	punishment, penalty
<i>diligenter</i>	carefully	<i>poenas dare</i>	pay the penalty
<i>ecce!</i>	look!	<i>postridie</i>	the next day
<i>emo, emere, emi</i>	buy	<i>potens, potentis</i>	powerful
<i>ferculum, -i n.</i>	dish	<i>prima luce</i>	at first light, at dawn
<i>gallina, -ae f.</i>	hen, chicken	<i>satis</i>	enough
<i>gustatio, gustationis f.</i>	starter (first dish of a meal)	<i>senator, -is m.</i>	senator
<i>hora, -ae f.</i>	hour	<i>signum, -i n.</i>	sign
<i>hospes, hospitis m.</i>	guest	<i>tabernarius, -i m.</i>	shopkeeper
<i>huc</i>	(to) here	<i>thermopolium, -i n.</i>	wine bar
<i>iaceo, iacere, iacui</i>	lie	<i>triclinium, -i n.</i>	dining room
<i>ibi</i>	there	<i>verbero, verberare,</i>	beat
<i>igitur</i>	therefore	<i>verberavi</i>	
		<i>villa, -ae f.</i>	villa, house
		<i>vinum, -i n.</i>	wine

1. Which is the correct translation of *Morus erat servus* (line 1)? Tick the box alongside your chosen answer. [1]

- (A) Morus is a slave
- (B) Morus was a slave
- (C) Morus has been a slave
- (D) Morus had been a slave

2. Who was Varus (line 1)? [1]

.....

3. *Varus ... laborabat* (lines 1-2):

(i) how did Varus treat Morus? [2]

.....

(ii) why did he treat him in this way? [2]

.....

4. *Varus ... Morus* (lines 2-3): which **three** of the following statements are true? Write your answers in the boxes underneath. [3]

- A Varus had many slaves
- B Morus was one of many slaves
- C many others had slaves
- D Morus worked harder than the other slaves
- E the other slaves worked harder than Morus
- F Varus worked hard

5. From line 4, write down and translate the **two** Latin words that identify Varus' dinner guest. [4]

.....

6. *prima ... iussit* (lines 4-5):
- (i) what did Varus do? [5]
.....
- (ii) at what time of day did he do this? [1]
.....
7. Translate *hodie necesse est vobis diligentissime laborare* (lines 5-6). [6]
.....
.....
8. From line 6, write down and translate the **two** Latin words that describe the same person as *senatorem illustrem* (line 4). [4]
.....
9. *More ... parate* (line 7):
- (i) what did Varus tell Morus to do? [2]
.....
- (ii) what did he tell the other slaves to do? [2]
.....
10. In line 8, what did Varus give to Morus? [2]
.....
11. *primum ... redi* (lines 8-9): what **three** instructions did Varus give to Morus? [3 x 2]
(i).....
(ii).....
(iii).....
12. In lines 10-11, why did Morus not obey his instructions? [1]
.....
13. *thermopolium* (line 11): what information is given about this bar? [2]
.....

14. *tandem e thermopolio discessit et ad tabernam ambulavit* (line 12): look at the following statements based on these words:

- (i) he left the bar however
- (ii) he walked
- (iii) at last he left the bar
- (iv) he walked to the bar
- (v) he visited a shop
- (vi) he left the shop.

Which **three** of the above statements are true? Tick the box alongside the combination you think is correct. [1]

- A (i), (ii) and (v)
- B (ii), (iii) and (v)
- C (iii), (iv) and (v)
- D (iv), (v) and (vi)

15. *ecce ... non potuit* (lines 13-14):

(i) what did Morus see in the shop? [2]

.....

(ii) what problem did he have? [2]

.....

(iii) why do you think he had this problem? [1]

.....

16. *hanc* (line 15): to which of the following does this word refer? Tick the box alongside your choice. [1]

- A *pavonem*
- B *pecuniam*
- C *gallinam*
- D *villam*

17. Translate *simulac Morus hanc emit, ad villam celeriter rediit. coquo gallinam dedit.* (lines 15-16) [10]

.....

.....

.....

18. *nona hora ... accepit* (line 17): what did Varus do at the ninth hour? [3]

.....

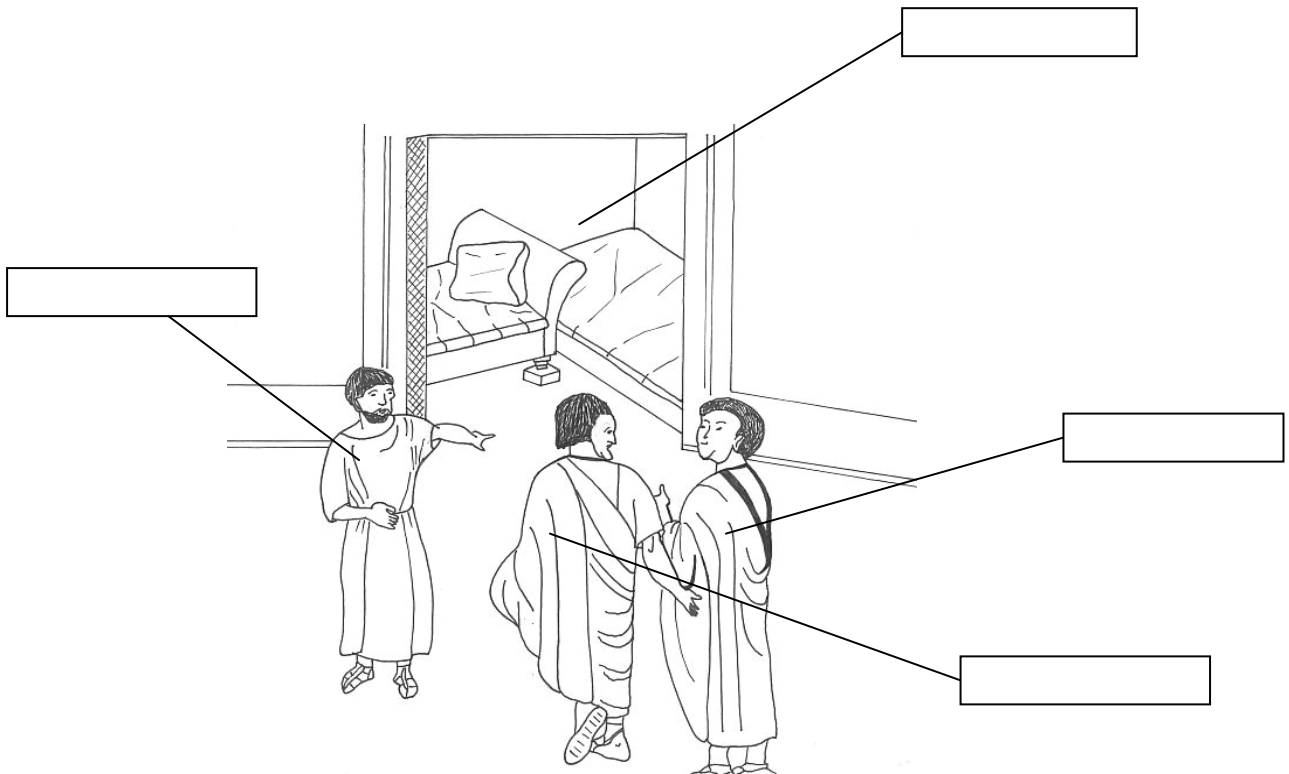
19. (i) From line 17, write down and translate the Latin word that describes how the guests felt. [3]

.....

(ii) Why did they feel this way (line 18)? [3]

.....

20. *simulac coquus signum dedit, Varus, brachium senatoris tenens, eum in triclinium duxit. ceteri quoque intraverunt* (lines 18-19): the picture below shows this episode of the story. Write the correct Latin word, from this sentence, in each box. [4]



21. *mox omnes accubuerant* (line 20): which of the following is the correct translation?
Tick the box alongside the one you think is correct. [1]

- | | | |
|---|--|--------------------------|
| A | it was the custom for everyone to lie down | <input type="checkbox"/> |
| B | soon everyone lay down | <input type="checkbox"/> |
| C | soon everyone had lain down | <input type="checkbox"/> |
| D | soon everyone is lying down | <input type="checkbox"/> |

22. Translate *postquam hospites gustationem consumpserunt, coquus intravit, ferculum portans, in quo iacebat parva gallina* (lines 20-22). [12]

.....
.....
.....

23. *quid est hoc?* (line 22): why do you think Varus asked this? [1]

.....

24. In lines 24-25, how did the cook try to explain what had happened? [6]

.....
.....
.....

25. *coquus ... nihil* (lines 27-28): draw lines between the words on the left and the words on the right to show who gets which food: [4]

- | | |
|------------------|------------------|
| A lot of chicken | nobody |
| Some peacock | the senator |
| No chicken | the other guests |
| A bit of chicken | Varus |

26. What happened to Morus? [2]

.....

Total mark: [100]

Candidate Name	Centre Number					Candidate Number				
						0				



PATHWAYS

LATIN LANGUAGE & ROMAN CIVILISATION

LEVEL 1 - UNIT 9512 (ROMAN CIVILISATION TOPICS)

SPECIMEN PAPER

1 hour

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer questions on **either** Topic 1 **or** Topic 2.
For your chosen Topic answer **all** questions in Section A and **two** questions from Section B.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The total mark available for this paper is 50

The marks in brackets give you an indication of the time you should spend on each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing, i.e. Section B.

**Level 1 Latin Language & Roman Civilisation:
Unit 9512 – Specimen Paper**

Topic 1: Daily Life in Roman Society

Answer *all* questions in Section A and *two* questions in Section B.

Section A

Study the picture below and answer the questions that follow.



1. (a) Identify this part of the city of Pompeii. [1]

.....

- (b) How would this part of the city have looked before the eruption of Vesuvius in 79 AD? Make **two** points about the buildings. [2]

(i)

(ii)

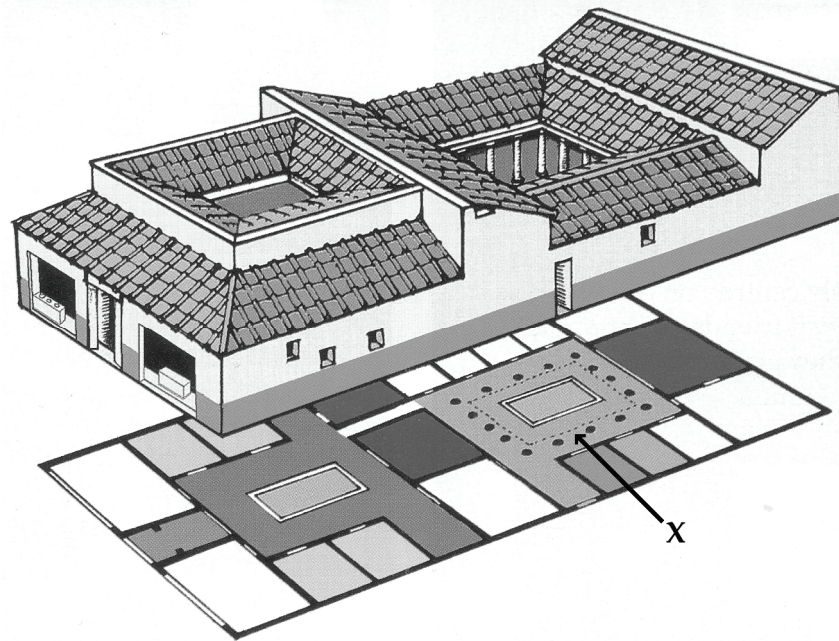
- (c) Give **three** activities which took place in this part of the city. [3]

(i)

(ii)

(iii)

Study the plan of a Roman house below and answer the questions that follow.



2. (a) Identify the part of the house in the picture marked X. [1]

.....

- (b) For what was this area used? Make **two** points. [2]

(i)

(ii)

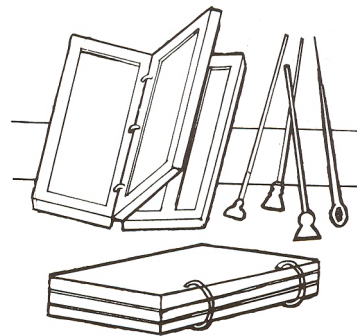
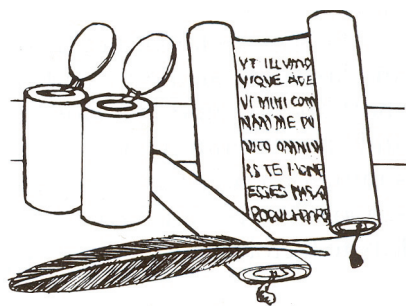
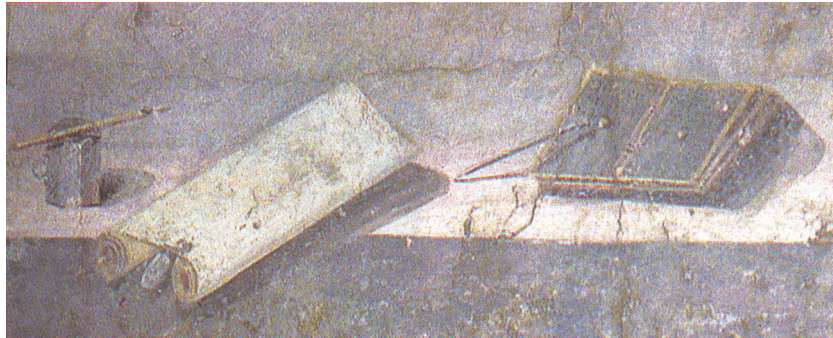
- (c) What rooms led off this part of the house? Give **three** examples. [3]

(i)

(ii)

(iii)

Study the pictures below, which show the materials used for reading and writing in Roman schools, and answer the questions that follow.



3. (a) Identify **four** of the objects in the pictures. [4]

- (i)
- (ii)
- (iii)
- (iv)

(b) How do the materials which you use at school for reading and writing differ from the Roman materials? Make **four** points. [4]

- (i)
- (ii)
- (iii)
- (iv)

Study the inscription from a tombstone below and answer the questions that follow.

TITUS FLAVIUS EUMOLPUS AND FLAVIA QUINTA BUILT THIS TOMB FOR THEMSELVES, THEIR FREEDMEN AND FREEDWOMEN AND THEIR FREEDMEN'S DESCENDANTS.

4. (a) In what ways does this inscription show how close Titus Flavius Eumolpus and Flavia Quinta were to their freedmen and freedwomen? Make **two** points. [2]
- (i)
- (ii)
- (b) Titus Flavius freed some of his slaves. Give **two** ways in which he could have done this. [2]
- (i)
- (ii)
- (c) Why might a master such as Titus Flavius have chosen to free his slaves? Give **two** reasons. [2]
- (i)
- (ii)

[Total for Section A: 26 marks]

Section B

Answer **two** of the following questions.

5. Imagine that you are invited to dinner at the house of a rich Roman. Write a letter to a friend describing your visit. [12]

You could include:

- details of the dining room
- how the meal was served
- the different courses of the meal
- the entertainment.

6. Imagine you are a slave in a Roman town house. What do you like and dislike about your life? [12]

You could include:

- your work
- how much freedom you have
- how you are treated
- your hopes for the future.

7. Imagine you are moving to a new Roman town house. Describe how you would furnish and decorate it. [12]

You could include:

- details of the furniture
- floor coverings
- decoration on the walls
- decoration and ornaments in the garden.

8. Imagine you are a wealthy Roman woman. Write a diary describing a typical day in your life. [12]

You could include:

- getting dressed in the morning
- how you help with the children, especially the girls
- your other household duties
- visits you make outside the house.

[Total for Section B: 24 marks]

[Total 50 marks]

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Topic 2: Roman Britain

Answer **all** questions in Section A and **two** questions in Section B.

Section A

Study the map of Roman Britain below and answer the questions that follow.



1. (a) On the map of Roman Britain some of the roads are labelled A-D. Choose any **two** and give their English names. [2]
- (i) Letter is
- (ii) Letter is
- (b) When the Romans built roads in Britain groups of people were able to travel about the country much more easily. Give **two** examples of these groups. [2]
- (i)
- (ii)

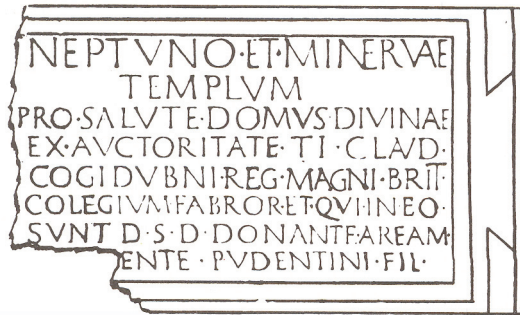
Read the passage below in which the writer lists the qualities needed by the farm bailiff (*vilicus*) and answer the questions that follow.

He (the bailiff) must look after the farm equipment and the tools. He must keep in good repair in the store room all the tools the slaves need. He must organise the slaves' clothing, which should protect them from the wind and the rain. The best clothes are leather tunics with long sleeves or cloaks with hoods. He should be first out of bed in the morning, as it is most important that the slaves begin work at the crack of dawn and get on with it without slacking.

[Adapted from Columella]

2. (a) What **three** jobs does the writer say are important for the bailiff to do on the farm? [3]
- (i)
- (ii)
- (iii)
- (b) Give **three** different jobs that slaves did, working out of doors on a Roman farm. [3]
- (i)
- (ii)
- (iii)

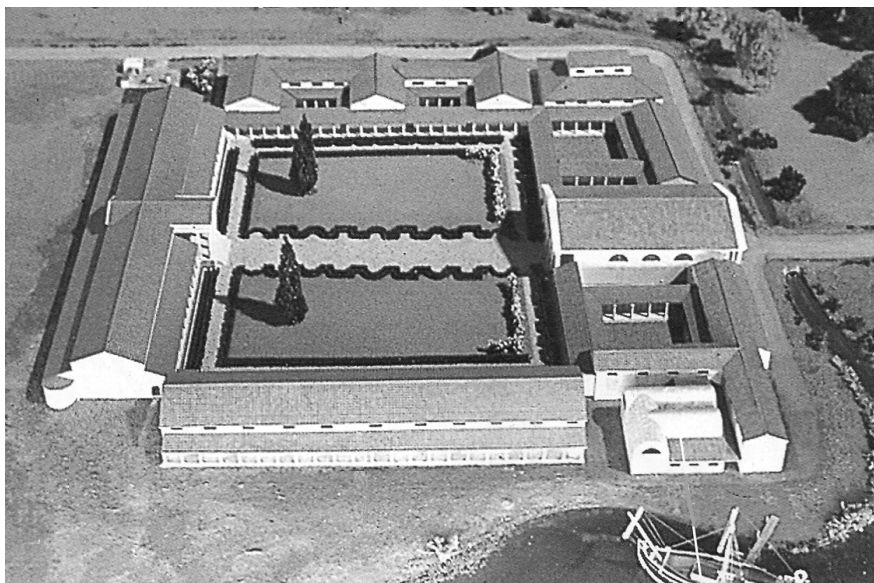
The temple inscription below from Noviomagus was put up by the authority of King Cogidubnus. Read the translation of the inscription carefully and answer the questions that follow.



TO NEPTUNE AND MINERVA, FOR THE WELFARE OF THE DIVINE HOUSE, BY THE AUTHORITY OF TIBERIUS CLAUDIUS COGIDUBNUS, GREAT KING OF THE BRITONS, THE GUILD OF SMITHS AND THOSE IN IT GAVE THIS TEMPLE AT THEIR OWN EXPENSE. ...ENS, SON OF PUDENTIUS, PRESENTED THE FORECOURT.

3. (a) The temple was dedicated to a Roman god and a Roman goddess. Give their names. [2]
- (i) the god is:
- (ii) the goddess is:
- (b) King Cogidubnus had three names, Tiberius Claudius Cogidubnus. What do these names tell us about him? Make **two** points. [2]
- (i)
- (ii)

Study the photograph of a model of Fishbourne Palace below and answer the questions that follow.



4. (a) Pick out **three** areas of the palace **and** label them clearly A, B and C on the photograph. In the spaces below say what each area is and give **one** detail about it. [3 + 3]

(i) Letter is

.....

(ii) Letter is

.....

(iii) Letter is

.....

- (b) Why do people think that this palace belonged to a very important person such as King Cogidubnus? Give **three** reasons, basing your answers on the plan above and other source material you have studied. [6]

(i)

.....

(ii)

.....

(iii)

.....

[Total for Section A: 26 marks]

Section B

Answer **two** of the following questions.

5. Imagine that you live in Roman Britain. Write a letter to a friend describing Boudica's rebellion, and say whether you admire her or not. [12]

You could include:

- the reasons for the rebellion against the Romans
- Boudica's successes
- the end of the rebellion
- whether you admire Boudica or not.

6. Imagine that you are visiting Bath in the first century AD, hoping to cure your illness. Write a letter to a friend describing what you did there. [12]

You could include

- a visit to the spring
- a visit to the baths
- a visit to the temple of Sulis Minerva
- other things you did in the town.

7. Imagine that you are a Roman travelling across Britain from London to Chester. Write a diary describing your journey. [12]

You could include:

- why you are travelling and the types of people you meet on your journey
- your method of transport and how other people travelled
- the state of the road
- your overnight accommodation.

8. Imagine that you are the owner of a large villa in Roman Britain and you wish to sell it. Write an advertisement describing its attractive features. [12]

You could include:

- the location and size
- the different rooms
- the decoration
- the garden and farm.

[Total for Section B: 24 marks]

[Total: 50 marks]

Candidate Name	Centre Number					Candidate Number				
						0				



PATHWAYS

LATIN LANGUAGE

**LEVEL 1 - UNIT 9514
(ADDITIONAL LATIN LANGUAGE)**

SPECIMEN PAPER

45 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The total mark available for this paper is 50.

Level 1 Latin Language: Unit 9514 – Specimen Paper

Read the following story and then translate it into English. **Please write your translation on alternate lines.** [50]

While Marcus did not enjoy a gladiatorial show, Quintus received an unexpected gift.

Marcus et Quintus erant amici. ubi per viam ambulabant, Marcus patrem laudabat. 'ille optimus est,' inquit, 'quod cras me ad amphitheatrum ducere vult.' 'quam felix es, Marce!' respondit Quintus. 'necesse est mihi cum patre ex urbe discedere, quod amicum visitare vult. miserrimus sum.' ea nocte Marcus, saepe de gladiatoribus cogitans, minime dormivit. inter gladiatores erat Pugnax, qui notissimus erat; Marcus ei maxime favebat. Quintus quoque diu non dormiebat, quod amico invidit. post duo dies, amici in via convenerunt. Quintus ridebat. 'cur tu tam laetus es?' Marcus rogavit. 'spectaculum non spectavisti.' 'laetus sum, quod heri amicus patris mihi multam pecuniam dedit. equum, quem diu cupivi, iam habere possum. sed quid de Pugnace?' Marcus paene lacrimans dixit: 'eheu! Pugnax est mortuus. alius gladiator eum crudeliter necavit. ego rem tristiorem numquam vidi. nolo ad amphitheatrum redire.'

Names

<i>Marcus, -i m.</i>	Marcus
<i>Quintus, -i m.</i>	Quintus
<i>Pugnax, -acis m.</i>	Pugnax

Words

<i>amphitheatrum, -i n.</i>	amphitheatre	<i>lacrimo, lacrimare, lacrimavi</i>	cry
<i>cogito, cogitare, cogitavi</i>	think	<i>miser, -a, -um</i>	miserable
<i>convenio, convenire, conveni</i>	meet, come together	<i>mortuus, -a, -um</i>	dead
<i>cras</i>	tomorrow	<i>necesse</i>	necessary
<i>cupio, cupere, cupivi</i>	desire	<i>notus, -a, -um</i>	famous
<i>diu</i>	for a long time	<i>nox, noctis f.</i>	night
<i>ea nocte</i>	that night	<i>paene</i>	almost
<i>eheu!</i>	oh dear!	<i>post</i>	after
<i>equus, -i m.</i>	horse	<i>res, -i f.</i>	thing
<i>faveo, favere, favi</i>	favour, support	<i>spectaculum, -i n.</i>	show
<i>felix, felicitas</i>	lucky	<i>tam</i>	so
<i>gladiator, -is m.</i>	gladiator	<i>tristis, -e</i>	sad
<i>invideo, invidere, invidi</i>	be jealous of	<i>visito, visitare, visitavi</i>	visit

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Level 1 Latin Language and Latin Language & Roman Civilisation: Unit 9511 – Specimen Mark Scheme

1	B	[1]
2	Morus' master	[1]
3	(i) he beat him (1) often (1)	[2]
	(ii) (because) he did not work (1) hard / carefully / diligently (1)	[2]
4	A, B, E	[3]
5	<i>senatorem illustrem</i> (2) famous (1) senator (1)	[4]
6	(i) he ordered (1) all (1) the slaves (1) to meet / convene (1) in the hall / atrium (1)	[5]
	(ii) at dawn	[1]
7	today (1) you (1) all (1) must (1) work (1) very hard (1)	[6]
8	<i>virum potentissimum</i> (2) very powerful (1) man (1)	[4]
9	(i) come / go (1) with him (1)	[2]
	(ii) prepare (1) the house (1)	[2]
10	much (1) money (1)	[2]
11	(i) hurry (1) to the shops (1) (ii) look for (1) a peacock (1) (iii) return (1) quickly (1)	[6]
12	he was tired	[1]
13	it was near (1) the house (1)	[2]
14	B	[1]
15	(i) a magnificent (1) peacock (1)	[2]
	(ii) he hadn't enough (1) money (1)	[2]
	(iii) he'd spent the money (or similar)	[1]
16	C	[1]
17	as soon as (1) Morus (1) bought (1) this (1) he returned (1) quickly (1) to the house (1) he gave (1) the chicken (1) to the cook (1)	[10]
18	he received / welcomed (1) the guests (1) into the house (1)	[3]

- 19 (i) *laetissimi* (1) very (1) happy (1) [3]
(ii) (because) a famous (1) senator (1) was present (1) [3]
- 20 (clockwise from top) triclinium, senatoris, Varus, coquus [4]
- 21 C [1]
- 22 after / when (1) the guests (1) (had) eaten (1) the first course (1)
the cook (1) entered (1) carrying (1) a tray (1)
on which (1) lay (1) a small (1) chicken (1) [12]
- 23 he was surprised to see a chicken / he was expecting a peacock / sim. [1]
- 24 (he said) he saw / had seen (1) no peacock (1)
Morus gave him (1) the chicken (1)
therefore (1) he cooked it (1) [6]
- 25 a lot of chicken ... the senator
some peacock ... nobody
no chicken ... Varus
a bit of chicken ... the other guests 4 x 1 [4]
- 26 he was handed over (1) to the executioners (1) [2]

Total mark: [100]

Level 1 Latin Language & Roman Civilisation: Unit 9512 – Specimen Mark Scheme

Topic 1: Daily Life in Roman Society

Section A

- 1 (a) the forum [1]
- (b) a colonnade (round it/on 3 sides)
with 2 storeys
area paved with stone
contained statues (of well known citizens/the emperor)
surrounded by shops
weights and measures table
Accept any 2 valid answers [2]
- (c) shopping
voting/elections
actions in lawcourts
worship in temples
banking
socialising
work in town offices/town council
Accept any 3 valid answers for activities in the forum [3]
2. (a) garden/*peristylum* [1]
- (b) relaxation
summer dining
entertaining friends
growing herbs/fruit
keeping fish
Accept any 2 valid answers [2]
- (c) summer dining room
study
kitchen
lavatory
dining room
Accept any 3 [3]

3. (a) scroll (1)
ink/inkwell(1)
quill (1)
wax tablet (1)
stilus (1)
Accept any 4. [4]
- (b) we use biros/pens/pencils to write
they used quills with ink
papyrus rough to write on
we have sheets of (smooth) paper to write on
they had to unroll scrolls to read
we have books to read
use of computers today
Accept any 4 valid points [4]
4. (a) they built them a tomb
they were buried with them
they included the freedmen's and freedwomen's families
Accept any 2 [2]
- (b) in his will
in a legal ceremony/before a judge/the master denies that the slave is his
he could make a declaration in front of friends
he could invite the slave to recline at dinner.
Accept any 2 valid answers [2]
- (c) the expenses of keeping them
they were sick and could not work
friendship/affection
good service
to marry a freedwoman
to employ them in a business/shop
freedmen had to help masters who were in trouble
Accept any 2 valid answers [2]

[Total for Section A: 26 marks]

Section B

MARKING GRID to be used when marking Section B: Unit 9512 Roman Civilisation Topics. In using this grid equal weight should be given to AC2 (Knowledge) and AC4 (Personal Response)

	Mark Range	Characteristics of performance
Band 4	10-12	A very good range of relevant material. Candidates have generally met the demands of the question. Spelling, punctuation and grammar are nearly faultless. Specialist terms are used with precision.
Band 3	7-9	Most aspects of the question covered in detail. Material is generally relevant. Spelling, punctuation and grammar are generally accurate. Candidates use a good range of specialist terms.
Band 2	4-6	Some aspects of the question covered with some detail. Material is not always relevant. Spelling, punctuation and grammar contain some inaccuracies. Candidates use few specialist terms
Band 1	0-3	Little or no attempt to answer the question. Spelling, punctuation and grammar consistently inaccurate. Frequent mistakes in the use of specialist terms/none are used.

5. **dining room**

decoration – wall paintings, floor mosaics etc.
furniture – 3 couches, 3 places on each, small round table
summer dining room

how the meal was served

slaves cut up the food
they brought the food to the table
diners reclined
some such as women sat up to eat
guests helped themselves from the table using their right hand
they used their fingers or a spoon
no forks or knives used

the different courses

first course: eggs, fish, vegetables
main course: a variety of meat – mutton, beef, pork, poultry
the cook would present elaborate dishes
dessert: fruit, nuts, cheese, sweet dishes
wine was served throughout the meal

entertainment

playing a musical instrument, singing, dancing, actors, a philosopher, acrobats

[12]

Credit all valid points.

6. **work**
skilled and unskilled
cooks
gardeners
secretaries
accountants
entertainers
nursemaids
general household work

freedom
they might manage a shop for their master
they might work as craftsmen
could go shopping on their own
could visit temples
could go to shows in the theatre/amphitheatre
they had to live with their master
they could not marry or own possessions

treatment
generally good because slaves expensive to replace
if they became ill/died
some treated like one of the family
some treated badly – even beaten
if master cruel/their work unsatisfactory

hopes for the future
freedom!
they could marry
they could own property
they might hope to work in their master's business/or receive help to start their own. [12]

Credit all valid points.

7. **furniture**
little in the *atrium*: bronze/marble table, couch, strong box for valuables, *lararium* (of marble), bronze lampstands
heavy curtains between rooms
wooden beds (with mattresses)
dining room: 3 couches and small circular, elegantly carved table

floor coverings
floor paved with marble slabs
or/and mosaics – colours/scenes depicted
impluvium – pool lined with marble

decoration on the walls
frescoes/highly painted plaster
red, orange, blue
scenes from Greek myths/fish/garden scenes/architectural designs etc.

decoration and ornaments in the garden
summer dining room
fountain
marble statues of the gods/heroes
sundial
frescoes along the colonnade [12]

Credit all valid answers.

8. getting dressed in the morning

get up early

slave girl helps to put on long tunic/*stola* and shawl

slave girl does hair in the latest style

puts on make-up – mascara, powder and rouge

puts on jewellery

helping with the children/girls

after breakfast supervise the children/girls – boys over 7 go to school

girls stay at home – learn to read and write from mother/father

girls learn spinning and weaving

girls accompany mother on her household duties, preparing for marriage from age 12

other household duties

organise the slaves in household duties

plan evening meal/*cena*

discuss meal with cook

visits outside the house

shopping

visits to friends

visits to women's baths

visits to the theatre/amphitheatre

[12]

Credit all valid answers.

[Total for Section B: 24 marks]

[Total: 50 marks]

Topic 2: Roman Britain

Section A

1. (a) A is the Fosseway
B is Watling Street
C is Ermine Street
D is Stanegate
Accept any 2 [2]
- (b) soldiers
traders
government officials
farmers
Accept any 2 valid answers [2]
2. (a) looking after farm equipment
keeping tools in good repair
organising slaves' clothing
supervising slaves' work (or similar)
Accept any 3 [3]
- (b) collecting wood
ploughing
sowing/growing crops
tending the animals
looking after bees
Accept any 3 valid answers [3]
3. (a) (i) Neptune
(ii) Minerva [2]
- (b) he was a Roman citizen
he used the emperor's names
he was loyal to Rome
Accept any 2 valid answers [2]
4. (a) **west wing**: contained an audience chamber/housed offices
south wing: accommodation of the king and his family/a garden led (from a veranda) to the sea.
north wing: (suites of rooms) for important guests.
bath house: older than the rest of the palace
entrance hall: main/magnificent entrance for visitors
3 marks for correct identification + 3 marks for detail. [3 + 3]
- (b) **huge size**: 4 wings/large number of rooms
marble: from Greece/Italy
frescoes: like those found in Italy.
fine plaster: on the walls
elegant mosaics: black and white/coloured
large garden: in Italian style/formal style.
3 marks for a valid reason + 3 marks for a detail for each. [6]

[Total for Section A: 26 marks]

Section B

For the Marking Grid for Section B see Topic 1

5. reasons for the rebellion

Romans confiscated land/property of her late husband
Boudica beaten
her daughters raped
the Romans demanded taxes
Britons did not like behaviour of Romans/losing their independence.

Boudica's successes

her army destroyed Colchester – killed people and burnt the town
destroyed the temple of Claudius
also attacked St. Albans
successful at first because the Roman governor away in Anglesey, fighting the Druids.

the end of the rebellion

Suetonius Paulinus/the Romans finally defeated her
although the Britons outnumbered the Romans
because of Roman discipline/tactics
B committed suicide by poison.

whether you admire Boudica or not

she was a woman
her daring/folly in taking on the Roman empire
her bravery in battle
the way she inspired/led her army
she caused chaos for the Romans
she killed herself rather than become a slave.

[12]

Credit all valid answers including criticisms of Boudica.

6. a visit to the spring

a sacred place
steam/mysterious atmosphere
natural hot water
full of minerals
good for curing ailments such as arthritis and rheumatism
either by drinking it or bathing in it
large numbers of visitors.

a visit to the baths

immersion also part of the cure
a series of baths
3 plunge baths full of warm water
warm baths heated by a hypocaust
a very large pool for swimming.

a visit to the temple of Sulis Minerva

to consult a soothsayer about the future
to make offerings of coins/good luck charms (here or in the baths)
sacrifices made on a huge altar outside the temple
inside visitors saw a gilt bronze statue of the goddess.

other things you did in the town

visited the forum/basilica
visited the theatre
bought souvenirs from stalls.

[12]

Credit all valid answers.

7. why you are travelling and the types of people you meet on your journey

soldier/merchant/an official with a *diploma* on government business
other travellers might include farmers, slaves, traders, soldiers etc.
the purpose of the journey depends on the choice of character.

your method of transport and that of others

horse/mule (Roman official/cavalryman)
carriage/cart (merchant, Roman officials)
on foot (soldier, slave etc.).

the state of the road

good surface/camber/good drainage
straight road
or road full of potholes/worn surface, narrow.

your overnight accommodation

roadside inn – dirty and uncomfortable
dishonest innkeeper
full of drunks
or (for official messengers) posting stations at regular intervals
reasonably comfortable
fresh horses provided.

[12]

Credit all valid answers.

8. the location and size

near running water
near a wood for timber
sheltered position
near a town with access to markets
a large, grand villa
built of stone.

the different rooms

entrance hall
dining room
office/study for use of the bailiff
(large) kitchen
a number of bedrooms
suite of baths with *tepidarium* and *caldarium* heated by a hypocaust.
other heated rooms also.

the decoration

impressive frescoes on the walls

marble/mosaics on the floors of the dining room and the baths.

the garden and farm

colonnaded garden – sheltered in winter and cool in summer

ornamental, well stocked garden with roses and herbs

fishpond

fountain

statues

workshop, barns and sheds for the animals

living quarters for the farm labourers and slaves.

[12]

Credit all valid answers.

[Total for Section B: 24 marks]

[Total: 50 marks]

Level 1 Latin Language: Unit 9514 – Specimen Mark Scheme

1 1 1 1 1 1	7
Marcus et Quintus erant amici.	
1 1 1 1 1 1 1 1 1 1	10
ubi per viam ambulabant, Marcus patrem laudabat.	
1 1 1 1 1 1 1 1 1 1 1 1	13
'ille optimus est,' inquit, 'quod cras me ad_amphitheatrum ducere vult.'	
1 1 1 1 1 1 1	7
'quam felix es, Marce!' respondit Quintus.	
1 1 1 1 1 1 1 1 1 1 1 1 1 1	14
'necesse est mihi cum_patre ex urbe discedere, quod amicum visitare vult. miserimus sum.'	
1 1 1 1 1 1 1 1 1 1	9
ea nocte Marcus, saepe de_gladiatoribus cogitans, minime dormivit.	
1 1 1 1 1 1 1 1 1 1	10
inter_gladiatores erat Pugnax, qui notissimus erat; Marcus ei maxime favebat.	
1 1 1 1 1 1 1	7
Quintus quoque diu non dormiebat, quod amico invidit.	
1 1 1 1 1 1 1 1 1	11
post duo dies, amici in via convenerunt. Quintus ridebat.	
1 1 1 1 1 1 1 1 1 1	11
'cur tu tam laetus es?' Marcus rogavit. 'spectaculum non spectavisti.'	
1 1 1 1 1 1 1 1 1 1 1 1	13
'laetus sum, quod heri amicus patris mihi multam pecuniam dedit.	
1 1 1 1 1 1 1 1 1 1 1	11
equum, quem diu cupivi, iam habere possum. sed quid de_Pugnace?'	
1 1 1 1 1 1 1 1	9
Marcus paene lacrimans dixit: 'eheu! Pugnax est mortuus.	
1 1 1 1 1 1 1 1 1 1 1 1	13
alius gladiator eum crudeliter necavit. ego rem tristiorenum numquam vidi.	
1 1 1 1 1 1	5
nolo ad_amphitheatrum redire.'	

Total mark : 150 / 3 = 50

ASSESSMENT GRID

SUBJECT: Latin Language and Roman Civilisation (Level 1)

		Assessment Criteria (Raw Marks)					Paper Raw Mark Total (and UMS)	
		AC1	AC2	AC3	AC4	AC5		QWC (✓)
UNIT 9511		100					100	
(66.6%)								
	TOT (%)	100%						
UNIT 9512	Q1		3/2	3/2			50	
(TOPICS 1/2)	Q2		3/3	3/3				
(33.3%)	Q3		4/2	4/2				
	Q4		4/6	2/6				
	Qs 5-8		12		12			✓
	TOT (%)		52	24	24			
UNIT 9513			25					
(STUDY)				12				
(33.3%)					12			✓
	TOT (%)		52	24	24		50	
UNIT 9514						50	50	
(33.3%)								
	TOT (%)					100%		