

Classics: Classical Civilisation

Advanced Subsidiary GCE

Unit **F383**: Roman Society and Thought

Mark Scheme for June 2012

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Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<p>Answers might include:</p> <ul style="list-style-type: none"> Maecenas was Augustus/Octavian's spin doctor/political adviser. he was a deputy for Augustus when he was abroad. <p>Political duties:</p> <ul style="list-style-type: none"> Brundisium – agreed treaty with superpowers; during the Sicilian war (36 BC), Maecenas was sent back to Rome; he was with Octavian during the battle of Actium; the passage refers to 'an important matter' and 'the department' and may be linked to politics. <p>Patron of the Arts:</p> <ul style="list-style-type: none"> He was an important patron for the new generation of 'Augustan' poets. <p>Connection with Horace:</p> <ul style="list-style-type: none"> Horace's patron/Horace was the client. Horace is obliged to run errands for Maecenas such as getting papers signed (as in the passage); Castle in the hills (in passage) given by Maecenas; Mentioned in Horace's poetry. 	10		<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Answers might include:</p> <ul style="list-style-type: none"> life in Rome is an accursed struggle for status; there are obligations to fulfil – go I must; it is busy – barge through the crowd; people are unfriendly; early start to the day; general pressure of work. <p>On the other hand:</p> <ul style="list-style-type: none"> Rome is a place where Horace enjoys being recognised – sweet music in my ears. <p>Language references might include:</p> <ul style="list-style-type: none"> choice of words such as leaden sirocco; mournful Esquiline; alliteration of the s to represent the wind; direct speech for immediacy; the direct address to Horace – Quintus; metaphor – buzz/jump round my legs. 	20	<ul style="list-style-type: none"> Expect some reference to language. Comparison with the countryside is not the focus of the question. 	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p>Answers might include:</p> <ul style="list-style-type: none"> • Horace is a firm believer in his message – life in moderation. • He talks about how one can achieve this in <i>Satire</i> 1. • Horace often uses himself as an example such as his gathering with friends away from the social rules of the city. • Horace seems to be self-deprecating but this is only to achieve his way and to get the reader/listener on his side. • His personal approach is a method of persuasion. <p>On the other hand:</p> <ul style="list-style-type: none"> • He admits to liking fame. • He has made great personal social advancement. • The self-deprecation may only be a persona to achieve his aims. 	25	<ul style="list-style-type: none"> • Use of the passage is optional. • Candidates may come to any reasoned conclusion. 	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>Answers might include:</p> <ul style="list-style-type: none"> • Lucilius is regarded as the father of Roman Satire and is linked to the passage through Juvenal's wish to write satire also; • Gaius Lucilius, dates for his birth vary, accept dates in the second century BC. First literary works date from 132 – 125 BC; • Lucilius developed satire and covered hundreds of themes presented as <i>stories, dialogues</i> and <i>dramatic scenes</i>; • he wrote about a variety of themes such as: food, 'the rat race', men, women, even government officials; • Lucilius <i>criticised</i> famous people <i>by name</i> as he argued that they deserved it; • he was possibly able to get away with this as he was protected by a powerful family – the Scipios (Hannibal's defeater); • Lucilius was writing before the emperors were on the throne. <p>From the passage:</p> <ul style="list-style-type: none"> • Lucilius was able to name those still alive in his satires. Juvenal could not. • Juvenal shares the same desire to expose every vice. 	10		<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Answers might include:</p> <ul style="list-style-type: none"> Discussion may be made of what Juvenal says and the points which make him angry. <p>Language references:</p> <ul style="list-style-type: none"> gruesome imagery – calcined carcase; choice of words – ruinous zenith; repetition for emphasis – half-choked, half-grilled; alliteration of c – calcined carcase; emphatic position of words – he; rhetorical questions – where is a talent ... <p>Answers may make reference to Juvenal as the angry satirist.</p>	20	<ul style="list-style-type: none"> Expect some reference to language. A summary of the passage should not form the focus of the argument. 	<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p>Answers might include:</p> <p>It is true that Juvenal attacks the famous dead:</p> <ul style="list-style-type: none"> • Domitian in Satire 4 • Crispinus in Satire 4. <p>But there are others in society who are attacked and are still living. They are examples of Juvenal's contemporary society:</p> <ul style="list-style-type: none"> • patrons; • freedmen; • corrupt citizens. <p>These people are types rather than famous.</p> <p>Juvenal is unable to mention famous individuals who are alive. However, he does not just focus on the dead but does attack the living. To do this he attacks <i>groups</i>, in particular the Greeks, Satire 3.</p> <p>Answers might use <i>only</i> by offering discussion of themes in general. Detailed references should support arguments.</p>	25	<ul style="list-style-type: none"> • Use of the passage is optional. • Candidates may come to any reasoned conclusion. 	<p>AO1 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p>AO2 = 15</p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p>Answers might include:</p> <p>Evidence from Society:</p> <ul style="list-style-type: none"> • details of slavery and freedmen. <p>Evidence from Pliny:</p> <ul style="list-style-type: none"> • He does respect his slaves and cares for them. • He certainly respects his own freedman Zosimus. • The suggestion is that he does look down on ex-slaves as hinted at in his letter about Macedo. <p>Evidence from Petronius:</p> <ul style="list-style-type: none"> • The behaviour of the rich freedman is embodied in Trimalchio. • Slaves are given little respect – treated on a whim. <p>Evidence from Juvenal:</p> <ul style="list-style-type: none"> • Has little respect for any. His friend is elbowed out by a rich man's slaves. • Crispinus' success is sneered at. 	45	<ul style="list-style-type: none"> • Candidates may come to any reasoned conclusion. 	<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>Answers might include:</p> <p>Evidence from Society:</p> <ul style="list-style-type: none"> • details of the patron-client system; • details about the life of Juvenal and Pliny; • details of the obligations of senators. <p>Evidence from Pliny:</p> <ul style="list-style-type: none"> • learning and knowledge is respected by Pliny; • claims to be accepting of different groups. <p>On the other hand:</p> <ul style="list-style-type: none"> • Regulus is looked down upon; • limited social group; • connection with Trajan. <p>Evidence from Juvenal:</p> <ul style="list-style-type: none"> • Juvenal's reference to the abuse of the patron-client relationship; • Juvenal's discussion of the Greeks; • the rich man gains from the fire. <p>On the other hand:</p> <ul style="list-style-type: none"> • in the country everyone wears the same; • connections are more important in Rome; • Juvenal does not want to abandon the system, he points out the corruption. 	45		<p>AO1 = 20</p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p>Answers might include:</p> <p>Evidence from Horace:</p> <ul style="list-style-type: none"> • He gives little away about everyday life tending to focus on philosophical details. • He describes the dinner of Nasidienus in detail but can we be sure it ever happened? It does contain 'stock' ideas such as the collapsing ceiling. <p>Evidence from Petronius:</p> <ul style="list-style-type: none"> • Conversation from the freedmen is some of the only evidence of how freedmen conversed. Despite the exaggeration of satire there is probably an element of truth. <p>Evidence from Juvenal:</p> <ul style="list-style-type: none"> • Juvenal Satire 3 is often used for evidence of life in Rome but the satirical element can be overlooked. • Satirists used familiar topics to get across their point – hence food, drink and dinner parties. 	45	<ul style="list-style-type: none"> • Pliny is not a satirist – references from the <i>Letters</i> may be credited under social and cultural awareness provided that the distinction is clear. • There should be some appreciation of the nature of Roman satire. 	<p>AO1 = 20</p> <p>Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p>AO2 = 25</p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

APPENDIX 1

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
Level 5	9-10	18-20	9-10	14-15	22-25
	<ul style="list-style-type: none"> • A very good collection/range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference where required; • Displays a very good understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Thorough analysis of evidence/issues; • Perceptive evaluation with very thoughtful engagement with sources/task; • Very well structured response with clear and developed argument; • Fluent and very effective communication of ideas; • Very accurately written with effective use of specialist vocabulary/terms. 		
Level 4	7-8	14-17	7-8	10-13	17-21
	<ul style="list-style-type: none"> • A good collection/range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference where required; • Displays a good understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Good analysis of evidence/issues; • Sound evaluation with thoughtful engagement with sources/task; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with use of specialist vocabulary/terms. 		
Level 3	5-6	9-13	5-6	6-9	12-16
	<ul style="list-style-type: none"> • A collection/range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference where required; • Displays some understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Some analysis of evidence/issues; • Some evaluation with some engagement with sources/task; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Generally accurately written with some use of specialist vocabulary/terms. 		
Level 2	2-4	5-8	2-4	3-5	6-11
	<ul style="list-style-type: none"> • Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Occasional analysis of evidence/issues; • Limited evaluation or engagement with sources/task; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with some recognisable specialist vocabulary/terms. 		
Level 1	0-1	0-4	0-1	0-2	0-5
	<ul style="list-style-type: none"> • Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Very superficial analysis of evidence/issues; • Little or no evaluation or engagement with sources/task; • Very poorly structured or unstructured response; • Little or no effective communication of ideas. • Little or no accuracy in the writing or recognisable specialist vocabulary/terms. 		

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