

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Cross
	Major error
	Minor error
	Relevance
	Credit for bullet point 1 in 10-mark question
	Credit for bullet point 2 in 10-mark question
	Omission mark <u>or</u> underdeveloped point

Question	Answer	Marks	Guidance
1	B – in the afternoon.	1	
2	A – in the colonnade (1).	1	
3	A – she is beautiful (1). C – she is large (1).	2	
4	Rome (1).	1	
5	C – he will die (1).	1	
6	<ul style="list-style-type: none"> • the description of the ghost • <i>per silentium noctis</i>: the noises are contrasted with the silence of the night – makes them seem all the louder. The night time adds to the sinister mood. • <i>sonus ferri</i>: the sound of iron is sinister – the reader wonders what the sound is which adds mystery and tension • <i>strepitus</i>: onomatopoeia • <i>silentium...strepitus</i>: alliteration of 's' imitates the sounds of the night – sinister • <i>vinculorum</i>: detail of what the sound actually is – chains adds a sinister feeling • <i>longius...e proximo</i>: tension/drama as the sounds get closer • <i>longius primo, deinde e proximo</i>: chiasmus emphasizes the sound increasing as the ghost approaches • <i>macie et squalore</i>: choice of word – horrific sight • <i>confectus</i>: the ghost is worn out • <i>promissa...capillo</i>: details of the ghost's long beard and hair standing on end adds to the drama, asyndeton to emphasise this image 	10	<p>10 mark marking grid</p> <p>Level 4 9 – 10 Level 3 6 – 8 Level 2 3 – 5 Level 1 0 – 2</p> <p>To gain full credit for each point made candidates must do the following:</p> <ul style="list-style-type: none"> • quote/refer to the relevant Latin (focused quotation) • translate or show full understanding of the Latin • analyse in detail how the Latin quotation engages with the question <p>Answers must include examples from the full range of the passage. Exhaustive coverage of one or two lines will not be sufficient.</p> <p>Give credit for other relevant responses not listed on the mark scheme.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • <i>capillo...catenas</i>: alliteration of 'c' reflects the clanking of the chains • <i>cruribus compedes, manibus catenas</i>: balanced phrases give detailed description of the chains on both hands and legs. • <i>quatiebatque</i>: dramatic image of the ghost shaking the chains • <i>quatiebatque</i>: alliteration of 'qu' to mimic the sound of the chains. • the fear of the inhabitants • <i>inde</i>: links the appearance of the ghost directly to the fate of the inhabitants. • <i>tristes diraeque...metum</i>: three emotions – crescendo effect • <i>vigilabantur, vigiliam</i>: repetition to emphasise their lying awake • <i>morbus...formidine mors</i>: assonance of 'or' – reflects the gloomy atmosphere • <i>metum...formidine</i>: synonyms to emphasise feelings of fear • <i>mors sequebatur</i>: matter of fact description suggests inevitability of their deaths • <i>interdiu quoque</i>: even in the day the inhabitants were affected by the memory of the ghost • <i>oculis inerrabat</i>: ghostly image drifting before their eyes. Adds a spooky atmosphere • <i>timoris timor</i>: repetition of <i>timor</i> to emphasis the feeling of fear among the inhabitants • <i>longior</i>: contrast between the fear and cause of the fear emphasises the depth of their terror. 		

Question	Answer	Marks	Guidance
7	A – Athenodorus comes to Athens (1) C – the house for sale is cheap (1) E – he is told everything about the house (1) H – he orders a couch to be prepared in the first part of the house (1) J – he sends away all his slaves (1).	5	
8	he did not lift his eyes (1) he did not put down his pen (1) he kept his mind firm/steadfast (1) he looked back and saw the ghost (1) he recognised the ghost (that he had been told about) (1) He made a sign to the ghost (1) he bent over his wax tablets/pen (1).	5	Accept any five points. Mark is only to be awarded if the Latin is quoted. Allow interpretation of the behaviour with quotation.
9	he is not uneducated/he is educated / illiterate (1).	1	
10	C – sleeping (1).	1	
11	<ul style="list-style-type: none"> • (he saw someone) sitting (1) on the couch/bed (1) • putting scissors (1) to his hair (1) or cutting (1) his hair (1). 	4	There are two parts to the answer (2+2).
12	in the morning/at dawn/at first light (1).	1	A reference to the time of day must be given. When he woke up = 0
13	A – their fear had been calmed (1).	1	
14	(a) violent/stormy/disturbed (1).	1	Allow a wide range of answers so long as the implication was that the weather was stormy. Do not allow 'bad'.
	(b) clear/bright/sunny/calm/settled (1).	1	Allow a wide range of answers. Do not allow 'good'. Allow 'the storm had cleared'.
15	It was empty/Romulus/the king wasn't sitting in it (1).	1	
16	D – the senators (1).	1	

Question	Answer	Marks	Guidance
17	<i>orbitatis</i> (1) orphaned/beveaved/they felt the loss (1) <i>maestum</i> (1) sad/sorrowful (1) <i>silentium</i> (1) silent / silence (1) <i>metu</i> (1) fear	2	There are three different choices of Latin words in this question Allow one mark if a correct translation is given with the wrong Latin word.
18 (a)	Livy's use of direct speech indicates the importance of his/Romulus' message = 2 marks (without direct reference to the Latin). <i>abi, nuntia</i> : imperatives show the importance and urgency of Romulus' message <i>Romanis...Roma...Romanis</i> : repetition of Rome/Romans to emphasise the importance of Rome <i>caelestes ita velle</i> : the fact that it is the will of the god demonstrates the importance of the message <i>mea Roma</i> : Rome is Romulus' – shows the importance of Rome in Romulus' eyes <i>Roma</i> is juxtaposed with <i>caput</i> to emphasise the point the point that Rome will be the capital <i>nullas</i> : emphatic position to emphasise that no-one can resist Roman weapons <i>armis Romanis resistere</i> : alliteration of 'r' to emphasise the invincibility of the Romans.	4	Award one mark for correct reference to the Latin, and one mark for the explanation. Allow any other relevant point.
(b)	(Romulus) went away (1) on high (1) Romulus went to heaven = 2 marks Romulus became a god = 2 marks.	2	Allow a wide range of answers, so long as the meaning of the Latin has been expressed.

Question	Answer	Marks	Guidance
(c)	<p>He thinks it is amazing (1) that the people trusted his (Proculus') announcement (1) and that their belief he/Romulus had been immortal/had become a god (1) softened his loss/the blow (1).</p> <p>Accept a more analytical approach: Livy is showing surprise at the trust / credibility the people are giving Proculus = 2. No mention of surprise, but a comment on Proculus = 1.</p> <p>Answers suggesting a 'cover up' to calm the people down = 2.</p>	4	Allow a wide range of answers, so long as the meaning of the Latin/English translation has been expressed.
19	D – Syria (1).	1	
20	C – poisoned him (1).	1	
21	(the remains of human) bodies (1).	1	Allow 'a body'; 'human remains'; 'rotten flesh', 'human flesh'.
22	spell(s) (1) curse(s) (1) (lead) tablet(s) (1) the name of Germanicus (1).	2	Allow any two.
23	C – lead (1).	1	
24	B – gods of the underworld (1).	1	
25	his friends/they will have an opportunity to complain before the senate (1) and to appeal to the laws (1) they should not escort the dead man (1) with pointless lamentations (1) they should remember those things that he wanted (1) and carry out what he entrusted them to do (1) they will avenge him (1) if they loved him rather than his status (1).	5	The correct Latin must be quoted for each point Accept any five points.

Question	Answer	Marks	Guidance
26	<ul style="list-style-type: none"> • <i>defessa luctu</i>: Agrippina was worn out by grief - we feel sorry for her • <i>corpore aegro</i>: her body was sick - further pity • <i>miserantibus omnibus</i>: everyone pitied her • <i>summa nobilitate pulcherrimoque matrimonio</i>: she was of the highest nobility and the most beautiful marriage - emphatic superlatives • <i>venerationem omnium mereret</i>: she deserved everyone's respect - repetition of <i>omnibus ... omnium</i> • <i>tunc ferales reliquias sinu ferret</i>: but she was now bringing back her husband's ashes - sad contrast • <i>incerta ultionis</i>: she was unsure of how to get revenge - she is vulnerable • <i>quo gavisus</i>: Piso is <u>delighted</u> by the news • <i>caedit victimas, adit templa</i>: Piso celebrates by sacrificing victims and going to temples - this is disrespectful • <i>gaudio immoderato</i>: Piso behaves with excessive joy • <i>non modo ... sed etiam magis insolescit</i>: Plancina's arrogance is even worse • <i>quae ... mutavit</i>: her sister had died but Tacitus suggests that the news of Germanicus' death was the signal for her to change into joyful clothes 	10	<p>10 mark marking grid</p> <p>Level 4 9 – 10 Level 3 6 – 8 Level 2 3 – 5 Level 1 0 – 2</p> <p>To gain full credit for each point made candidates must do the following:</p> <ul style="list-style-type: none"> • quote/refer to the relevant Latin (focused quotation) • translate or show full understanding of the Latin • analyse in detail how the Latin quotation engages with the question <p>Answers must include examples from the full range of the passage. Exhaustive coverage of one or two lines will not be sufficient.</p> <p>Give credit for other relevant responses not listed on the mark scheme.</p>
27	(a)	2	

Question	Answer	Marks	Guidance
(b)	<p><i>simulac</i>: as soon as; the immediacy of the reaction shows the excitement of the people <i>non solum...sed etiam</i>: emphasises the numbers of people crowding the port, showing her popularity and the excitement of the visit <i>complentur</i>: the port was filled with mourners; emphasises the crowd packed into the port, which conveys the excitement of the scene <i>moenia/tecta</i>: the crowd filling the walls and roofs conveys the excitement <i>tecta turba</i>: alliteration of t, representing the excited chattering of the crowd <i>maerentium et rogantium</i>: use of present participles conveys the idea of anticipation and uncertainty</p>	4	One mark for Latin quotation, one mark for explanation Accept any valid point.
(c)	(c) the ship arrived slowly, as if mournfully (1) it does not arrive quickly as is usual, showing the unusual and sad circumstance (1) the ship had all the signs of mourning, reminding us of the tragic death of Germanicus (1) Agrippina had her two children, now fatherless, with her, increases the pathos (1) she is carrying the ashes of her dead husband, reminding us of his murder (1) her eyes are lowered, conveying her deep emotions (1) all the people groaned together; all felt pity for her (1).	4	
28	moderatam (1) moderate/restrained (1).	2	Accept calmly or similar adverb.
29	D – representative (1).	1	
30	as an assistant/to help/to administer/look after affairs (in the East) (1).	1	Allow a range of answers, so long as the general understanding is there.

Question	Answer	Marks	Guidance
31	the murder/poisoning (of Germanicus).	1	
32	D – on the rest of the charges.	1	
33	the soldiers (1).	1	Accept the singular Allow the military. Allow legions.
34	Germanicus (1).	1	
35	C – poisoning (1).	1	
36	the voices/the people/voices of the people/a crowd (1) were heard (1) people (1) were shouting/making a noise (1).	2	Allow a range of answers, so long as the general meaning is conveyed.
37	they would not be able to stop (1) themselves from attacking him (1) they would attack (1) him/the senate house (1) they would resort to violence (1) towards Piso (1). They would kill Piso (2). They would take matters into their own hands (no mention of Piso) (1).	2	Allow a range of answers, so long as the general meaning is conveyed. Full meaning = 2 marks, partial answer = 1 mark.
38	A – Piso was pretending to think about his defence (1) C – he handed a note to his freedman (1) D – he attended to his personal needs (1) F – he ordered the door to be closed (1) I – he killed himself with a sword (1).	5	

APPENDIX A

Marking grid for 10-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> Engagement with the question; Selection and coverage of supporting points; Choice and use of evidence from the Latin text; Accuracy of writing; Control of appropriate form and register; Organisation of answer.
4	9-10	<ul style="list-style-type: none"> Some engagement with the question; A range of relevant points; Some appropriate Latin quotation with some discussion; Legible and accurate writing, conveying meaning clearly; Sustained control of appropriate form and register; Argument well organised.
3	6-8	<ul style="list-style-type: none"> Fairly limited engagement with the question; Some relevant points; Limited appropriate Latin quotation with limited discussion; Legible and generally accurate writing, conveying meaning; Some control of appropriate form and register; Argument is organised.
2	3-5	<ul style="list-style-type: none"> Very limited engagement with the question; Few relevant points; Very little or no appropriate Latin quotation with very limited discussion; Legible and partially accurate writing, mostly conveying meaning; Limited control of form and register; Argument apparent in places, even if underdeveloped.
1	0-2	<ul style="list-style-type: none"> Little or no engagement with the question; Any points made are of little or no relevance; No appropriate Latin quotation or discussion; Writing may be illegible and/or contain many errors of spelling, punctuation and grammar, with meaning unclear; Very limited control of form and register; Argument difficult to discern.

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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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