

Mark Scheme for June 2011

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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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Additional Guidance**Determining the level using the marking grids (8- and 10-mark questions)**

Consider how well the response addresses the **first three** criteria in each level and select the level on a **best fit basis**.

The top bullet point is the best initial guideline as to which level the candidate will be awarded. This must be used in conjunction with the second and third bullet points in determining the level.

Determining the mark within the level using the marking grids (8- and 10-mark questions)

Consider how well the response addresses **all six criteria** in the level descriptor. Consult the chart below to help decide on the mark.

How the answer meets the criteria	Mark to award within the level
Meets all the level criteria consistently	Mark at top of level
Meets the level criteria but with some slight inconsistency	Middle mark
Meets some of the level criteria but not consistently – on the borderline of this level and the one below	Mark at bottom of level

As a general guide to the 8 mark question:

- Candidates are likely to achieve
 - level 4 if they include 4-5 valid points with examples from the text, as this would be a good range.
 - level 3 if they include 3-4 valid points, some of which are slightly less focused on the question.
 - level 2 if they make one or two relevant points
 - level 1 if they make one or two points which may be weak or irrelevant
- Some candidates include a number of further valid ideas within what first appears to be one point, and this approach should be rewarded.
- Unsubstantiated points get some credit, but less than points illustrated with an example.
- No Latin quotation is required for the 8 mark question, but candidates can get credit if they do quote the Latin.

As a general guide to the 10 mark question:

For the 10 mark questions, use the numbered ticks (ticks with 1, 2 or 3). These numbers relate to the number of the bullet point in the question.

- For a bullet point from the question to be covered “in detail”, 2 points are sufficient, including focussed Latin quotation, translation / paraphrase and analysis to answer the question.
- Where a quotation or translation is missing, less credit is given to the candidate.
- For a bullet point to be covered “sketchily”, only one point (with Latin, translation and analysis) is required.
- Some content based answers are acceptable, especially if well formulated. A content-based answer, rather than a style-based answer, may discuss the situation (e.g. The number and extent of the mourners in Germanicus and Piso) and should get credit. Examiners must bear this in mind when marking these questions as candidates’ marks will be affected if content-based answers are disregarded.
- On the basis of best fit candidates who do not quote any Latin may still be able to access level 3 but there is a limit of level 3 (6 marks) for any such response.
- Some candidates include a number of further valid ideas within what first appears to be one point, and this approach should be rewarded.
- Unsubstantiated points gain some credit, but less than points illustrated with an example.

Section A: OCR Latin Anthology for GCSE								
Question Number	Answer	Max Mark						
1	<p><i>amplecti Britannicum</i>: how did Narcissus show his affection towards Britannicus?</p> <p>He embraced him/Britannicus (1); Guidance: accept held/hugged him</p>	[1]						
2	<p>Write down and translate the Latin phrase which shows how quickly Narcissus wanted Britannicus to reach a mature age.</p> <table border="1"> <tr> <td>Latin phrase</td> <td>quam maturrimum (1)</td> </tr> <tr> <td>English translation</td> <td>as quickly as possible (1)</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Guidance: accept longer phrase but must have both quam & maturrimum; must have 'as ...possible' quickly = 0 no/wrong Latin + correct English = 1</p>	Latin phrase	quam maturrimum (1)	English translation	as quickly as possible (1)			[2]
Latin phrase	quam maturrimum (1)							
English translation	as quickly as possible (1)							
3	<p>While Narcissus was praying, to whom did he stretch out his hands?</p> <p>the gods (allow heaven) (1) Britannicus/the boy/young man (himself) (1) Guidance: 'gods' must be plural 'himself' = 0</p>	[2]						
4	<p><i>patris inimicos depelleret</i>: whom did Narcissus hope Britannicus would drive away?</p> <p>the enemies (1) of his father (allow Claudius) (1) Guidance: 'his father' (no genitive) = 0 'enemies' must be plural</p>	[2]						

Question Number	Answer	Max Mark
5	<p>How does Tacitus make this a vivid description of Agrippina and her plans?</p> <p>The points given below are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the level.</p> <p>Guidance: On the basis of best fit candidates who do not quote any Latin may still be able to access level 3 but there is a limit of level 3 (6 marks) for any such response.</p> <p>Examiners should also consult the Additional Guidance on pages 4-5 of the mark scheme.</p> <ul style="list-style-type: none"> • the determination of Agrippina; <p>long sentence (<i>tum ... rediret</i>) reflects lengthy deliberation of Agrippina <i>tum</i>: dramatically turns attention to Agrippina juxtaposition of <i>Agrippina</i> & <i>sceleris</i> reflects her link with the crime <i>sceleris ... certa</i>: she is resolved on the crime, there is no going back; adds tension <i>olim</i>: she has been long set on the crime, so is going to grasp her chance <i>oblatae occasionis propera</i>: she is quick to take her opportunity; the pace of events is rapid <i>nec ministrorum egens</i>: litotes to emphasise the accomplices she has at hand so there is nothing to hold her up; all is ready for her to spring into action <i>de genere veneni consultavit</i>: her careful deliberations about the murder add to the drama</p> <ul style="list-style-type: none"> • the types of poison that could be used; <p><i>ne repentino ... delegisset</i>: her deliberations are elegantly drawn out by Tacitus as she weighs up her options; dramatic irony as we know what is being planned, but Claudius is unaware. The two types of poisons are actually used (foreshadowing) <i>proderetur</i>: this reminds the reader of the secrecy and subterfuge involved <i>repentino et praecipiti ... lentum et tabidum</i>: chilling details about the effects of the poisoning emphasise her</p>	[10]

Question Number	Answer	Max Mark
5 cont'd	<p>intentions; the different types of poison are effectively contrasted by Tacitus using two pairs of adjectives; the type of poison is emphasised by similar pairs of adjectives</p> <p><i>lentum et tabidum</i>: this reminds the reader of the painful death that awaits Claudius</p> <p><i>ne...rediret</i>: the shock that Claudius might actually live longer and find out is both ironic and gives us a chilling insight into Agrippina's mind</p> <p><i>supremis</i>: Claudius' dying hours; gives us a glimpse of the future</p> <p><i>exquisitum aliquid</i>: she gives the choice careful consideration; her determination and cunning is emphasised (use for either first or second bullet point)</p> <p><i>exquisitum</i>: emphatic word order</p> <p><i>placebat</i>: it is sinister that the most effective poison is pleasing to her</p> <p><i>turbaret...differret</i>: the chiasitic arrangement allows us to see the dual purpose required by Agrippina</p> <ul style="list-style-type: none"> • Agrippina's accomplices. <p>Content-based responses are more likely on this bullet point. Accept names as quotation</p> <p><i>Locusta...Halotus</i>: the detail added in the character sketch of Locusta and the arrival in the plot of Halotus add to the sense of drama. It is shocking that those closest to the emperor are involved</p> <p><i>nec ministrorum egens</i>: she had a plentiful supply (litotes)</p> <p><i>deligitur</i>: emphatic word order</p> <p><i>artifex talium</i>: with Locusta's skill we wonder how Agrippina can possibly fail; <i>artifex</i> has connotations of witchcraft</p> <p><i>nuper...damnata</i>: adds to the drama, she is a convicted criminal</p> <p><i>diu...habita</i>: that such a criminal can work for a long time for the imperial family is a chilling insight into the running of the imperial house</p> <p><i>eius mulieris</i>: Tacitus doesn't name her again, calling her 'that woman' as a form of insult; first word of the sentence for emphasis</p> <p><i>spadonibus</i>: the use of a eunuch in the plot adds to the mystery and drama</p> <p><i>gustu</i>: the use of the imperial taster shows that Agrippina has hired those closest to the emperor</p>	
6	<p><i>inditur lecticae</i>: on to what was Nero placed?</p> <p>A litter/carriage/sedan chair (chair to be carried) (1)</p> <p>Guidance: do not allow chair or couch without reference to it being carried</p>	[1]

Question Number	Answer	Max Mark
7	<p>rogitantesque ubi Britannicus esset: what did some men keep asking?</p> <p>where was/is (1) Britannicus (1)</p>	[2]
8	<p>Do you consider Tacitus a good storyteller? Answer this question with reference to his account of the poisoning of Claudius.</p> <p>No Latin is required. Credit may be given for correct reference to Latin but full marks can be obtained without any Latin. The points given below are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 8-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the level.</p> <p>Examiners should also consult the Additional Guidance on pages 4-5 of the mark scheme.</p> <p>Use the 8-mark grid at the end of the mark scheme.</p> <p>Accept any sensible points, including the following:</p> <p>He builds suspense (bad omens, Claudius' recovery etc.)</p> <p>He sets the scene for the drama which will unfold, eg including registering the consular year.</p> <p>The dramatic list of bizarre portents gives the story an ominous feeling from the start</p> <p>His use of detail adds to the drama, eg portents, fears of Narcissus, types of poisons and their effects, Claudius' death</p> <p>Vivid details of Claudius' last moments (eg medical details)</p> <p>He evokes pathos (eg the final moments of Claudius)</p> <p>Tacitus' reporting style: detached but critical; use of minor points of interest</p> <p>His use of a cast of characters who are very much celebrity names and his characterisation of them, eg Narcissus, Claudius, Agrippina</p> <p>He gives background information about minor characters eg Locusta</p> <p>The goings on within the imperial house are certain to make this story an interesting read</p> <p>The subject matter is exciting; the plotting within the imperial family and the murder of an emperor is exciting and historically important</p> <p>His eye for dramatic development; he develops the story of the poisoning to involve Claudius' freedman, the accomplices and he develops the character of Agrippina to emphasise her fearful nature</p> <p>The idea of the <i>noverca</i>, the step mother, adds to the drama of the story; her character is involved in every part of the story; she is portrayed as a monster</p> <p>Tacitus emphasises the speed of Agrippina's actions as she grasps her opportunity to poison Claudius; the story unfolds rapidly, but still includes plenty of detail</p>	[8]

Question Number	Answer	Max Mark				
8 cont'd	<p>His exploration of the motivation of various individuals, eg Agrippina The way in which Tacitus distances himself from the narrative at various points, eg <i>ferunt</i> 'they say that...'; suggestion of fact by hearsay; sensationalism; theatrical approach Indirect speech and thoughts of characters His use of irony: eg the use of a doctor to kill, not heal</p> <p>Credit for references to Tacitus' literary style where an example is included</p>					
9	<p><i>nuptiae plenae dignitatis, plenae concordiae</i>: how does Cicero describe the marriage of Melinus and Cluentia? Make two points.</p> <p>(full of) harmony/harmonious (1) dignified/(full of) dignity/respect(ful)/(full of) merit/meritorious (1)</p>	[2]				
10	<p><i>Repente...coniuncta</i>: pick out and translate the Latin word in the first sentence which shows how quickly Sassia's passion arose.</p> <table border="1" data-bbox="479 820 1308 890"> <tr> <td data-bbox="479 820 902 852">Latin word</td> <td data-bbox="904 820 1308 852">repente</td> </tr> <tr> <td data-bbox="479 853 902 885">English translation</td> <td data-bbox="904 853 1308 885">suddenly</td> </tr> </table> <p>Guidance: sudden = 0 If candidates give more than one Latin word award 0 marks for that part If candidates give alternative English translations where one is wrong award 0 marks for that part 'rapidly/quickly' = 0</p>	Latin word	repente	English translation	suddenly	[2]
Latin word	repente					
English translation	suddenly					
11	<p><i>mater huius Habiti</i>: why does Cicero use the word <i>huius</i> here?</p> <p>because he is the defendant/he is in the court room/he is in front of Cicero/because he is this Habitus/to differentiate father and son/to point directly at this man/courtroom gesture/emphasise relationship between mother and son (1)</p>	[1]				

Question Number	Answer	Max Mark
12	<p><i>tametsi in hunc hostili odio et crudelitate est:</i> how did Sassia behave towards her son, Habitus? Make two points.</p> <p>with hatred (1) like an enemy (1) with cruelty (1)/cruelly (1)/hatefully (1)/brutal (1)/with brutality (1) any two answers</p>	[2]

Question Number	Answer	Max Mark
13	<p>In this passage how does Cicero bring out the evil nature of Sassia?</p> <p>The points given below are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the level.</p> <p>Guidance: On the basis of best fit candidates who do not quote any Latin may still be able to access level 3 but there is a limit of level 3 (6 marks) for any such response. Examiners should also consult the Additional Guidance on pages 4-5 of the mark scheme.</p> <ul style="list-style-type: none"> • Sassia’s lack of self-control; <p><i>ea</i>: emphatic word order position her as the cause of the affair <i>Habiti, Melini</i>: juxtaposition of these two young men shows Sassia’s control over both <i>mater</i>: the use of the word ‘mother’ alongside descriptions of her illicit passions, marks out how she is acting in marked contrast with how a Roman <i>mater</i> should act; a mother should be able to control herself. It echoes Cicero’s use of <i>mater</i> in the previous passage <i>contra quam fas erat</i>: her passion is immoral, she is acting contrary to the Roman morals. <i>fas</i> has a religious connotation, so her actions are contrary to Roman religious sensitivities <i>generi sui</i>: Cicero emphasises that he is <i>her own</i> son-in-law, someone she really should be able to resist <i>primo...diu</i>: she can only contain her passion at first, but she cannot do that for any length of time <i>pudor...macula...maeror</i>: Cicero uses powerful vocabulary to emphasise the evil nature of Sassia and the pain she is causing her family <i>capta/inflamata/ferri</i>: passive verbs to show how she is out of control <i>cupiditate/continebatur</i>: alliteration of ‘c’s and ‘t’s and word order shows Cicero’s sneering contempt at her lack of self-control <i>deinde</i>: marks the beginning of the breakdown in her self-control</p> <ul style="list-style-type: none"> • the depth of her passion; <p><i>amore</i>: use of the word ‘love’ suggests Sassia thinks it’s more than lust <i>quoquo modo poterat</i>: she tried to contain her desires in whatever way she could, but she was still unsuccessful <i>flagrare...inflamata</i>: Cicero’s imagery of flames (metaphor) emphasises the depth of her passion as well as the speed she has been taken over by this passion; repetition of imagery of fire <i>amentia/libidine</i>: madness and lust are powerful words to describe her feelings for Melinus</p>	[10]

Question Number	Answer	Max Mark
13 cont'd	<p><i>ita...sic...ut</i>: result clause effectively portrays the depths of her passion; <i>she began to blaze so greatly...that pudor...macula...maeror</i>: Cicero gives a long list of moral considerations which might be expected to exert some control on Sassia, but of course they fail; he uses powerful vocabulary to emphasise the fact that nothing can hold her back</p> <p><i>macula familiae...hominum fama</i>: chiasmus contrasts the disgrace to her family and the opinion of men, neither of which have any effect on her</p> <p><i>non</i>: anaphora of <i>non</i> emphasises the fact that each of these moral considerations has no effect on her</p> <p><i>pietas</i>: very Roman moral; it is particularly bad that it does not affect her behaviour</p> <p><i>fili dolor...filiae maeror</i>: balanced word order contrasts the grief of her son and her daughter; Cicero has gone from the general to the personal, but still this has no effect on Sassia</p> <ul style="list-style-type: none"> • the innocence of Melinus <p><i>illius</i>: to emphasise his youth</p> <p><i>generi</i>: implies innocence</p> <p><i>mater...adulescentis</i>: the contrast between the mother and the young man emphasises the fact that she should never have had a relationship with this man</p> <p><i>animus</i>: first word of the sentence for emphasis; his mind is not strong enough to resist Sassia</p> <p><i>consilio...ratione</i>: the downfall of Melinus is hastened by the fact that the attributes of the age of wisdom are not yet established. This is neatly expressed by Cicero in <i>consilio ac ratione</i>. He never stood a chance against Sassia's charms</p> <p><i>illa aetas</i>: Cicero emphasises his young age and inexperience</p> <p><i>capi ac deleniri</i>: Sassia used more subtle methods to ensnare Melinus; the implication is that he didn't stand a chance against her; both are passive infinitives to reflect his passive role</p> <p><i>pellexit</i>: powerful word to express Sassia's actions; Sassia is the subject bewitching Melinus, her object of lust</p>	

Question Number	Answer	Max Mark
14	<p>Translate Passage A6.</p> <p>Use 5-mark marking grid.</p> <p>[5] Perfectly accurate [4] Overall sense correct; up to 2 minor errors (eg tense, number) or a single major error or omission. [3] Overall sense correct, with several serious errors or omissions. [2] Part correct; a few correct phrases but overall sense lacking or unclear [1] Isolated knowledge of vocabulary only [0] Totally incorrect or omitted.</p> <p>NB Consequential errors should not be penalised. She did not want her reputation to be harmed any longer by shady suspicions; she orders that marriage bed, which two years before she had bedecked for her daughter on her marriage/daughter's marriage, to be decorated and bedecked for herself in the same house after/from which her daughter had been driven and forced out.</p> <p>Guidance: accept the 'genial bed' Allow omission of <i>sibi</i> Minor errors include errors of tense and number Omissions or errors of vocabulary are major errors Give credit for synonyms, eg shady/uncertain</p> <p>Where the translation contains an additional word or phrase that does not appear in the Latin and which changes/adds to the meaning of the translation, this should be counted as a minor error.</p>	[5]
	Section A Total	[50]

Section B: Cambridge Latin Anthology		
Question Number	Answer	Max Mark
15	<p><i>largitione et ambitu infimos militum iuvabat:</i> in what two ways did Piso help the most disreputable of the soldiers?</p> <p>(generous) gift(s) (1) bribery (1)</p> <p>Guidance: only allow answers from the lemma, eg no credit for reference to removing centurions or promotion</p>	[2]
16	<p><i>desidiam in castris, licentiam in urbibus:</i> what did Piso allow in the camp and the cities?</p> <p>(i) In the camp: idleness/laziness/inactivity/apathy (1) (ii) In the cities: hooliganism/disorder (1)</p> <p>Guidance: not violence or rioting</p>	[2]
17	<p><i>lascivientes per agros milites:</i> what were the soldiers doing in the countryside?</p> <p>they rampaged/ran riot/ran wild (1)</p>	[1]
18	<p>How does Tacitus show the sadness of the situation?</p> <p>The points given below are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the level. Guidance: On the basis of best fit candidates who do not quote any Latin may still be able to access level 3 but there is a limit of level 3 (6 marks) for any such response. Examiners should also consult the Additional Guidance on pages 4-5 of the mark scheme.</p> <p>Germanicus' friends at his death bed;</p> <p><i>amici:</i> emphatic word order shows importance of his friends <i>dextram:</i> the right hand is significant as it is considered auspicious <i>amplectentes:</i> the friends embrace Germanicus; the word order with <i>morientis</i> sandwiched between <i>dextram</i> and <i>amplectentes</i> reflects the embrace <i>morientis:</i> the present participle reflects the fact that his end is near; just calling him the 'dying man' increases pathos</p>	[10]

Question Number	Answer	Max Mark
18 cont'd	<p><i>iuraverunt</i>: the passion and loyalty of his friends is evident by their oath of revenge <i>vitam ante quam ultionem</i>: they would rather die than give up the pursuit of revenge; demonstrates their honour <i>mortuus est</i>: polyptoton of <i>mori</i> to emphasise the idea of death</p> <p>the description of the grief of so many people;</p> <p><i>ingenti luctu</i>: the grief of the people is described as huge <i>provinciae</i>: Tacitus is emphasising the grief of the people of Syria in order to build up the pathos of Germanicus' death <i>circumiacentium...reges</i>: people outside the province also grieved; the extent of the lamentation is emphasised by the vague generalisations suggesting a wide geographical area <i>indoluerunt</i>: word order; first word of the sentence to emphasise their grief <i>exterae nationes</i>: this would include Parthia, whose king, according to Suetonius, suspended hunting out of respect <i>reges</i>: even the most important in society grieved for him <i>tanta...comitas</i>: use of <i>tanta</i> (first word of the sentence) emphasises the friendliness of Germanicus and makes the reader consider the great loss at his death; balanced phrases with asyndeton to mark the contrast <i>socios...hostes</i>: both allies and enemies respected him; the symmetrical word pattern portrays the respect of both parties <i>venerationem</i>: powerful word to show their respect/veneration of him <i>omnium</i>: everyone respected him <i>vultum eloquentiamque</i>: the reason behind their respect is explained by Tacitus; both his appearance and his eloquence won people over;</p> <p>the comparison between Germanicus and Alexander.</p> <p><i>illum magno Alexandro</i>: juxtaposition to link Germanicus with Alexander <i>ob formam . . . locumque mortis</i>: tricolon of similarities <i>Alexandro</i>: any comparison with Alexander will make the loss of Germanicus all the greater <i>genus...mortis</i>: the cause of Alexander's death was also uncertain, with rumours of poison <i>aetatem</i>: both Alexander and Germanicus died young, which increases the pathos <i>adaequarent</i>: Tacitus probably introduces the comparisons to exaggerate the esteem in which Germanicus was held, and thus increase the pathos</p>	

Question Number	Answer	Max Mark
18 cont'd	<p><i>affirmaverunt</i>: reflects the force of their beliefs <i>vix triginta annos natum</i>: the youth of both is emphasised again <i>natum periisse</i>: juxtaposition to show shortness of life/circle of life <i>periisse</i>: delayed to the end; the fact that he has died is emphasised</p>	
19	<p><i>periisse Germanicum</i>: what news reached Piso at Cos?</p> <p>Germanicus had died/Germanicus is dead/death of Germanicus (1)</p>	[1]
20	<p><i>caedit victimas, adit templa</i>: on hearing this news, what two things did Piso do?</p> <p>he killed/sacrificed/slaughtered victims/made sacrifices (1) he visited/approached/went to temples (1) Guidance: both victims and temples must be plural</p>	[2]
21	<p><i>Piso ipse gaudio immoderato se gerit</i>: how did Piso behave at this time?</p> <p>(with) excessive/immoderate/immodest (1) rejoicing/joy/delight/happiness/gladness (1)</p>	[2]
22	<p><i>quae luctum mortua sorore tum primum in laetum cultum mutavit</i>: why had Plancina been wearing mourning clothes?</p> <p>(her) sister (1) had died (1) Guidance: for the death of her sister = 2; for her dead sister = 2</p>	[2]

Question Number	Answer	Max Mark
23	<p>From your reading of Tacitus's account of <i>Germanicus et Piso</i>, what impression of Piso have you formed?</p> <p>The points given below are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 8-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the level. Examiners should also consult the Additional Guidance on pages 4-5 of the mark scheme. Use the 8-mark marking grid at the end of the mark scheme.</p> <p>Accept any sensible points, including the following:</p> <p><i>Immoral</i>: he helps the most disreputable of the soldiers and removes the senior and stricter officers; Tacitus uses many pejorative words to describe his behaviour</p> <p><i>Cunning</i>: in order to make Germanicus' task of achieving a peaceful settlement in the East difficult, he allows poor behaviour in the army in order to make the army unpopular</p> <p><i>Undisciplined</i>: he breaks convention by allowing his wife to attend exercises of the cavalry when she held no official position in the Roman army</p> <p><i>Evil</i>: it is likely that Germanicus had received poison from Piso</p> <p><i>Unreligious/breaks religious conventions</i>: Piso may have been involved in the curses and cremated remains</p> <p><i>Organised</i>: even sends men to Germanicus to check on his health so that Piso will be informed if and when Germanicus falls ill</p> <p><i>Heartless</i>: he openly rejoices at the death of Germanicus</p> <p><i>Foolish</i>: he openly rejoices at the death of Germanicus which leaves him open to suspicion</p> <p><i>Arrogant/Excessive</i>: he behaves with excessive rejoicing when Germanicus died</p> <p><i>Treacherous</i>: it was alleged that Piso had made war on the state for his own gains</p> <p><i>Realistic</i>: he knows when the game is up and his end is near</p> <p><i>Brave/composed</i>: he prepares for his suicide carefully and in a composed way, and commits suicide with the minimum of fuss</p> <p><i>Cowardly</i>: he committed suicide and did not face his sentence</p> <p>Credit should be given for candidates who believe Piso was made a scapegoat; he wasn't found guilty on the charge of poisoning; many of Tacitus's allegations against him may have been based on exaggerations; his suicide protects his family's reputation</p>	[8]

Question Number	Answer	Max Mark
24	<p>Translate Passage B4.</p> <p>Use 5-mark marking grid.</p> <p>[5] Perfectly accurate [4] Overall sense correct; up to 2 minor errors (eg tense, number) or a single major error or omission. [3] Overall sense correct, with several serious errors or omissions. [2] Part correct; a few correct phrases but overall sense lacking or unclear [1] Isolated knowledge of vocabulary only [0] Totally incorrect or omitted.</p> <p>NB Consequential errors should not be penalised.</p> <p>When he had accepted/had promised (to come) then Pythius summoned/called the fishermen to himself/him and he asked them to fish in front of his estate/garden/small park/land/grounds and he said/told them what he wanted them to do. Canius came/comes to dinner/the meal on time/punctually/at the appointed time.</p> <p>Guidance: omission of <i>ad se</i> with summoned = no mistake; omission of <i>ad se</i> with called = minor error Minor errors include errors of tense and number <i>promississet</i>: accept he promised/he accepted Omissions or errors of vocabulary are major errors Give credit for synonyms, eg estate/garden etc</p> <p>Where the translation contains an additional word or phrase that does not appear in the Latin and which changes/adds to the meaning of the translation, this should be counted as a minor error.</p>	[5]

Question Number	Answer	Max Mark
25	<p><i>homo cupidus et dives</i>: what sort of man was Pythius? Make two points.</p> <p>greedy (1) rich/wealthy (1)</p> <p>NB: this question should read 'What sort of man was Canius? Make two points' Therefore: Allow other answers referring to Pythius, eg deceitful (1) cunning (1) clever (1) arrogant (1) etc Record NR (No Response) if the candidate only queries the question without attempting an answer</p>	[2]
26	<p><i>num feriae piscatorum essent</i>: what question does Pythius ask his neighbour?</p> <p>are the fishermen (1) on holiday (1)/is there a holiday (1) of/for the fishermen (1) where are the fishermen = 1 fishermen must be plural</p> <p>NB: this question should read 'What question does Canius ask his neighbour?' Therefore: Pythius asked no question (or similar) = 2 Record NR (No Response) if the candidate only queries the question without attempting an answer</p>	[2]
27	<p><i>itaque heri mirabar quid accidisset</i>: what did the neighbour feel when he saw the fishermen the day before?</p> <p>surprised/amazed/shocked/puzzled/wondered what had happened/was happening/thought it was strange (1)</p>	[1]

Question Number	Answer	Max Mark
28	<p>How does Cicero attack the character of Clodia in this passage?</p> <p>NB: the guidance to the question should read, 'In your answer you must refer to the Latin and discuss Cicero's choice and position of words and any other stylistic features.'</p> <p>Accept any substitution of the name Tacitus for Cicero in candidates' responses referring to Passage B6.</p> <p>Record NR (No Response) if the candidate only queries the guidance without attempting an answer.</p> <p>The points given below are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the level.</p> <p>Guidance: On the basis of best fit candidates who do not quote any Latin may still be able to access level 3 but there is a limit of level 3 (6 marks) for any such response. Examiners should also consult the Additional Guidance on pages 4-5 of the mark scheme.</p> <ul style="list-style-type: none"> • Clodia's affair with Caelius; <p><i>nobili genere</i>: she is from a noble family; she should know better and should protect the good name of her family <i>in familiam clarissimam</i>: she has married into a very distinguished family; superlative is used for emphasis; the implication is that she shouldn't need to have an affair with anyone and she should protect the reputation of her new family <i>clarissimam nupsisses</i>; sibilants suggests slyness/negative connotations <i>tibi Caelius</i>; juxtaposition to emphasise affair; 'tibi' is first to hint at Clodia's dominance <i>cur...quid</i>: rhetorical questions for effect; second rhetorical question answers the first <i>cur...fuit</i>; alliteration of 'c' and 't' to show Cicero's disapproval of the relationship <i>neque..neque</i>; double negative reinforces inappropriateness of the relationship <i>temeritas ac libido</i>; pejorative language; emphatic word order <i>libidines...navigia</i>: Cicero lists (using asyndeton to emphasise the number of illicit activities) the unsavoury activities of Caelius and Clodia; the length of the list blackens her character</p>	[10]

Question Number	Answer	Max Mark
28 cont'd	<ul style="list-style-type: none"> • allegations of the prosecution; <p><i>accusatores</i>: Cicero's clever point is that these accusations, although directed at Caelius by the prosecution, inevitably incriminate Clodia herself and blacken her character <i>libidines</i>: debauchery; powerful word to describe her affairs <i>Baias</i>; Baiae had a reputation for debauchery; the pleasure cruises, <i>navigia</i>, probably took place here; its reputation would have been well known to the jurors <i>libidines...navigia</i>; all in plural to show the frequency of her vices; asyndeton makes the list seem exhaustive <i>iactant</i>; metaphor to show the number and force of the accusations <i>nihil te invita dicere</i>: Clodia was willing for the prosecution to make these points, which suggests that they are true; litotes of <i>nihil invita</i> to emphasise her willingness; juxtaposition of <i>te invita</i> emphasises her willingness <i>insane</i>: Cicero suggests that she must be mad to want these points to be made in court; her stupidity is clear</p> <ul style="list-style-type: none"> • Cicero's claim that Clodia cannot be believed. <p><i>insane</i>; indicates she was mad to bring these charges to court as now she cannot be trusted <i>oportet...nihil credendum esse</i>; two verbs suggesting obligation showing that Clodia loses either way <i>refutare...fateri</i>: Clodia must refute these points if she is to avoid the character assassination <i>nihil credendum</i>: if she does not refute them she must acknowledge that she cannot be believed; gerundive of obligation emphasises Cicero's point <i>nihil...neque...neque</i>: the three negatives emphasise the point that none of her evidence at all can be believed <i>testimonio</i>: word order; delayed to the last word of the sentence to emphasise the uselessness of her evidence</p>	
Section B Total		[50]
Paper Total		[50]

Marking grid for 10-mark questions (Higher Tier)

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 10 mark questions (Higher Tier)

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Coverage of the points in the question; • Choice and use of evidence; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of answer.
4	9-10	<ul style="list-style-type: none"> • All three bullet points covered, at least two in detail; • A good range of accurate Latin quotation with developed discussion of this; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument.
3	6-8	<ul style="list-style-type: none"> • Two or three bullet points covered, at least one in detail; • Some accurate Latin quotation with relevant discussion; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised.
2	3-5	<ul style="list-style-type: none"> • One bullet point covered in detail, or two or three bullet points covered sketchily; • Limited Latin quotation which might not be discussed in detail; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped.

1	0-2	<ul style="list-style-type: none">• One bullet point covered sketchily, or two or three bullet points hardly covered at all;• Very little or no Latin quotation and/or no discussion of evidence;• Very little understanding or appreciation of the set text;• Writing may be illegible and/or contain many errors of spelling, punctuation and grammar;• Little control of form or register;• Argument difficult to discern.
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Marking grid for 8-mark questions (Higher Tier)

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Choice and use of evidence; • Engagement with the question; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation of answer.
4	7-8	<ul style="list-style-type: none"> • A good range of well-chosen points covered in detail; • Answer well-directed at the question; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument.
3	4-6	<ul style="list-style-type: none"> • An adequate range of relevant points; • Answers slightly less focused on the question; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised.
2	2-3	<ul style="list-style-type: none"> • Few relevant points; • Limited engagement with the question; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped.

1	0-1	<ul style="list-style-type: none">• One or two points made, which may be irrelevant;• Little or no engagement with the question;• Very little understanding or appreciation of the set text;• Writing may be illegible and/or contain many errors of spelling, punctuation and grammar;• Little control of form or register;• Argument difficult to discern.
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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. 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 set text translation 5-mark questions (Higher Tier)

- [5]** Perfectly accurate
- [4]** Overall sense correct; up to 2 minor errors (eg tense, number) or a single major error or omission.
- [3]** Overall sense correct, with several serious errors or omissions.
- [2]** Part correct; a few correct phrases but overall sense lacking or unclear
- [1]** Isolates knowledge of vocabulary only
- [0]** Totally incorrect or omitted.

NB Consequential errors should not be penalised.

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