

# **Mark Scheme for June 2010**

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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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Section A: OCR Latin Anthology for GCSE		
Question Number	Answer	Max Mark
1	<i>cuncta mox pernotuere</i> : when was everything widely known? Put a tick (✓) in the correct box.  D - soon	[1]
2	<i>scriptores</i> : which group of people does this refer to? Put a tick (✓) in the correct box.  D – writers (1)	[1]
3 (a)	<i>infusum delectabili boleto venenum</i> : with what food was the poison mixed?  mushroom(s) (1)	[1]
3 (b)	<b>pick out and translate the Latin word which shows that Claudius liked this food.</b> Latin word: <i>delectabili</i> (1) English translation: favourite / delightful (1)	[2]
4	<i>socordiane an Claudii vinolentia</i> : why was the force of the drug not felt by Claudius immediately? Make <b>two</b> points. (because of Claudius') lethargy and (1) intoxication (1)	[2]
5	<b>How does Tacitus make this a vivid and dramatic passage? In your answer you must refer to the <u>Latin</u> and discuss Tacitus' choice and position of words and any other stylistic features. Your answer should cover the following points:</b> <ul style="list-style-type: none"> <li>• the way Claudius reacts to the poison;</li> <li>• the way Agrippina acts and feels;</li> <li>• the way Xenophon acts and why he acts in this way.</li> </ul> <b>Marks are awarded for the quality of written communication in your answer.</b> <ul style="list-style-type: none"> <li>• the way Claudius reacts to the poison; <i>soluta alvus</i>: motion of his bowels – medical details <i>simul soluta alvus subvenisse</i>: alliteration of s – sound effect to draw attention to Claudius' apparent recovery position of <i>soluta</i> – at the beginning of the clause to emphasise the key point. <i>subvenisse videbatur</i>: he seems to be getting better <i>nisus evomentis</i>: his efforts to vomit – vivid detail</li> </ul>	[10]

Question Number	Answer	Max Mark
<p><b>5</b> <b>Cont'd</b></p>	<ul style="list-style-type: none"> <li>• <b>the way Agrippina acts and feels;</b>  <i>exterrita</i>: terrified – emotions of Agrippina are spelled out  <i>ultima timebantur</i>: she feared the worst – increases tension  <i>praesentium invidia</i>: infamy of her present deeds – blackens her character  <i>exterrita</i> and <i>spreta</i>: at the beginning of the clause to emphasise the key points (terrified / having defied).  <i>spreta</i>: Agrippina is stooping to new depths of depravity  <i>provisam</i>: she had foreseen the need for Xenophon's help – good planning of Agrippina: no escape for Claudius</li> <li>• <b>the way Xenophon acts and why he acts in this way.</b>  <i>conscientiam Xenophontis medici</i>: complicity of the doctor Xenophon  <i>tamquam ... adiuvalet</i>: as if helping Claudius – deceit is emphasised  <i>creditur</i>: there are no compliant witnesses – adds to the mystery  <i>pinnam ... demisisse</i>: detail of Xenophon lowering the feather smeared with poison: vivid description  <i>haud ignarus ... praemio</i>: motivation of Xenophon, danger is risked for reward.  <i>haud ignarus</i>: litotes to emphasise his complicity  <i>summa scelera</i>: alliteration of s to draw attention to their evil crimes  <i>incipi cum periculo, peragi cum praemio</i>: alliteration of p to draw attention to their evil plans, hints at disapproval. Repeated word order to show link between the danger and the reward.</li> </ul> <p>The points given above 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 band.</p>	
<p><b>6</b></p>	<p><b><i>sorores eius</i>: what relation to Britannicus were Antonia and Octavia?</b> sisters (1)</p>	<p>[1]</p>
<p><b>7</b></p>	<p><b><i>Antoniam quoque et Octaviam sorores eius attinuit</i>: how did Agrippina stop Antonia and Octavia from ruining her plans?</b> She detained / delayed them (1)</p>	<p>[1]</p>
<p><b>8</b></p>	<p><b><i>cunctos aditus custodiis clauserat</i>: what had Agrippina done to all the entrances of the palace?</b> She had closed (all) the entrances (1) with guards / posted guards (1)</p>	<p>[2]</p>

Question Number	Answer	Max Mark
9	<p><b><i>crebroque vulgabat ire in melius valetudinem principis</i></b>: what did Agrippina do to calm people's fears about the emperor? Make <u>three</u> points.</p> <p>She announced that (1) the emperor's/his health (1) was getting better (1)</p>	[3]
10	<p><b><i>Chaldaeorum</i></b>: what were these people? Put a tick (✓) in the correct box.</p> <p>A – astrologers</p>	[1]
11	<p><b><i>medio diei</i></b>: what time is this? Put a tick (✓) in the correct box.</p> <p>A – at midday</p>	[1]
12	<p><b><i>foribus palatii repente diductis</i></b>: which sentence best describes what happened? Put a tick (✓) in the correct box.</p> <p>B - The gates of the palace were suddenly opened</p>	[1]
13	<p><b><i>comitante Burro</i></b>: which sentence best describes what Burrus does? Put a tick (✓) in the correct box.</p> <p>B – Burrus accompanies Nero</p>	[1]
14	<p><b><i>monente praefecto</i></b>: who was advising the crowd how to receive Nero? Put a tick (✓) in the correct box.</p> <p>A - the commanding officer</p>	[1]
15	<p><b><i>faustis vocibus exceptus</i></b>: how did the crowd receive Nero? Put a tick (✓) in the correct box.</p> <p>C – with joyful shouts</p>	[1]

Question Number	Answer	Max Mark
16	<p><b>What do we learn about Aulus Cluentius Habitus in this passage? Give <u>three</u> details and quote the <u>Latin</u> for each detail.</b></p> <p>he was from the town of Larinum (1)  he was pre-eminent in honour (1) / reputation (1) / high birth (1)  (he was respected) in his home town (Larinum) and in that district / neighbourhood (1)  he was father of the defendant (1)  Accept any <b>three</b> points with the Latin quotation.</p>	[3]
17	<p><b>Tick the five true statements. Put a tick (✓) in each correct box.</b></p> <p>A - Cicero called Sassia brilliant.  C - She triumphed in her delight  E - She did not want her reputation to be harmed by uncertain suspicions.  H - Sassia ordered her marriage bed to be decorated  I - The mother-in-law married her son-in-law.</p>	[5]
18	<p><b>In this passage how does Cicero show that he disapproved of the way Sassia behaved?</b></p> <p><b>In your answer you must refer to the <u>Latin</u> and discuss Cicero's choice and position of words and any other stylistic features. Your answer should cover the following points:</b></p> <ul style="list-style-type: none"> <li>• Cicero's skill as a speaker;</li> <li>• Sassia's marriage to her son-in-law;</li> <li>• the bad character of Sassia.</li> </ul> <p><b>Marks are awarded for the quality of written communication in your answer.</b></p> <ul style="list-style-type: none"> <li>• Cicero's skill as a speaker;</li> </ul> <p><i>o...o</i>: exclamations to express outrage, tricolon  <i>mulieris</i>: of the woman, he doesn't name Sassia – word order, <i>mulieris</i> at the start of the sentence (after <i>o</i>) to draw attention to her.  <i>incredibile ... inauditum ... indomitam</i>: tricolon use of the prefix <i>in-</i> to emphasise her evil character and the evil nature of the crime.  <i>libidinem ... audaciam</i>: word order: her bad characteristics are at the start of each phrase (after <i>o</i>) for emphasis.  <i>libidinem effrenatam ... audaciam</i>: powerful vocabulary  <i>nonne</i>: rhetorical question to express incredulity at her actions  <i>timuisse</i>: infinitive of exclamation to add to the drama  <i>vim ... famam</i>: chiasmus to draw attention to the things she should fear  <i>vim ... famam ... noctem ... faces etc</i>: long list of things that she should have feared, but did not change her behaviour. Climactic.  <i>illam noctem facesque illas</i>: chiasmus to draw attention to the things she should fear</p>	[10]

Question Number	Answer	Max Mark
	<p><i> pudorem ... amentia</i>: tricolon, repeated word pattern to add to the contrast, asyndeton to draw the emphasis on her evil characteristics.</p> <ul style="list-style-type: none"> <li> <b>Sassia's marriage to her son-in-law;</b>  <i> scelus incredibile ... inauditum</i>: unbelievable, unheard of crime  <i> perfregit ... prostravit</i>: powerful verbs to convey the destruction she has caused (<i>also in bad character</i>)  <i> faces ... cubicula ... cubile</i>: references to her daughter's wedding to provoke disgust </li> <li> <b>the bad character of Sassia.</b>  <i> famam</i>: her reputation means nothing to her  <i> vim deorum</i>: she is not even afraid of offending the gods  <i> cupiditate ac furore</i>: her passion and madness led her  <i> pudorem ... amentia</i>: her bad characteristics are contrasted with how she should behave. </li> </ul>	
19	<p><b>How did Sassia's son and daughter react to their mother's behaviour? You should refer to other sections of the <i>Pro Cluentio</i> you have read and make <u>two</u> points.</b></p> <p>her son / Cluentius took his mother's behaviour badly (1)  he was miserable (1)  he took badly the disgrace of his family / his relatives / his name (1)  he resolved to stop considering Sassia as his mother / didn't want anything to do with his mother (1)  he made sure it did not look like he approved of her behaviour (1)  Her daughter / Cluentia complained / was grief stricken / wept (every day / incessantly) (1)  Accept <b>any two</b> answers.</p>	[2]
<b>Section A Total</b>		<b>[50]</b>

Section B: Cambridge Latin Anthology		
Question Number	Answer	Max Mark
20	<b><i>militiae vacationem</i></b> : what were the Druids exempt from? military service / army / the military (1)	[1]
21	<b><i>tantis praemiis excitati</i></b> : what encouraged many men to go into training? rewards (1) accept singular or plural	[1]
22	<b><i>a parentibus propinquisque mittuntur</i></b> : which <u>two</u> groups of people sent these men to train with the Druids? parents (1) relations / family (1)	[2]
23	<b><i>magnum ibi numerum versuum</i></b> : what did these men learn by heart? verses / poems (1)	[1]
24	<b><i>viginti annos</i></b> : how long did some of the men remain in training? Put a tick (✓) in the correct box. D – twenty years	[1]
25	<b><i>transire ad alios</i></b> : what did the Druids believe about souls after death? Put a tick (✓) in the correct box. C – They went across to other people.	[1]
26	<b><i>metu mortis neglecto</i></b> : what fear had the Druids disregarded? Put a tick (✓) in the correct box. A - fear of death	[1]
27	<b><i>de sideribus</i></b> : which of the following did the Druids discuss with their followers? Put a tick (✓) in the correct box. D - the stars	[1]

Question Number	Answer	Max Mark
28	<p><b><i>terrarum magnitudine</i></b>: what did the Druids teach their followers about the world? Put a tick (✓) in the correct box.</p> <p>D – its size</p>	[1]
29	<p><b><i>iuventuti tradunt</i></b>: to whom did the Druids hand down their teachings? Put a tick (✓) in the correct box.</p> <p>D – young people</p>	[1]
30	<p><b>How does Caesar make this a vivid and interesting passage? In your answer you must refer to the <u>Latin</u> and discuss Caesar's choice and position of words and any other stylistic features. Your answer should cover the following points:</b></p> <ul style="list-style-type: none"> <li>• <b>the description of the executions;</b></li> <li>• <b>the different types of crimes and the Druids' attitudes to them;</b></li> <li>• <b>the executions of innocent people.</b></li> </ul> <p><b>Marks are awarded for the quality of written communication in your answer.</b></p> <ul style="list-style-type: none"> <li>• <b>the description of the executions;</b>  <i>simulacra ingenti magnitudine</i>: they make images of huge size – enormous size of the images is interesting  <i>membra viminibus contexta</i>: the images are woven with branches – detailed description of the images  <i>viviis hominibus</i>: they fill the bodies of these images with living men – Caesar is emphasising the fact that the men are being burnt alive.  <i>flamma circumventi pereunt</i>: vivid description – the men are surrounded with flames and perish  <i>circumventi</i>: the flames are all around the victims</li> <li>• <b>the different types of crimes and the Druids' attitudes to them;</b>  <i>in furto ... latroclinio ... aliqua noxia</i>: the details of the crimes adds to the interest – tricolon  <i>gratiora deis</i>: the executions of these men are more pleasing to the gods  <i>deis</i>: reference to the Druids' gods and their religious views increases the interest, particularly to Romans  <i>arbitrantur</i>: the lack of certainty adds to the mystery surrounding the Druids</li> <li>• <b>the executions of innocent people.</b>  <i>sed ... defecit</i>: they sometimes run out of a supply of guilty people. This implies they execute many people  <i>ad innocentium supplicia descendunt</i>: they resort to executing innocent people – shocking idea</li> </ul>	[10]

Question Number	Answer	Max Mark
	<p><i>descidunt</i>: they resort to – this implies criticism of these executions  <i>etiam</i>: they even... – this implies shock / surprise at their killing innocent people</p> <p>The points given above 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 band.</p>	
31	<p><b>Name Boudica's husband.</b>  Prasutagus (1)</p>	[1]
32	<p><b><i>Boudica verberata</i>: what happened to Boudica?</b>  they beat Boudica (1)</p>	[1]
33	<p><b><i>filiae stupro violatae sunt</i>: what did the Romans do to her daughters?</b>  they raped her daughters (1)</p>	[1]
34	<p><b><i>avitis bonis exuuntur</i>: what did the Romans take away from the chieftains.</b>  ancestral (1) possessions / goods / estates / land (1)</p>	[2]
35	<p><b><i>propinqui regis inter servos habebantur</i>: how did the Romans regard the relatives of the king?</b>  (like) slaves (1) (accept servants)</p>	[1]

Question Number	Answer	Max Mark
36	<p><b>How did the Romans treat the Trinobantes and how did the Trinobantes react to this?</b>  <b>Make <u>five</u> points. You must quote the <u>Latin</u> for each point.</b></p> <p><b>Romans treatment of the Trinobantes</b>  the veterans / Romans drove the Britons / Trinobantes from their homes (1)  the Romans drove them from their fields / land (1)  the Romans called them prisoners (1) or slaves (1)</p> <p><b>Trinobantes' reaction</b>  the Britons / Trinobantes were moved to rebellion (1)  they pledged to recover their freedom (1)  with (secret) conspiracies (1)  they showed hatred (1) towards the veterans (1)</p> <p>Candidates should have at least one of each  Accept any <b>five</b> points.</p>	[5]
37	<p><b>Tick the <u>five</u> true statements. Put a tick (✓) in each correct box.</b></p>	[5]
	<p>B – He prepared to join battle.  D - The place was blocked in the rear by woods.  F - Because of the nature of the place he had no fear of ambush.  G - He drew up his legionaries in close formation.  I - The horsemen stood by.</p>	
38	<p><b>How does Tacitus show that the Romans completely defeated the Britons?</b>  <b>In your answer you must refer to the Latin and discuss Tacitus' choice and position of words and any other stylistic features.</b>  <b>Your answer should cover the following points:</b></p> <ul style="list-style-type: none"> <li>• the destruction of the Britons;</li> <li>• the success of the Roman soldiers;</li> <li>• the casualties on both sides.</li> </ul> <p><b>Marks are awarded for the quality of written communication in your answer.</b></p> <ul style="list-style-type: none"> <li>• the destruction of the Britons;  <i>perfringunt</i> – they break through the Britons' lines (powerful verb)  <i>quod ... erat</i> – indefinite – they break through any strong force in the way  <i>ceteri</i>: all those not caught up in the Roman charge flee</li> </ul>	[10]

Question Number	Answer	Max Mark
	<p><i>terga praebuerunt</i>: portrayal of their flight  <i>difficili effugio</i> – the Britons are hampered by the wagons  <i>confixaque ... iumenta</i> – the baggage animals are also killed  <i>etiam</i>: there was no escape even for the baggage animals  <i>corporum cumulum</i> – alliteration of c – harsh sound of battle, portrays shocking sight</p> <ul style="list-style-type: none"> <li>• <b>the success of the Roman soldiers;</b>  <i>protentis hastis</i> – with their spears at full stretch (no escape for the Britons)  <i>equites ... hastis</i>: successful use of the Roman cavalry  <i>ne feminis quidem</i> – the Romans did not even spare the women  <i>confixaque ... auxerant</i> – graphic description of the piles of bodies  <i>laudem ... pepererunt</i> – Tacitus passes judgement on their victory</li> <li>• <b>the casualties on both sides.</b>  <i>quippe</i> – Tacitus conveys surprise at the reported casualty figures  <i>octoginta ... vulneratis</i>: Tacitus gives details casualty figures for both sides to emphasise the scale of the Roman victory.  <i>Boudica ... finivit</i>: Tacitus refers to the death of Boudica. He uses a short sentence to emphasise her demise</li> </ul> <p>The points given above 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 band.</p>	
39	<p><b>What impression do you have of the Britons in <i>Boudica's</i> rebellion?</b>  <b>Make <u>three</u> points.</b></p> <p>Accept any sensible points, including the following:</p> <p>they were prepared to side with the Romans for their protection (Prasutagus had written Nero into his will)</p> <p>they respected women (Boudica is a warrior queen and women are in the battlelines)</p> <p>they were brave (they fight against the might of the Romans)</p> <p>they were overconfident (they take their wives onto the battlefield to witness their victory)</p> <p>they were undisciplined in the way they fought</p> <p>their military tactics were inferior to the Romans</p> <p>they were proud (they do not bow down to the Romans, Boudica kills herself, rather than be captured)</p> <p>their forces were weaker than the Romans</p> <p>they hated the Romans (they rebelled against them)</p> <p>They were determined to beat the Romans</p>	[3]
<b>Section B Total</b>		<b>[50]</b>
<b>Paper Total</b>		<b>[50]</b>

## Marking grid for 10-mark questions (Foundation Tier)

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>Coverage of the points in the indicative mark scheme;</li> <li>Choice and use of evidence;</li> <li>Understanding and appreciation of the set text;</li> <li>Accuracy of writing;</li> <li>Control of appropriate form and style;</li> <li>Organisation and use of technical vocabulary.</li> </ul>
4	9-10	<ul style="list-style-type: none"> <li>All three bullet points covered; the points made may be basic but should be accurate;</li> <li>Some accurate Latin quotation with some relevant discussion;</li> <li>Sound understanding and appreciation of the set text;</li> <li>Legible, fluent and technically very accurate writing;</li> <li>Sustained control of appropriate form and register;</li> <li>Very well structured and organised argument; technical terms accurately and effectively used.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>Two bullet points covered in some detail;</li> <li>Limited Latin quotation, discussion may lack detail; or candidate might not always refer to the Latin but makes relevant and accurate points;</li> <li>A more limited understanding and appreciation of the set text;</li> <li>Legible and generally accurate writing, conveying meaning clearly;</li> <li>Limited control of appropriate form and register;</li> <li>Argument is organised, some technical terms accurately used.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>One bullet point covered in some detail, or two or three bullet points covered at a basic level;</li> <li>Very little or no Latin quotation or discussion contains inaccuracies and may not always be relevant;</li> <li>A basic understanding and appreciation of the set text;</li> <li>Legible and generally accurate writing, clarity not obscured;</li> <li>Very limited control of form and register;</li> <li>Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.</li> </ul>
1	0-2	<ul style="list-style-type: none"> <li>One bullet point covered sketchily, or two or three bullet points hardly covered at all;</li> <li>Little or no evidence of relevance to the question or some random Latin quotation made with no relevant discussion;</li> <li>Very little understanding or appreciation of the set text;</li> <li>Writing may be illegible and/or contain many errors of spelling, punctuation and grammar;</li> <li>Little control of form or register;</li> <li>Argument difficult to discern, technical terms inaccurately used or omitted.</li> </ul>

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.

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO2</b>	<b>Total</b>
	50	<b>50</b>
<b>Total</b>	<b>50</b>	<b>50</b>

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