

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	<p>Two things were set on fire. State <u>one</u> of these. standards (of the soldiers) (1) tents (of the soldiers) (accept singular)</p>	[1]
2	<p>What caused these things to burst into flames? lightning / heavenly fire (1)</p>	[1]
3	<p>What settled on the Capitoline? (a swarm of) bees (1)</p>	[1]
4	<p>Describe the offspring of the pig. Give two details. it had the talon(s) (1) of a hawk / bird of prey (1)</p>	[2]
5	<p>Over a period of time a number of magistrates died. How long was that period of time? a few / several (1) months (1) (a month = 0)</p>	[2]
6	<p>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:</p> <ul style="list-style-type: none"> • the way Claudius reacts to the poison; • the way Agrippina acts and feels; • the way Xenophon acts and why he acts in this way. <p>Marks are awarded for the quality of written communication in your answer.</p> <ul style="list-style-type: none"> • 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 position of <i>soluta</i> – at the beginning of the clauses 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 • the way Agrippina acts and feels; 	[10]

Question Number	Answer	Max Mark
<p>6 contd</p>	<p><i>exterrita</i>: terrified – emotions of Agrippina are spelled out <i>ultima timebantur</i>: they feared the worst – increases tension <i>praesentium invidia</i>: infamy of her present deeds – blackens her character <i>spreta</i>: Agrippina is stooping to new depths of depravity <i>exterrita</i> and <i>spreta</i>: at the beginning of the clauses to emphasise the key points (terrified / having defied) <i>provisam</i>: she had foreseen the need for Xenophon’s help – good planning of Agrippina – no escape for Claudius</p> <ul style="list-style-type: none"> the way Xenophon acts and why he acts in this way <p><i>conscientiam Xenophontis medici</i>: complicity of the doctor Xenophon <i>tamquam...adiuvaret</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.</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>	
<p>7</p>	<p>Translate Passage 3. Use the marking grid at the end of the mark scheme.</p>	<p>[5]</p>

Question Number	Answer	Max Mark
8	<p>From your reading of Tacitus' account of the poisoning of Claudius in <i>Annals</i> 12.64-69, what picture of Agrippina have you formed? In your answer you should refer to the chapters you have read, and you may also refer to the lines printed in the question paper. Marks are awarded for the quality of written communication in your answer.</p> <p>Use the 8-mark marking grid at the end of the mark scheme.</p> <p>Accept any sensible points, including the following:</p> <p>anxious, fearful of failure (she feared the worst)</p> <p>determined (she didn't give up until she killed Claudius / planned the murder carefully)</p> <p>merciless / ruthless (he was capable of murder)</p> <p>shameless / evil / terrifying (stops at nothing to get her way)</p> <p>immoral (committed murder, had an affair with Pallas)</p> <p>opportunistic / devious (she seized the opportunity to murder Claudius)</p> <p>intelligent / thoughtful (choice of poison, she foresaw the need to make use of Xenophon)</p> <p>treacherous (the plot against her husband)</p>	[8]
9	<p>What do we learn about Aulus Cluentius Habitus in this passage? Give <u>three</u> details.</p> <p>he was from the town of Larinum (1)</p> <p>he was pre-eminent in honour / courage (1) / reputation (1) / high birth / noble (1)</p> <p>(he was respected) in his home town (Larinum) (1) and in that district / neighbourhood / surrounding area (1)</p> <p>he was the father of the defendant (1)</p> <p>Accept any three points.</p>	[3]
10	<p>Write down and translate the Latin adjective that describes the speed of the divorce of Cluentia and Melinus.</p> <p><i>subitum</i> (1) sudden(ly) / quick (1)</p>	[2]
11	<p><i>ut in tantis iniuriis non invita, ut a viro non libenter</i>: why was Cluentia willing to divorce Melinus but not glad to do so?</p> <p>She was willing because of the injustices / suffering she had suffered (1)</p> <p>She was not glad because Melinus was her husband / she loved her husband (1)</p>	[2]

Question Number	Answer	Max Mark
12	<p><i>exultare laetitia triumphare gaudio coepit</i>: in what <u>two</u> ways did Sassia act after her daughter's divorce?</p> <p>She exulted/with joy/ happiness) (1) she triumphed / celebrated/in her delight (1)</p>	[2]
13	<p>According to Cicero, Sassia was a victor over her daughter. What, however, was Sassia unable to conquer?</p> <p>Her lust (1)</p>	[1]
14	<p>In this passage how does Cicero show that he disapproved of the way Sassia behaved?</p> <p>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:</p> <ul style="list-style-type: none"> • Cicero's skill as a speaker • Sassia's marriage to her son-in-law; • the bad character of Sassia. <p>Marks are awarded for the quality of written communication in your answer.</p> <ul style="list-style-type: none"> • Cicero's skill as a speaker; <i>o ... o</i>: exclamations to express outrage <i>o...o..o</i>: 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 <i>cubiculi... cubile</i>: assonance and repetition <i>pudorem ... amentia</i>: tricolon, repeated word pattern to add to the contrast, asyndeton to draw the emphasis on her evil characteristics • Sassia's marriage to her son-in-law; <i>scelus</i>: the marriage is a crime <i>incredibile...inauditum</i>: the marriage /crime is unbelievable/unheard of 	[10]

Question Number	Answer	Max Mark
	<p><i>libidinem effrenatam ... audaciam</i>: derogatory words to describe the union</p> <p><i>perfremit...prostravit</i>: powerful verbs to convey the destruction she has caused</p> <p><i>faces...cubicula...cubile</i>: references to her daughter's wedding to provoke disgust</p> <ul style="list-style-type: none"> • the bad character of Sassia. <p><i>fama</i>: her reputation means nothing to her</p> <p><i>vim deorum</i>: she is not even afraid of offending the gods</p> <p><i> pudorem...amentia</i>: her bad characteristics are contrasted with how she should behave</p> <p><i> cupiditate ac furore</i>: her passion and madness led her</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>	
	Section A Total	[50]

Section B: Cambridge Latin Anthology		
Question Number	Answer	Max Mark
15	<i>militiae vacationem omniumque rerum immunitatem habent:</i> what were the Druids exempt from? Give <u>two</u> examples. military service / fighting (1) all/any duties (including tax/tribute) (1)	[2]
16	Write down and translate a Latin phrase which shows that the men wanted to take part in the training. <i>sua sponte</i> (1) of their own accord (1) <i>(tantis) praemiis excitati</i> (1) urged on by (such great) rewards (1)	[2]
17	Which <u>two</u> groups of people sent these men to the training? their parents (1) their relations / relatives / family (1)	[2]
18	How long did some of the men remain in training? twenty years (1)	[1]
19	What did the Druids do to the images? Put a tick (✓) in the correct box. C - They set fire to them.	[1]

Question Number	Answer	Max Mark
20	<p>What crimes does Caesar mention here? Give <u>two</u> details.</p> <p>theft (1) robbery (1) some / another / an offence (1)</p> <p>Allow burning/killing/executing innocent people (1)</p> <p>Accept any two</p>	[2]
21	<p><i>gratiora deis immortalibus esse arbitrantur</i>: what did the Druids believe about these executions (<i>supplicia</i>)?</p> <p>they were more pleasing (must have comparative) (1) to the gods (1)</p>	[2]
22	<p><i>ad innocentium supplicia descendunt</i>: what did the Druids do to some innocent people?</p> <p>Put a tick (✓) in the correct box.</p> <p>D - they resorted to punishing them.</p>	[1]
23	<p>From Caesar's account of the Druids, what impression of the Druids and their beliefs have you formed?</p> <p>Marks are awarded for the quality of written communication in your answer.</p> <p>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>The Druids</i></p> <p>they are religious / spiritual</p> <p>they are held in honour</p> <p>they are important in the community</p> <p>their power is far reaching, as they decide on matters both in public and private</p> <p>everybody respects / upholds their decisions, and those who don't accept their decisions are shunned</p> <p>they are fair in their choosing of the chief Druid</p> <p>their rule of life spread from Britain to Gaul, showing their popularity</p> <p>they have many privileges and people train for many years to become a Druid</p> <p>they are intellectual/intelligent</p> <p>their society is structured and well organised</p> <p>they are barbaric</p>	[8]

Question Number	Answer	Max Mark
	<p><i>Their beliefs</i> religion rules their way of life education is very important to them they have many beliefs about the world they have extreme religious views – they sacrifice humans who may be innocent they are secretive about their religion and education</p>	
24	<p>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:</p> <ul style="list-style-type: none"> • the description of the Druids and the women; • the Roman soldiers' fear and their leader's encouragement; • the attack by the Roman soldiers. <p>Marks are awarded for the quality of written communication in your answer.</p> <ul style="list-style-type: none"> • the description of the Druids and the women; <i>stabat</i>: emphatic position <i>pro litore</i>: the Druids are waiting for the Romans on the shore <i>diversa acies</i>: the battle line is hostile / opposing <i>densa</i>: it is thick with arms and men <i>diversa acies, densa armis</i>: sound effect (d's and a's) to emphasise the fearsome sight on the shore <i>feminis</i>: even women are involved in the fighting and are rushing about the battleline <i>Furiarum</i> : they are dressed like Furies <i>Furiarum...ferali</i>: <i>alliteration</i> to draw attention to their fearsome appearance <i>crinibus deiectis</i>: dishevelled hair <i>Druides</i>: word order, beginning of clause for emphasis <i>preces diras</i>: curses of the Druids <i>fundentes</i>: pouring out curses <i>novitate</i>: their appearance is strange • the Roman soldiers' fear and their leader's encouragement; <i>perculerunt</i>: the soldiers were overawed <i>quasi</i> <i>quasi haerentibus</i>: as if paralysed <i>immobile corpus</i>: they cannot move through fear <i>hortante duce</i>: they are encouraged by their leader <i>stimulantes</i>: they urge themselves on 	[10]

Question Number	Answer	Max Mark
	<p><i>muliebre...fanaticum</i>: the leader portrays the battle line as fanatical and composed of women to portray them as ineffective</p> <ul style="list-style-type: none"> • the attack by the Roman soldiers. <p><i>inferunt signa</i>: they move forward with the standards <i>sternuntque obvios</i>: they cut down those in the way <i>igni suo involvunt</i>: they envelop the enemy with the Britons' own fire.</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>	
25	<p>The Druids called the moon <i>omnia sanantem</i>. Translate this into English.</p> <p>the healer (1) of everything (1) (healing all / all healing = 2)</p>	[2]
26	<p>Write down and translate the Latin adverb that describes how the Druids prepared the sacrifice and feast.</p> <p><i>rite</i> (1) solemnly(1)</p>	[2]
27	<p>Translate Passage 5.</p> <p>Use the marking grid at the end of the mark scheme.</p>	[5]
28	<p>How does Tacitus emphasise the scale of the Britons' defeat? 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:</p> <ul style="list-style-type: none"> • the destruction of the Britons; • the success of the Roman soldiers; • the casualties on both sides. <p>Marks are awarded for the quality of written communication in your answer.</p> <ul style="list-style-type: none"> • the destruction of the Britons; <p><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 <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.</p>	[10]

Question Number	Answer	Max Mark
	<p><i>etiam</i>: there was no escape even for the baggage animals</p> <p><i>corporum cumulum</i>: alliteration of c – harsh sound of battle, portrays shocking sight</p> <ul style="list-style-type: none"> • the success of the Roman soldiers; <p><i>protentis hastis</i>: with their spears at full stretch (no escape for the Britons)</p> <p><i>equites...hastis</i>: successful use of the Roman cavalry</p> <p><i>ne feminis quidem</i>: the Romans did not even spare the women</p> <p><i>confixaque...auxerant</i>: graphic description of the piles of bodies</p> <p><i>laudem...pepererunt</i>: Tacitus passes judgement on their victory</p> <ul style="list-style-type: none"> • the casualties on both sides. <p><i>quippe</i>: Tacitus conveys surprise at the reported casualty figures</p> <p><i>octoginta...vulneratis</i>: Tacitus gives details of casualty figures for both sides to emphasise the scale of the Roman victory.</p> <p><i>Boudica...finivit</i>: Tacitus refers to the death of Boudica. He uses a short sentence to emphasise her demise.</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>	
	Section B Total	[50]
	Paper Total	[50]

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 indicative mark scheme; • 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 technical vocabulary.
4	9-10	<ul style="list-style-type: none"> • All three bullet points covered 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; technical terms accurately and effectively used.
3	6-8	<ul style="list-style-type: none"> • Two bullet points covered 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, some technical terms accurately used.
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, simple technical terms used appropriately.
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, technical terms inaccurately used or omitted.

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 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 and use of technical vocabulary.
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; technical terms accurately and effectively used.
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, some technical terms accurately used.
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, simple technical terms used appropriately.
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, technical terms inaccurately used or omitted.

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] Parts correct; a few correct phrases but overall sense lacking or unclear

[1] Isolated knowledge of vocabulary only

[0] Totally incorrect or omitted

N.B. Consequential errors should not be penalised.

Assessment Objectives Grid (includes QWC)

Question	AO2	Total
	50	50
Total	50	50

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