

**GCSE**

**Latin**

Unit **A404/01**: Latin Verse Literature (Foundation Tier)

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Unclear
	Benefit of doubt
	Cross
	Extendable horizontal line
	Extendable horizontal wavy line
	Relevance
	Tick
	Harmful addition
	Repeated or consequential error
	Omission mark

Question		Answer	Mark	Guidance
		<b>Section A: OCR Latin Anthology for GCSE</b>		
1	a	Rome: big	1	
	b	Arícia: (a place with) simple/basic accommodation	2	
2		teacher (of rhetoric)/public speaker Greek very educated/clever	2	Any two of these (or sim.)
3		<b>A + F</b>	2	More than 2 boxes ticked: deduct 1 for each extra tick
4		he had a stomach-ache/felt ill because of the (very) bad/terrible water	2	or words to same effect.
5		<i>haud animo aequo</i>	1	<b>All three</b> words required.
6		shadows ... spreading over the earth/world/lands stars/constellations ... appearing/scattered in the sky	4	or sim. Reference to <i>nox</i> meaning 'night' = 1
7		use of direct speech for the exchange between them <i>pueri nautis, pueris nautae</i> : parallel phrases --> mimics the repetitive banter between the slave-boys and the sailors words understood but omitted colloquialisms such as <i>ohe</i>	4	Any <b>two</b> of these, or other convincing points. Must include <b>at least 1</b> specific Latin reference. <b>Max. 3</b> if no ref. to quoted Latin words.
8		collecting the fares harnessing the mule	2	
9		mosquitoes/gnats (buzzing/biting) (marsh) frogs (croaking)	2	
10		(singing) about his (absent) girl-friend drunk/ had too much wine to drink having a competition with the passenger	2	Any <b>two</b> of these.

Question	Answer	Mark	Guidance
11	line 2: farcical result of just cooking a few lean thrushes! <i>dilapso Volcano</i> : personifies/amplifies a minor cooking accident <i>summum ... tectum</i> : more exaggeration <i>convivas avidos</i> : the hungry guests anxiously rescue their meal! <i>convivas avidos ... servosque timentes</i> : parallel word-order guests and slaves all trying to put out the fire --> comic picture	6	Any <b>three</b> of these, or other convincing points. Must include <b>at least 2</b> specific Latin references. <b>Max. 4</b> if no ref. to quoted Latin words.
12	Vulcan/ Vulcanus	1	Accept <i>Volcano</i>
13	the poles/ heavens crashing with thunder (frequent) flashes of lightning threat of immediate death Aeneas' limbs go cold/numb with fear	3	Not just 'he was afraid'
14	<i>extemplo</i>	1	Translation <b>not</b> required.

Question	Answer	Mark	Guidance	
15	<p>he groans --&gt; despair  he holds his hands up to heaven  he wishes he had died at Troy/in battle, outside his own walls  he envies those who died (in front of their parents)  <i>terque quaterque</i>: emphatic  Diomedes <i>Danaum fortissime gentis</i> – wishes even Diomedes had killed him  <i>mene</i>: emphatic position  <i>animam hanc effundere</i>: melodramatic language  <i>ubi</i> x3 (anaphora + ascending tricolon) --&gt; his memories seem to multiply and become more emotional as he speaks  <i>saevus Hector ... ingens Sarpedon</i> --&gt; if these great men were dead, why not Aeneas?  the river Simois --&gt; nostalgia for his home-country/sorrow for those who died there  <i>scuta ... galeasque ... fortia corpora</i>: ascending tricolon --&gt; the climax of A's lament</p>	10	<p>The points given are indicative and offer question specific guidance. Any other acceptable points must be rewarded.</p> <p>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>Candidates should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating that answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 9–10  Level 3 6–8  Level 2 3–5  Level 1 0–2</p> <p>No Latin - max 6  No style – max 6</p>
16	<b>B + E + F + G + J</b>	5	More than 5 boxes ticked: deduct 1 for each extra tick	
<b>Total for Section A</b>		<b>50</b>		

Question		Answer	Mark	Guidance
		<b>Section B: Virgil, Aeneid 12</b>		
17	a	<i>pater</i>	1	
	b	he is the father of his people/ the Roman race he is the father of Ascanius/Iulus.	1	Accept "he is a father/he has a son" but not if the wrong name is given. Do not accept 'leader/leads his people' or sim.
18	a	B : Laurentum	1	
	b	hearing Turnus's name/ the announcement of their duel	1	
	c	the repetition/ position of <b>deserit</b> <b>et muros et summas arces</b> <i>muros+summas arces</i> – emphasis on the areas he is leaving	2	Any <b>one</b> of these + matching Latin.
19	a	A : <i>laetitia</i>	1	
	b	he can't wait to start the duel which will settle everything	1	or sim.
20		the size of the mountains --> Aeneas' height Appenninus roars ~ Aeneas' clashing weapons <b>pater</b> Appenninus ~ Aeneas is also a father Appenninus rejoices ~ Aeneas is happy	4	Any <b>two</b> of these pairs, or other convincing comparisons.
21		<b>B + F</b>	2	If more than 2 boxes ticked, deduct 1 for each extra tick
22		attacking/bashing at the walls ... with a battering ram	2	Accept 'ramming the walls' for 2 marks
23		you can try to fly to the stars on wings ... or hide yourself away in the earth	2	Accept reasonable gist of meaning: <b>both</b> parts required.

Question	Answer	Mark	Guidance	
24	tosses his head --> arrogant/ self-confident calls Aeneas <i>ferox</i> --> defiant/rude says he doesn't fear him --> brave/defiant stands up to A's challenge ---> brave/self-confident 'only the gods frighten me' - respect for gods/Jupiter; defiant	4	Any <b>two</b> of these, or other appropriate comments + relevant refs. to text [Latin <b>not</b> required].	
25	<b>A + D + G + H + I</b>	5	If more than 5 boxes ticked, deduct 1 for each extra tick	
26	the stone whizzes through the air it doesn't go far it doesn't hit Aeneas	2	Any <b>two</b> of these (or words to same effect).	
27	<p><b>Turnus</b></p> <p><i>pectore ... varii</i> --&gt; his feelings all churned up inside <i>Rutulos aspectat</i> --&gt; he looks at his own people for help/in embarrassment etc <i>aspectat...cunctaturque...letum tremiscit</i> --&gt; tricolon emphasises his hesitation <i>cunctatur metu</i> --&gt; hesitant/unsure/afraid <i>letum ... tremiscit</i> --&gt; the hopelessness of his position <i>nec ... nec</i> --&gt; he has no options left <i>nec currus ... sororem</i> --&gt; let down in his moment of need</p> <p><b>Aeneas</b></p> <p><i>telum ... coruscat</i> --&gt; fully in control/ poised for the final blow <i>sortitus fortunam oculis</i> --&gt; waiting/looking for his chance <i>corpore toto intorquet</i> --&gt; working flat out/ giving all he's got <i>eminus intorquet</i> --&gt; long syllables emphasise his effort <i>murali ... tormento</i>: powerful comparison with a siege engine <i>fulmine ... crepitus</i>: comparison with lightning --&gt; power/speed</p>	10	<p>The points given are indicative and offer question specific guidance. Any other acceptable points must be rewarded.</p> <p>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>Candidates should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating that answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 9–10 Level 3 6–8 Level 2 3–5 Level 1 0–2</p> <p>No Latin – max 6 No style – max 6</p>

Question		Answer	Mark	Guidance
28	a	to spare Turnus/agree to his request not to kill him/return him alive or dead to his people	1	
	b	<i>cunctantem</i>	1	
29		<i>pueri</i> --> Pallas too young to die in this way/unfairly beaten <i>straverat</i> --> T took advantage of P/ an easy victory <i>inimicum (insigne)</i> --> undiplomatic/ gloating/ fatal to T	2	Any <b>two</b> of these or other appropriate <b>Latin</b> words + convincing justification for choice [1]  [Latin words without justification <b>or</b> no Latin words = 0]
30		(the studs/embles from) Pallas' belt	1	or words to that effect
31		<i>furiis accensus</i> (metaphor) <i>furiis accensus et ira terribilis</i> (A's anger reiterated) <i>tunc ... eripiare mihi</i> (rhetorical Q - A supplies his own answer) <i>spoliis indute meorum</i> --> the final straw for A repetition of <i>Pallas</i> --> makes explicit why A cannot forgive T <i>hoc vulnere</i> --> said as A sticks in the sword <i>immolat</i> : strong word = 'takes your life' or even 'sacrifices you' <i>poenam ... sumit</i> --> a life for a life <i>scelerato ex sanguine sumit</i> : harsh alliteration of S	6	Any <b>three</b> of these, or other convincing points. Must include <b>at least 2</b> specific Latin references. <b>Max. 4</b> if no Latin quoted.
		<b>Total for Section B</b>	<b>50</b>	
		<b>Total for component</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>• Engagement with the question;</li> <li>• Selection and coverage of supporting points;</li> <li>• Choice and use of evidence from the Latin text;</li> <li>• Accuracy of writing;</li> <li>• Control of appropriate form and register;</li> <li>• Organisation of answer.</li> </ul>
4	9-10	<ul style="list-style-type: none"> <li>• Some engagement with the question;</li> <li>• A range of relevant points;</li> <li>• Some appropriate Latin quotation with some discussion;</li> <li>• Legible and accurate writing, conveying meaning clearly;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Argument well organised.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>• Fairly limited engagement with the question;</li> <li>• Some relevant points;</li> <li>• Limited appropriate Latin quotation with limited discussion;</li> <li>• Legible and generally accurate writing, conveying meaning;</li> <li>• Some control of appropriate form and register;</li> <li>• Argument is organised.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>• Very limited engagement with the question;</li> <li>• Few relevant points;</li> <li>• Very little or no appropriate Latin quotation with very limited discussion;</li> <li>• Legible and partially accurate writing, mostly conveying meaning;</li> <li>• Limited control of form and register;</li> <li>• Argument apparent in places, even if underdeveloped.</li> </ul>
1	0-2	<ul style="list-style-type: none"> <li>• Little or no engagement with the question;</li> <li>• Any points made are of little or no relevance;</li> <li>• No appropriate Latin quotation or discussion;</li> <li>• Writing may be illegible and/or contain many errors of spelling, punctuation and grammar, with meaning unclear;</li> <li>• Very limited control of form and register;</li> <li>• Argument difficult to discern.</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.

**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](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

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