

GCE

Classics: Latin

Unit **F362**: Latin Verse and Prose Literature

Advanced Subsidiary GCE

Mark Scheme for June 2015

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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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Annotations

	Slash
	Consequential error
	Serious error
	Minor error
	Omission mark
	Unclear
	Tick
	Cross
	Benefit of doubt

Question		Answer	Marks	Guidance	
1	(a)	<p>Pompey has experience in all kinds of conflict (<i>rhetorical question; listing; emphasis of 'varia et diversa' and 'et bellorum et hostium'</i>)</p> <p>He has also been repeatedly victorious in them (<i>'non solum...sed etiam...'</i> structure and delay of 'confecta')</p> <p>Cicero emphasises that Pompey has achieved this personally (<i>hoc uno; huius viri</i>)</p> <p>He further declares that he can cope with any situation (<i>double negative structure of 'nullam rem ... fugere possit'</i>)</p> <p>There is an indication that Pompey is particularly skilled in strategy (<i>use of 'scientiam'</i>)</p>	8	<p>1 mark for each reference in Latin, 1 for discussion.</p> <p>Maximum of 6 marks if only one of style or content discussed.</p> <p>Mistranslation/misunderstanding of the Latin negates the mark for the reference.</p>	
				Content	Levels of response
	(b)	<p>neque enim illae sunt solae virtutes imperatoriae, quae vulgo existimantur, labor in negotiis, For the following are not the only virtues of a general which are usually thought so, namely, industry in business,</p> <p>fortitudo in periculis, industria in agendo, celeritas in conficiendo, consilium in providendo: fortitude amid dangers, hard work in acting, rapidity in executing, wisdom in foreseeing;</p> <p>quae tanta sunt in hoc uno, quanta in omnibus reliquis imperatoribus, quos aut vidimus aut audivimus, non fuerunt. which are as great in this one man as have not been in all other generals whom we have either seen or heard of; allow 'which are greater in this one man than (have been) in all other generals whom we have either seen or heard of</p>	15	<p>The passage has been divided into three sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid.</p> <p>N.B. Consequential errors should not be penalised.</p>	<p>[5] Correct translation (as agreed at Standardisation) with one minor error allowed.</p> <p>[4] One serious error or two minor errors, otherwise the meaning is conveyed.</p> <p>[3] Most of the meaning conveyed, but several errors.</p> <p>[2] Half the meaning conveyed, the rest seriously flawed.</p> <p>[1] A minority of meaning conveyed.</p> <p>[0] No elements of meaning conveyed; no relation to the Latin at all.</p>

Question			Answer	Marks	Guidance
1	(c)	i	Civil War	1	Civil War alone is sufficient. Additional incorrect information should be underlined but not penalised.
1	(c)	ii	Italy was freed by Pompey's valour and assistance.	1	
1	(d)		The qualities can be understood/realised (in Pompey) more by comparison (to others) than how they appear themselves	1 1 1	If more...than... missed, max 2/3
1	(e)		<p>Cicero feels generals are not worthy of the name if they are responsible for corruption. (<i>Rhetorical question; dismissive phrase 'ullo in numero'</i>)</p> <p>In particular he condemns the selling of centurionships, which he claims is an ongoing problem, and the use of money (intended for war) on bribery or greedy investments. (<i>Rhetorical questions; use of tenses in 'veneant atque venierint' emphasising the long term nature of the issue; 'aut propter cupiditatem' / 'aut propter avaritiam' emphasise their ignoble motivations.'</i>)</p> <p>He puts the republic first, and questions the patriotism of someone who commits the above crimes.</p>	6	<p>1 mark for each reference in Latin, 1 for discussion.</p> <p>Maximum of 4 marks if only one of style or content discussed. Mistranslation/misunderstanding of the Latin negates the mark for the reference.</p>

Question		Answer	Marks	Guidance
1	(f)	They [seem to] recognise (1) men who have done these things (1)	2	<p>Examples of 2/2: “They recognise/know who has done these things” “They recognise/know someone who has done these things” “They are aware of who Cicero is talking about” “They know the generals who have done these things” “They agree that other generals have done these things” “They seem to recall that these events have happened and that they have let previous generals get away with such crimes”</p> <p>Example of 1/2: “They know[1] what had happened [0]”</p>

Question		Answer	Marks	Guidance	
1	(g)	Our armies bring disasters (1) wherever they go (1) + two correct references from <i>quantas ... ferant</i> (2)	4	1 mark for Latin, 1 for explanation / translation. Allow BOD for candidates who give full Latin phrase <i>quantas ... ferant</i> (2 marks)	
				Content	Levels of response
1	(h)	<p>Candidates should consider the many compliments paid to Pompey throughout the speech (upbringing, personal qualities, military and political experience, testimonies from other well respected Romans, his defence of Rome against the pirates, his fair treatment of defeated nations). In 27 Cicero says he has shown war is inevitable and dangerous; his conclusion will be that Pompey is the man for the job.</p> <p>They should also consider the alternatives to Pompey, whom Cicero accuses of corruption and self interest.</p> <p>They could also comment on the effectiveness of Cicero's techniques, such as naming Italy and a number of other countries benefited by Pompey as his witnesses, many rhetorical questions which provoke his audience to agree with him, examples of listing etc.</p> <p>Some may feel the exaggerated nature of his praise, especially the divine status given to Pompey in parts, detracts from the objectivity of the speech, while others may see this as rhetorically effective.</p> <p>It is important that candidates use substantial references from beyond the printed passages, as always.</p>	10	<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 may either present their points thematically or in order of events. The question however must be confronted, rather than answers simply retelling the narrative of the speech.</p> <p>Allusions to the text are vital.</p>	<p>AO1/AO2 = 10 Level 5 9–10 Level 4 6–8 Level 3 4–5 Level 2 2–3 Level 1 0–1</p> <p>See end of mark scheme for level descriptors and mark allocations.</p>

Question			Answer	Marks	Guidance
2	(a)	(i)	Bacchus / Dionysus / the god	1	Accept Liber More than a simple translation of 'leader' needed
2	(a)	(ii)	Any two of: Go quickly Tie Bacchus up / Bacchus bound Bring Bacchus here	2	Accept 'don't be slow in carrying out orders' as alternative to 'Go quickly'
2	(b)		<p>Pentheus is warned by several people (<i>repeated structure within hunc...suorum</i> <i>/ repetition of hunc / emphasis on family</i>)</p> <p>They both speak to him and try to stop him (<i>active verbs framing line 4 / four verbs in line 4 / frustra key placement</i>)</p> <p>This has a perverse effect of making him all the keener and more angry (<i>prominent acrior / key choice of rabies / polysyndeton in lines 5-6</i>)</p> <p>Extended simile in the first person gives Ovid's intervention (<i>hint at didactic?</i>)</p> <p>Simile shows Pentheus to react against interference, just like a river flows fiercer if blocked (<i>key words torrentem, spumeus and fervens / repetition of obstruction words obstabat and obstructa / contrast of comparatives lenius and saevior</i>)</p>	8	<p>1 mark for each reference in Latin, 1 for discussion.</p> <p>Maximum of 6 marks if only one of style or content discussed. Mistranslation/misunderstanding of the Latin negates the mark for the reference.</p>

Question		Answer	Marks	Guidance	
2	(c)	<p>Any two of:</p> <p><i>comitem</i> – companion and ... <i>famulum [sacrorum]</i> - ... priest [of Bacchus' rites] <i>Tyrrhena gente</i> – Tyrrhenian/Etruscan/Lyidian <i>manibus ... ligatis</i> - He has his hands bound [behind his back] <i>sacra dei secutum</i> - has followed the rites of the god</p>	4	<p>Accept 'companion of the god'</p> <p>'bound' or similar essential</p>	
				Content	Levels of response
2	(d)	<p>tum deus inludens, tamquam modo denique fraudem senserit, e puppi pontum prospectat adunca Then the god, mocking, as if he had just noticed their deceit at last, looked out from the bent stern at the sea</p> <p>et flenti similis "non haec mihi litora, nautae, promisistis" ait, "non haec mihi terra rogata est! and as though he was crying he said "You didn't promise me these shores, sailors, and this is not the land I asked for!</p> <p>quo merui poenam facto? quae gloria vestra est, si puerum iuvenes, si multi fallitis unum?" By what deed have I deserved punishment? What is your glory if you young men cheat a boy, or if many of you cheat just me?"</p>	15	<p>The passage has been divided into three sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid.</p>	<p>[5] Correct translation (as agreed at Standardisation) with one minor error allowed. [4] One serious error or two minor errors, otherwise the meaning is conveyed. [3] Most of the meaning conveyed, but several errors. [2] Half the meaning conveyed, the rest seriously flawed. [1] A minority of meaning conveyed. [0] No elements of meaning conveyed; no relation to the Latin at all.</p> <p>N.B. Consequential errors should not be penalised.</p>

Question		Answer	Marks	Guidance
2	(e)	They laugh (at him / his tears) They drive the ship on	2	
2	(f)	<p>The speaker prepares us for something amazing by swearing an oath by the god (<i>deus delayed; emphasis of ipsum</i>)</p> <p>Acoetes advises Pentheus that Bacchus of all the gods is always there watching (<i>comparative of [nec] praesentior</i>)</p> <p>Acoetes tries to make Pentheus believe the unbelievable (<i>repetition of tibi; polyptoton of vera/veri; comparative of maiora</i>)</p> <p>The ship then stops in the sea despite the continuing intensive efforts of the sailors (<i>phrase 'haud aliter quam si' emphasises comparison to ship in a dry dock; long vowels in 'siccum navale' and spondaic line 13 'illi...perstant' suggests lack of movement; sailors are 'admirantes' and persevere with their oars perstant/verbere</i>)</p> <p>The ivy and vines gradually creep over the ship (<i>placement of inpediunt; descriptive phrases of 'nexu recurvo' / 'gravidis corymbis'</i>)</p>	8	<p>1 mark for each reference in Latin, 1 for discussion.</p> <p>Maximum of 6 marks if only one of style or content discussed.</p> <p>Mistranslation/misunderstanding of the Latin negates the mark for the reference.</p>

Question	Answer	Marks	Guidance
2 (g)	<p>Candidates should discuss the arrogance Pentheus shows in his dismissal of Bacchus. He laughs at Tiresias, dismisses his warning, calls worship of this god 'madness', orders the arrest of Bacchus and the torture/execution of his priest, and is either bold or stupid enough to go to observe the rites personally.</p> <p>Candidates may consider whether Pentheus' attitude towards Bacchus can be justified from his speech about the traditions, values and history of Thebes.</p> <p>Candidates may notice that Ovid also expresses a negative view of him by calling him 'scorner of the gods'. He does not seem to learn from Acoetes' story what happens to those who offend the gods. The implication is that his <i>hubris</i> will cost him.</p> <p>Nonetheless, in order to tackle fully the question of whether Pentheus 'deserves' what happens to him, candidates will need to consider the sheer horror of his death. Not only is he torn apart, but he suffers this at the hands of his closest family. His desperate attempts to make his mother see what she is doing make the final lines particularly shocking.</p>	10	<p>Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the markscheme, taking into account QWC when placing the answer within the band.</p> <p>AO1/AO2 = 10 Level 5 9–10 Level 4 6–8 Level 3 4–5 Level 2 2–3 Level 1 0–1</p> <p>See end of mark scheme for level descriptors and mark allocations.</p> <p>Candidates may either present their points thematically or in order of events. The question however must be confronted, rather than answers simply retelling the poem's narrative.</p> <p>Allusions to the text are vital.</p>

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