

GCSE

Latin

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

General Certificate of Secondary Education

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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Question			Answer	Mark	Guidance
			Section A: OCR Latin Anthology for GCSE		
1	a	sleep		1	
	b	by his singing		1	No further detail required. Accept 'by being loud'
2	a	he put the mule to graze [1] and tied it up/to a stone [1]		2	Do not accept 'he tied it to the boat'
	b	<i>stertit</i> : (he is/was) snoring		2	Correct English but wrong Latin word = 1 (and v.v.) Accept <i>supinus</i> : lying on his back/lying down
3		it was already day/ time was passing [1] but the boat was not moving/ no progress [1]		2	
4	a	he jumped up/forward he hit the mule he hit the sailor across the head and backside with a (willow) club/branch/piece of wood/stick		2	Any two of these.
	b	he was hot-headed/ hot-tempered		1	

Question		Answer	Mark	Guidance
	5	the fourth hour	1	Accept four hours after dawn / mid morning, but not four o'clock / 4am/ 4pm.
	6	they washed [1] ... their face and/or hands [1]	2	
	7	they were going uphill/ Anxur sits on high rocks	1	Do not accept 'It was stony/rocky' etc
	8	Apulia was his own home region	1	or sim.
	9	<i>quos torret Atabulus</i> → hot dry wind on the mountains <i>numquam erepsimus ...etc.</i> → an endurance-test of a journey <i>lacrimoso fumo ... etc.</i> → a struggle even to make a decent fire	4	Any two of these or other convincing suggestions [1 each] + relevant Latin refs. [1 each]. Latin without any interpretation = 0.
	10	<i>rapimur ... raedis</i> → the pace speeds up the name of the first town cannot fit into verse (i.e. metre) here they actually sell water - despite it being so cheap! the bread is so good that people carry it away on their shoulders! contrast between <i>pulcherrimus</i> and the gritty bread at Canusium alliteration of V (line 3) (no explanation needed for the mark) alliteration of P (line 4) (no explanation needed for the mark)	6	Any three of these or other appropriate details [1 each] + relevant Latin refs. [1 each]. If no Latin ref, max 4 Latin without any interpretation = 0.
	11	B + C + F + I + J	5	Deduct 1 from score for each tick in excess of 5

Question	Answer	Mark	Guidance
12	Juno/ the queen of the gods has ordered him to do so or to destroy Aeneas's fleet/ mission/ destiny	1	Accept any plausible explanation
13	A : Aeolus	1	If more than 1 box ticked mark is 0
14	<p>alliteration of C in line 1 → the sound of his spear hitting rock</p> <p>alliteration of V in line 2 → the sound of the winds</p> <p>line 2: emphatic position of <i>impulit</i></p> <p>striking metaphor: <i>velut agmine facto</i></p> <p><i>terras turbine perflant</i>: a frightening image – emphasised by harsh alliteration of R+T</p> <p>use of Historic Present throughout the majority of the passage</p> <p>4-6 and 8-11: enjambement, in a constantly changing pattern</p> <p><i>incubere</i> (+ <i>intonuere</i> in 10) : Pf Tense → instantaneous</p> <p>assortment of named winds, acting in concert</p> <p>double <i>que</i> (lines 5 + 7 + 8) → swift, cumulative terror</p> <p><i>creberque procellis</i> : striking compound epithet, 'hurricane-filled'</p> <p>alliteration of R in line 5, V in line 6 - possibly onomatopoeia</p> <p><i>clamorque virum ... stridorque rudentum</i>: rhyme → stresses the simultaneous impact on the men and the ships</p> <p><i>eripiunt</i> : emphatic position</p> <p><i>ponto nox incubat atra</i> : mysterious image/ vivid personalisation</p> <p>line 11: ominous alliteration of M/N</p>	10	<p>Assess answers 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>The examples given here are merely indicative. Reward any other convincing points relevant to the question.</p> <p>No Latin: max 5</p> <p>No style: max 6</p>

Question		Answer	Mark	Guidance
15	a	Lycians and Orontes	2	Do not penalise spelling/ wrong case. Candidates must show that <i>Lycios</i> are a group of people not an individual
	b	a huge wave/sea crashes onto the stern/hits the ship the helmsman is swept overboard the waves spin the ship round a whirlpool swallows the ship/ship capsizes/the ship is lost	3	Any three of these. Accept 'helmsman is knocked over'
16		a few of them desperately try to swim in the terrible sea the weapons and ships' planks are all jumbled up in the water the treasure they have brought all the way from Troy is also lost	2	Any two of these or other valid points (including stylistic points). Accept any rendering which adequately conveys the sense.
Total for Section A			50	

Question	Answer	Mark	Guidance
	Section B: Virgil, Aeneid 9		
17	Armed/wearing armour	1	
18	young men [1] + old men [1]	2	Accept 'the young + the old'. If either or both taken as singular, deduct 1
19	D : the son of Aeneas	1	More than one box ticked = 0
20	he shows responsibility (<i>curam virilem</i>) courage/ intelligence/spirit (<i>animum</i>) beyond his years (or words to that effect) (<i>ante annos</i>)	2	Any two of these. 'He is mature' (on its own) = 1
21	to take a message/instructions [1] ... to his father/ Aeneas [1]	2	Accept 'letter'
22	the winds destroy/scatter the message..... carrying the message into the clouds the message/ the mission is futile/ pointless/ to no avail	2	Any two of these (or equivalent wording)
23	they are trying to escape from the pursuing cavalry/ enemy/they flee into the woods	1	or sim. Do not accept 'hiding'
24	A + D + E + I + J	5	Deduct 1 mark from score for every tick in excess of 5
25	Euryalus is not there	1	

Question	Answer	Mark	Guidance
26	<p><i>Euryale infelix</i>: he desperately calls out his name repeated (rhetorical) questions in 1-2</p> <p><i>perplexum</i> the way back is winding/confusing</p> <p><i>fallacis</i>: the wood is deceiving</p> <p><i>vestigia retro observata legit</i>: he retraces his footsteps precisely</p> <p><i>dumisque silentibus errat</i>: wandering through silent undergrowth</p> <p>lines 2-4 continuously enjambed → N proceeds frantically</p> <p>alliteration of S → sounds worrying</p> <p>repetition of <i>audit</i> (line 5)</p>	6	<p>Any three of these, or other valid points [1 each] + appropriate Latin refs. [1 each].</p> <p>If no Latin refs, max 4</p> <p>Latin without any interpretation = 0.</p>
27	<p>he twists/balances the javelin and draws up his arm/shoulder</p>	2	<p>Do not accept 'on his shoulder'</p>
28	<p>a Luna/ the moon/Diana</p>	1	<p>Accept 'daughter of Latona/Leto'. Do not accept 'Latonia'</p>
	<p>b it is night/ he is relying on moonlight/she is the glory of the stars</p> <p>she is described as 'the guardian of the groves' / it is her wood</p> <p>she is goddess of hunting/she can guide his spear</p>	2	<p>Any two of these</p>
29	<p>either:</p> <p>N's father ... has given her gifts/sacrifices ... at her altar/on N's behalf</p> <p>or:</p> <p>N has hung/fixed/offered/added ... hunting trophies ... in her temple/from the roof</p>	3	<p>Only one explanation required (1 mark per piece)</p>

Question		Answer	Mark	Guidance
	30	<i>globum</i> : a mass/crowd/group/troops	2	Correct English but wrong Latin word = 1 (and v.v.)
	31	to beware of/ catch/ see who shot Sulmo/see where the spear came from	1	Or just 'one of their men' - Sulmo's name is not essential.
	32	<i>hoc acrior</i> : N is inspired with even greater confidence/daring <i>ecce</i> : watch out! – followed by <i>aliud</i> in prominent position <i>librabat</i> : imperfect tense → N already aiming his second shot <i>trepidant</i> → the enemy are clueless/ sitting targets <i>per tempus utrumque</i> : a gruesome image <i>stridens</i> : alarming sound of the spear on its trajectory <i>traiecto cerebro</i> : the spear graphically sticks in the middle! <i>haesit tepefacta</i> : grizzly idea alliteration of T in lines 3-4: draws attention to the viciousness	4	Any two of these, or other valid points [1 each] + appropriate Latin refs. [1 each]. Latin without any interpretation = 0.
	33	because he cannot see who shot Sulmo/ the perpetrator so he doesn't know which way to turn/ where to attack/he can't do anything about it	2	

Question	Answer	Mark	Guidance
34	<p>starts abruptly/ominously with <i>tu ... calido sanguine</i>: grizzly!</p> <p><i>amborum</i>: emphasised by being delayed</p> <p><i>exterritus, amens</i>: synonyms + both v. strong words</p> <p><i>conclamat N</i>: emphatic word-order</p> <p><i>nec se celare ... aut perferre dolorem</i>: he can't stand it any longer</p> <p><i>o Rutuli</i>: dramatic appeal</p> <p><i>me, me ... in me ... mea fraus</i>: dramatic appeal + anaphora</p> <p><i>nihil</i>: emphasised by position</p> <p><i>iste</i>: passionate choice of pronoun <i>nec ausus nec potuit</i>. reminder of E's youth</p> <p><i>caelum ... testor</i>: dramatic appeal + alliteration of C</p> <p><i>tantum ... amicum</i>: poignant/paradoxical + warm M alliteration</p>	10	<p>Assess answers 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>Answers should strike a balance between content and style, and should refer to details of the text in Latin.</p> <p>The examples given here are merely indicative. Reward any other convincing points.</p> <p>No Latin: max 5 No style: max 6</p>
	Total for Section B	50	

Marking grid for 10-mark questions (Foundation Tier)

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> Engagement with the question; Selection and coverage of supporting points; Choice and use of evidence from the Latin text; Accuracy of writing; Control of appropriate form and register; Organisation of answer.
4	9-10	<ul style="list-style-type: none"> Some engagement with the question; A range of relevant points; Some appropriate Latin quotation with some discussion; Legible and accurate writing, conveying meaning clearly; Sustained control of appropriate form and register; Argument well organised.
3	6-8	<ul style="list-style-type: none"> Fairly limited engagement with the question; Some relevant points; Limited appropriate Latin quotation with limited discussion; Legible and generally accurate writing, conveying meaning; Some control of appropriate form and register; Argument is organised.
2	3-5	<ul style="list-style-type: none"> Very limited engagement with the question; Few relevant points; Very little or no appropriate Latin quotation with very limited discussion; Legible and partially accurate writing, mostly conveying meaning; Limited control of form and register; Argument apparent in places, even if underdeveloped.
1	0-2	<ul style="list-style-type: none"> Little or no engagement with the question; Any points made are of little or no relevance; No appropriate Latin quotation or discussion; Writing may be illegible and/or contain many errors of spelling, punctuation and grammar, with meaning unclear; Very limited control of form and register; Argument difficult to discern.

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