

**GCSE**

**Latin**

**J282/02: Prose Literature A**

General Certificate of Secondary Education

**Mark Scheme for June 2024**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 2024

## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:












- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning
	Unclear (use rarely, possibly in case of illegibility)
	Benefit of doubt (may be used, but sparingly)
	Cross (use <b>very</b> sparingly, to indicate something to which you are not giving credit)
	Extendable horizontal line (more serious error in translation questions)
	Extendable horizontal wavy line (inconsequential error in translation questions)
	Tick (use as appropriate to show where marks have been awarded or points are being credited in the longer answer)
	Harmful addition
	Repeated or consequential error
	Omission mark (use in translation questions, partial credit in extended writing questions)
	Use on an extra page or in white space to show that candidate material has been seen and considered
	Blank Page: mark any page that is blank

**12. Subject Specific Marking Instructions**

Question			Answer	Mark	Guidance
1	(a)		they were (very) brave / strong (1) they were in that / the same legion / they were the kind (of soldier) who could / would approach / could be promoted to the first / top / high / higher ranks (1)  Accept: 'they were approaching the first ranks'	AO2 2	Don't accept: 'they were centurions'
1	(b)		they did not like each other / they were jealous / they hated each other / negative relationship / competitive / they were rivals (1)  <b>Reason:</b> they were always quarrelling (1) each wanted to outdo the other (1)	AO3 2	Don't accept reasons outside the lemma eg fighting for the highest positions / first ranks  Candidates must have some form of personal response / analysis for the first part as marks are awarded for AO3
1	(c)	(i)	why / what are you hesitating / doubting / waiting for (1)	AO2 1	Allow in the 3 <sup>rd</sup> person (why is he hesitating?)  <i>Vorene</i> does not need to be translated
1	(c)	(ii)	when the fighting was (very) fierce (1) when they / he / Pullo / Vorene / were fighting / near / outside / the fortifications (1)  Accept either point	AO2 1	



Question			Answer	Mark	Guidance
2			<p><b>How does Caesar make this scene vivid and dramatic?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• <b>The actions of Pullo</b></li> </ul> <p><i>quo percusso et exanimato</i>: assonance to draw attention to the attack of Pullo</p> <p><i>hunc scutis protegunt</i>: dramatic defence by the enemy</p> <p><i>universi coiciunt</i>: the enemy pulled together to act decisively as one; the two words, juxtaposed, repeat the impression of the enemy desperately trying to ward off Pullo together; Pullo is massively outnumbered and is being pelted by the enemy</p> <p><i>transfigitur ... defigitur</i>: two similar sounding verbs emphatically frame the sentence to emphasise the plight of Pullo who had a spear stuck in his equipment</p> <p><i>avertit</i>: promotion of verb for effect</p> <p><i>transfigitur scutum ... verutum defigitur</i>: chiasmus to emphasise both verbs and nouns; the effect is to dramatically convey the dangerous situation Pullo is in</p> <p><i>scutum...balteo...vaginam</i>: detailed description when Pullo was impeded</p> <p><i>transfigitur ...circumsistunt</i>: historic present makes the scene more vivid</p>	AO3 8	

Question			Answer	Mark	Guidance
			<p><i>dextram ... manum</i>: hyperbaton to emphasise the difficulty of moving for Pullo</p> <p><i>impeditumque hostes circumstant</i>: short phrase to show concisely how the enemy have penned him in</p> <p><i>impedimentum</i>: dramatic situation when Pullo is defenceless / emphatic word to emphasise the dire state of Pullo</p> <p>• <b>the actions of Vorenus</b></p> <p><i>succurrit</i>: promotion of the verb to convey Vorenus' dramatic rescue</p> <p><i>inimicus</i>: rivalry is put to one side in order to save a fellow soldier</p> <p><i>succurrit ... subvenit</i>: two compounds of <i>sub</i> neatly framing the sentence in order to emphasise the action;</p> <p><i>succurrit ... illi, laboranti subvenit</i>: chiasmus further conveys the drama, neatly putting the action of the verbs into focus</p> <p><i>inimicus illi Vorenus</i>: enclosing word order to convey the protection of Vorenus; the two rivals are also juxtaposed</p> <p><i>omnis multitudo</i>: the whole crowd is now against Vorenus; he is the one now in great danger</p> <p><i>ad hunc</i>: emphatic position at the beginning of the sentence to show the danger Vorenus is now in</p>		

Question			Answer	Mark	Guidance
			<p><i>illum veruto arbitrantur occisum</i>: short sentence to convey the fact they thought they had finished off Pullo</p> <p><i>gladio</i>: emphatic position to convey the hand to hand fighting Vorenius is now engaged in</p> <p><i>paulum propellit</i>: alliteration of 'p' to emphasise the effort and force required to push the enemy back</p>		

This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

8-mark grid for the extended response question		AO3 = 8 marks = Analyse, evaluate and respond to literature
Level	Marks	Description
4	7-8	<ul style="list-style-type: none"> <li>• very good engagement with the question</li> <li>• expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion</li> </ul> <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	5-6	<ul style="list-style-type: none"> <li>• good engagement with the question</li> <li>• expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion</li> </ul> <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3-4	<ul style="list-style-type: none"> <li>• some engagement with the question</li> <li>• expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion</li> </ul> <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure</i></p>
1	1-2	<ul style="list-style-type: none"> <li>• little engagement with the question</li> <li>• expresses points which are of little relevance and are supported with little evidence from the set text</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit

Question			Answer	Mark	Guidance
3			<p>Assess against criteria in the 5-mark AO2 grid (see below).</p> <p><i>ibi ex captivis cognoscit, quae apud Ciceronem gerantur, quantoque in periculo res sit. tum cuidam ex equitibus Gallis magnis praemiis persuadet uti ad Ciceronem epistolam deferat.</i></p> <p><b>Suggested translation:</b></p> <p>There he found out from / by prisoners what was going on / being done / waged in Cicero's camp / with Cicero, and in what / how great danger the state of affairs was. Then he persuaded one / a certain of the Gallic horsemen with great rewards to take / carry a letter to Cicero.</p>	<p><b>AO2</b> <b>5</b></p>	<p><b>Inconsequential error:</b>  <i>cognoscit</i>: translated in pluperfect tense  <i>-que</i>: omission  <i>epistolam</i>: translated as plural</p> <p><b>Serious error:</b>  All other omissions and errors</p> <p>omission or error of <i>apud Ciceronem</i> = max 1 serious error</p> <p><b>Allow:</b>  <i>apud Ciceronem</i>: allow a wide range of meanings eg 'Cicero and the legions'  <i>in periculo</i>: allow a wide range of translations, with 'in' potentially omitted, eg 'what great danger the situation has reached'  <i>quantoque in periculo</i>: allow adjectival rendering; 'how dangerous the situation was'  <i>cuidam ex equitibus...</i>: allow 'a certain Gallic cavalryman' / 'a Gallic knight'  <i>equitibus</i>: allow the collective 'cavalry'  <i>magnis praemiis</i>: allow 'with the hope of great rewards' / allow 'reward' in the singular</p> <p><b>General point</b>  Allow past or present rendering of the historic present. If a candidate is inconsistent with their use of tense, give a maximum of one inconsequential error.</p> <p>Maximum of <b>4 serious</b> errors for <b>3 marks</b>  <b>5 or more serious errors</b> equate to max <b>2 marks</b>  <b>For 2 marks, at least one full phrase must be translated correctly.</b>  At least <b>4 words</b> with the correct meaning for <b>1 mark</b></p>

**Guidance on applying the marking grids for the 5-mark set text translation**

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Latin and is usually decided at standardisation after a judgment has been formed about the performance of candidates. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear
1	No continuous sense; isolated knowledge of vocabulary only.

Question			Answer	Mark	Guidance
4	(a)		Boudicca was driving / was in a chariot (1) with her daughters (1)	AO2 2	<i>filias</i> : daughters must be plural <i>prae se</i> is not required Allow: 'carrying her daughters in a chariot' 'driving her daughters in front of her chariot' = 1 mark (for reference to daughters)
4	(b)		(it was customary for the Britons) to make war / fight / under the leadership of a woman / of women (1)	AO2 1	There must be reference to fighting / making war for the mark to be awarded
4	(c)		(the loss of) freedom (1) the lashing / beating / whipping of her body / of her (1) the violation / rape / (loss of) chastity / purity / virginity of her daughters (1)	AO2 3	<i>filias</i> : NB do not penalise repeated error if <i>filias</i> is translated in the singular in 4(a) as well as 4(c)

Question			Answer	Mark	Guidance						
5			<p>Allow only <b>style</b> points</p> <p><i>legio...auxiliarum...eques</i>: use of military terminology to convey the organisation of the Romans / tricolon</p> <p><i>exhauserat</i>: powerful verb, metaphorical, to convey that they had used up all their javelins before they advanced / use of pluperfect suggest ordered sequence of events</p> <p><i>certo iactu</i>: alliteration of ‘c’ / ‘t’ to reflect the sound of war</p> <p><i>velut cuneo erupit</i>: assonance of u draws attention to the Roman technique</p> <p><i>velut cuneo</i>: simile, like a wedge; conveys the powerful formation used by the Romans; technical detail used by Tacitus to convey their strength</p> <p><i>erupit</i>: intensifying prefix to convey the bursting out of the Romans;</p> <p><i>idem auxiliarium impetus</i>: short matter of fact sentence to convey the brutal efficiency of all parts of the Roman army</p> <p><i>protentis hastis</i>: sound effect of ‘t’ and ‘is’ is suggestive of the sound of war</p> <p><i>perfringit</i>: intensifying prefix to show how they broke through the enemy</p> <p><i>quod obvium et validum erat</i>: conveys the idea that the Romans could break through anything in their</p>	<b>AO3</b> <b>4</b>	<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below. <b>Only</b> style points should be accepted</p> <table><tr><td>2</td><td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td></tr><tr><td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td></tr><tr><td>0</td><td>point is not valid, or none are drawn</td></tr></table>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin										
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin										
0	point is not valid, or none are drawn										



Question			Answer	Mark	Guidance
			<p>way; two adjectives shows the strength of Romans / example of Tacitean brevity</p> <p><i>terga praebuere</i>: imagery about ‘backs’ to show the flight of the Britons</p> <p><i>difficili effugio</i>: short, alliterative, phrase, added to the narrative to show the dreadful situation of the Britons</p> <p><i>abitus</i>: emphatic position to emphasise the fact that escape was almost impossible</p>		

Question			Answer	Mark	Guidance
6	(a)		on the next day / tomorrow (1)	AO2 1	Allow 'the next morning'
	(b)		Latin word: <i>humanissime</i>  English translation: very politely / in a most polite / kindly / gently / considerate way / manner (1)	AO2 2	The superlative must be translated in the English translation. Allow both adverbial and adjectival rendering  Do not allow 'most sweetly'
	(c)		He asked his wife to invite the women / guests (1) and he said that he would summon the slaves / boys (1)	AO2 2	Do not allow 'men / guests' for <i>pueros</i>  Do not allow 'girls' for <i>mulieres</i>
	(d)		angry / upset / undermined / had no control / isolated / left out / disrespected (1)  Reason: she wanted to be the host / guest / she felt that others were doing her job / she felt like she was a stranger (1)	AO3 2	Allow references to style for the reason eg use of <i>ego</i> / <i>ipsa</i> to show she is not happy with the decision

Question			Answer	Mark	Guidance						
7	(a)		<p>Allow style <b>and</b> content points</p> <p><i>en</i>: use of exclamation shows Quintus' annoyance</p> <p><i>ego</i>: use of superfluous <i>ego</i> to show his personal feelings of upset</p> <p><i>patior cotidie</i>: Quintus suffered this every day</p> <p><i>magnum</i>: short dramatic phrase to show how bad the situation was</p> <p><i>me ipsum</i>: emphatic pronoun to show his personal affront</p> <p><i>absurde ... aspere</i>: assonance at the beginning and end of the words to draw attention to how irrationally and sharply she had replied</p> <p><i>verbis vultuque</i>: alliteration to draw attention to the negative portrayal of her words and expression</p> <p><i>dissimulavi</i>: promotion of the verb to show how Cicero hid his true feelings</p> <p><i>dissimulavi dolens</i>: short sentence to convey his emotional state</p> <p><i>dolens</i>: Cicero deplored her behaviour</p> <p><i>dissimulavi dolens. discubuimus</i>: alliteration to suggest the annoyance of Cicero; the prefix <i>-dis</i> suggests that he is distancing himself from her</p> <p><i>illa reiecit</i>: short phrase to suggest Cicero's disapproval of her rejecting the food</p> <p><i>quid multa?</i>: short phrase almost suggestive of despondency or dismissiveness</p>	<b>AO3</b> <b>4</b>	<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below. Style <b>and</b> content points should be accepted</p> <table><tr><td>2</td><td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td></tr><tr><td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td></tr><tr><td>0</td><td>point is not valid, or none are drawn</td></tr></table>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin										
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin										
0	point is not valid, or none are drawn										

Question			Answer	Mark	Guidance
8			<p><b>What impression do you have of the military leaders and soldiers described by Caesar (<i>Bravery and Strategy in Battle</i>) and Tacitus (<i>Inspiration for the Fight</i>)</b></p> <p><i>Possible supporting evidence from the prescribed text (AO2) and arguments may include (AO3):</i></p> <p><b><i>Bravery and Strategy in Battle (Caesar)</i></b></p> <p><i>competitive / jealous:</i> Vorenus and Pullo were always arguing with each other about who was best</p> <p><i>brave:</i> Caesar called Vorenus and Pullo the bravest and said that they were the type who fought in the front ranks of the battle</p> <p><i>conscious of the opinions of others:</i> Vorenus did not stay inside the rampart as he was afraid of what everyone would think</p> <p><i>foolhardy:</i> Pullo attacked the enemy even though he was outnumbered and consequently he was surrounded and nearly killed</p> <p><i>protective of others:</i> Vorenus ran to help Pullo when he was pinned down by the enemy despite being his rival</p> <p><i>smart:</i> Caesar (and Vertico the Nervian) came up with the idea of tying a letter to a spear and</p>	<p><b>AO2=5</b></p> <p><b>AO3=5</b></p>	Maximum 6 marks if only one of the authors is referred to

Question			Answer	Mark	Guidance
			<p>throwing it inside the ramparts of the camp in order to give a message</p> <p><i>cautious</i>: Caesar sent a letter to Cicero written in Greek characters so that their plans would not be discovered by the enemy</p> <p><b><i>Inspiration for the Fight (Tacitus)</i></b></p> <p><b>The Roman soldiers and Suetonius:</b></p> <p><i>inspirational</i>: Suetonius was equally rousing in his speech to his troops before the battle</p> <p><i>confident</i>: before the battle Suetonius was certain of victory</p> <p><i>xenophobic / dismissive of their enemies</i>: Suetonius said that they should despise the noises of the barbarians</p> <p><i>well-trained</i>: the Roman soldiers did not move from its position until they have used up their supply of javelins</p> <p><i>tactical</i>: the Romans used the narrow part of the area as a defence; they used a wedge formation to burst through the enemy lines</p> <p><i>skilled</i>: Tacitus said that their aim with the javelin was unerring</p> <p><i>powerful</i>: the Romans broke through any strong opposition that was in their way</p>		

Question			Answer	Mark	Guidance
			<p><i>merciless</i>: the Roman soldiers did not refrain from slaughtering even the women</p> <p><i>evil / criminal</i>: Boudicca had been lashed and her daughters violated; Boudicca stated that the Romans did not leave the bodies of either young or old undefiled</p> <p><i>illustrious past</i>: Tacitus referred to ancient victories won previously by the Romans</p> <p><b>The Britons and Boudicca:</b></p> <p><i>inclusive</i>: it was the custom of the Britons to make war under the leadership of women</p> <p><i>religious</i>: she seemed to believe in divine justice as she told the Britons that the gods were on their side to support just vengeance</p> <p><i>inspirational</i>: Boudicca inspired the Britons with a rousing speech;</p> <p><i>confident / over-confident</i>: Boudicca spoke as a woman and declared that the men should live and be slaves;</p> <p><i>poor tactically</i>: the carts that the Britons had placed around the battlefield blocked their escape</p> <p><b>Assess against criteria in the 10-mark grid (see below).</b></p>		

**Guidance on applying the marking grids for the 10-mark extended response**

Two Assessment Objectives are being assessed in this question – AO2 (Demonstrate knowledge and understanding of literature) and AO3 (Analyse, evaluate and respond to literature). The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for AO2 for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text(s). Responses are credited for AO3 for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

For example, in relation to the question ‘How successfully do Tacitus and Cicero turn the reader against Agrippina and Sassia?’, details of Agrippina’s pretence of grief and an understanding that this was in reality an effort to prevent help being brought to Claudius would be evidence of AO2 whilst concluding that this clearly demonstrates Agrippina’s scheming nature and thus helps turn the reader against her would be evidence of AO3.

10-mark grid for the extended response question		AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	9-10	<ul style="list-style-type: none"> <li>• detailed knowledge and excellent understanding of the set text (AO2)</li> <li>• well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	7-8	<ul style="list-style-type: none"> <li>• good knowledge and sound understanding of the set text (AO2)</li> <li>• a good response to the question which is supported by some well-selected examples from the set text (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	5-6	<ul style="list-style-type: none"> <li>• some knowledge and understanding of the set text (AO2)</li> <li>• a reasonable response to the question which is supported by some examples from the set text (AO3)</li> </ul> <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	3-4	<ul style="list-style-type: none"> <li>• limited knowledge and understanding of the set text (AO2)</li> <li>• a limited response to the question which is occasional supported by reference to the set text (AO3)</li> </ul>

		<i>The response presents a line of reasoning but may lack structure.</i>
1	1-2	<ul style="list-style-type: none"><li>• very limited knowledge and understanding of the set text (AO2)</li><li>• a very limited response to the question with very limited reference to the set text (AO3)</li></ul> <i>The information is communicated in an unstructured way</i>

0= No response or no response worthy of credit



## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

### Alternatively, you can email us on

**support@ocr.org.uk**

### For more information visit



**ocr.org.uk/qualifications/resource-finder**



**ocr.org.uk**



**Twitter/ocrextams**



**/ocrextams**



**/company/ocr**



**/ocrextams**



**CAMBRIDGE**  
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.