

Mark Schemes for the Components

June 2007

1942/MS/R/07

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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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General Certificate of Secondary Education

Latin (1942)

MARK SCHEMES FOR THE COMPONENTS

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Mark Scheme 1942/11
June 2007

Instructions

Please mark in red ink. Put a tick for each mark awarded at or near the point for which you award the mark. Put a total for each sub-question in the margin. Enter the total mark for each question in a circle in the margin and at the top of the first page. Halve the raw total for Question 2, but **do not** halve the raw totals for Questions 1 and 3. Add up these **three** totals **and then** halve the result, to arrive at the overall total for the Paper. Enter this at the top of the front page and on the marksheet.

The principle of marking the unseen is to reflect the proportion of sense rendered accurately. This is known as **positive marking**.

The scheme can be used in two ways, which should yield exactly the same mark for any script, since the totals are the same for each section. The differences are as follows:

(a) the addition method: here each Latin word (unless a simple name, a glossed or repeated word) is allocated 1, 2 or 3 marks according to its difficulty. Uninflected words usually carry 1 mark for the meaning. Where 2 marks are allocated, one will be for meaning, and one for syntactical relationship. Where 3 marks are allocated (usually verbs or superlatives), one will be for meaning, one for tense, and one for voice or mood; or one for meaning, one for superlative, and one for agreement. Italics indicate where a word or element carries no mark. Each mark earned should be written above the candidate's translation. This is a very precise method but is time-consuming. It is recommended, therefore, that it be used principally in the case of poor scripts, where using the subtraction method requires excessive calculation.

(b) the subtraction method: this is similar to traditional schemes. Each mistake is underlined and the mark relating to the error deducted from the total for that sub-section. Care must be taken that the correct number of marks is deducted for each word: thus, if a word carrying two marks is wrong in both meaning and syntax, it will be underlined twice and lose both marks; if, however, its meaning is wrong but its syntax right, it will be underlined once and lose only one of its marks. This is by far the easier method to use in the case of good scripts with few errors, since only a small number of marks need be written on the script.

The two methods should **not** be used together, since this will inevitably lead to confusion. A quick glance at a script should be sufficient to show which is the appropriate method to use. However, in cases of doubt, when a good script contains a poorly-done clause, reference can be made to the addition method for guidance.

Other points:

- 1 Ignorance of the meaning of the same word should not be penalised more than once. To assist here, a repeated word should have its stem in italics in the marking scheme.
- 2 The specimen translation is only a guide to the meaning; it is the sense, not the constructions, that is being marked. Thus a change from active to passive is quite acceptable provided that the agent is expressed.
- 3 Remember that a verb whose meaning is wrongly translated can still earn marks for correct tense, mood or voice.
- 4 With the demise of SPAG, the spelling of proper names is once again part of the unseen marking scheme. Thus if a name is not given its nominative case in the translation, it should lose its mark (if it carries a mark at all). But misspellings of names should not be penalised.

Unprepared Comprehension and Translation

Question 1

- (a) (i) the mother (1) of Nero / the emperor (1) [2]
- (ii) very (1) angry (1) [2]
- (iii) Nero / her son (1) had (1) got rid of (1) (her) friend (1)
(his friend = 0) [4]
- (b) seeking (1) (plotting / planning = 0) revenge (1)
going (1) among friends (1) (between = 0) [4]
- (c) (i) (he was) the son (1) of Claudius (1) (Claudius was his father = 2)
(rival to Nero = 0) (the son of the emperor = 1) [2]
- (ii) he would be / will be (1) a better (1) emperor (1) than Nero (1) [4]
- (d) he decided (1) (planned = 0) to kill (1) Britannicus (1)
at once (in context) (1) [4]
- (e) (i) he ordered /told (1) a soldier (1) to put (1) poison (1)
in / into his / Britannicus' (1) food (1) (dinner = 0)
(to poison his food = OK) [6]
- (ii) the young man / Britannicus / he (1) lived / survived (1)
(*vivebat* + comment = OK) [2]

Total for Question 1 = [30]

Question 3

- (a) (i) he gave (1) her (1) many (1) gifts (1) [4]
- (ii) iratissima (2) very angry (2) (angry = 1) /
 quamquam (2) although (2) /
 tamen (2) however (2) [4]
- (b) she called (1) her friends (1)
 (she called to her friends = 1; she spoke to her friends = 0)
 she asked for / sought / requested (1) money (1) [4]
- (c) she was looking for / asked / wanted (1) someone (1) to lead (1)
 a (private) army (1)
 (lit. she asked (1) who (1) would (be willing to) lead (1) an army (1) [4]
- (d) he transferred his mother (1)
 so that [not] (1) the citizens (1) who (1) came (1) to the house (1)
 of him (1) would (not) (1) visit (1) her (1) [10]
- (e) (i) she was abandoned / left (2) by her friends (1) all (1) [4]
- (ii) she did not know (1) what to do / she should do (1) [2]
- (f) a freedman (1) accused (1) her (1) of conspiracy (1)
 Nero (1) decided (1) (planned = 0) to kill (1) her (1) [8]

Total for Question 3 = [40]

Total mark for Paper 1 = [120/2 = 60]

Mark Scheme 1942/12
June 2007

Section A: Virgil

- 1 (a) (i) Dido [1]
(ii) she is delaying ... in her bed-chamber
... unsure whether to go or not/ waiting for Aeneas
... still getting dressed/ to make a greater impact Any **two** of these. [2]
- (b) noisy/spirited animal
decorated with purple
and with gold
fierce/fiery animal
foaming bit
sonipes : colourful word for 'horse'
lively rhythm of 3 → the excited horse
alliterations in 3 of S, F, M/N = (poss.) onomatopoeia
Any **three** of these or other valid points (**no** Latin necessary) [3]
- (c) *tandem* [1]
- (d) surrounded by large crowd
wearing a Sidonian/exotic cloak /clothes ... embroidered/decorated border
holding a golden quiver ... like Diana
her hair tied with a gold clasp
her purple clothes ... fastened with a gold brooch
Any **four** of these or other valid points. [4]
- (e) (i) the Trojans/Aeneas's men [or accept translation of the phrase] [1]
(ii) Aeneas's son/Ascanius [1]
- (f) more beautiful/most handsome [1]
- (g) **either** *altos* = high
or *invia* = trackless
or *montes* = mountains [2]
- (h) (i) goats [1]
(ii) they run ... down the ridges/from the rocks [2]
- (i) running ... across the open plains
herding together ... in flight
they abandon ... the mountains Any **two** of these. [4]
- (j) (i) chasing animals ... on his horse ... all over the valley Any **two** of these. [2]
(ii) *inertia* = boring/unexciting/quiet/docile etc [2]
(iii) a boar ... to appear among the flocks/herds
a lion ... to come down from the mountain [4]
- (k) thunder/a storm/heavy rain [1]

TOTAL = 32

Ring the total mark obtained and transcribe it on the front of the script.

- 2 (a) (i) Aeneas [1]
 (ii) she can't bear to say it (or sim.) [1]
 (iii) reach port/land/Italy [1]
 (iv) **either** *fata* : it is his fate/destiny
or *terminus* : ref. to marker/boundary-stone (or sim.)
or *haeret* : is fixed
or *poscunt* : fate demands it [2]
- (b) harassed ... by terrible wars/arms ... against a bold people [3]
 exile ... from his country [2]
 separation ... from Iulus [2]
 having to beg ... for allies [2]
 seeing his own people ... dying ... undeservedly [3]
 Any **six** of these strands. [6]
- (c) premature death
 denied a proper burial
 in/on the sand
 Any **two** of these. [2]
- (d) these are to be her last words
 + appropriate explanation based on *cum sanguine* [2]
- (e) Award marks in proportion to the amount of correct sense achieved overall, in accordance with the appendix 'Instructions for marking translations of set texts'.
*tum vos, o Tyrii, stirpem et genus omne futurum
 exercete odiis, cinerique haec mittite nostro ... munera.* [5]
- (f) (i) Carthaginians/Carthage/Tyrians + Romans/Rome/Trojans [2]
 (ii) no peace/no love/war (or sim.) [1]
- (g) content : she prays for an avenger ...
 to attack the Trojans/prevent them from settling
 shores v. shores/waves v. waves/arms v. arms [=1]
 however long it takes/even their descendants
 style : alliteration of S in 14 / F in 15 / L in 17
 assonance of A in 18
 (ascending) tricolon in 16
 contrasting pairs: *litora litoribus / fluctibus undas / arma armis* [=1]
 chiasmic word-order in 17
 overspill of 17 into 18: emphasises D's passion ?
 emphatic position of *pugnent*
 Any **four** of these or other valid points (N.B. lit.crit. tech.terms **not** required)
 + **one for use of relevant Latin** to support sound/ position comment(s). [5]

TOTAL = 28

Ring the total mark obtained and transcribe it on the front of the script.
 Then total the two figures on the front of the script.

Section B: Anthology

- 3 (a) being (re)filled ... automatically/continually/every time it is emptied [2]
- (b) *attoniti/ novitate pavent* [1] + translation [1] [2]
- (c) (i) to ask for forgiveness [or other convincing points]
... for providing inadequate hospitality/in response to the miracle of the bowl [2]
(ii) YES : details of awful menu/unfit for gods/B&P fear the consequences
NO : they had provided the very best they could [1]
- (d) (i) to guard their home [1]
(ii) kill it [1] ... for the gods [1] ['sacrifice it' =2] [2]
- (e) (i) it flies around quickly
they are slow because of their age
they get tired Any **two** of these. [2]
(ii) to the gods [1]
(iii) they are the ones for whom it was in danger of being killed [1]
- (f) Jupiter + Mercury [2]
- (g) (i) everyone else will be punished [1]
(ii) only B+P gave the gods hospitality/showed respect to the gods (or sim.) [1]
- (h) leave their house + come with them + climb a hill [3]
- (i) they have to support themselves on sticks
it is quite a struggle for them to walk uphill
it seems to them a long way/a long time
slow metre in 16 : effort to make the climb
assonance/rhyme of I and O : adds to the laborious feeling
Any **two** of these, or other convincing points - **no** Latin required. [2]
- (j) their hospitality to the gods [allow 1 for each detail]
they instinctively pray when they see the miracle of the wine-bowl
they are apologetic for the meal which they had provided
they are prepared to sacrifice their only goose
they immediately leave their house as the gods tell them
Any **four** of these, or valid points from elsewhere in the poem. [4]
- (k) their house is saved from destruction/becomes a temple
they are appointed the guardians of the temple
they are granted their wish of dying at the same time
their peaceful passing-away/metamorphosis into trees
Any **two** of these, or other valid points. [2]

TOTAL = 29

Ring the total mark obtained and transcribe it on the front of the script.

- 4 (a) (i) chick peas/oats/raisins (dried grapes)/bacon Any **three** of these. [3]
 (ii) he has carefully saved up the chick-pea(s)
 he collects half-eaten scraps of food [2]
- (b) (i) he gives him a varied menu
 tries hard to satisfy his fussy guest
 leaves him the best bits Any **two** of these. [2]
 (ii) fussy tastes
 suspicious/hardly touches his food
 haughty teeth Any **two** of these. [2]
- (c) (i) 'father of the household' is a grandiose title for a mouse [2]
 (ii) 'sprawled out' as if in a chair, but incongruously in straw [2]
 [or other convincing explanations]
- (d) Award marks in proportion to the amount of correct sense achieved overall,
 in accordance with the appendix 'Instructions for marking translations of set texts'.
haec ubi dicta agrestem pepulere, domo levis exsilit;
inde ambo propositum peragunt iter,
urbis aventes moenia nocturni subrepere. [5]
- (e) *exsilit/ levis/ subrepere* [1] + explanation for choice [1] [2]
- (f) at night/midnight [1]
- (g) line 13 says: *in locuplete domo*
 ivory couches
 scarlet coverings
 many courses/big dinners Any **three** of these. [3]
- (h) left-overs/bits ... yesterday's meal ... taken from baskets Any **two** of these. [2]
- (i) a mouse stretched out on a sofa
 the town mouse playing the part of a classy waiter
 keeps bringing in various separate courses
 ref. to exaggeration of *nec non verniliter*
 the waiter stealing a furtive taste/testing for poisoned food
 Any **three** of these or other valid points. [3]
- (j) noise of the doors ... the arrival of the dogs
 ... causing the country mouse to run off (or sim.) Any **two** of these. [2]

TOTAL = 31

**Ring the total mark obtained and transcribe it on the front of the script.
 Then total the two figures on the front of the script.**

1942/12 and 22

Sections A and B

Instructions for marking translations of set texts

- Each translation passage should be viewed as a single entity, worth 5 marks.
- Award WHOLE marks (**no** fractions) for each passage according to the following criteria, using your judgment to decide which category best fits the candidate's response :

ALMOST PERFECTLY ACCURATE 5
(allow up to 2 of the most minor slips)

ESSENTIALLY CORRECT, 4
apart from a few inconsequential slips **or** a single major error/omission

OVERALL STRUCTURE INTACT, 3
but with several serious errors/omissions

PARTS CORRECT, 2
but overall structure shaky **or** extensive omissions

A FEW CORRECT PHRASES 1
but otherwise generally inaccurate

NO CONTINUOUS ACCURACY 0

- **NO** credit is to be given for isolated single items of vocabulary.
- Please annotate scripts using the following code :

wavy line = minor error
solid line = serious error
double line = multiple errors / complete breakdown of sense
caret mark = omission of word

Mark Scheme 1942/13
June 2007

General principles for marking of unseens

3 marks for verbs

2 marks for nouns/adjectives/adverbs

1 mark for most other words

- Verbs
- allot 3 marks for correct meaning with correct person/tense/mood/voice
 - allot 2 marks for correct meaning but with an error of person, tense, mood or voice
 - allot 1 mark for correct meaning but with more than one error of person, tense, mood or voice
 - allot 0 marks if meaning is quite wrong or makes no sense in the context
- Nouns
- allot 2 marks for correct meaning with correct number/case
 - allot 1 mark for correct meaning but with an error of number or case
 - allot 0 marks if meaning is quite wrong or makes no sense in the context
- Adjectives
- allot 2 marks for correct meaning with correct degree/agreement
 - allot 1 mark for correct meaning but with incorrect agreement or degree
 - for adjectives used as nouns (e.g. *multi* = many people), allot 2 marks for correct meaning with correct case/number
 - for adjectives used as nouns, allot 1 mark for correct meaning but with an error of case/number
 - allot 0 marks if meaning is quite wrong or makes no sense in the context
- Adverbs
- allot 2 marks (if available) for correct meaning with correct degree
 - allot 1 mark for correct meaning but with incorrect degree
 - allot 0 marks if meaning is quite wrong or makes no sense in the context
- Pronouns
- allot 1 mark for correct meaning and (if appropriate) correct agreement
 - allot 0 marks if meaning is quite wrong or makes no sense in the context

e.g. 1 2 2 1 2 2 3
hoc anno Romani cladem gravissimam in bello acceperunt

in that (0 - 'this' required) year (2), the Romans (2) had received (2 only - tense error) serious (1 only - superlative missed) defeats (0 - meaning glossed, number wrong) in war (2)

NB

1. Words glossed on the paper will carry fewer marks (e.g. 1 for a noun, 2 for a verb), which are awarded for recognition of form rather than meaning.
2. Repeated errors on vocabulary items are penalised only once (and are marked by 'r.e.' on the script), but other errors (e.g. tenses) are penalised on each occasion.
3. It is acceptable to transpose active and passive verbs as long as all elements are present.

e.g. 2 3
nuntium miserunt a messenger was sent by them (OK - scores 5)
 a messenger was sent (scores 4 only - no agent)

1 1 2 3 1 2 2 1 1 1 3 1
Pausanias dux audax erat sed in omnibus rebus perfidus (13). olim Lacedaemonii cognoverunt illum
 2 1 1 2 2 2 2 1 3 1 1 2 1
 consilia inimica contra urbem suam parare (16). cives igitur iusserunt Pausaniam Spartam redire ut
 1 1 2
 eum perfidiae accusarent (15).

1 1 1 2 3 2 1 2 3 1 2 2
 sed cum Pausanias urbi appropinquaret, monitus ab amico, intellexit se in magnum periculum
 3 1 2 1 1 2 3 1 3 1 2 2 1 2
 venisse (24). itaque in templum Minervae statim fugere constituit quod credebat se in sacro loco tutum esse
 (22)

1 2 2 2 3 1 2 1 2 1 1 2
 tum multi cives ad templum convenerunt ut ianuam lapidibus obstruerent (16). ecce! etiam mater
 1 1 3 1 2 2 2 2 1 2 1 2 2
Pausaniae lapidem posuit ut filium suum clauderet (16). multis post diebus, Pausanias, qui e templo
 2 1 2 1 1 3 1 1 2
 effugere non potuit, tam infirmus erat ut mox periret (24).

2 2 1 1 2 2 2 2
 hoc modo Lacedaemonii ducem magnum tristi morte puniverunt (14).

160 marks, rounded down to 40 (grid provided)

Scaling grid to round down from 160 to 40

1	=	0	41	=	10	81	=	20	121	=	30
2	=	1	42	=	11	82	=	21	122	=	31
3	=	1	43	=	11	83	=	21	123	=	31
4	=	1	44	=	11	84	=	21	124	=	31
5	=	1	45	=	11	85	=	21	125	=	31
6	=	2	46	=	12	86	=	22	126	=	32
7	=	2	47	=	12	87	=	22	127	=	32
8	=	2	48	=	12	88	=	22	128	=	32
9	=	2	49	=	12	89	=	22	129	=	32
10	=	3	50	=	13	90	=	23	130	=	33
11	=	3	51	=	13	91	=	23	131	=	33
12	=	3	52	=	13	92	=	23	132	=	33
13	=	3	53	=	13	93	=	23	133	=	33
14	=	4	54	=	14	94	=	24	134	=	34
15	=	4	55	=	14	95	=	24	135	=	34
16	=	4	56	=	14	96	=	24	136	=	34
17	=	4	57	=	14	97	=	24	137	=	34
18	=	5	58	=	15	98	=	25	138	=	35
19	=	5	59	=	15	99	=	25	139	=	35
20	=	5	60	=	15	100	=	25	140	=	35
21	=	5	61	=	15	101	=	25	141	=	35
22	=	6	62	=	16	102	=	26	142	=	36
23	=	6	63	=	16	103	=	26	143	=	36
24	=	6	64	=	16	104	=	26	144	=	36
25	=	6	65	=	16	105	=	26	145	=	36
26	=	7	66	=	17	106	=	27	146	=	37
27	=	7	67	=	17	107	=	27	147	=	37
28	=	7	68	=	17	108	=	27	148	=	37
29	=	7	69	=	17	109	=	27	149	=	37
30	=	8	70	=	18	110	=	28	150	=	38
31	=	8	71	=	18	111	=	28	151	=	38
32	=	8	72	=	18	112	=	28	152	=	38
33	=	8	73	=	18	113	=	28	153	=	38
34	=	9	74	=	19	114	=	29	154	=	39
35	=	9	75	=	19	115	=	29	155	=	39
36	=	9	76	=	19	116	=	29	156	=	39
37	=	9	77	=	19	117	=	29	157	=	39
38	=	10	78	=	20	118	=	30	158	=	40
39	=	10	79	=	20	119	=	30	159	=	40
40	=	10	80	=	20	120	=	30	160	=	40

Mark Scheme 1942/14
June 2007

General Marking Instructions

Mark in red biro or ink.

All scripts must be marked in accordance with the mark scheme agreed at the Standardisation Meeting.

Recording of marks

Where you award a mark put a tick in the body of the script. Do not put a tick anywhere else.

Marks for each part question should be recorded unringed in the right hand margin.
Do **not** amalgamate marks.

Ring the total for each question in the right hand margin at the end of each question.

Transfer the ringed marks for each question to the front of the script.
Total these marks and ring the final mark.

With questions that require a degree of personal response from the candidate it will not be possible to anticipate all possible answers. Examiners must therefore exercise their judgment in crediting all valid points.

Section A: Prose Selections from the Cambridge Latin Anthology

- 1 (a) (i) Stabiae [1]
- (ii) he was separated/cut off (1) by the bay (1)
or the bay (1) was intervening (1) [2]
- (b) it was not yet approaching/near (1)
it was (very) obvious (1) [2]
- (c) (i) he had piled up (1) baggage (1) onto ships/a ship (1) [3]
- (ii) when the (contrary) wind (1) dropped/changed (1) [2]
- (d) he embraced him (1) cheered him up/consoled him (1) encouraged him (1) [3]
- (e) to calm (1) Pomponianus' (fear) (1) [2]
- (f) he describes how his uncle acted normally
he says he remained cheerful/pretended to be cheerful
this was heroic behaviour
he describes the flames as very broad/*latissimae*
he uses a superlative very broad/*latissimae*
he says the fires were high/*alta*
he contrasts all the brightness/fires with the darkness
he uses words like glare (1 mark for each example)
- Give 1 mark for each valid point including those listed above from lines 9-13 [4]

Total: 19 marks

- 2 (a) intimate/lover/mistress [1]
- (b) he was not a friend (1) not a relative (1) of her husband (1) [3]
- (c) (i) pleasures/lust (1) love affairs (1) adultery (1)
 he visited Baiae/debauchery (1) parties (1) concerts (1)
 pleasure boats (1)
 Accept any 4 [4]
- (ii) dissolute/permissive/debauched (or similar) [1]
- (d) Clodia was behind the accusations (or similar) [1]
- (e) no trust (1) to be put in the accusation(s) (1) or the evidence (1) [3]
- (f) his beauty (1) his height (1) his looks/face (1) his eyes (1) [4]
- (g) she was from a noble family/a noble woman
 she married into a famous family
 she was accused of recklessness
 she was accused of lust
 she was mad to bring accusations against Caelius to court
 she was behind all these accusations

Accept any 3 valid points including those listed above

Cicero blackens her character (to show Caelius' innocence) (1) or similar [3 + 1]

Total: 21 marks

Total for Section A: 40 marks

Section B: Selections from Pliny's Letters

- 3 (a) the loss/the death (1) of his son (1) [2]
- (b) he was sharp/alert (1) but unreliable (1) [2]
- (c) to be his mother's (1) heir (1) [2]
- (d) he pretends to indulge him (1)
his behaviour was shocking(1)
it was unnatural/unusual (in a parent) (1)
Accept any 2 [2]
- (e) ponies (1) dogs (1) parrots (1) blackbirds (1) nightingales (1)
Accept any 4 [4]
- (f) (i) he killed them (1) at the funeral/ around the funeral pyre (1) [2]
- (ii) to make a show (1) of grief (1) [2]
- (g) Pliny was not sure Regulus was sorry to lose his son (1)
he is insincere (1)
he pretends to spoil his son (1)
according to Pliny this is shocking behaviour (1)
it was not to be expected of a parent (1)
his grief for his son's death is put on for show (1)
he grieved insanely (1)
by killing all his son's pets (1)
Pliny says his son is dishonest like his father (1)
everybody hates him/loathes him (1)
he cultivates people/people cultivate him (1)
- Accept any 4 valid points including those listed above [4]

Total: 20 marks

- 4 (a) (i) at the sacerdotal/religious (1)
games/festival (1) [2]
- (ii) mime actors/chorus [1]
- (b) (i) he was her grandson/Quadratilla was his grandmother [1]
- (ii) he had never before/then for the first time (1) seen (1) the freedman
(of his grandmother) (1) dancing/performing (1) [4]
- (iii) *primum* [1]
- (c) (i) complete outsiders/strangers [1]
- (ii) because they were not sincere
Pliny does not approve of their actions
because they were different from Pliny/the kind of people they were
Accept any valid answer [1]
- (d) they ran about/dashed into the theatre (1) they leapt up (1) they applauded (1)
they admired her(1)
Accept any 3 [3]
- (e) they imitated (1) her gestures (1) with songs (1) [3]
- (f) (i) a (very) small one [1]
- (ii) for their effort/support (1) in the theatre (1) [2]

Total: 20 marks

Total for Section B: 40 marks

Mark Scheme 1942/15
June 2007

General Marking Instructions

Mark in red biro or ink

All scripts must be marked in accordance with the Mark Scheme agreed at the Standardisation Meeting.

Recording of marks

Where you award a mark, put a tick in the body of the script. Do not put a tick anywhere else. Do not write comments on the script. Put an omission mark if an answer is incomplete.

Marks for each part question should be recorded **unringed** in the right hand margin. Do **not** amalgamate marks.

Ring the total for each question in the right hand margin at the end of each question.

At the end of Section B record a mark for Quality of Written Communication as QWC **unringed** in the right hand margin.

Quality of Written Communication (max. 2 marks)

Band 1 2 marks	High performance. Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.
Band 2 1-2 marks	Intermediate performance. Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.
Band 3 1 mark	Threshold performance. Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.
Band 4 0 marks	Performance lower than threshold performance. Spelling, punctuation and grammar consistently inaccurate; frequent loss of sense.

Transfer the **ringed** marks for each question to the front of the script. Total these 2 marks and **ring** the final total.

With questions that require a degree of personal response from the candidate it will not always be possible to anticipate all possible answers. Examiners must therefore be able to exercise their judgment in crediting all valid points.

Section B Marking Grid (max. 9 marks)

8-9 marks	All important aspects of the question covered in detail. A comprehensive selection of relevant facts.
5-7 marks	Most of the important aspects of the question covered in some detail. The candidate has used relevant facts.
3-4 marks	Some aspects of the question covered or a number of aspects covered with little detail. Information not always relevant.
1-2 marks	Very few aspects of the question covered. Facts not always relevant.
0 marks	No attempt to address the question. No relevant facts.

Topic 1: Daily Life in Roman Society

Section A

- 1 (a) *impluvium*/pool [1]
 (b) to catch or store rainwater/ornamental [1]
- 2 **walls:** frescoes, brightly painted plaster, red/orange/blue, scenes from Greek myths, architectural designs, mosaics
floors: paved with marble, mosaics, + 1 mark for an e.g.
 Accept any 3 valid answers but must have at least 1 from each. [3]
- 3 bedrooms, study, dining room, *alae* Accept any 3 [3]
- 4 chair/stool, table, couch, strong box/chest, shrine Accept any 3 [3]
- 5 important family occasions
 main family living room
 receiving visitors/clients
 worshipping family gods Accept any 2 [2]
- 6 semicircular
 raised stage
 tiered seats Accept any 2 [2]
- 7 canvas awning
 sprinkled water
 sunhats/sunshades Accept any 2 [2]
- 8 **pantomime** (1)
 mimed, single performer, danced, plot from Greek myth, wore mask, orchestra played, chorus sang the lyrics
farces (1)
 short one act plays, about Italian country life, rude jokes, slapstick, stock characters e.g. Pappus/old fool. Manducus/greedy clown, masks.
comedies (of Plautus/Terence) (1)
 complicated plots, witty dialogue, typical characters, e.g. old fashioned father/son leading wild life/ in love with a pretty girl, masks.
tragedy (1)
 masks, story from Greek mythology
 Give 1 mark for the name and 2 further marks for details.
 Accept any 3 valid answers from **one** type of performance [3]

Total 20 marks

Section B

- 9 (a) **shops and businesses**
small traders
e.g. shoemaker/ironmonger
bankers
people doing business deals
weights and measures table/inspectors
guildhall (of trade e.g. clothworkers)

elections and politics

election campaign
bribes, promises
public noticeboards - graffiti
council offices

lawcourts

trials in the lawcourts/*basilica*
business deals done there too

religion

name of god/goddess whose temple it is
sacrifices outside
offerings in the temples
emperor worship
eastern cults e.g. Mithras, Isis

Accept any other valid answers

[9]

- (b) **the room**
late afternoon
inner dining room off the atrium
summer dining room in peristylum

how the guests ate

on 3 couches
around a small table
3 people on each couch
leant on left elbow
ate food with right hand/spoon
slaves cut up food
and served it
no knives or forks

food and drink

3 courses
(1) eggs/ fish/ vegetables
(2) main course – meat + sauces (beef/ pork/ mutton/ poultry)
(3) dessert – fruit/ nuts/ cheese/ sweet dishes
wine drunk throughout the meal

entertainment

music, dancing, actors, lecture

Accept any other valid answers

[9]

Quality of written communication: 2 marks

Total for Section B: 20 marks

10 (a) **dress**
white toga

campaign

mention of position sought/*aedile*
meet voters in forum
graffiti/slogans on walls
agent makes speeches
bribes (illegal)
speak at public meetings
promise to stage games (in amphitheatre/ circus)/ put on plays in the theatre

how you spend your day

spend local taxes wisely
supervise markets/police/places of entertainment/water supply
build civic buildings
e.g. temple/theatre
supervise repair of public buildings

Accept any valid answers

[9]

(b) chance to get clean
no baths at home

different rooms

apodyterium/tepidarium/caldarium/frigidarium (or English)
large hot bath

cleaned

with oil
and strigil
cold plunge at end/rinse/close pores

other facilities available to you

massage
hair plucker
palaestra - different sports
food stalls
latrina

contact with other people

chat to friends
do business deals

Accept any valid answers

[9]

Quality of Written Communication: 2 marks

Total for Section B: 20 marks

Topic 6: Roman Britain**Section A**

- 1 to worship the goddess/to fulfill his vow to the goddess (1)
to cure illness (1)
soldiers posted near bath [2]
- 2 the baths or spring (1) the temple (of Sulis) (1) the theatre (1) [2]
- 3 jewellery, coins, curse tablets, statue of Sulis, altar in front of the temple
Give one mark for each of 2 valid examples and a further mark for an explanation of each. [4]
- 4 wool, leather, clothing, fertiliser, tools (of bone), transport
animals in amphitheatre
security, hunting
ploughing
sacrifice/divination Accept any 3 [3]
- 5 barley, oats, rye, wheat Accept any 2 [2]
- 6 wine, pottery, salt, ironware, olive oil, garum/fish sauce, glass, marble
Accept any 3 valid answers [3]
- 7 tin (Cornwall/ Southwest) iron (Kent/ Southeast/ Midlands) lead (Derbyshire/ Shropshire/
Wales/ Midlands/ North) gold (Wales) copper (Shropshire/ Wales)
Accept any 2. Give 1 mark for the metal and 1 for the region. [4]

Total: 20 marks

Section B

- 8 (a) **your route**
name(s) of town(s)
name(s) of road(s)
posting stations along the way
for rest/refreshment

your method of transport

travelling by cart/carriage
average daily distance
less if the road is bad

the road

straight roads
camber
ditches on both sides
the surface

the people you meet

robbers
travellers causing crashes/obstruction

Accept any valid points

[9]

- (b) **the manager's responsibilities**
he was a trusted slave
he looked after the villa in the absence of the owner
he supervised the slaves
he looked after the buildings
he looked after the tools
he bought the goods/food not produced in the villa

indoor jobs

secretary
accountant
cook
spinning wool/weaving (done by women and slaves)
cleaning the baths
stoking the furnace
serving food at dinner

work on the farm

tending the animals
ploughing
growing different crops
picking fruit
looking after bees
chopping timber/providing firewood
collecting water

1942/15

Mark Scheme

June 2007

Accept any valid answers

[9]

Quality of Written Communication: 2 marks

Total for Section B: 20 marks

- 9 (a) **rooms**
spacious accommodation
dining room
suite of baths
several bedrooms

decoration
mosaic floors in important rooms
e.g. of mosaic
painted walls
e.g. of painting

facilities
central heating
running water/spring
barns for animals (or similar)

garden
flowers and shrubs
statues
fountains

Accept any valid answers

[9]

- (b) **behaviour of the Roman troops**
often harsh
e.g. in crushing rebellion of Boudica
Boudica flogged
her daughters raped

how the Romans treated the Britons' land
they bought it up
or confiscated it
for agriculture
or mining
for colony at Camulodunum/veteran soldiers

the way the province of Britain was governed
loss of independence for the Britons
Roman government and soldiers in control
Britons had to pay taxes
Britons had to obey Roman law

Accept any valid answers

[9]

Quality of Written Communication: 2 marks

Total for Section B: 20 marks

Mark Scheme 1942/21
June 2007

Instructions

Please mark in red ink. Put a tick for each mark awarded at or near the point for which you award the mark. Put a total for each sub-question in the margin. Enter the total mark for each question in a circle in the margin and at the top of the first page. Halve the raw total for Question 2, but **do not** halve the raw totals for Questions 1 and 3. Add up these **three** totals **and then** halve the result, to arrive at the overall total for the Paper. Enter this at the top of the front page and on the marksheet.

The principle of marking the unseen is to reflect the proportion of sense rendered accurately. This is known as **positive marking**.

The scheme can be used in two ways, which should yield exactly the same mark for any script, since the totals are the same for each section. The differences are as follows:

(a) the addition method: here each Latin word (unless a simple name, a glossed or repeated word) is allocated 1, 2 or 3 marks according to its difficulty. Uninflected words usually carry 1 mark for the meaning. Where 2 marks are allocated, one will be for meaning, and one for syntactical relationship. Where 3 marks are allocated (usually verbs or superlatives), one will be for meaning, one for tense, and one for voice or mood; or one for meaning, one for superlative, and one for agreement. Italics indicate where a word or element carries no mark. Each mark earned should be written above the candidate's translation. This is a very precise scheme but is time-consuming. It is recommended, therefore, that it be used principally in the case of poor scripts, where using the subtraction method requires excessive calculation.

(b) the subtraction method: this is similar to traditional schemes. Each mistake is underlined and the mark relating to the error deducted from the total for that subsection. Care must be taken that the correct number of marks is deducted for each word: thus, if a word carrying two marks is wrong in both meaning and syntax, it will be underlined twice and lose both marks; if, however, its meaning is wrong but its syntax right, it will be underlined once and lose only one of its marks. This is by far the easier method to use in the case of good scripts with few errors, since only a small number of marks need be written on the script.

The two methods should **not** be used together, since this will inevitably lead to confusion. A quick glance at a script should be sufficient to show which is the appropriate method to use. However, in cases of doubt, when a good script contains a poorly-done clause, reference can be made to the addition method for guidance.

Other points:

- 1 Ignorance of the meaning of the same word should not be penalised more than once. To assist here, a repeated word should have its stem in italics in the marking scheme.
- 2 The specimen translation is only a guide to the meaning; it is the sense, not the constructions, that is being marked. Thus a change from active to passive is quite acceptable provided that the agent is expressed.
- 3 Remember that a verb whose meaning is wrongly translated can still earn marks for correct tense, mood or voice.
- 4 With the demise of SPAG, the spelling of proper names is once again part of the unseen marking scheme. Thus if a name is not given its nominative case in the translation, it should lose its mark (if it carries a mark at all). But misspellings of names should not be penalised.

Unprepared Comprehension and Translation**Question 1**

- (a) (i) very / most / extremely (1) angry / furious (1) (not mad) [2]
- (ii) she began to threaten (1) her son / Nero (1) (him = 0) [2]
- (b) (i) his father was (1) the emperor Claudius (1)
(he was) the son (1) of the emperor Claudius (1)
now / already (1) an adult (1) [4]
- (ii) he / Britannicus ought (2) not her son / Nero (1) to be emperor (1)
(Nero, not her son ought ... = -1) (general / commander = OK if repeated error)
(have the throne = OK; have power = 0) [4]
- (c) he was terrified (1) by these / her words (1)
/ these words were terrifying (1) for him (1) [2]
- (d) the Romans / citizens (1) loved him / liked him very much (1) [2]
- (e) he ordered / told / instructed a soldier (1) to poison Britannicus (1) (so that = 0)
when he consumed the poison / food (1) he did not die (1) [4]

Total for Question 1 = [20]

Question 2

Specimen Translation

Britannicus was sitting with his family and friends to eat his dinner. Because he always feared lest someone would try to kill him, one of his slaves tasted all his food and wine, before they were given to Britannicus. When a cup of wine that was too hot, in which no poison had been put, was given to him, Britannicus ordered a slave to add cold water to the wine. In this water was poison, stronger than before; this spread through his whole body so quickly that his voice and breath were snatched away at once. Everyone looked at Nero: he, however, said that Britannicus often suffered these things, and would soon speak again. When the rest had turned back to their dinner, Agrippina alone, who knew her son well, understood that Britannicus was now dying.

1 1 1 1 1 1 1 1 1 1 1 1 11 11
Britannicus cum familia et amicis sedebat ut cenam consumeret. 11

1 1 1 1 1 1 1 1 1 1 1 1 11 11
 quod semper timebat ne aliquis se interficere conaretur, 12

11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 15
 unus ex servis omnem cibum vinumque gustavit, priusquam Britannico data sunt.

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 13
 ubi poculum vini nimis calidi, in quod nullum venenum positum erat, ei datum est,

1 11 1 1 1 1 1 1 1 9
Britannicus iussit servum aquam frigidam vino addere.

1 1 1 1 1 1 1 7
 in hac aqua fuit venenum, validius quam antea;

1 1 11 1 1 1 1 1 1 1 1 1 1 1 15
 quod per totum corpus tam celeriter pervasit ut vox et spiritus statim raperentur.

1 1 1 1 1 1 1 1 1 1 1 1 1 1 13
 omnes Neronem spectabant: ille tamen dixit Britannicum haec saepe pati,

1 1 1 1 1 5
 et mox iterum locuturum esse.

1 1 1 1 1 5
 ceteris ad cenam reversis

11 1 11 1 1 1 1 1 1 1 1 1 1 1 1 15
Agrippina sola, quae filium suum bene cognoverat, intellexit Britannicum iam mori.

11 sections: Total = 120. Divide this total by 2. Ring the new total.

Total for Question 2 = [60]

Question 3

- (a) (i) the death (1) of Britannicus (1) [2]
- (ii) he gave her / sent / with (1) gifts (must be plural) (1) [2]
- (iii) no gift/s (1) won her over (1) / she did not accept (1) gifts (1) /
he could not soothe her (1) with gifts (1) [2]
- (b) to ask for / seek / request (1) (not 'get' / 'search for' / 'beg for' / 'collect')
money (1) [2]
- (c) she was looking for (1) those / men (1) who (1) (award mark if sensibly
omitted) would be / were willing / wished (1) to lead (1) bands (1)
of soldiers (1) for her (1) [8]
- (d) he transferred (1) his mother / her (1) from his house (1) to another (1)
so that the nobles (1) who came (1) to his house (1)
to greet him (1) would not visit (1) her (1) [10]
- (e) (i) she was abandoned / left / forsaken / deserted (2) (left behind = 1)
by her friends (1) all (1)
(she left all her friends = 2; she had no friends = 4; she lost all her friends = 4) [4]
- (ii) she did not know (1) what to do / she should do (1) [2]
- (f) a freedman (1) accused (1) her (1) of conspiracy (1)
Nero (1) decided (1) she must (1) be killed (1)
(Nero decided to kill her = 3; Nero decided he must kill her = 4) [8]

Total for Question 3 = [40]

Total mark for Paper 1 = [120/2 = 60]

Mark Scheme 1942/22
June 2007

Section A: Virgil

- 1 (a) dawn/early morning [not just 'morning'] [1]
- (b) (i) (select) young men + (Massylian) horsemen/cavalry
OR Trojans + Carthaginians/Africans/Massylians [2]
- (ii) nets: wide mesh/two different types/snares/small-mesh
javelins: broad blades
dogs: keen sense of smell/strong [3]
- (c) (i) in her bedroom/chamber/room [not house/palace] [1]
- (ii) unsure whether to go or not/still getting dressed/wants to make an impact [1]
- (iii) slow rhythm of lines 5 + 6 → Dido's hesitation
lively rhythm of 7 → the excited horse
enjambement between lines → protracted wait for Dido ?
cunctantem : her hesitation][*expectant* : the keenness of the rest
sonipes : colourful word for 'horse'
ostroque insignis et auro : adds to the glamour of the occasion
frena spumantia mandit : realistic observation of detail
alliterations in 7 of S, F, M/N = onomatopoeia ?
Any **two** of these or other valid observations [1 each]
+ reasonable interpretations [1] (NB : lit.crit.tech.terms **not** necessary) [4]
- (d) surrounded by large crowd
wearing a Sidonian/exotic cloak ... embroidered/decorated border
holding a golden quiver ... like Diana
her hair tied with a gold clasp/entwined with gold
her purple clothes ... fastened with a gold brooch
Any **four** of these or other valid points. [4]
- (e) (i) the Trojans/Aeneas's men [not 'Phrygians'] [1]
- (ii) happy [not excited] [1]
- (iii) he is looking forward to the hunt (or sim.)/excited by the splendor of the occasion [1]
- (f) Award marks in proportion to the amount of correct sense achieved overall, in accordance with the appendix 'Instructions for marking translations of set texts'.
ipse ante alios pulcherrimus omnes
infert se socium Aeneas atque agmina iungit.
qualis ubi hibernam Lyciam Xanthique fluenta
deserit ac Delum maternam invisit Apollo,
instauratque choros [5]
- (g) flattering comparison with a god (Apollo)
the centre of attention/lots of fans dancing round etc.
standing high
his hair (flowing style/wreath/tied in gold: max. 2)
his weapons
action-man (*haud segnior* etc)
glamorous/graceful looks
Any **five** of these or other convincing points
(including valid **stylistic** comments re specific sound effects/choice of words etc) [5]

TOTAL = 29

Ring the total mark obtained and transcribe it on the front of the script.

- 2 (a) Aeneas' departure/to punish Aeneas [1]
- (b) (i) the sun sees everything/ranges over the world/purifies everything/illuminates everything [1]
(ii) Juno is responsible for Dido's anguish/aware of/witness to her 'marriage' [1]
- (c) Hecate = an underworld goddess/demon
howling at night/at crossroads
Furies = spirits of vengeance
Dido calls on the gods to witness her own death Any **three** of these. [3]
(also accept valid **stylistic** comments re specific sound effects/choice of words etc.)
- (d) (i) accursed head/ unmentionable/wretched (or sim.)/*Infandum caput* [1]
(ii) she can't bear to say it (or sim.) [1]
(iii) that Aeneas will reach port/land/Italy [1]
(iv) this marker/outcome/destiny (*terminus*) ... is fixed (*haeret*)
(accept any translation or analysis which clearly brings out these meanings) [2]
- (e) terrible wars watching his own people dying
exile premature death
separation from Iulus being left unburied
having to beg for allies forced to accept unfair peace-terms
Any **five** of these. [5]
- (f) Award marks in proportion to the amount of correct sense achieved overall, in accordance with the appendix 'Instructions for marking translations of set texts'.
haec precor, hanc vocem extremam cum sanguine fundo.
tum vos, o Tyrii, stirpem et genus omne futurum
exercete odiis, cinerique haec mittite nostro
munera. nullus amor populis, nec foedera sunt. [5]
- (g) an avenger ... from her own descendants/bones/ashes
... to attack the Trojans' settlements ... whenever the opportunity arises
Any **three** of these. [3]
- (h) alliteration of L in 22
assonance of A in 23
contrasting pairs: *litora litoribus / fluctibus undas / arma armis*
balanced word-order in 22
overspill of 22 into 23: emphasises D's passion ?
emphatic position of *imprecor / pugnent* (23)
slower rhythm of 23: adds weight to the meaning
nepotesque: spiteful addition to Dido's curse
hypermetric *-que* (23)
Any **two** of these or other valid observations [1 each]
+ reasonable interpretations [1] (N.B. lit.crit. tech. terms **not** required) [4]
- (i) using a sword ... a Trojan sword/given to her by Aeneas
on top of the funeral pyre
resting on the funeral-couch
her final words
Any **three** of these, or other valid details [3]

TOTAL = 31

Ring the total mark obtained and transcribe it on the front of the script.

Then total the two figures on the front of the script.

Section B: Anthology

- 3 (a) the wine-bowl being (re)filled ... automatically/continually/everytime it is emptied [2]
- (b) (i) they hold up their hands [1]
 (ii) to ask for forgiveness/because they provided a poor meal etc. [1]
 (iii) YES : details of awful menu/ unfit for gods/B&P fear the consequences
 NO : they had done the very best they could/weren't expecting guests/gods [1]
- (c) (i) to guard their home [1]
 (ii) sacrifice/kill it [1]
- (d) B + P chasing goose
 goose flapping about
 oldies worn out trying to keep up
 it takes refuge with the gods
 ... for whom it was otherwise going to be killed! **Any three of these.** [3]
- (e) Award marks in proportion to the amount of correct sense achieved overall,
 in accordance with the appendix 'Instructions for marking translations of set texts'.
*'di' que 'sumus, meritasque luet vicinia poenas
 in pia' dixerunt; 'vobis immunibus huius
 esse mali dabitur. modo vestra relinquite tecta
 ac nostros comitate gradus et in ardua montis/ ite simul'* [5]
- (f) *baculis levati* : they have to support themselves on sticks
nituntur ... vestigia ponere : it is quite a struggle for them to walk uphill
longo ... clivo : it seems to them a long way/takes a long time
 slow metre in 16 : effort to make the climb
 assonance/rhyme of I and O : adds to the laborious feeling
Any two of these or other convincing points [1 each] + ref. to appropriate Latin [1] [4]
- (g) when they are near the top of the hill [=1] ... one arrow-shot away [2]
- (h) everything is covered by a flood
 except their own house
 which turns into a temple [3]
- (i) they instinctively pray when they see the miracle of the wine-bowl
 they are apologetic for the meal which they had provided
 they are prepared to sacrifice their only goose
 the gods announce that they are different from their wicked neighbours
 they immediately leave their house as the gods tell them
 they sympathise with the fate of their neighbours
 they are appointed guardians of the temple
 their wish to die together shows consideration for each other
Any five of these, or other convincing points. [5]

TOTAL = 29

Ring the total mark obtained and transcribe it on the front of the script.

- 4 (a) a poor ... hole (or accept Latin) [2]
- (b) meaning of *vetus/veteris*
 meaning of *hospes/amicum*
 juxtaposition of *vetus/veteris* and/or *hospes/amicum* suggests closeness
vetus hospes tucked inside *veterem ... amicum*
 alliteration of V binds them together
 Any **three** of these, or other convincing points. [3]
- (c) frugal/stingy/careful with his what he has
 tries to be as generous as possible to his guest
 rough/uncultured [3]
- (d) country m: lowly types of food
 careful to save precious items of food/scrap of half-eaten bacon etc
 brings out all he has for his guest/leaves him all the best bits
 only has straw to lie on
 but apparently rather proud of himself (line 10)
 town m: fussy tastes
 haughty manner
 suspicious about the food he is offered
 Any **five** of these or other convincing points : **min. 1** point per mouse. [5]
- (e) Award marks in proportion to the amount of correct sense achieved overall,
 in accordance with the appendix 'Instructions for marking translations of set texts'.
tandem urbanus ad hunc 'quid te iuvat' inquit 'amice,
praerupti nemoris patientem vivere dorso?
vis tu homines urbemque feris praeponere silvis?
carpe viam, mihi crede, comes.' [5]
- (f) around midnight/the middle of the night [not just 'at night/ in the night'] [1]
- (g) *lectos eburneos* = ivory couches
rubro cocco tinctoria vestis = scarlet cloth
multa fercula = many courses
magna cena = big dinner
exstructis ... canistris = the left-overs just piled into baskets
 Any **three** of these or other convincing examples [1 each] + appropriate Latin [1] [6]
- (h) giving mice human attributes (with e.g.)
varia cena - what a menu for a 'banquet'! (8)
 the sophisticated tastes/superior airs of the town mouse (with e.g.)
pater ipse domus = a mouse (10)
 unmouse-like ideas - e.g. preference for *homines urbemque* (14)
 the town mouse's arguments from Epicurean philosophy
 a mouse *purpurea porrectum in veste* (22)
 the town mouse playing the part of a classy waiter (22 ff)
 exaggeration of *nec non vernaliter*
praelambens ... adfert! - typical of waiters? are even mice wary of poisoned food?
 the mice's frantic response to the arrival of the dogs
 Any **six** of these, or other valid refs. - inc. **min. 2** referring to quoted Latin. [6]

TOTAL = 31

Ring the total mark obtained and transcribe it on the front of the script.
 Then total the two figures on the front of the script .

1942/12 and 22

Sections A and B

Instructions for marking translations of set texts

- Each translation passage should be viewed as a single entity, worth 5 marks.
- Award WHOLE marks (**no** fractions) for each passage according to the following criteria, using your judgment to decide which category best fits the candidate's response :

ALMOST PERFECTLY ACCURATE (allow up to 2 of the most minor slips)	5
ESSENTIALLY CORRECT, apart from a few inconsequential slips or a single major error/omission	4
OVERALL STRUCTURE INTACT, but with several serious errors/omissions	3
PARTS CORRECT, but overall structure shaky or extensive omissions	2
A FEW CORRECT PHRASES but otherwise generally inaccurate	1
NO CONTINUOUS ACCURACY	0

- **NO** credit is to be given for isolated single items of vocabulary.
- Please annotate scripts using the following code :

wavy line	=	minor error
solid line	=	serious error
double line	=	multiple errors / complete breakdown of sense
caret mark	=	omission of word

Mark Scheme 1942/23
June 2007

General principles for marking of unseens

3 marks for verbs

2 marks for nouns/adjectives/adverbs

1 mark for most other words

Verbs	<ul style="list-style-type: none"> • allot 3 marks for correct meaning with correct person/tense/mood/voice • allot 2 marks for correct meaning but with an error of person, tense, mood or voice • allot 1 mark for correct meaning but with more than one error of person, tense, mood or voice • allot 0 marks if meaning is quite wrong or makes no sense in the context
Nouns	<ul style="list-style-type: none"> • allot 2 marks for correct meaning with correct number/case • allot 1 mark for correct meaning but with an error of number or case • allot 0 marks if meaning is quite wrong or makes no sense in the context
Adjectives	<ul style="list-style-type: none"> • allot 2 marks for correct meaning with correct degree/agreement • allot 1 mark for correct meaning but with incorrect agreement or degree • for adjectives used as nouns (e.g. <i>multi</i> = many people), allot 2 marks for correct meaning with correct case/number • for adjectives used as nouns, allot 1 mark for correct meaning but with an error of case/number • allot 0 marks if meaning is quite wrong or makes no sense in the context
Adverbs	<ul style="list-style-type: none"> • allot 2 marks (if available) for correct meaning with correct degree • allot 1 mark for correct meaning but with incorrect degree • allot 0 marks if meaning is quite wrong or makes no sense in the context
Pronouns	<ul style="list-style-type: none"> • allot 1 mark for correct meaning and (if appropriate) correct agreement • allot 0 marks if meaning is quite wrong or makes no sense in the context

e.g. 1 2 2 1 2 2 3
hoc anno Romani cladem gravissimam in bello acceperunt

in that (0 - 'this' required) year (2), the Romans (2) had received (2 only - tense error) serious (1 only - superlative missed) defeats (0 - meaning glossed, number wrong) in war (2)

NB

1. Words glossed on the paper will carry fewer marks (e.g. 1 for a noun, 2 for a verb), which are awarded for recognition of form rather than meaning.
2. Repeated errors on vocabulary items are penalised only once (and are marked by 'r.e.' on the script), but other errors (e.g. tenses) are penalised on each occasion.
3. It is acceptable to transpose active and passive verbs as long as all elements are present.

e.g. 2 3
nuntium miserunt a messenger was sent by them (OK - scores 5)
 a messenger was sent (scores 4 only - no agent)

Section A

1 2 2 3 1 2 2 2 1 1 3
Pausanias dux audacissimus erat sed in omnibus rebus perfidus (15). Lacedaemonii, ubi cognoverunt

1 2 1 1 2 2 2 3 1 1 1 3 1
 eum consilia inimica contra patriam suam parare, imperaverunt ei ut Spartam rediret (25). Pausanias

1 1 2 3 3 2 2 2 2 1 2 3 1 2
 autem, dum urbi appropinquat, intellexit ex vultu civis cuiusdam, qui eum monere volebat, se in magnum

2 3 1 2 2 1 1 3 3 1 1
 periculum ductum esse (33). hoc cognito, in templum Minervae statim effugit (10). timebat enim ne a

2 3 3 1 2 2 1 2 3
 civibus puniretur; credebat se in sacro loco tutum manere posse (24).

1 2 2 2 2 1 2 1 1 2 3 1 1
 tum multitudo civium ianuam templi lapidibus obstruxit ne Pausanias exire posset, tectumque

3 1 3 1 1 2 1 2 3 1 1 1 3
 deleverunt, quod sperabant eum sub caelo aperto celerius moriturum esse (38). ecce! inter eos erat

1 2 1 2 2 1 1 2 1 1 1 3 2
 etiam mater Pausaniae, quae perfidiam eius adeo detestabatur ut ipsa lapidem adferret ad filium

2 1 1 2 1 2 1 1 1 2 3
claudendum (28). tandem, Pausanias, e templo semianimis portatus, haud multo post e vita discessit (15).

2 2 2 2 2 1 2 2 2 3 2 2 1 2
 tali modo dux clarissimus, qui saepe gentem suam ad victoriam duxerat, mortem miseram sine ulla

2 3
 dignitate passus est (32).

220 marks, rounded down to 40 (grid provided)

Section A:
scaling grid to round down from 220 to 40

1	=	0	45	=	8	89	=	16	133	=	24	177	=	32
2	=	0	46	=	8	90	=	16	134	=	24	178	=	32
3	=	1	47	=	9	91	=	17	135	=	25	179	=	33
4	=	1	48	=	9	92	=	17	136	=	25	180	=	33
5	=	1	49	=	9	93	=	17	137	=	25	181	=	33
6	=	1	50	=	9	94	=	17	138	=	25	182	=	33
7	=	1	51	=	9	95	=	17	139	=	25	183	=	33
8	=	1	52	=	9	96	=	17	140	=	25	184	=	33
9	=	2	53	=	10	97	=	18	141	=	26	185	=	34
10	=	2	54	=	10	98	=	18	142	=	26	186	=	34
11	=	2	55	=	10	99	=	18	143	=	26	187	=	34
12	=	2	56	=	10	100	=	18	144	=	26	188	=	34
13	=	2	57	=	10	101	=	18	145	=	26	189	=	34
14	=	3	58	=	11	102	=	19	146	=	27	190	=	35
15	=	3	59	=	11	103	=	19	147	=	27	191	=	35
16	=	3	60	=	11	104	=	19	148	=	27	192	=	35
17	=	3	61	=	11	105	=	19	149	=	27	193	=	35
18	=	3	62	=	11	106	=	19	150	=	27	194	=	35
19	=	3	63	=	11	107	=	19	151	=	27	195	=	35
20	=	4	64	=	12	108	=	20	152	=	28	196	=	36
21	=	4	65	=	12	109	=	20	153	=	28	197	=	36
22	=	4	66	=	12	110	=	20	154	=	28	198	=	36
23	=	4	67	=	12	111	=	20	155	=	28	199	=	36
24	=	4	68	=	12	112	=	20	156	=	28	200	=	36
25	=	5	69	=	13	113	=	21	157	=	29	201	=	37
26	=	5	70	=	13	114	=	21	158	=	29	202	=	37
27	=	5	71	=	13	115	=	21	159	=	29	203	=	37
28	=	5	72	=	13	116	=	21	160	=	29	204	=	37
29	=	5	73	=	13	117	=	21	161	=	29	205	=	37
30	=	5	74	=	13	118	=	21	162	=	29	206	=	37
31	=	6	75	=	14	119	=	22	163	=	30	207	=	38
32	=	6	76	=	14	120	=	22	164	=	30	208	=	38
33	=	6	77	=	14	121	=	22	165	=	30	209	=	38
34	=	6	78	=	14	122	=	22	166	=	30	210	=	38
35	=	6	79	=	14	123	=	22	167	=	30	211	=	38
36	=	7	80	=	15	124	=	23	168	=	31	212	=	39
37	=	7	81	=	15	125	=	23	169	=	31	213	=	39
38	=	7	82	=	15	126	=	23	170	=	31	214	=	39
39	=	7	83	=	15	127	=	23	171	=	31	215	=	39
40	=	7	84	=	15	128	=	23	172	=	31	216	=	39
41	=	7	85	=	15	129	=	23	173	=	31	217	=	39
42	=	8	86	=	16	130	=	24	174	=	32	218	=	40
43	=	8	87	=	16	131	=	24	175	=	32	219	=	40
44	=	8	88	=	16	132	=	24	176	=	32	220	=	40

General principles for marking of English into Latin sentences

General principles:

3 marks for verbs

2 marks for nouns/adjectives/adverbs/pronouns

1 mark for most other words

- | | |
|------------|--|
| Verbs | <ul style="list-style-type: none"> • allot 3 marks for correct stem with correct person/tense/mood/voice • allot 2 marks for correct stem but with an error of person, tense, mood or voice • allot 1 mark for recognisable but incorrect stem, and with incorrect termination • allot 0 marks if word is quite wrong or omitted |
| Nouns | <ul style="list-style-type: none"> • allot 2 marks for correct stem with correct and termination • allot 1 mark for incorrect stem or incorrect termination • allow 0 marks if word is quite wrong or omitted |
| Adjectives | <ul style="list-style-type: none"> • allot 2 marks for correct stem with correct degree/agreement • allot 1 mark for incorrect stem or incorrect agreement or degree • allot 0 marks if word is quite wrong or omitted |
| Adverbs | <ul style="list-style-type: none"> • allot 2 marks for correct stem with correct termination • allot 1 mark for incorrect stem or incorrect termination • allow 0 marks if word is quite wrong or omitted |
| Pronouns | <ul style="list-style-type: none"> • allot 2 marks for correct stem with correct termination • allot 1 mark for incorrect stem or incorrect termination • allot 0 marks if word is quite wrong or omitted |

e.g. 1 2 1 2 2 1 3 1 1

After the death of Caesar, the leaders of the Romans often fought among themsleives.

post (1) *mortum* (1 only – wrong ending) *Caesaris* (1) *ductes* (1 only – wrong stem)

semper (0 - wrong word) *pugnarunt* (2 – correct stem, wrong ending) *inter* (1) *ipsos* (0 – se required)

NB

1. Words glossed on the paper will carry fewer marks (e.g. 1 for a noun, 2 for a verb), which are awarded for correct termination.
2. Repeated errors on vocabulary items are penalised only once (and are marked by 'r.e.' on the script) , but other errors (e.g. terminations) are penalised on each occasion.
3. The same rule about the transposition of active and passive verbs applies as for translation from Latin into English.

Section B

1. ^{2 1 2 3 1 2 2 3}
rex tam crudelis erat/fuit ut omnes eum timerent/vererentur. [16]
2. Either: ^{2 2 3 2 2 3}
dux/imperator milites iussit captivum diligenter custodire.
- Or: ^{2 2 3 1 2 2 2}
dux/imperator militibus imperavit ut captivum diligenter custodirent. [14]
3. ^{2 2 1 2 3 1 2 3 (1 2 3)}
magna turba ad forum venit ut nuntios audiret (ad nuntios audiendos). [16]
4. ^{3 2 1 2 3}
rogavi quando navis ad portum advenisset. [11]
5. ^{2 2 2 3 2 2 3}
milites, qui audacissimi sunt, hostibus fortiter resistent. [16]
6. ^{2 2 2 3 2 1 2 3}
eo/illo tempore, cives cognoverunt exercitum in proelio victum esse. [17]
7. ^{2 1 2 3 1 2 1 1}
Romani, ut (nos) omnes scimus, spectacula crudelissima in amphitheatro
³
spectabant/spectaverunt. [16]

106 marks, rounded down to a mark out of 40 (see grid).

Section B:
scaling grid to round down from 106 to 40

1	=	0	36	=	14	71	=	27
2	=	1	37	=	14	72	=	27
3	=	1	38	=	14	73	=	28
4	=	2	39	=	15	74	=	28
5	=	2	40	=	15	75	=	28
6	=	2	41	=	15	76	=	29
7	=	3	42	=	16	77	=	29
8	=	3	43	=	16	78	=	29
9	=	3	44	=	17	79	=	30
10	=	4	45	=	17	80	=	30
11	=	4	46	=	17	81	=	31
12	=	5	47	=	18	82	=	31
13	=	5	48	=	18	83	=	31
14	=	5	49	=	18	84	=	32
15	=	6	50	=	19	85	=	32
16	=	6	51	=	19	86	=	32
17	=	6	52	=	20	87	=	33
18	=	7	53	=	20	88	=	33
19	=	7	54	=	20	89	=	34
20	=	8	55	=	21	90	=	34
21	=	8	56	=	21	91	=	34
22	=	8	57	=	22	92	=	35
23	=	9	58	=	22	93	=	35
24	=	9	59	=	22	94	=	35
25	=	9	60	=	23	95	=	36
26	=	10	61	=	23	96	=	36
27	=	10	62	=	23	97	=	37
28	=	11	63	=	24	98	=	37
29	=	11	64	=	24	99	=	37
30	=	11	65	=	25	100	=	38
31	=	12	66	=	25	101	=	38
32	=	12	67	=	25	102	=	38
33	=	12	68	=	26	103	=	39
34	=	13	69	=	26	104	=	39
35	=	13	70	=	26	105	=	40
						106	=	40

Mark Scheme 1942/24
June 2007

General Marking Instructions

Mark in red biro or ink.

All scripts must be marked in accordance with the mark scheme agreed at the Standardisation Meeting.

Recording of marks

Where you award a mark put a tick in the body of the script. Do not put a tick anywhere else.

Marks for each part question should be recorded unringed in the right hand margin. Do **not** amalgamate marks.

Ring the total for each question in the right hand margin at the end of each question.

Transfer the *ringed* marks for each question to the front of the script. Total these marks and ring the final mark.

With questions that require a degree of personal response from the candidate it will not be possible to anticipate all possible answers. Examiners must therefore exercise their judgment in crediting all valid points.

Section A: Prose Selections from the Cambridge Latin Anthology

- 1 (a) (i) at Stabiae [1]
- (ii) the sea flowed in gently (1) it intervened (1) the shore swept round/ was curved (1) Accept any 2 [2]
- (b) the ash/pumice/stones [1]
- (c) (i) he had placed/put luggage (1) onto a ship/ ships (1) [2]
- (ii) a contrary wind [1]
- (d) (i) a favourable wind [1]
- (ii) he embraced him
he consoled him/cheered him up
he encouraged him
he behaved with composure in order to calm Pomponianus (2) [3]
- (iii) *trepidantem* (1) *timorem* (1) [2]
- (e) he took a bath
he reclined
he dined/ate
(sat down to dinner = 2)
he was cheerful/ he pretended to be cheerful Accept any 3 [3]
- (f) **choice of words** max. 3.
he describes the flames as very broad - *latissimae*
he says the fires were high - *alta*
he uses vivid vocabulary - give 1 mark for each example
e.g. *relucebant* - blazing
fulgor - the glare
claritas - the brightness
tenebris - dark/terrifying
pluribus locis – show how widespread the fire was
- style of writing** max. 3.
he contrasts the fires with the darkness - *tenebris*
juxtaposition of *tenebris* and *claritas*
he uses a superlative - *latissimae* to show the wide area
he uses several different words for fire + egs.
- Accept any 4 valid points [4]

Total: 20 marks

- 2 (a) *virilis audaciae* (1) [1]
- (b) her birth
her beauty/ looks
her husband
her children [4]
- (c) her skills in Latin and Greek (1) literature (1) [2]
- (d) **choice of words**
elegantius quam necesse est (1) to show that she went too far for a respectable woman (1)
(feminae) probae (1) to show that her behaviour was not decent (1)
luxuriae (1) he refers to her extravagance (1)
- Accept any 2 valid points each with the relevant Latin. [4]
- (e) modesty
chastity
care with money
regard for her good name
sexual propriety
- Accept any 4 valid points [4]
- (f) she broke her word
she refused to repay a loan
she was guilty of murder
Any 2. [2]
- (g) (i) it was not worthless/insignificant/it was considerable [1]
- (ii) she could compose verses
she could make a joke
she could engage in modest/ tender/saucy conversation
- Accept any 2 [2]

Total: 20 marks

Total for Section A: 40 marks

- 3 (a) (i) the death/loss of his son [1]
- (ii) *indignus/malo/amisit* [1]
- (iii) Regulus may well not think (1) it a misfortune (1) [2]
- (b) sharp/ intelligent/ alert (1) unreliable (1) [2]
- (c) he took after (1) his father (1) [2]
- (d) to inherit (1) his mother's money (1) **or**
to be his mother's (1) heir (1) [2]
- (e) by pretending (1) to indulge him (1) [2]
- (f) Regulus killed (1) all the pets/animals (1) (around his funeral pyre) [2]
- (g) they act as if they love him but they hate him (2)
allow 1 mark for they pretend to love him
they hate him = 0 [2]
- (h) **choice of words**
Give 1 mark for each valid Latin example with a brief comment, including those listed below.
foeda describes his behaviour as unpleasant (1)
insolita parentibus it was inappropriate in a parent (1)
indulgentiae simulatione he pretended to indulge his son (1)
ostentatio doloris his grief was not genuine(1)
luget insane his mourning was excessive (1)
hoc uno malo, this was the **only** misfortune he did not deserve (1)
incredibile sed Regulum cogita you would not believe this behaviour if it was someone else (1)
- style of writing**
repetition of *malo ... malum* suggests Regulus was not sorry his son had died
repetition of *quasi* - as if they loved him/as if they approved of him
use of synonyms - *detestantur oderunt* - emphasises hatred
asyndeton - *destestantur oderunt* - also stresses disapproval.
- Accept any 4 valid points but must have at least 1 from each. [4]

Total: 20 marks

- 4 (a) Bithynia [1]
- (b) he is most learned
 he is a man of the greatest honesty (*probus*)
 he is most honourable (*honestus*)
 Pliny admires his character
 and his abilities
 he is a close friend
 Accept any 4 [4]
- (c) (i) to grant him the privileges given to parents (1) of 3 children (1) [2]
- (ii) he deserved (1) his friends' approval (1)
 he/ his marriage (1) has produced no children (1) [4]
- (d) he mentions his generosity/*bonitas*
 he mentions that fate has been cruel to Suetonius/*malignitas fortunae*
 he implies that the emperor is his only hope
 Accept any 2 [2]
- (e) **choice of words**
quantum beneficium - what a great favour Pliny is asking
indulgentiam - Pliny hopes to experience the emperor's kindness again.
absens - he is even making this request from abroad - shows how strongly he feels.
- style of writing**
 repetition of *cupiam ... cuperem* - stresses the strength of his wish
 repetition of *petam ... peto* shows how Pliny is begging
 the position of *absens* - Pliny is making his request from abroad
 the repetition of *quantum ... quanto* - to show the importance of the request
- Accept any 3 valid answers but must have 1 from each. [3]
- (f) (i) businesslike/grudging/generous/friendly (1) supporting evidence from the letter (1)
 Accept any valid answer [2]
- (ii) he felt Suetonius deserved it
 this would give him inheritance rights
 to help his political career
 this would improve his own image
- Accept any 2 valid answers [2]

Total: 20 marks

Total for Section B: 40 marks

Mark Scheme 1942/25
June 2007

General Marking Instructions

Mark in red biro or ink

All scripts must be marked in accordance with the Mark Scheme agreed at the Standardisation Meeting.

Recording of marks

Where you award a mark, put a tick in the body of the script. Do not put a tick anywhere else. Do not write comments on the script. Put an omission mark if an answer is incomplete.

Marks for each part question should be recorded **unringed** in the right hand margin. Do **not** amalgamate marks.

Ring the total for each question in the right hand margin at the end of each question.

At the end of Section B record a mark for Quality of Written Communication as QWC **unringed** in the right hand margin.

Quality of Written Communication (max. 2 marks)

Band 1 2 marks	High performance. Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.
Band 2 1-2 marks	Intermediate performance. Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.
Band 3 1 mark	Threshold performance. Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.
Band 4 0 marks	Performance lower than threshold performance. Spelling, punctuation and grammar consistently inaccurate; frequent loss of sense.

Transfer the **ringed** marks for each question to the front of the script. Total these 2 marks and **ring** the final total.

With questions that require a degree of personal response from the candidate it will not always be possible to anticipate all possible answers. Examiners must therefore be able to exercise their judgment in crediting all valid points.

Section B Marking Grid (max. 9 marks)

8-9 marks	All important aspects of the question covered in detail. A comprehensive selection of relevant facts.
5-7 marks	Most of the important aspects of the question covered in some detail. The candidate has used relevant facts.
3-4 marks	Some aspects of the question covered or a number of aspects covered with little detail. Information not always relevant.
1-2 marks	Very few aspects of the question covered. Facts not always relevant.
0 marks	No attempt to address the question. No relevant facts.

Topic 1: Daily Life in Roman Society**Section A**

- 1 (a) *impluvium*/pool [1]
- (b) to catch or store rainwater/ornamental [1]
- 2 **walls:** frescoes, brightly painted plaster, red/orange/blue, scenes from Greek myths, architectural designs, mosaics
- floors:** paved with marble, mosaics, + 1 mark for an e.g.
- Accept any 3 valid answers but must have at least 1 from each. [3]
- 3 bedrooms, study, dining room, *alae* Accept any 3 [3]
- 4 chair/stool, table, couch, strong box/chest, shrine Accept any 3 [3]
- 5 important family occasions
main family living room
receiving visitors/clients
worshipping family gods Accept any 2 [2]
- 6 semicircular
raised stage
tiered seats Accept any 2 [2]
- 7 canvas awning
sprinkled water
sunhats/sunshades Accept any 2 [2]
- 8 **pantomime** (1)
mimed, single performer, danced, plot from Greek myth, wore mask, orchestra played, chorus sang the lyrics
- farces** (1)
short one act plays, about Italian country life, rude jokes, slapstick, stock characters e.g. Pappus/old fool. Manducus/greedy clown, masks.
- comedies (of Plautus/Terence)** (1)
complicated plots, witty dialogue, typical characters, e.g. old fashioned father/son leading wild life/ in love with a pretty girl, masks.
- tragedy** (1)
masks, story from Greek mythology
- Give 1 mark for the name and 2 further marks for details.
Accept any 3 valid answers from **one** type of performance [3]

Total: 20 marks

Section B

- 9 (a) **commercial centre**
- shopping – temporary stalls, covered market
 - weights and measures bench – fair trade
 - people meet to do business, guildhalls for trade associations
 - people meet friends/socialise

centre of local government

- public noticeboards, give election results/market days etc.
- municipal offices, lawcourts, treasury
- polling station/elections

religious centre

- temples to Roman gods – examples

Accept any valid points including those listed above

[9]

- 9 (b)
- description of dining room/summer dining room
three couches around a small table
 - meal served by slaves
food cut up by slaves
wine served with all courses/quality of the wine
 - first course – fish/eggs/vegetables
 - main course – various types of meat
 - dessert – fruit/nuts/sweet dishes
elaborate presentation of food
 - after dinner entertainment – dancing/playing music/singing/*recitatio*/acting
the meal lasted a long time

Accept any valid answers

[9]

Quality of Written Communication: 2 marks

Total for Section B: 18 + 2 = 20 Marks

10 (a) **reasons for standing**

- to serve the town
to provide services
e. g. building a theatre
- status
reserved seats at shows
name on a public building
a statue in your honour

campaign

- office being sought e.g. aedile
wearing white toga
meet voters in forum
- agent promotes candidate
bribes
bribery illegal
speak at public meetings
graffiti on walls
- promises of games/shows
at own expense

Accept any valid points

[9]

10 (b)

- few homes had baths
the need to keep clean
- the baths served as a leisure centre –different sports
- they could meet friends
do business
it was a relaxing experience
- other facilities – (massage, hairplucker, strigil, snack bar etc.)
the different types of bath
toilets

Accept any valid answers

[9]

Quality of written communication: 2 marks

Total for Section B: 18 + 2 = 20

Topic 6: Roman Britain**Section A**

- 1 to worship the goddess/to fulfill his vow to the goddess (1)
to cure illness (1)
soldiers posted near bath [2]
- 2 the baths or spring (1) the temple (of Sulis) (1) the theatre (1) [2]
- 3 jewellery, coins, curse tablets, statue of Sulis, altar in front of the temple
Give one mark for each of 2 valid examples and a further mark for an explanation of each. [4]
- 4 wool, leather, clothing, fertiliser, tools (of bone), transport
animals in amphitheatre
security, hunting
ploughing
sacrifice/divination Accept any 3 [3]
- 5 barley, oats, rye, wheat Accept any 2 [2]
- 6 wine, pottery, salt, ironware, olive oil, garum/fish sauce, glass, marble
Accept any 3 valid answers [3]
- 7 tin (Cornwall/ Southwest) iron (Kent/ Southeast/ Midlands) lead (Derbyshire/
Shropshire/ Wales/ Midlands/ North) gold (Wales) copper (Shropshire/ Wales)
Accept any 2. Give 1 mark for the metal and 1 for the region. [4]

Total: 20 marks

Section B

8 (a)

- mention of town(s)
mention of Roman road(s)
- posting stations along the way/ inns
for rest/refreshment
often travelling night and day
- straight roads
camber, ditches, surface
travelling by cart/carriage
average distance travelled
less if the surface bad
references to problems with transportation of amphorae
- encounters with robbers
travellers causing obstruction/crashes

Accept any valid points

[9]

(b)

- manager/bailiff supervised work
he was in charge in the absence of the owner
responsible for organising slaves
had to look after buildings
had to check tools etc.
responsible for buying food/goods not produced in the villa
- household work done by slaves
some did accounts
or secretarial work
some worked in the baths/stoked furnace
each villa had a cook
women/slaves did spinning/weaving
- farmland worked by slaves/British labourers
ploughing
tending animals
they had to cut/fetch timber
fetch water from spring/well

Accept any valid points including those above

[9]

Quality of Written Communication: 2 marks

Total for Section B: 18 + 2 = 20

9 (a)

- an inscription tells us about the British king Togidubnus/Cogidubnus, the possible owner of Fishbourne palace
he worshipped Roman gods
he was a Roman citizen
he took 2 of the emperors names
- remains of buildings from earlier Roman invasion (granary, harbour)
indicate owner's support for the Romans
his tribe renamed the Regnenses
- the palace may have been a reward for loyalty to Rome
because of its vast size
grand rooms such as audience chamber/entrance hall
magnificent/in Italian style/like fashionable Italian houses
built/decorated by specialist/Italian craftsmen
built around a large courtyard
formal gardens laid out in formal/Italian style

Credit any valid answers, including details of the palace

[9]

(b)

- they lost their independence
they had to obey Roman law
had to pay taxes
- the Romans bought up farmland
and land with minerals to be mined
land sometimes confiscated
- after the death of Prasutagas
Roman governor and troops controlled the province
behaviour of troops often harsh
e.g. in crushing rebellion of Boudica
treatment of women by the Romans (Boudica and her daughters)
some Britons forced into slavery

Accept any valid answers

[9]

Quality of Written Communication: 2 marks

Total for Section B: 18 + 2 = 20

Mark Scheme 1942/06
June 2007



**GCSE Latin (1942/06) and GCSE Classical Greek (1941/05) Coursework
for first examination June 2007**

Mark Scheme & Assessment Criteria (AC) 1-5

The following descriptive mark scheme provides guidance for the marking of coursework in accordance with the prescribed Assessment Criteria (AC):

Assessment Criteria	Marks
1 Factual Content	12
2 Use of Primary Source Material	8
3 Organisation of Material	4
4 Understanding and Evaluation	14
5 Quality of Written Communication	2
Total marks	40

The 'levels of response' descriptions are specific to GCSE Latin (1942) and GCSE Classical Greek (1941) for AC 1-4, while the descriptions for AC 5 are common to all GCSE subjects.

Type A: One piece of 2000 words maximum, total marks 40.

Type B: Two pieces of maximum 1000 words each.

For Type B coursework, marks for each criterion are awarded on each piece, the marks overall (maximum 80) will be halved (then rounded up if necessary) to give a total out of 40.

AC 1 Factual Content (Max. 12 marks)

Band 1	<i>11-12 marks</i>
	A comprehensive selection of relevant facts covering all important aspects of the title; no significant errors. Evidence of thorough research, fully referenced.
Band 2	<i>9-10 marks</i>
	A very good selection of relevant facts, with only a few gaps, omissions or errors. Evidence of adequate research with references mostly complete.
Band 3	<i>7-8 marks</i>
	A good selection of relevant facts. There may be some irrelevant facts, and some errors, gaps or omissions. Evidence of research into some aspects, with some references.
Band 4	<i>5-6 marks</i>
	A range of relevant facts, but not always well selected. Some significant errors, gaps and omissions in research. Few references given.
Band 5	<i>3-4 marks</i>
	Some attempt to address the title, with some accurate and relevant facts selected in relation to title. Little attempt to acknowledge sources. The material is likely to be sparse and inaccurate, or plentiful with little attempt to give facts in candidate's own words.
Band 6	<i>2-3 marks</i>
	Few relevant or accurate facts. What facts there are, will be from unacknowledged sources and not in candidate's own words.
Band 7	<i>1 mark</i>
	Very few relevant or accurate facts. No attempt to acknowledge sources or give facts in candidate's own words.
Band 8	<i>0 marks</i>
	No relevant and accurate facts.

AC 2 Use of Primary Source Material (Max. 8 marks)

Band 1	<i>7-8 marks</i> Very high proportion of facts and evidence derived from a wide range of well-chosen primary sources or from fewer substantial ones, fully integrated into the text. Visual as well as literary sources used where appropriate, depending on topic chosen. Sources must be identified as primary and referenced by candidate.
Band 2	<i>6 marks</i> A high proportion of facts and evidence derived from well-chosen primary sources, integrated into text and identified as primary and referenced by candidate.
Band 3	<i>5 marks</i> Substantial number of facts and evidence derived from well-chosen primary sources, or large number of sources used but less successfully integrated into text or not clearly identified as primary or referenced by candidate.
Band 4	<i>4 marks</i> Some facts and evidence derived from well-chosen primary sources, or integration may be weak or non-existent. Candidate may not be able to distinguish primary from secondary sources.
Band 5	<i>3 marks</i> Only a few facts and pieces of evidence derived from primary sources with little integration. Sources for the most part not identified or referenced.
Band 6	<i>2 marks</i> Some primary source material referred to, but not used to provide facts or evidence. May be irrelevant and not identified or referenced.
Band 7	<i>1 mark</i> Very little reference to primary sources, and no integration. Most will be irrelevant and not identified or referenced.
Band 8	<i>0 marks</i> No attempt to use primary sources.

Examples of Primary Source Material

- Textual or visual material from the ancient world drawn from books, museums, sites or the internet.
- Candidates' own photographs or drawings of a site or artefact.
- Selective use of television documentaries, reconstructions and dramas should be encouraged but should not be the only source material used.

AC 3 Organisation of Material (Max. 4 marks)

Band 1	<i>4 marks</i>
	Assignment clearly and logically set out in sections or paragraphs. Assignment within word limit. Structure reflects aspects of the title.
Band 2	<i>3 marks</i>
	Less clarity and coherence in structure of assignment, with some attempt at organisation in sections or paragraphs. Not more than 200 words (Type A) or 100 words (Type B) over limit. Structure may not reflect aspects of title.
Band 3	<i>2 marks</i>
	Over 2200 words (Type A) or 1100 words (Type B) or random accumulation of material, with little structuring. Little relation of structure to title.
Band 4	<i>1 mark</i>
	Little attempt to present clear or logical path through material.
Band 5	<i>0 marks</i>
	No attempt to follow a clear and logical path through material.

AC 4 Understanding and Evaluation (Max. 14 marks)

Band 1	<i>13-14 marks</i>
	A thorough understanding of the topic shown, through discussion of material, analysis or argument; facts are almost always used to support an argument. There will be evidence of a high level of evaluation of material in relation to title.
Band 2	<i>11-12 marks</i>
	A thorough understanding of the topic shown, though discussion of material, analysis or argument may be superficial in some places or not supported by facts. Evidence of a good level of evaluation.
Band 3	<i>9-10 marks</i>
	A good understanding of the topic, but there may be occasional misunderstandings, or generalisations unsubstantiated by facts. There should be some attempt at evaluation.
Band 4	<i>7-8 marks</i>
	A reasonable level of understanding of the topic with some successful attempt at analysis and discussion supported by facts, but also misunderstandings, and generalisations unsubstantiated by facts. Evaluation is likely to be limited.
Band 5	<i>5-6 marks</i>
	A reasonable level of understanding shown by some selection and presentation of facts. Analysis and discussion will be restricted to superficial or mistaken comments without evidence. Little attempt at evaluation.
Band 6	<i>3-4 marks</i>
	The level of understanding of the topic is basic, with very little attempt at analysis or discussion and very little evaluation.
Band 7	<i>1-2 marks</i>
	Very little understanding of the topic and no evaluation.
Band 8	<i>0 marks</i>
	No understanding of the topic.

Examples of Evaluation

- Comparison with aspects of modern life or with other cultures or periods.
- Observations arising from empathetic writing.
- Evidence gained from personal study of a site or artefact.
- Critical response to television documentary or drama.

AC 5 Quality of Written Communication (Max. 2 marks)

Band 1	<i>2 marks</i>
	High performance: Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.
Band 2	<i>1-2 marks</i>
	Intermediate performance: candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.
Band 3	<i>1 mark</i>
	Threshold performance: candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.
Band 4	<i>0 marks</i>
	Performance lower than threshold performance: spelling, punctuation and grammar consistently inaccurate; frequent loss of sense.

**General Certificate of Secondary Education
Latin (1942)
June 2007 Assessment Series**

Component Threshold Marks

Component	Max Mark	a	b	c	d	e	f	g
06/86 Coursework	40	32	28	24	20	16	12	8
11 paper 1 (Foundation)	60	n/a	n/a	36	30	25	20	15
12 paper 2 (Foundation)	60	n/a	n/a	35	29	23	17	11
13 paper 3 (Foundation)	40	n/a	n/a	27	21	16	11	6
14 paper 4 (Foundation)	40	n/a	n/a	20	16	13	10	7
15 paper 5 (Foundation)	40	n/a	n/a	22	18	15	12	9

21 paper 1 (Higher)	60	45	39	34	26	n/a	n/a	n/a
22 paper 2 (Higher)	60	44	36	28	21	n/a	n/a	n/a
23 paper 3 (Higher)	40	32	28	25	21	n/a	n/a	n/a
24 paper 4 (Higher)	40	33	28	23	19	n/a	n/a	n/a
25 paper 5 (Higher)	40	30	26	22	18	n/a	n/a	n/a

Syllabus Options

Foundation tier

Option FA (11, 12, 13, 14)	Max Mark	A*	A	B	C	D	E	F	G
Overall threshold marks	200	n/a	n/a	n/a	118	98	78	58	38
Cumulative percentage in grade		n/a	n/a	n/a	55.9	78.0	91.5	96.6	100

Total entry for this examination was 63

Option FB (11, 12, 13, 15)	Max Mark	A*	A	B	C	D	E	F	G
Overall threshold marks	200	n/a	n/a	n/a	112	94	77	60	43
Cumulative percentage in grade		n/a	n/a	n/a	39.0	51.2	75.6	87.8	95.1

Total entry for this examination was 44

Option FC (11, 12, 14, 15)	Max Mark	A*	A	B	C	D	E	F	G
Overall threshold marks	200	n/a	n/a	n/a	107	91	75	59	43
Cumulative percentage in grade		n/a	n/a	n/a	45.1	66.7	85.9	93.4	98.1

Total entry for this examination was 227

Option FD (06, 11, 12, 13)	Max Mark	A*	A	B	C	D	E	F	G
Overall threshold marks	200	n/a	n/a	n/a	113	95	77	60	43
Cumulative percentage in grade		n/a	n/a	n/a	42.9	85.7	92.9	100	100

Total entry for this examination was 15

Option FE (06, 11, 12, 14)	Max Mark	A*	A	B	C	D	E	F	G
Overall threshold marks	200	n/a	n/a	n/a	112	94	76	59	42
Cumulative percentage in grade		n/a	n/a	n/a	48.6	67.6	82.4	89.2	94.6

Total entry for this examination was 74

Higher Tier

Option HA (21, 22, 23, 24)	Max Mark	A*	A	B	C	D	E	F	G
Overall threshold marks	200	176	154	132	110	87	75	n/a	n/a
Cumulative percentage in grade		52.7	79.7	90.9	96.0	98.6	99.2	n/a	n/a

Total entry for this examination was 4346

Option HB (21, 22, 23, 25)	Max Mark	A*	A	B	C	D	E	F	G
Overall threshold marks	200	172	151	130	109	86	74	n/a	n/a
Cumulative percentage in grade		40.5	72.4	85.0	91.4	97.5	98.5	n/a	n/a

Total entry for this examination was 482

Option HC (21, 22, 24, 25)	Max Mark	A*	A	B	C	D	E	F	G
Overall threshold marks	200	173	151	129	107	84	72	n/a	n/a
Cumulative percentage in grade		32.4	63.4	80.7	91.6	97.4	99.0	n/a	n/a

Total entry for this examination was 3358

Option HD (06, 21, 22, 23)	Max Mark	A*	A	B	C	D	E	F	G
Overall threshold marks	200	171	151	131	111	88	76	n/a	n/a
Cumulative percentage in grade		42.1	67.0	83.7	90.4	96.7	99.5	n/a	n/a

Total entry for this examination was 212

Option HE (06, 21, 22, 24)	Max Mark	A*	A	B	C	D	E	F	G
Overall threshold marks	200	175	153	131	109	86	74	n/a	n/a
Cumulative percentage in grade		30.4	63.1	82.4	93.3	98.6	99.4	n/a	n/a

Total entry for this examination was 1189

Overall

	A*	A	B	C	D	E	F	G
Percentage	40.2	28.2	14	9.4	5.1	1.7	0.3	0.2
Cumulative percentage in grade	40.2	68.4	82.4	91.8	96.9	98.6	98.9	99.1

Total entry for this examination was 10010

Statistics are correct at the time of publication

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